

Tree
cat
Bell
Girl

**Kasturba Gandhi Balika Vidyalaya
Bridge Course**

For Girls' Entering Upper Primary Stage

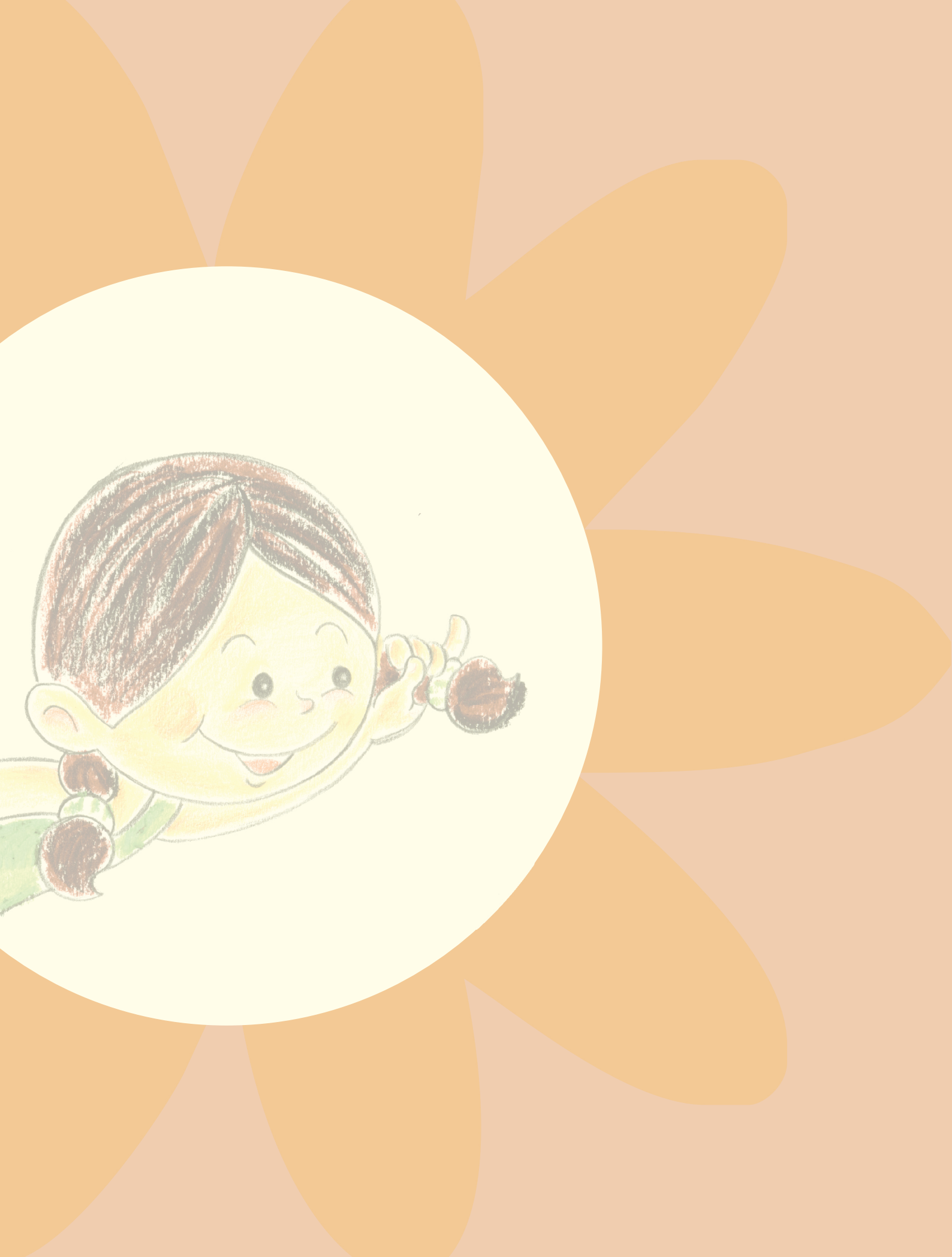
ENGLISH



Rain
Flower
Hut
Farm

Department of Gender Studies

**National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi - 110016**



Kasturba Gandhi Balika Vidyalaya
Bridge Course
for Girls Entering Upper Primary Stage

ENGLISH



Department of Gender Studies

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Department of Gender Studies

जेंडर अध्ययन विभाग

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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FOREWORD

National Curriculum Framework-2005 states that a critical function of education for equality is to enable all learners to claim their rights as well as to contribute to society and the polity. We need to recognise that rights and choices in themselves cannot be exercised until central human capabilities are recognised. Thus, in order to make it possible for all learners from different socio-economic backgrounds, especially girls, to claim their rights as well as play an active role in shaping collective life, education must empower them to overcome the disadvantages of unequal socialisation and enable them to develop their capabilities of becoming equal citizens.

Reaching out to the girl child has been central to the efforts of Universalising Elementary Education (UEE). The *Sarva Shiksha Abhiyan* (SSA), a national flagship programme for UEE recognises the need for special efforts to bring girls, especially from disadvantaged groups, to schools, and to bridge gender disparities in education at the elementary level. In this regard, the Ministry of Human Resource Development attempts to address social, cultural and economic deprivation faced by girls from marginalised and disadvantaged sections of remote and rural society, by instituting the Kasturba Gandhi Balika Vidyalaya (KGBV) scheme, an innovative and promising initiative of Government of India. Introduced as a scheme in 2004 it became a part of SSA in 2007. Currently it is operational in twenty-four states and one union territory.

The Bridge Course is also an important step in translating some of the concerns stated in the Right of Children to Free and Compulsory Education Act, 2009, particularly in the context of ensuring that the children belonging to weaker sections and disadvantaged groups are not discriminated and prevented from pursuing and completing elementary education; and providing course of study for elementary education.

A National Consultation on KGBV was organised by NCERT from 11 to 12 August 2008 to share experience generated by the KGBV scheme operational over the last few years. This consultation brought together scholars from different fields. The consultation strongly recommended development of Bridge Courses for girls enrolling in KGBV and Customised Teacher Training Packages for upgrading the skills of KGBV teachers. Under this backdrop, Department of Women's Studies (DWS) took the initiative for developing Bridge Course and Teacher Training package based on NCF-2005, in collaboration with other Curricular Departments of NIE, RIEs, University Departments, DIETs of Delhi, NGOs and practicing school teachers including teachers of KGBV. The Bridge Course has been developed in the content areas of





science, maths, history, geography and the languages—English and Hindi. It is based on NCERT textbooks at the primary and upper primary levels.

The Bridge Course is a pioneering initiative made by NCERT in addressing the academic needs of dropout girls who have revisited formal schools after a gap of two or more years. This course has been prepared keeping the learners' contexts in mind. The pedagogical approaches woven in these Courses of science, maths, history, geography and the languages—English and Hindi—use simple language with multiple participatory activities which can be contextualised as per the requirements of different KGBVs. The Bridge Course should not be treated as yet another book but is to be used for contextualising activities, preparation of worksheets, project work, etc. which would enrich their pedagogical approaches. This material can be adopted and adapted according to the needs of KGBV girls. Addition to this material will be a growing approach and an evolving process.

DWS could not have gone ahead with this endeavour without the direction and guidance of Professor Krishna Kumar, former Director, NCERT. He had rightly envisioned the importance of the present Bridge Course in addressing the academic challenges of girls under the KGBV scheme.

We also gratefully acknowledge contributions of the Review Committee chaired by Dr. Sharda Jain, Director, Sandhan, Jaipur; and other members—Sister Sabina, former State Project Director, Mahila Samakhya Society, Patna, Bihar; Ms. Seema Bhaskaran, State Project Director, Mahila Samakhya Society, Kerala; Ms. Amukta Mahapatra, Director, School Scape, Chennai for their expert review and suggestions.

We are thankful to the members of Evaluation Team constituted by MHRD Ms. Sarita Mittal, Director EE8; Ms. Kiran Dogra, Consultant (Gender), Ed.CIL; and Ms. Dipta Bhog, Director, Nirantar for their inputs and suggestions.

As an organisation committed to systemic reform and continuous improvement in the quality of its products, NCERT welcomes comments and suggestions which will enable us to undertake further revision and refinement.

New Delhi
11 June 2010

Director
National Council of Educational
Research and Training

PREFACE

The Bridge Course for girls of Kasturba Gandhi Balika Vidyalaya (KGBV) has been developed keeping in view the guiding principles of *National Curriculum Framework (NCF)-2005* that mark a departure from the legacy of bookish learning which continues to shape our system and causes a gap between the school, home and community. These materials developed in different subject areas, viz. english, hindi, history, geography, science, and mathematics are based on the NCERT primary and upper primary textbooks. All these subject areas in the Bridge Course will contribute to the learning skills of KGBV girls and will prepare them for entering into the upper primary stage. There is a scope to explore the creativity of girls in the classroom. Use of bilingual approach in english and history course books of Bridge Course will take girls ahead in their learning and thinking skills. The flexibility in the approach and suggested activities, such as, taking the help of worksheets, teacher demonstration, anecdotes, reciting poems, crossword puzzles, experimenting, hands on skills, oral traditions and reading material across various subjects are the highlights of the Bridge Course.

Each subject area has used key concepts across the primary and upper primary textbooks of NCERT based on NCF-2005. Each concept has been dealt with through a different kind of activity without bringing any definition and the content for rote learning. The concept or the idea has been floated through activities for the learners to understand, analyse and then apply in the given context. It is hoped that this material to be used as the bridge between primary and upper primary stage, will fulfil the learning needs of dropout girls. The activities are suggestive. Any alternate activity can also be carried out based on the local specific contexts. Each activity has the scope of creating similar other local-specific activities for encouraging learners to go beyond the course book. Its scope will get enhanced if this creates a space for more such activities.

The Bridge Course developed in different subjects is gender inclusive. It highlights the contribution of women in diverse fields. This suggestive material is a humble effort in keeping the plurality and different contexts of KGBV girls in mind. The pedagogical approaches woven in Bridge Course attempt to address the multilevel and diverse needs of KGBVs located in different socio-cultural contexts. The Bridge Course has been tried and tested at NIE, NCERT from 22 February to 3 March 2010 on forty-four master trainers deputed by nine states, viz. Andhra Pradesh, Bihar, Chhattisgarh, Jharkhand, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

The suggestions during the training of the master trainers have been duly incorporated. However, more suggestions, if any, will be welcome.



Do You Know

According to the 86th Constitutional Amendment Act, 2002, free and compulsory education for all children in 6-14 year age group is now a Fundamental Right under Article 21-A of the Constitution.

**EDUCATION IS NEITHER A
PRIVILEGE NOR FAVOUR BUT A
BASIC HUMAN RIGHT TO
WHICH ALL GIRLS AND WOMEN
ARE ENTITLED**

*Give Girls
Their Chance !*



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We also thank the Publication Department, NCERT, for their support. We gratefully acknowledge the inputs of Surender Kumar and Meenakshi Mahajan, *DTP Operator*, and Hina Chaturvedi, *Assistant Editor*.

ABOUT THIS BOOK

The following Bridge Course has been developed for the students of Kasturba Gandhi Balika Vidyalaya (KGBV). It aims to give students an opportunity to bridge any academic gaps in the study of English Language.

The selection of the pieces has been made keeping the interest, cognitive level, context and needs of the girls studying in KGBV. Some pieces have been taken from the *Marigold Series*, textbooks in English for the primary stage developed by NCERT. Others have been developed keeping in view the themes of the units.

There are ten units in the book. The units are based on the themes given in the syllabus which was developed as a follow-up to the *National Curriculum Framework-2005*. The selection is based on the pedagogical principle of moving from the known to the unknown.

Unit 1 is about 'Self and Family' and gives an opportunity to learners to talk about themselves and their families. All children like to talk about people and things around them and teachers should use this as a classroom resource/strategy. Unit 2 is on 'Neighbourhood' and facilitates connecting learning to the world outside. The themes in the succeeding units make a significant contribution to their understanding of the world around them. Unit 3 is on 'Animals' wherein along with domestic animals, learners have been told about wild animals.


Unit 4 'Food' covers the topic of different types of foods, and the concept of a balanced diet. Unit 5 is on 'Transport', in which short poems and journeys are narrated to help the learners understand the world beyond their classroom. Unit 6 'Don't Give Up' is about persons with special needs. This unit highlights their indomitable courage in overcoming obstacles.

Unit 7 'Books' is about the pleasure derived from reading books. The texts in this section subtly encourage students to read more books on their own. Unit 8 'Caring for Our Environment' helps them understand the importance of caring for our environment. Unit 9 'Keep Fit' focuses on the fact that exercise, sports and games are an important part of our daily life.

Each of the themes cuts across the curriculum and every unit has a number of activities that will help develop the learners' language skills along with their skills of observation, problem-solving and critical thinking. Thus, helping them develop life skills. Every unit has activities on listening and speaking so that the learners use the language in meaningful contexts. The writing exercise will help learners connect their speech and writing in a coherent way.

Unit 10 'Reading at Leisure' comprises a few stories and poems for learners to read on their own for enjoyment as well as to develop the habit of extensive reading.





In Units 1 to 9 passages for reading have also been given in Hindi to facilitate better comprehension. Instructions for exercises are also explained in Hindi to help students understand the activity completely. Activities for listening and speaking have not been translated because listening and speaking in the language helps in learning the language.

Transliterations of poems have been given to facilitate the reading of poems as poems are meant to be read aloud. Poems on similar themes have been given in Hindi as well to help learners widen their horizon. Learners can be encouraged to sing songs on similar themes in their own language. This will help them understand that languages flourish in each other's company. The use of the child's own language can be used in the classroom as a resource. The use of Hindi is gradually reduced in the subsequent units.

At the end of every unit teacher's pages are given to facilitate the teachers in translating the units effectively.

This Bridge Course can also be used as a self-learning material by the learners. The use of child's language (Hindi/or any other language) along with English will facilitate comprehension. States where the regional language is different, the translated and transliterated parts can be replaced as per the need of the learners.

The book has thus been envisioned to make learning both joyful and constructive for the students of KGBV.

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CHILDREN'S BILL OF RIGHTS

A child is every person under the age of 18 years. Parents have the primary responsibility for the upbringing and development of the child. The State shall respect and ensure the rights of the child.



- I have the Right to express my views freely which should be taken seriously, and everyone has the Responsibility to listen to others. (Article 12,13)



- I have the Right to good health care, and everyone has the Responsibility to help others get basic health care and clean water. (Article 24)
- I have the Right to a good education, and everyone has the Responsibility to encourage all children to go to school. (Article 28,29,23)



- I have the Right to be loved and protected from harm and abuse, and everyone has the Responsibility to love and care for others. (Article 19)
- I have the Right to be included whatever my abilities, and everyone has the Responsibility to respect others for their differences. (Article 23)
- I have the Right to be proud of my heritage and beliefs, and everyone has the Responsibility to respect the culture and belief of others. (Article 29,30)



- I have the Right to a safe and comfortable home and everyone has the Responsibility to make sure all children have homes. (Article 27)
- I have the Right to make mistakes, and everyone has the Responsibility to accept we can learn from our mistakes. (Article 28)



- I have the Right to be well fed, and everyone has the Responsibility to prevent people from starving. (Article 24)
- I have the Right to a clean environment, and everyone has the Responsibility not to pollute it. (Article 29)



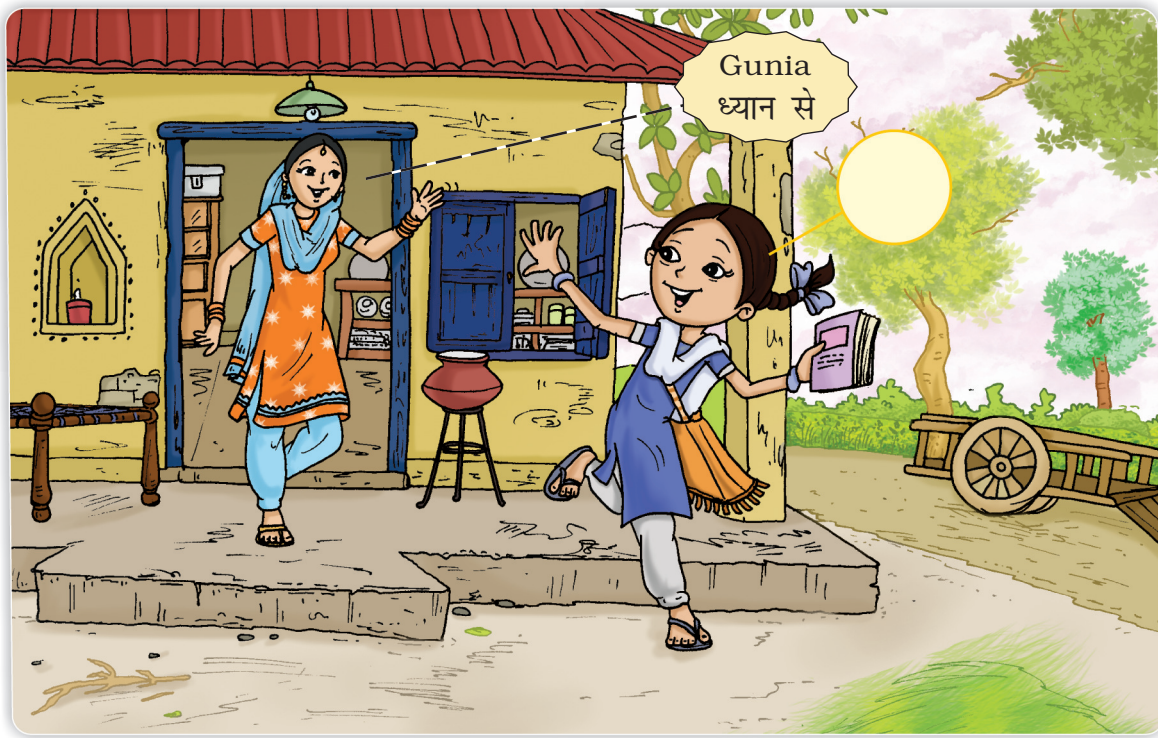
- I have the Right to live without violence (verbal, physical, emotional), and everyone has the Responsibility not to be violent to others. (Article 28,37)
- I have the Right to be protected from economic and sexual exploitation, and everyone has the Responsibility to ensure that no child is forced to work and is given a free and secure environment. (Article 32,34)

These rights and responsibilities are enshrined in the United Nations Convention on the Rights of the Child, 1989. It contains all the rights which children and young people have all over the world. The Government of India signed this document in 1992.

SELF AND FAMILY में और मेरा परिवार

WARM UP

Let us talk about this picture



(इस चित्र के बारे में आपके मन में कुछ सवाल उठ रहे होंगे। सवाल न भी हों तो कुछ बात तो जरूर करना चाहोगी। जो भी कहना चाहती हो, बताओ।)

1. Who is this? A boy or a girl? (यह कौन है? लड़का या लड़की?)
2. What is the name of the girl? (इस लड़की का नाम क्या है?)
3. What is she wearing? (वह क्या पहने हुए है?)
4. What is she carrying? (वह क्या लेकर जा रही है?)
5. What do you think is inside her bag? (उसके थैले में क्या हो सकता है?)

Now describe this picture



(इस तस्वीर को देखकर आपके मन में जो भी विचार उठ रहा हो, उस के आधार पर इन सवालों के जवाब दो।)

Answer these questions. (मुँह जुबानी उत्तर दो।)

1. What is the building in the picture?
(इस चित्र में कौन सी इमारत है?)
2. Why is Gunia running?
(गुनिया क्यों दौड़ रही है?)
3. How do you know she is late?
(आप कैसे अन्दाज़ा लगा सकते हैं कि गुनिया को देर हो गई है?)
4. What will she say to her teacher?
(वह अपनी टीचर से क्या कहेगी?)
5. What time do you go to school? Morning or evening?
(आप किस समय स्कूल जाती हो? सुबह या शाम?)

I AM GUNIA (मैं गुनिया हूँ)

Read the sentences below. Do the exercise that follows.

(नीचे लिखे वाक्यों को पढ़ो। इन वाक्यों की मदद से नीचे दिए गए प्रश्नों के उत्तर दो। अंग्रेज़ी में ही करने की कोशिश करो।)

I am Gunia. (मैं गुनिया हूँ।)

I am ten years old. (मैं दस वर्ष की हूँ।)

I am a student. (मैं एक छात्रा हूँ।)



I love mangoes. (मुझे आम पसंद हैं।)

I am a happy girl. (मैं खुश रहती हूँ।)



UNDERSTANDING

Tick (✓) the correct ones. सही उत्तर पर (✓) निशान लगाओ।

1. Gunia is a  / 
 boy / girl

3. She is 10/12 years old.

2. Gunia is a  /  girl.
 happy / sad

4. She loves  / 
 mangoes / oranges



SPEAKING

Work in pairs and talk about yourself using sentences like these.

(नीचे आधे-अधूरे वाक्य दिए गए हैं। उनकी मदद से अपने बारे में अपनी सहेली को बताओ और वह भी अपने बारे में आपको बताएँ।)

I am

I am a

I love

LISTENING

Listen to the poem and repeat it.

(आपने झूले पर बहुत कविताएँ, गाने गाए होंगे। यहाँ झूले पर ही एक कविता अंग्रेज़ी में दी जा रही है। उसका भी मज़ा लो। मज़े से सुनो और साथ-साथ दोहराओ।)

THE SWING

How do you like to go up in a swing,
Up in the air so blue?
Oh! I do think it is the pleasantest thing
Ever a child can do!

Up in the air and over the wall,
Till I can see so wide,
Rivers and trees and cattle and all
Over the countryside!

Till I look down on the garden green,
Down on the roof so brown
Up in the air I go flying again,
Up in the air and down!

—Robert Louis Stevenson

द स्विंग

हाउ डू यू लाइक टु गो अप इन द स्विंग,
अप इन द एयर सो ब्लू?
ओह! आइ डू थिंक इट इज़ द प्लैज़ैंटेस्ट थिंग
एवर अ चाइल्ड कैन डू!

अप इन द एयर एन्ड ओवर द वॉल,
टिल आई कैन सी सो वाइड,
रिवर्ज़ एन्ड ट्रीज़ एन्ड कैटल एन्ड ऑल
ओवर द कन्ट्रीसाइड!

टिल आई लुक डाउन ऑन द गार्डन ग्रीन,
डाउन ऑन द रूफ़ सो ब्राउन
अप इन द एयर आई गो फ्लाइंग अगेन,
अप इन द एयर एन्ड डाउन!

—रॉबर्ट लुई स्टीवेन्सन



सहेलियों के साथ झूला झूलते हुए आप कौन से गीत गाती हो? उसे सब साथ मिलकर गाओ और अपनी भाषा में लिखो।

GUNIA'S FRIEND**गुनिया की सहेली**

Read the sentences below. (निम्नलिखित वाक्यों को पढ़ो।)

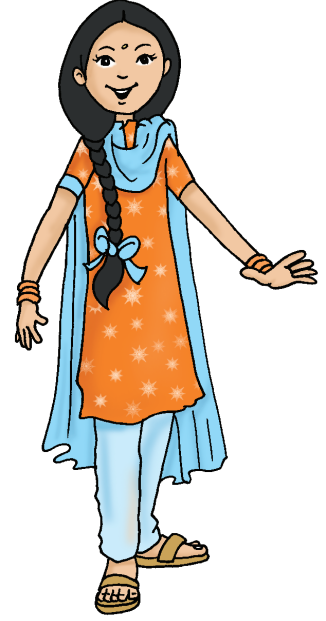
This is Tara. (यह तारा है।)

Tara is Gunia's friend. (तारा गुनिया की सहेली है।)

She is twelve years old. (वह बारह साल की है।)

She is tall and thin. (वह लम्बी और पतली है।)

She has long hair. (उसके बाल लम्बे हैं।)

**UNDERSTANDING**

I. Answer these questions. (इन प्रश्नों के उत्तर दो।)

1. Who is Tara?

Tara is Gunia's

2. How old is Tara?

She is years old.

Tick (✓) the correct ones. (सही उत्तर पर (✓) निशान लगाओ।)

1. Is Tara tall? Yes/No

2. Does Tara have short hair? Yes/No

II. Who is your friend? Draw her picture here. Write her name in the space below.

(तुम्हारी सहेली कौन है? उसका चित्र बनाओ। नीचे दी गई जगह में उसका नाम लिखो।)

My friend is

She is years old.

LISTENING AND SPEAKING

GUNIA'S HOUSE

Listen and repeat the sentences below. Then try to read the sentences on your own.

(नीचे दिए गए वाक्यों को सुनो और दोहराओ। अब इन्हीं वाक्यों को अपने आप पढ़ो।)



This is my house.
It is a *kuccha* house.
It is brown.
There are two doors in my house.
They are blue.
There are three windows.
There is a mango tree near my house.
I like my house.

Now put a (✓) on the true statements and a (X) on the false one. One is done for you.

(नीचे दिए गए वाक्यों पर सही (✓) या गलत (X) का निशान लगाओ। एक उदाहरण आप के लिए किया गया है।)

1. Gunia's house is not a *kuccha* house. (X)
2. Gunia's house is blue.
3. Gunia's house has one door.
4. Gunia's house has one window.
5. There is a mango tree near her house.



SPEAKING

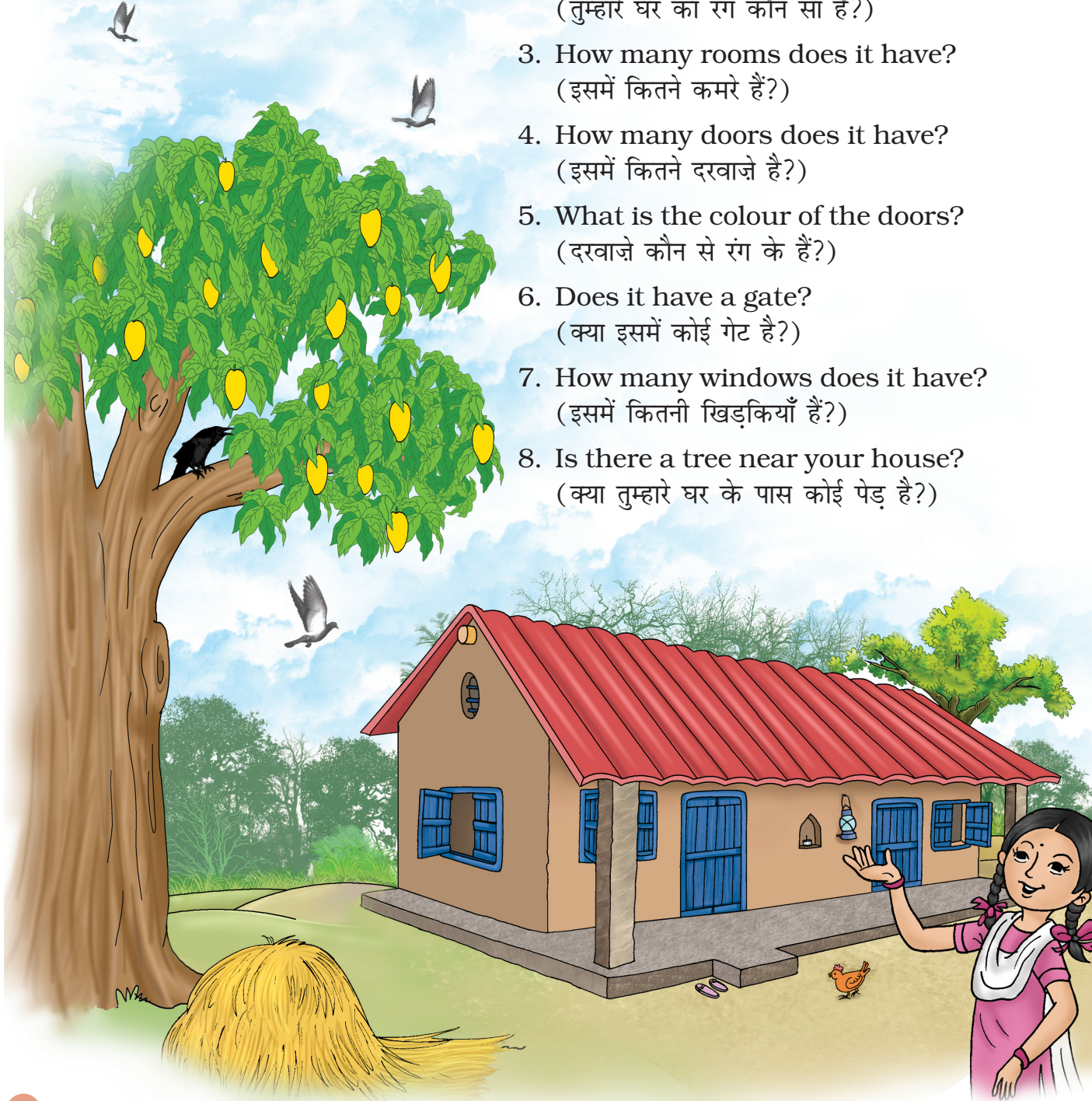
I. Draw your house in the space below.

Talk about the house with your friend (Pair work).

(नीचे दी गई जगह पर अपने घर का चित्र बनाओ। अपनी सहेली से चित्र के बारे में बात करो।)

II. Answer the following questions orally about your house. (Your teacher will ask these questions.) (अपने घर को ध्यान में रखते हुए नीचे दिए गए प्रश्नों के मुँह जुबानी उत्तर दो।)

1. Is your house *kuccha* or *pucca*?
(तुम्हारा घर कच्चा है या पक्का?)
2. What is the colour of your house?
(तुम्हारे घर का रंग कौन सा है?)
3. How many rooms does it have?
(इसमें कितने कमरे हैं?)
4. How many doors does it have?
(इसमें कितने दरवाजे हैं?)
5. What is the colour of the doors?
(दरवाजे कौन से रंग के हैं?)
6. Does it have a gate?
(क्या इसमें कोई गेट है?)
7. How many windows does it have?
(इसमें कितनी खिड़कियाँ हैं?)
8. Is there a tree near your house?
(क्या तुम्हारे घर के पास कोई पेड़ है?)



TALKING ABOUT ONE'S FAMILY (अपने परिवार के बारे में बातचीत करो।)

I. Look at the picture below. Listen to your teacher and tick (✓) the members of Gunia's family. Put (1) for the eldest member and (2) for the next member and so on.

(नीचे दिये गये चित्र को ध्यान से देखो। अध्यापिका गुनिया के परिवार के बारे में जो बता रही हैं उसे ध्यान से सुनो और गुनिया के परिवार के लोगों के सामने (✓) लगाओ। परिवार के सबसे बड़े के सामने (1) लिखो, फिर क्रमानुसार 2, 3 आदि लिखो।)



Look at the picture of Gunia's family.
(गुनिया के परिवार की तस्वीर देखो।)

Banwari Lal is Gunia's grandfather. He is sitting on a *charpoy*. Sitara Devi is Gunia's grandmother. She is reading a letter.

Chaman Lal is Gunia's father. He is cleaning his bicycle. Kamala Rani is Gunia's mother. She is painting on the wall of their house.

Raman is Gunia's brother. He is six years old. Gunia has a goat. Its name is Suga. It is black in colour.

बनवारी लाल गुनिया के दादा जी हैं। वह चारपाई पर बैठे हुए हैं। सितारा देवी गुनिया की दादी जी हैं। वह चिट्ठी पढ़ रही हैं। चमन लाल गुनिया के पिता हैं। वह अपनी साइकिल साफ कर रहे हैं। कमला रानी गुनिया की माँ हैं। वह अपने घर की दीवार पर चित्र बना रही हैं। रमन गुनिया का भाई है। वह छह साल का है। गुनिया के पास एक बकरी है। जिसका नाम सुगा है। उसका रंग काला है।

II. Answer the questions given below with a 'Yes' or 'No'.
(नीचे दिए गए प्रश्नों के उत्तर हाँ या ना में दो।)



1. Is Banwari Lal Gunia's grandfather?
2. Is Gunia's grandmother reading a newspaper?
3. Is Chaman Lal Gunia's father?
4. Is Sitara Devi Gunia's mother?
5. Is Raman eight years old?
6. Is Suga Gunia's goat?

SPEAKING

Work in pairs. Ask and answer the following questions.
(अपने साथी के साथ मिलकर नीचे लिखे प्रश्नों को पूछो और उनके उत्तर दो।)

1. What is your name?
2. How old are you?
3. What is your father's name?
4. What is your mother's name?
5. What is your brother's name?
6. What is your sister's name?
7. What is your friend's name?
8. What languages do you speak?
9. Which is your favourite food?



GRAMMAR

Complete the passage with correct words from the box. One is done for you.

(बॉक्स से शब्द चुनकर वाक्य पूरा करो।
एक उदाहरण आप को दिया गया है।)

1. Gunia **lives** in a village.
2. She and Tara friends.
3. Gunia and Tara to school.
4. Gunia to play.
5. They many books there.
6. Gunia and Tara to eat mangoes.
7. Gunia mango trees in the afternoon.
8. Gunia a happy girl.

a. is b. loves c. go
d. are e. lives
g. read h. love
f. climbs



WRITING

I. Complete the letters of the alphabet.

(अंग्रेज़ी की वर्णमाला को पूरा करें।)

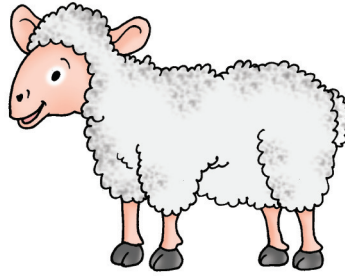
a b d e g i j k m
..... o p r t u w y z

इस पाठ में कहीं न कहीं अंग्रेज़ी की वर्णमाला दी गई है। उसे खोजो और वर्णमाला पूरी करने में उसकी मदद लो।

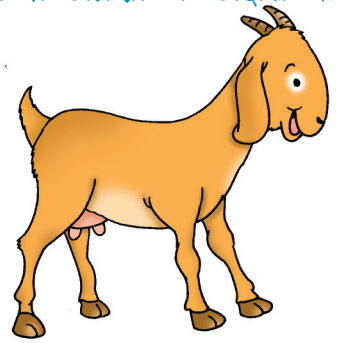
MATCH THE LETTERS GIVEN IN THE BOX WITH THE PICTURES AND THEIR NAMES. (नीचे दिए गए बॉक्स से अंग्रेजी के अक्षरों का मिलान चित्रों के साथ करें।)



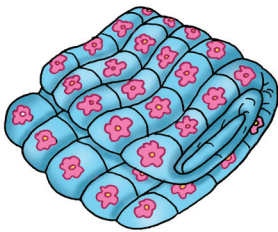
umbrella



sheep



goat



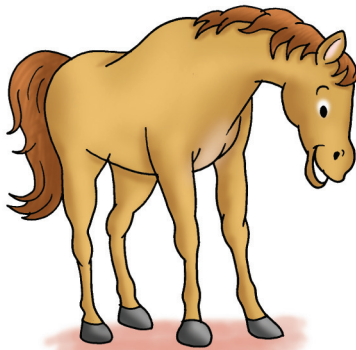
quilt



orange



cat



horse



peacock



jug



apple



dog



rose



inkpot

U u

A a

R r

I i

Z z

G g

D d

H h

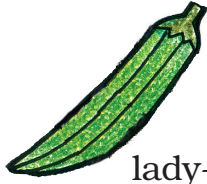
Q q

P p

L l

J j

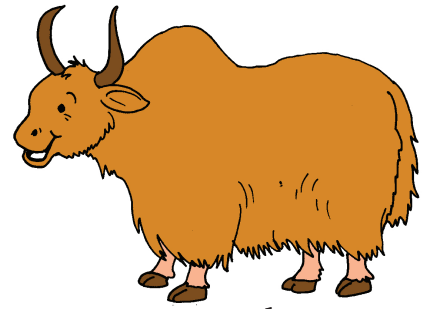
S s



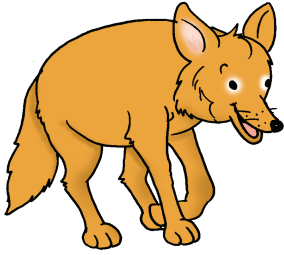
lady-finger



balloon



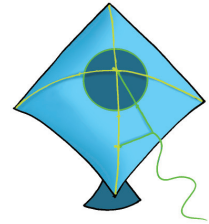
yak



fox



Xmas tree



kite

E e

F f

T t

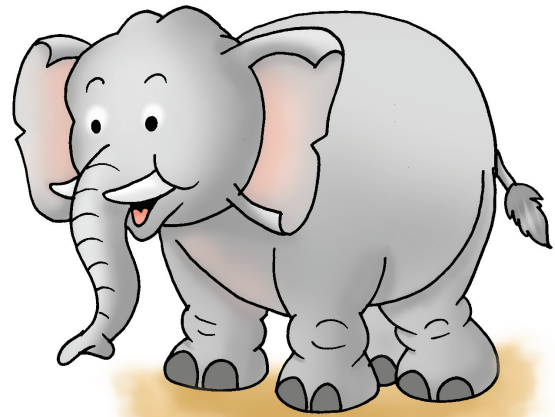
B b

O o

M m

N n

X x



elephant

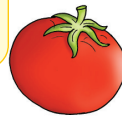
C c

V v

K k

W w

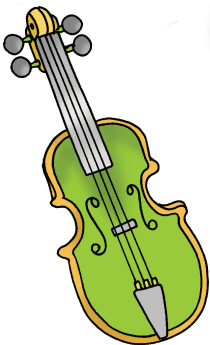
Y y



tomato



moon



violin



nest



watch



zebra

II. Trace the sentences and complete them.

(वाक्यों को पूरा करें।)

My name is

My

I am _____ years old.

I study in

DISCUSS IN PAIRS (अब मिलकर कुछ करते हैं।)



1. How do you help your family members?
(आप अपने परिवार के सदस्यों की मदद किस तरह करती हैं?)

I help my father in **cleaning the house**.

(मैं अपने पिता की मदद घर साफ़ करने में करती हूँ।)

I help my mother

I help my brother

2. How do your family members help you?
(आप का परिवार आपकी मदद कैसे करता है?)

My mother helps

.....



FUN TIME

Sit in a circle with your teacher in the centre. The teacher takes a ball or a handkerchief. Now the teacher calls the name of a student and quickly gives the ball or handkerchief to her. The girl who gets the ball or handkerchief introduces herself.

(सभी लड़कियाँ एक घेरे में बैठें। आपकी अध्यापिका आपके बीच में बैठें। उनके पास एक बॉल या रूमाल है। वह जिस विद्यार्थी को भी यह गेंद या रूमाल देंगी, वह अपने बारे में बताएगी।)

SELF AND FAMILY

Teacher's Notes

WARM UP

Talking About Pictures

This warm up is an attempt to make the students comfortable with the idea of learning English. The teacher would ask questions. The learners should be encouraged to speak even if they speak in their mother tongue. The gap between the home language and the school language should be bridged. You can give the English words for the things given in the picture.

You can write these words on the board so that they become familiar with the English words as well. Students can use these words in sentences in their own language.

READING A

- The students would need help with the reading. You can read aloud and allow them to follow you line by line.
- They can then be asked to find and read aloud different words or sentences at random, to ensure that they can read all the words.
- A few simple questions based on the text can be asked to ensure their ability to read the passage.
- The comprehension questions using 'selection' of the correct words would need some explanation. This can be done in their language.

Speaking

Encourage them to speak about themselves. They can first speak in their mother tongue and then gradually can be encouraged to speak in English.


Listening

Poem

- Begin with a brief discussion about what the students like to play or eat. They may speak in their language. Ask them if they enjoy swinging. What do they call it in their language?
- Read the poem once with proper expression and in a natural voice and speed.
- Read it a second time, this time a little slowly going line by line. Allow the students to repeat after you. You may repeat the lines along with them.
- If you so feel, you may give them pronunciation practice for a few words.
- Direct their attention to the picture to make the meaning clear.
- The students will take some time to learn the poem by heart.

READING B

- Read the passage in a natural voice and at a natural speed. You may need more than two readings for them to grasp the sense of the passage. Portions that appear difficult to comprehend can be read aloud in isolation to help focusing.

- 
- Questions given for Reading B can be asked orally while pointing to the written questions in the unit to help them read the questions. Students should be encouraged to answer orally.

Listening

Before the listening exercise there can be a discussion on different types of homes i.e. small/big, *kuccha/pucca*, single storeyed or with more floors, colours, with a gate/without a gate, lime-washed or distempered etc. The various parts of a house can be discussed with reference to routine activities that are performed there.

Encourage the students to read the sentences. They may need some help in doing so. Go around the class and assist if required.

Listening to the description of a house (page 6)

Listening Text

This is my house.

It is a kuccha house.

It is brown.

There are two doors in my house.

They are blue.

There are three windows.

There is a mango tree near my house.

I like my house.

Drawing Activity

Students should be categorically told that a house is a home and is a happy place with a loving family. It is not necessary that a house be big or beautiful to make a good home.

Speaking About One's House

- Thus when they speak about their houses, they can do so without hesitation.
- The teacher can draw pictures of the various things, she asks about, on the board and also write their names in English. This will help them learn new words.

READING C

- After the students have been familiarised with the members of Gunia's family in Reading C, a game can be played where the teacher points to a family member and identifies him/her. The students say if she is correct or not and give the correct relationship of the person with Gunia.
- You would need to introduce the words 'grandfather', 'grandmother', 'father', 'mother', 'sister', 'brother' and 'pet' in the learners' own language.
- Further exercises that can be done are the following:
 - Jumbled letters. Find the word in the text/passage, e.g. ouhse – house, bnrwo – brown
 - Jumbled words can be given which the students can rearrange to get sentences as in the text.

Speaking

Answering questions

- The teacher can ask the questions and the students can be helped with the beginning of the sentence.
- Certain words like father, mother, grandmother, grandfather, brother can be practised and students can be told that the letter 'r' is silent.
- After this, the students can ask and answer these questions in small groups or pairs while the teacher goes around and helps wherever needed.

Grammar

This grammar activity is about 'present tense'.

1. Gunia **lives** in a village.
2. She and Tara **are** friends.
3. Gunia and Tara **go** to school.
4. They **read** many books there.
5. Gunia **loves** to play.
6. Gunia and Tara **love** to eat mangoes.
7. Gunia **climbs** mango trees in the afternoon.
8. Gunia **is** a happy girl.

Writing

1. Help the learners complete the letters of the alphabet.

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							

2. Help the learners match the letters of the alphabet with words.

Discuss

Encourage them to talk about how they help their family members and also how other members of the family help each other. Focus on the concept of **sharing** and **caring**.

FUN TIME

In an informal setting encourage the students to speak about themselves, their family, friends and their likes and dislikes. This will give them the confidence to speak in English.



UNIT
इकाई
2

NEIGHBOURHOOD
आस-पड़ोस

Read the poem aloud and enjoy it

(वर्षा से संबंधित हिंदी और अंग्रेज़ी में दो कविताएँ दी गई हैं। उन्हें पढ़ो और उनका मज़ा लो।)

RAIN

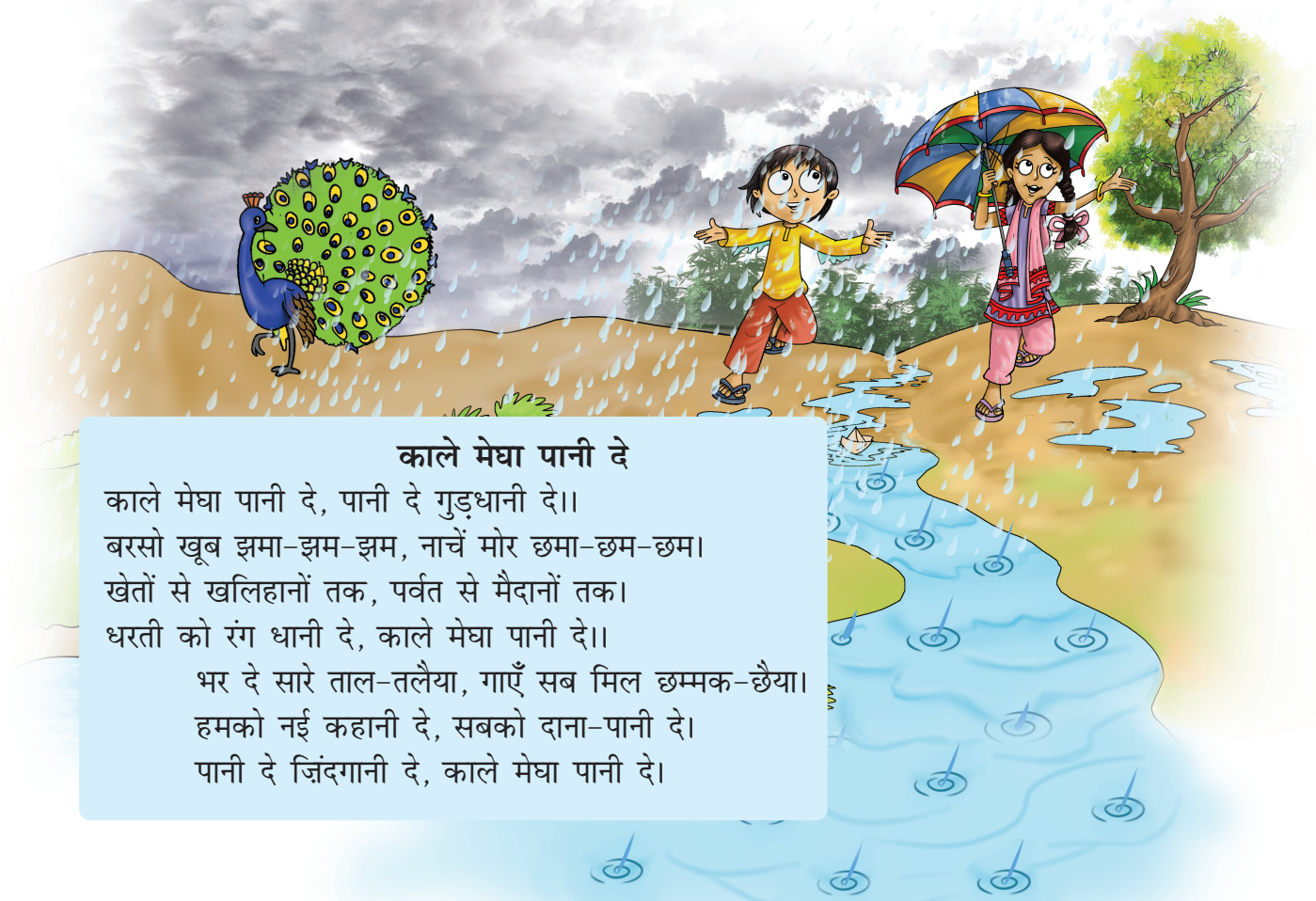
The rain is raining all around,
It falls on field and tree,
It rains on the umbrellas here
And on the ponds there.

रेन

द रेन इज़ रेनिंग ऑल अराउंड,
इट फॉल्स ऑन फ्रील्ड एण्ड ट्री,
इट रेन्स ऑन द अम्ब्रैलास हिअर
एण्ड ऑन द पोंडस देअर।

काले मेघा पानी दे

काले मेघा पानी दे, पानी दे गुड़धानी दे।
बरसो खूब झमा-झम-झम, नाचें मोर छमा-छम-छम।
खेतों से खलिहानों तक, पर्वत से मैदानों तक।
धरती को रंग धानी दे, काले मेघा पानी दे।
भर दे सारे ताल-तलैया, गाएँ सब मिल छम्मक-छैया।
हमको नई कहानी दे, सबको दाना-पानी दे।
पानी दे ज़िंदगानी दे, काले मेघा पानी दे।



DISCUSS IN GROUPS (समूह में बातचीत करो।)

1. What do you do when it rains?
(वर्षा होने पर आप क्या करती हैं?)
2. In which month(s) of the year does it rain in your area?
(आपके इलाके में वर्षा किन महीनों में होती है?)
3. Do you know a small song or a poem about rain in your mother tongue? Recite it in class.
(क्या आपको अपनी भाषा में वर्षा से संबंधित कोई गीत या कविता याद है? उस कविता/गीत को कक्षा में सुनाओ।)

WARM UP

Look at the pictures given below and describe them with your partner in a few sentences.

(नीचे दिए गए चित्रों को देखकर अपनी सखी से उनके बारे में बातचीत करो।)

1. Are the huts 'pucca' or 'kuchha'?
(झोंपड़ियाँ पक्के घर हैं या कच्चे घर?)
2. What crop do you think is growing in the picture?
(आपकी समझ से चित्र में दिखाई गई फसल कौन सी है?)
3. What is the woman carrying on her head?
(औरत ने सिर पर क्या उठाया हुआ है?)
4. Do you see such scenes in your village too?
(क्या आप इस तरह के दृश्य अपने गाँव में भी देखती हैं?)



GUNIA'S VILLAGE
गुनिया का गाँव

This is my village.
The name of my
village is Jasla.
What is the name
of your village?

यह मेरा गाँव है। मेरे
गाँव का नाम जसला
है। आपके गाँव का
नाम क्या है?



My village is very beautiful. It has a river, green fields and many trees. I swim with my friends in the river. We also pluck mangoes and guavas from the trees. There are many animals like cows, buffaloes, goats and horses in my village.

My father is a farmer. He works in the field. We also work with him. We grow rice, wheat and millets in our fields. Sometimes we also grow corn and vegetables.

My mother looks after the cows and goats. Every morning she feeds the animals with fresh grass and hay. Mother also works in the house and cooks tasty food for us.

GLOSSARY

hay: dried grass that is used to feed animals.

भूसा जो जानवरों को खिलाया जाता है।

millets: cereals like ragi, jowar and bajra which are used to make flour.

रागी, ज्वार, बाजरा जैसी फ़सलें जिसे पीस कर आटा बनाया जाता है।

मेरा गाँव बहुत सुंदर है। गाँव में एक नदी, हरे-भरे खेत और कई पेड़ हैं। मैं अपनी सहेलियों के साथ नदी में तैरती हूँ। हम पेड़ों से आम और अमरूद भी तोड़ते हैं। मेरे गाँव में कई जानवर हैं जैसे—गाय, भैंस, बकरी और घोड़े।

मेरे पिता एक किसान हैं। वे खेतों में काम करते हैं। हम भी उनके साथ काम करते हैं। हम धान, गेहूँ और ज्वार-बाजरा उगाते हैं। कभी कभार हम मक्का और सब्ज़ियाँ भी उगाते हैं।

मेरी माँ गाओं और बकरियों की देखभाल करती हैं। वे रोज़ सुबह जानवरों को ताज़ा घास और भूसा खिलाती हैं। माँ घर का काम भी करती हैं और हमारे लिए स्वादिष्ट भोजन बनाती हैं।

UNDERSTANDING

Answer the questions orally.

1. What is the name of Gunia's village?
2. Name the fruits that Gunia and her friends pluck from the trees.
3. Name the animals in Gunia's village.
4. What is Gunia's father?
5. What does Gunia's family grow in their fields?
6. What does Gunia's mother feed the animals?

WORD BUILDING

I. Work with your partner.

Circle all the new words that appear in the chapter. Do you know the meaning of these words in your language? Say it aloud.

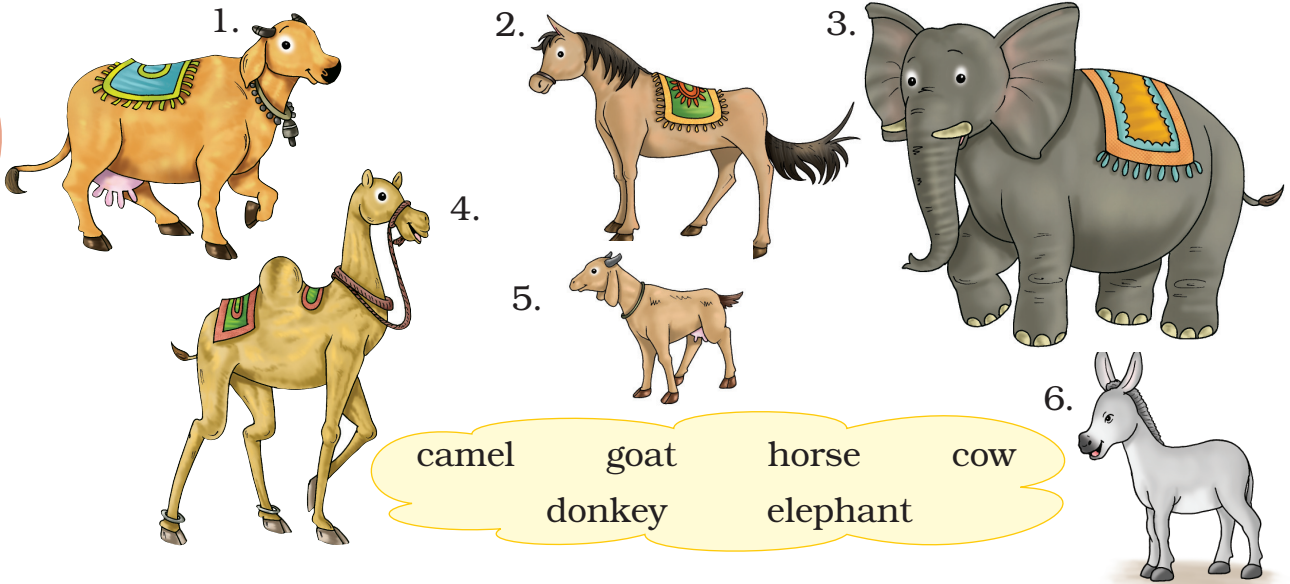
(पाठ में आपको जो शब्द नए लगते हैं उन पर गोला लगाएँ। क्या आप इन शब्दों का मतलब जानती हैं? इन शब्दों का मतलब सभी को बताओ।)

II. Put a tick (✓) on all the things that grow in a field.





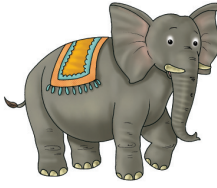



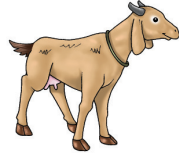

butter	corn	bread	wheat
millets	groundnuts	milk	rice
vegetables	paper	sugar cane	sugar

III. Look at the pictures of different animals given below. Write the names of the animals below the correct pictures. Choose the names from the box.

(नीचे बहुत से जानवरों की तस्वीरें दी गई हैं। आपको इन जानवरों के नाम अंग्रेज़ी में लिखने हैं। आपकी मदद के लिए सभी जानवरों के नाम नीचे एक ख़ाने में दिए हुए हैं।)



IV. Look at the following pictures, count and write.

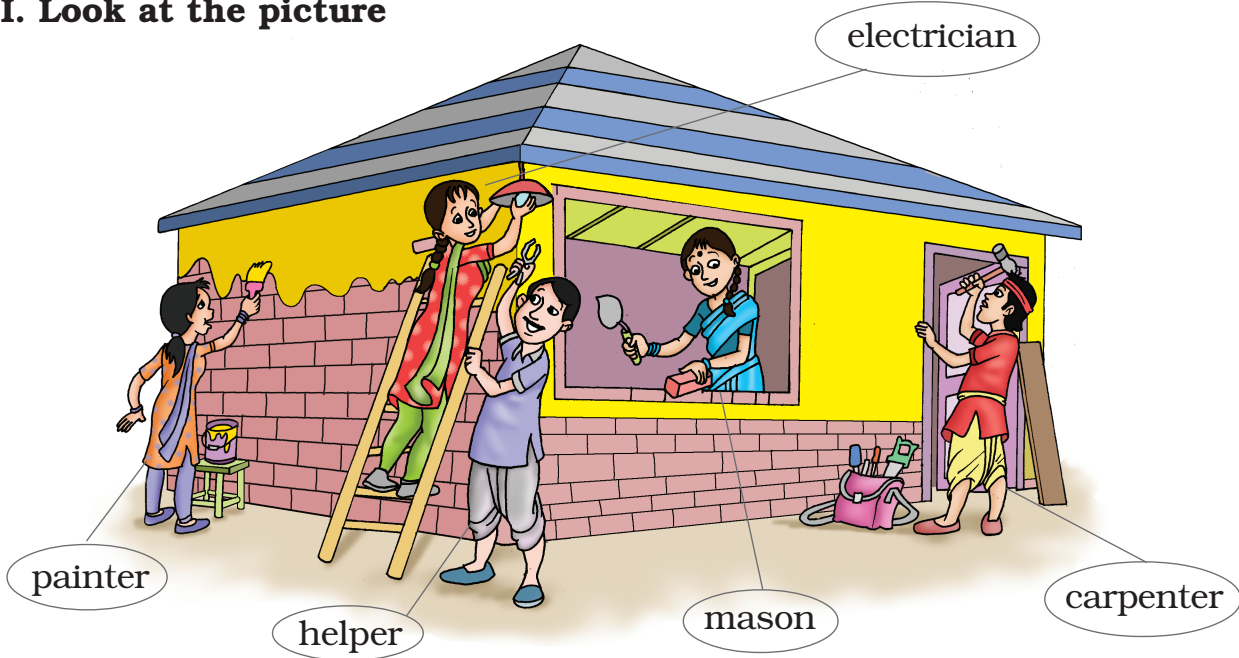
	Count and Write		Add 's' to the names of the animals	Count and Write
	One camel		camels	Two camels
				
				
				
				

SPEAKING

painter mason carpenter labourer electrician

WORK IN PAIRS

I. Look at the picture



Ask your friend the following questions. She will pick the correct word from the picture and answer as given in the example.

(अपनी सहेली से नीचे लिखे प्रश्न पूछो। वह चित्र में से सही शब्द पहचान कर नीचे दिए गए उदाहरण की तरह उत्तर देगी।)

1. Who is laying the bricks? (ईंटें कौन बिछा रहा है?)
The **mason** is laying the bricks. (राज मिस्त्री ईंटें बिछा रही है।)
2. Who is holding the ladder? (सीढ़ी को किसने पकड़ा हुआ है?)
3. Who is the person on the ladder? (सीढ़ी पर कौन चढ़ा हुआ है?)
4. Who is making the door? (दरवाजा कौन बना रहा है?)
5. Who is painting the walls? (दीवारों की पुताई कौन कर रही है?)

Now develop a story about the picture. Give names to the people. Narrate the story showing the importance of teamwork.

(इस तस्वीर को देखकर आपको एक कहानी बनानी है। कहानी ऐसी हो जिसमें मिल-जुल कर काम करने की बात पर ज़ोर दिया जाए। तस्वीर में दिख रहे लोगों को मनपसंद नाम दे सकती हो। कहानी को सुनाओ।)

GRAMMAR

I. Match the following (मिलान करें।)

A person who fights
for the country



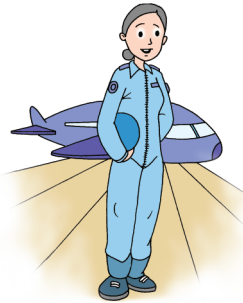
an artist

A person who
draws or paints



a soldier

A person who makes
sick people well



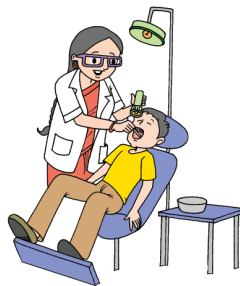
a dentist

A person who
brings letters



a farmer

A person who
grows crops



a doctor

A person who
stitches clothes



a pilot

A person who
teaches in a school



a postman

A person who
treats teeth



a tailor


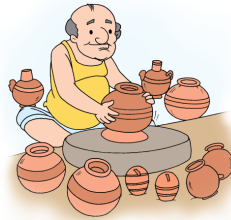

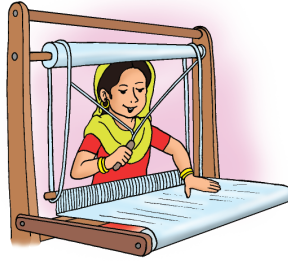




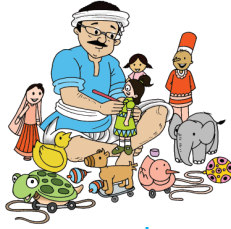

A person who flies
an aeroplane

II. Read the following sentence.

My father is a farmer.

Make sentences from the box below, using words from the different columns. Write them in the space provided. One example has been given to help you.

(नीचे दिए गए बॉक्स से शब्द लेकर वाक्य बनाओ। वाक्य को सही जगह पर लिखो। एक उदाहरण आपके लिए दिया गया है।)

Ramu				
		carpenter	potter	cook
Lakshmi				
Mother	is			
		weaver	student	teacher
He	am			
			tailor	
She	are			
You				
		farmer	toy maker	shopkeeper
I				

1. Ramu is a tailor.

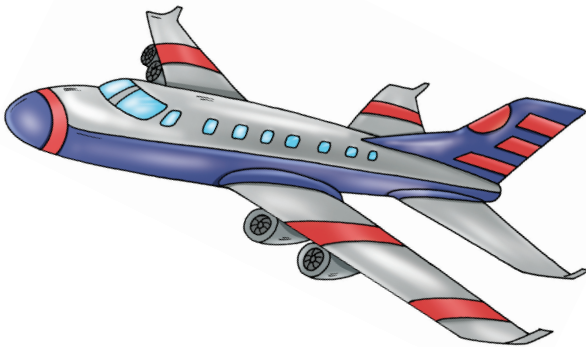
2.

3.

4.
5.
6.
7.
8.
9.
10.

WRITING

I. Complete the following sentences using words given below.



1. A **soldier** fights for his country.
2. A brings letters.
3. A grows crops.
4. A makes cloth.
5. A lays bricks.
6. A makes furniture with wood.
7. A sings songs.
8. A flies an aeroplane.

pilot postman weaver carpenter
 mason singer farmer

DISCUSS IN GROUPS (समूह में चर्चा करो।)

1. Have you ever visited a big town/village?
 (क्या आपने कभी किसी बड़े शहर/गाँव की सैर की है?)
2. How is it different from your village?
 (वह आपके गाँव से कैसे अलग है?)

Trace and Write

river

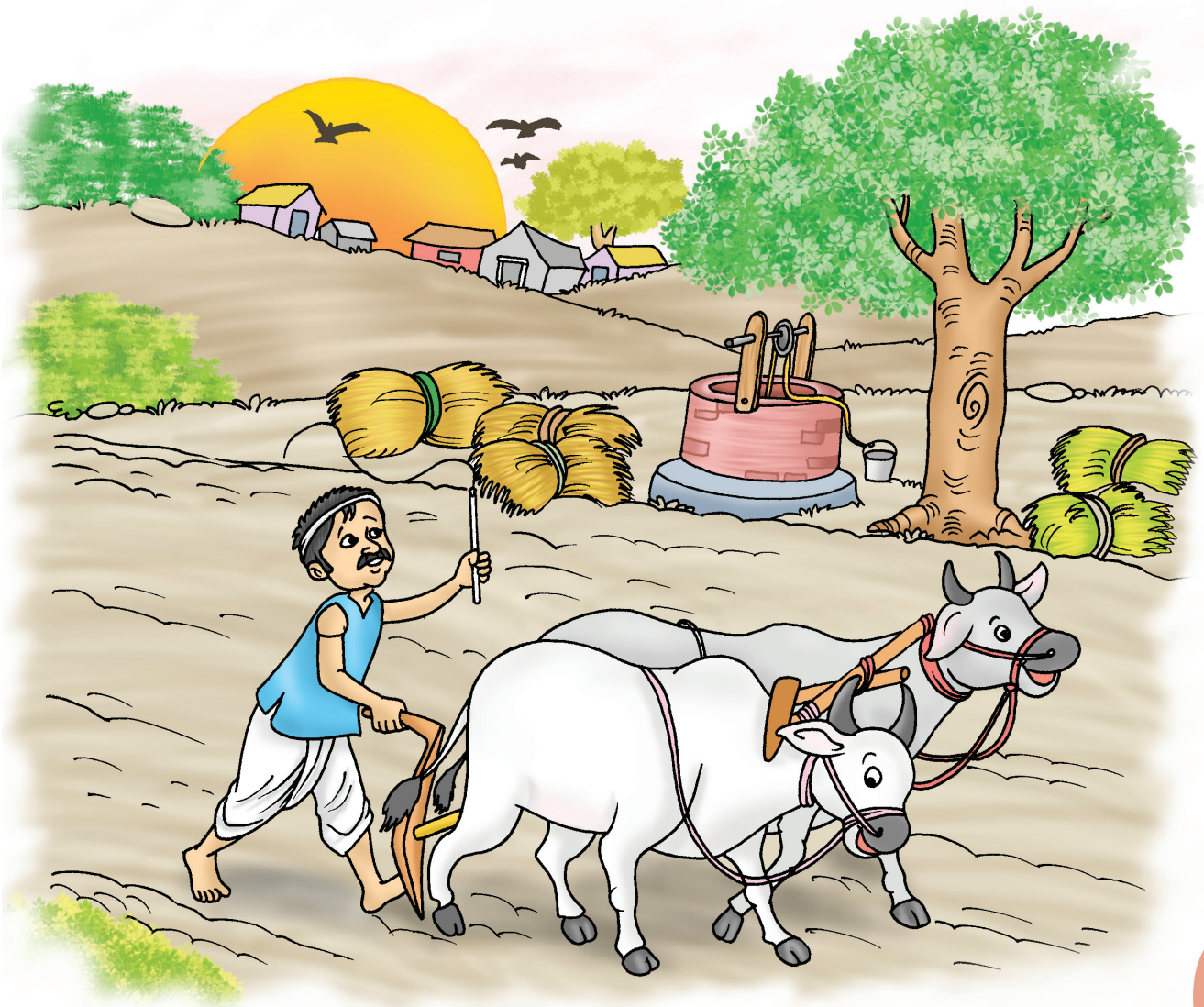
tree

animal

farmer

river

My father is a farmer.





THE BALLOON MAN

He always comes on market days
And holds balloons—a lovely bunch—
And in the market square he stays,
And never seems to think of lunch.

They're **red** and **purple**, **blue** and **green**,
And when it is a sunny day
The carts and people get between
You see them shining far away.

And some are big and some are small,
All tied together with a string,
And if there is a wind at all
They tug and tug like anything.

Some day perhaps, he'll let them go
And we shall see them sailing high,
And stand and watch them from below
They would look pretty in the sky!

—Rose Fuleman

द बलून मैन्

ही ऑलवेज़ कम्स ऑन मार्केट डेज़
एंड होल्ड्स बलूनस - ए लवली बंच-
एंड इन द मार्केट प्लेस ही स्टेज़,
एंड नैवर सीम्स टू थिंक आफ़ लंच।

दे आर **रैड** एंड **पर्पल**, **ब्लू** एंड **ग्रीन**,
एंड वैन इट इज़ ए सनी डे
द कार्टज़ एंड पीपल गैट बिटवीन
यू सी दैम शाइनिंग फॉर अवे।

एंड सम आर बिग एंड सम आर स्माल
ऑल टाइड टु-गैदर विद अ स्ट्रिंग
एंड इफ़ देयर इज़ अ विंड एट ऑल
दे टग एंड टग लाइक एनीथिंग।

सम डे परहैप्स, ही विल लैट दैम गो
एंड वी शैल सी दैम सेलिंग हाई
एंड स्टैंड एंड वॉच दैम फ़्रॉम बिलो
दे वुड लुक प्रिटि इन द स्काई।

—रोज़ फूलमैन

UNDERSTANDING

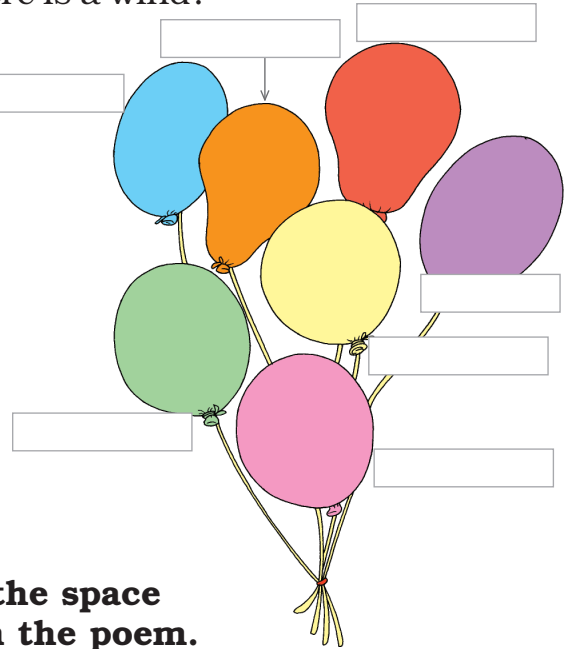
Answer the following questions orally.

1. Where does the balloon man stand?
2. What happens to the balloons when there is a wind?
3. How do the balloons look in the sky?

WORD BUILDING (शब्द बनाओ)

I. The Balloon Man was selling balloons of different colours. Look at the bunch of balloons and name each colour. Write the names in the space provided.

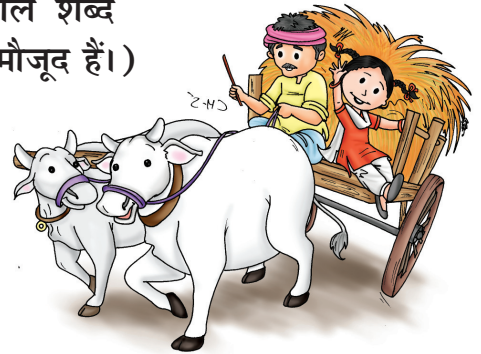
(गुब्बारे वाला कई रंगों के गुब्बारे बेच रहा था। गुब्बारे के गुच्छे को देखकर रंगों के नाम लिखो। नाम दिए गए निर्धारित स्थान में लिखो।)



II. Identify the words from the jumbled letters and write them in the space provided. All these words appear in the poem.

(नीचे दिए गए बिखरे अक्षरों से कोई मतलब देने वाले शब्द बनाओ और ख़ाली स्थान में लिखो। सभी शब्द कविता में मौजूद हैं।)

llaboons cunlh
 ulbe ploep
 wolbe crsat



III. Work with your partner.

Match the words with their meanings by drawing lines. (शब्दों को उनके अर्थ से मिलाने के लिए रेखाएँ खींचो।)

bunch	bright
sailing	moving smoothly in one direction
sunny	beautiful
tug	a group of
string	to pull something
pretty	thread

IV. How many colours can you find in this grid? Write their names below. One has been done for you.

(आप नीचे दिए गए खाँचों में से कितने रंगों के नाम निकाल सकती हैं? उन रंगों के नाम नीचे लिखो। एक नाम आपके लिए किया गया है।)

A	B	C	D	E	O	P	G	H	I
J	K	L	M	N	R	U	R	Q	R
S	T	P	U	R	A	R	U	Y	U
W	H	I	T	E	N	P	E	E	B
V	W	X	X	D	G	L	N	L	L
I	F	O	G	H	E	E	U	L	U
O	M	B	R	O	W	N	N	O	E
L	Q	L	W	A	R	S	T	W	V
E	G	R	E	E	N	A	B	C	D
T	F	C	G	H	I	G	N	K	L
M	N	K	O	P	U	R	P	L	E



1. **ORANGE** 2. 3.
 4. 5. 6.

LISTENING

Listen to your teacher as she reads an announcement (page 33). Complete the activity at the end of the announcement. Tick (✓) the correct answer.

(अपनी टीचर को अनाऊंसमेन्ट पढ़ते हुए ध्यान से सुनो। अनाऊंसमेन्ट के अंत में सही उत्तर पर सही (✓) का निशान लगाओ।)

1.	The announcement is about	a bus journey	a picnic
2.	The picnic is to	Kotra village	a zoo
3.	The picnic is	for students only	for teachers and students
4.	The bus will return at	9 pm	6 pm
5.	The bus will leave at	9 am	6 am
6.	Breakfast packets will be given to all students.	Yes	No
7.	Lunch will not be given.	Yes	No
8.	Students are permitted to swim in the river.	Yes	No

WRITING

I. Put the letters in the correct order to make a word. One has been done for you.

ot **to** eh gib mih
sih reh ym

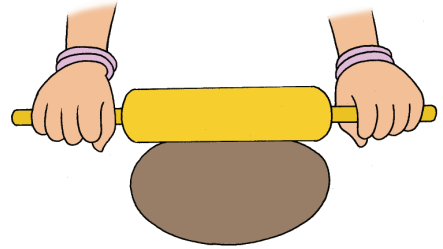
II. Use the above words to complete the passage given below.

Yesterday I went the market with mother and brother. My brother wanted to buy a balloon. asked to buy a balloon. She held little finger and took to the balloon seller.

FUN TIME

I. Have fun with clay (आओ मिट्टी से कुछ बना कर देखें।)

1. Take a clay ball.
(एक मिट्टी का गोला लें।)
2. Use a rolling pin and roll the clay out flat.
(बेलन से गोले को चपटा करें।)
3. Make a clay *roti*.
(चपटी मिट्टी को रोटी का आकार दें।)
4. With the help of a matchstick, draw a circle. You may also cut a circle out from the rolled clay.
(माचिस की तीली की सहायता से उस पर एक गोला बनाएं। आप बेली हुई मिट्टी से एक गोला काट भी सकती हैं।)
5. Use the leftover clay to make eyes, nose, ears and a smile.
(बाकी बची मिट्टी से आँखें, नाक, कान और मुस्कराते हुए होंठ बनाओ।)
6. You can also try and make some hair.
(आप इसके कुछ बाल भी बना सकती हैं।)



GLOSSARY

rolled(meaning here): making flat by moving a roller on clay.

II. What else can you do to make the face colourful?

(आप इस चेहरे को रंगों से किस प्रकार सजा सकती हो?)

NEIGHBOURHOOD

Teacher's Notes

This Unit brings a familiar environment in front of the girls—a village. It encourages them to talk about familiar things.

The unit begins with a short poem which students can say aloud. They can learn it and recite it in chorus.

In the warm-up activity, students can look at the pictures and talk about these. Some leading questions are given to help them answer. Allow for free expression also.

READING A

The Reading text is followed by comprehension activities. Read the text slowly and clearly and allow students to absorb the meaning as you read. Wherever it is not clear, you may explain in their language. However, do not translate every sentence. Intersperse the text with leading questions, asking if Gunia's village is like their own too.

Word Building

1. Students will circle all the difficult words and try to find their meanings. You may also help in this. They may give the meanings in their own language.
2. Students will identify the different animals and write their names from the clue box.
3. Plurals adding 's' are addressed here. You may give them more words where 's' can be added to make it plural e.g. Tree-trees, table-tables, chair-chairs, pen-pens, pencil-pencils, book-books and so on.

Speaking

Students will again use the words for describing different professions. They will look at the picture and study the names of the people. They will then talk with their partners, asking and responding to the given questions.

Grammar

1. Students will match the names with the description of each profession. Pictures have been given to help them.
2. Structured sentences to be made with a wide range of (meaningful) options to choose from. Help them to understand the use of 'am' with I, and 'is' with nouns and other pronouns e.g. he, she, it etc.

Writing

It is based on the vocabulary already learnt. Students will understand the description of the job and write the correct name in the blank space. The words are given to help the students.

Discuss

While doing this activity focus on the similarities and the differences between a village and a big town. For example you can talk about buildings, roads, markets, vehicles etc.

Trace and Write

Students are given practice to write small words and sentences for developing their handwriting.

READING B

Talk to the students about a market—what do they buy at the market? Does a balloon seller come to their market/*haat*? Have they ever purchased balloons from him? Is the scene in the poem familiar? What do they wish for when they see the balloons in his hand?

Word Building

1. Students will write the names of the different colours beside the appropriate balloon.
2. Students will rearrange the letters to get words from the poem.
3. Students will match the words with their meaning.
bunch—a group of
sailing—going up in the sky
sunny—bright
tug—to pull something
string—thread
pretty—beautiful
4. They will complete the grid by colouring the names as given and write the colours in the space provided.

Listening

Read the announcement given below, slowly and clearly. Students will listen carefully and do the activity at the end.

This is an announcement for all students and teachers of KGBV.

We will be going on a picnic to Kotra village on Sunday, 12 January 2012. The bus will leave the school at 9 am. We will return to the school at 6 pm. Please carry your water bottles and packed breakfast packets. Lunch will be cooked in the village. We will also play games and have lots of fun. However, no one will be permitted to swim in the river.

Writing

1. Students will unscramble the words and use them to fill in the blanks in the next exercise.
ot **to** eh **he** gib **big**
mih **him** sih **his** reh **her** ym **my**
2. Yesterday **I** went **to** the market with my mother and brother. My brother wanted to buy a **big** balloon.
He asked **her** to buy **him** a balloon.
She held **his** little finger and took **him** to the balloon seller.

FUN TIME

This interesting activity can be done in the class in groups.

WARM UP

1. Animals that we keep at home or around us are called domestic animals. These animals help us in different ways. Name some domestic animals.
(वे जानवर जिनको हम घर में या आस-पास रखते हैं, पालते हैं, उन्हें पालतू जानवर कहा जाता है। ये जानवर कई प्रकार से हमारी मदद करते हैं। क्या आप कुछ ऐसे जानवरों के नाम बता सकती हो?)
2. Animals that live in the jungle are called wild animals. What do wild animals eat?
(जो जानवर जंगल में रहते हैं उन्हें जंगली जानवर कहा जाता है। ये क्या खाते हैं?)
3. Name some animals that live in a jungle.
(जंगलों में रहने वाले कुछ जानवरों के नाम बताओ।)
4. Name some animals that we can keep as pets.
(उन जानवरों के नाम बताओ जिन्हें हम घर में पाल सकते हैं।)
5. Can we keep wild animals as pets?
(क्या जंगली जानवरों को घर में पाला जा सकता है?)



THE FOOLISH DONKEY

Let us read aloud. (मिलकर पढ़ो।)

Once upon a time, there lived a washerman in a village. He had a donkey by the name of Udhata. He used to carry loads of clothes to the riverbank and back home everyday.

Udhata was not satisfied with the food that was given to him by his master to eat. So he wandered into the nearby



fields quietly and ate the crops growing there.

One day while wandering around, Udhata happened to meet a fox. Soon, both of them became good friends and began to wander together in search of delicious food.

One night, Udhata and the fox were eating watermelons in a field. The watermelons were so tasty that Udhata ate a large quantity of them. Having eaten to his heart's content, he was so happy that he was compelled by a strong desire to sing. He told the fox that he was in such a good mood that he wanted to sing.

"Don't be a fool. If you sing, the people sleeping in and around this field will wake up and beat us," said the fox. "You are a dull fellow," said Udhata, hearing the words of the fox. "Singing makes one happy and healthy, so I will sing."

The fox said to the donkey, "Friend, wait a minute before you start. First, let me jump over to the other side of the fence for my safety."

So saying, the fox jumped over to the other side of the fence without losing any time.

Udhata began to sing, "Hee Haw", "Hee Haw", "Hee Haw!"

Hearing a donkey braying in the field, the owner woke up from his sleep. He picked up his stick lying by his side and ran towards the donkey who was still braying happily. The owner of the field looked around and saw that the donkey had spoiled his field. He became very angry and beat him. The donkey ran to save his life.

The fox looked at the donkey and said, "I'm sorry to see you in this condition. I had already warned you, but you didn't listen to my advice."

The donkey too realised his stupidity and hung his head in shame.

-A tale from the *Panchatantra*



GLOSSARY

compelled: forced

braying: making

loud unpleasant

sound





एक गधे की कहानी

एक समय की बात है। एक गाँव में एक कपड़े धोने वाला रहता था। उसके पास एक गधा था जिसका नाम उधाता था। वह रोज़ कपड़ों का ढेर नदी किनारे ले जाता और शाम को लौट आता। मगर उधाता अपने मालिक से खुश नहीं था क्योंकि वह जो कुछ खाने को देता वह उसे अच्छा नहीं लगता था। इसलिए वह बग़ल के खेत खलिहानों में चला जाता और पेट भर कर खाता।

एक दिन चरते-चरते उसकी एक लोमड़ी से भेंट हुई। धीरे-धीरे उनमें दोस्ती हो गई और वे दोनों खेतों खलिहानों में घूमते और मनपसन्द खाना खाते।

रात का समय था। उधाता और लोमड़ी बड़े मजे से तरबूज़ खा रहे थे। तरबूज़ इतने स्वादिष्ट थे कि उधाता ने दिल भर के खाये। आज वह इतना खुश था कि उसका मन किया कि वह गाना गाए। उसने लोमड़ी से कहा कि आज मेरा मूड इतना अच्छा है कि गाना गाने को मन कर रहा है।

लोमड़ी ने कहा, “मूर्ख मत बनो अगर तुमने ज़ोर से रेंकना शुरू किया तो गाँव वाले जाग जायेंगे और हम दोनों की ख़ूब पिटाई होगी।

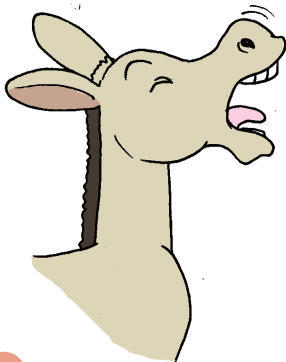
लेकिन गधे ने कहा, “तुम महामूर्ख हो शायद तुम नहीं जानती कि गाने से कितनी खुशी मिलती है और कितने तंदुरुस्त रह सकते हैं।

लोमड़ी ने कहा, “दोस्त! ज़रा रूक जाओ। अपने बचाव के लिए मैं ज़रा उस पार लाँघ जाऊँ। यह कहते-कहते लोमड़ी बिना समय गँवाए झाड़ी के उस पार कूद गई और उधर उधाता ‘ढेंचूँ-ढेंचूँ’ करके रेंकने लगा।

गधे के रेंकने की आवाज़ सुनकर खेत के मालिक की नींद खुल गई। उसने पास ही रखी लाठी उठाई और गधे की तरफ़ दौड़ा जो अभी भी खुशी से रेंक रहा था। मालिक ने देखा कि गधे ने उसके खेत को तहस नहस कर दिया। उसको इतना गुस्सा आया कि उसने गधे को ख़ूब पीटा। बेचारा गधा जान बचाकर भागा।

लोमड़ी ने गधे को देखा और कहा “अरे भई मुझे तुम पर सचमुच तरस आ रहा है, मैंने तुम्हें आगाह किया था पर तुम नहीं माने”।

गधे को अपनी बेवकूफी समझ में आई और बेचारा शर्म से सिर झुकाकर चला गया।



UNDERSTANDING

Answer the questions orally.

1. Who was Udhata?
2. What did he do every day?
3. Why did Udhata wish to sing?
4. Why did the fox not want the donkey to sing?
5. Why did the owner of the field beat the donkey?

WORD BUILDING (शब्द बनाओ।)

I. Match the animals to their young ones. Two have been done for you. (जानवरों का उनके बच्चों से मिलान करें जैसा कि दो करके दिखाये गये हैं।)

horse



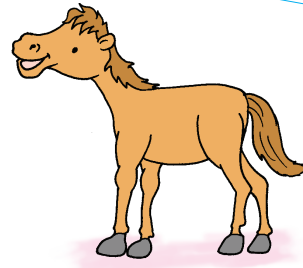
puppy

dog



kitten

cat



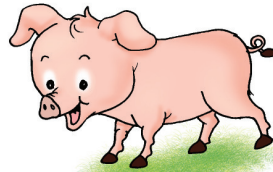
colt

cow



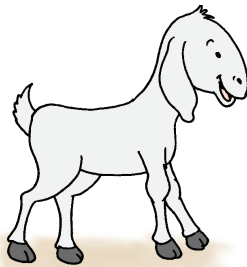
piglet

pig



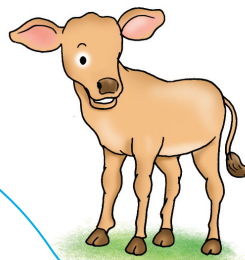
cub

tiger



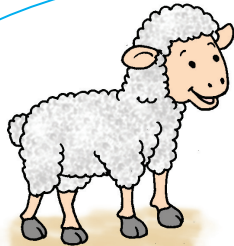
calf

sheep



kid

goat



duckling

duck



lamb

II. Place the letters in the right order to form the names of animals.

(नीचे दिये गये अक्षरों से जानवरों के नाम ढूँढो और लिखो।)

Example: a t c – cat



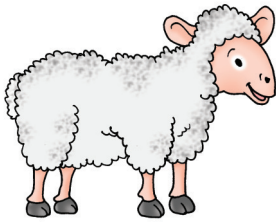
1. semou



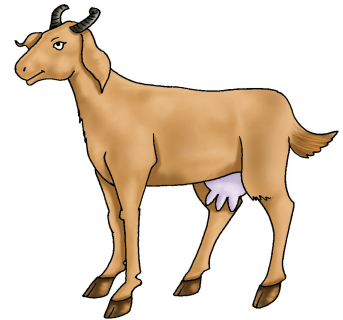
2. resoh



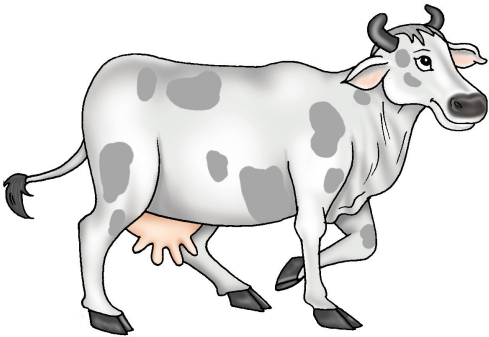
3. oinl



4. peshe



5. taog

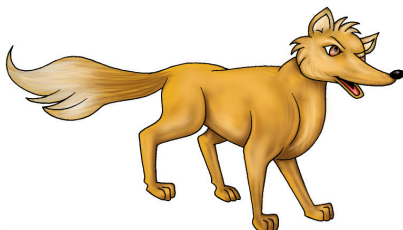


6. woc

7. giter



8. xof



III. Names of some animals and birds have been given in column A. Match with their homes in column B. One has been done for you.

(नीचे दो कॉलम दिये गये हैं! एक में जानवर व पक्षी के नाम हैं दूसरे में उनके घर और घरोंदों के नाम दिए गए हैं। दोनों कॉलमों का मिलान करो जैसा कि एक करके दिखाया गया है।)



A	B
a bee	burrow
an ant	web
a duck	nest
a tiger	hive
a rabbit	den
a spider	pond
a sparrow	ant hill

SPEAKING

Pronunciation

Say aloud (साथ साथ बोलो।)

look	took	foot	shook	brook	pill	peel
loose	tool	food	shoot	boot	sill	seal
					fill	feel
					mill	meal
					still	steel

LISTENING

I. Work in groups

Listen to your teacher as she says the name of an animal.
(अपनी टीचर को ध्यान से सुनो वे किस जानवर का नाम लेती हैं।)

Make the sound of that animal.

(अब इस जानवर की आवाज़ निकालो।) (Pg 47)

II. Who am I? (मैं कौन हूँ?)

Listen to your teacher as she tells you about different animals. Write the name of the animal in the space below.



GRAMMAR

I. Say the following sentences (इन वाक्यों को दोहराओ)

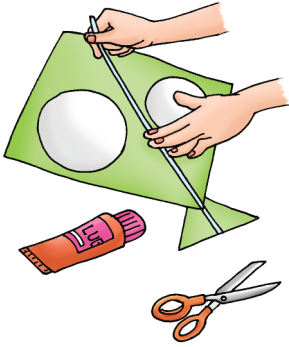
- (i) A tiger can roar.
- (ii) A cat can't roar.

WORK IN PAIRS

Ask your partner a question using 'Can you.....?'. She will respond saying 'Yes, I can' or 'No, I can't'. One example has been given to help you.

Student 1: Can you sing?

Student 2: Yes, I can/No, I can't



Can you.....

- Play *kabbadi*?
- cook?
- make a paper boat?
- make a kite?
- paint pictures?
- draw a cartoon?
- write a story?
- speak Gujarati?
- play the flute?
- tell ghost stories?
- sing folk songs?
- make a *rangoli*?
- roar like a lion?



WRITING

Write six sentences from word building Exercise no. III. One example is given.
(अभ्यास नं. III से 6 वाक्य बनाकर नीचे लिखो। एक वाक्य उदाहरण के तौर पर नीचे दिया गया है।)

A tiger lives in a den.

1. A bee lives in a
2. A
3. A
4. A

5. A

6. A

 **READING B**

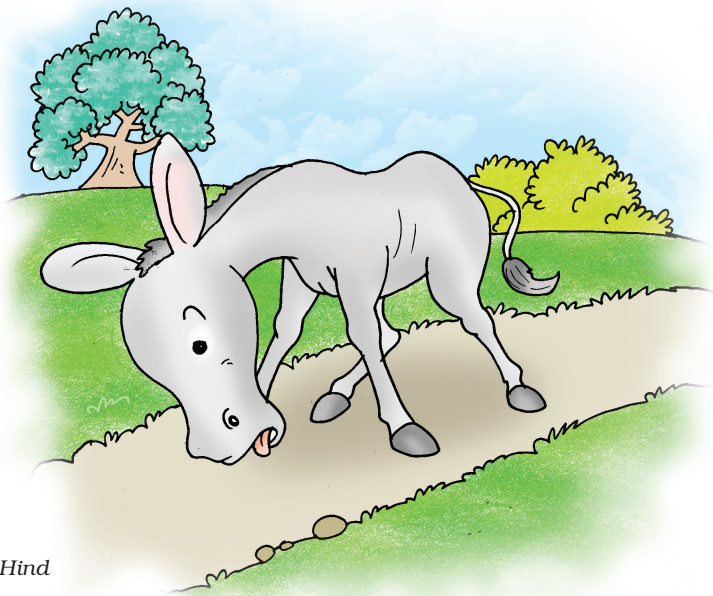
A DONKEY

Read the poem aloud and enjoy it

I saw a donkey
One day old
His head was too big
For his neck to hold;

His legs were shaky
and long and loose,
They rocked and staggered
And weren't much use...

He looked so little
And weak and slim
I want everyone
to be good to him.



- Gertrude Hind

ए डोन्की

आई साँ ए डोन्की
वन डे ओल्ड
हिज़ हैड वॉज़ टू बिग
फॉर हिज़ नैक टु होल्ड;

हिज़ लैग्स वर शेकी
एन्ड लॉंग एन्ड लूज़,
दे रॉकड एन्ड स्टेगर्ड
एन्ड वर नॉट मच्च यूज़...

ही लुकड सो लिटल
एन्ड वीक एन्ड स्लिम
आई वॉन्ट एवरीवन
टु बी गुड टु हिमा।

-गर्ट्रूड हाइन्ड

GLOSSARY

rocked: shook

staggered: moved
unsteadily

slim: thin



You have seen that a story or a poem can be written on same topic. You can also write on any topic. You may write in your own language.

UNDERSTANDING

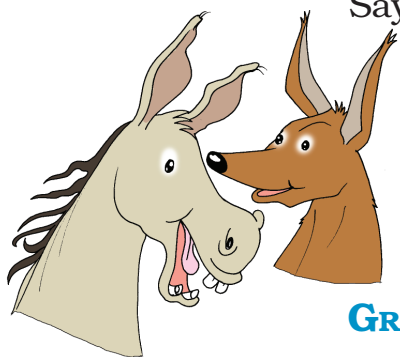
Answer the following questions orally.

1. How old was the donkey?
2. Could his neck hold his head? Why not?
3. Why were his legs useless? What are the words that describe its legs?
4. What does the poet want everyone to do? Why?

SPEAKING

Pronunciation

Say aloud



hold	gold	sold
weak	meak	peak
rocked	locked	flocked
loose	choose	goose

GRAMMAR

Read the following sentence

“I **will sing** a song,” said the donkey to the fox.

Work in pairs

I. Complete the following sentences using the words in brackets. The first one has been done for you.

- (i) Munni **will cook** (cook) brinjal curry tomorrow.
- (ii) Mother (stitch) a new *ghaghra* for me next month.
- (iii) Asma (go) to Aligarh next Friday.
- (iv) They (wash) the clothes after they return in the evening.

(v) Father (buy) me new shoes tomorrow.

(vi) Arifa (pluck) the mangoes when they ripen.

(vii) She (see) a film on TV next Sunday.

(viii) The gardener (cut) the grass tomorrow.

II. Complete the following story using appropriate words from the box given below. You may use a word more than once.

(बॉक्स से शब्द चुनकर नीचे दी गई कहानी को पूरा करो। आप एक ही शब्द को एक से अधिक बार इस्तेमाल कर सकती हैं।)

his your my

Sohan was a farmer. He wanted to sell goats and sheep. So he went to the market. There he sold all

..... animals to a rich man and got a lot of money.

When he was going back to village, three thieves stopped him.

“Stop! Give us all money”. Sohan was very

clever. He said, “I’ll give money to the strongest of you.” On hearing this, the thieves started fighting amongst themselves. Sohan slipped away quietly.



WRITING

I. Read the following sentences that Gunia has written about her goat.



1. I have a goat.
2. Her name is Suga.
3. She eats green grass and fresh leaves.
4. She gives milk.
5. She says “Mae, Mae....”

II. Write five sentences to describe your cow/dog/cat or any other animal that you love.

(किसी पालतू जानवर के बारे में कोई पाँच बातें लिखो।)

MY PET

.....

.....

.....

.....

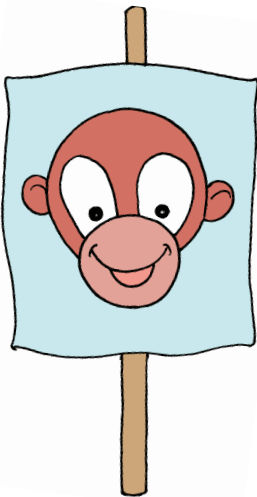
.....

FUN TIME

I. Let's make a puppet (आओ, कठपुतली बनाते हैं।)

You will need: A brown paper bag, newspaper, stick, glue, paper, colours, sketch pen, tape or ribbon.

(आपको चाहिए: एक कागज़ का लिफ़ाफ़ा, अखबार, गोंद, कागज़, रंग, रिबन, टेप, स्केच पेन, डंडी इत्यादि।)



METHOD

1. Make the face of a monkey on white paper and colour it. (एक सफेद कागज़ पर बन्दर का मुँह बनाओ और रंग भरओ।)
2. Cut out the face and stick it on the brown paper bag. (इसको काट कर, भूरे रंग के लिफ़ाफ़े पर चिपकाओ।)

3. Crush the newspaper and fill it in the brown paper bag.
(अखबार को अच्छी तरह मरोड़ कर लिफाफे के अन्दर डालो।)
4. Put the stick inside the bag, allowing one end to come out.
(छोटी सी डंडी को लिफाफे में इस ढंग से अंदर डालें कि आधी डंडी बाहर दिखाई दे।)
5. Close the mouth of the bag firmly around the stick, with a tape or ribbon.
(लिफाफे के मुँह को रिबन या टेप से डंडी के इर्द गिर्द कस कर बाँध दें।)
6. Your puppet is ready.
(लो, आपकी कठपुतली तैयार हो गई।)

TRACE AND WRITE

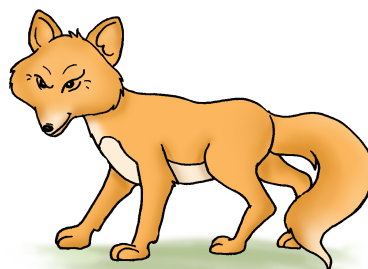
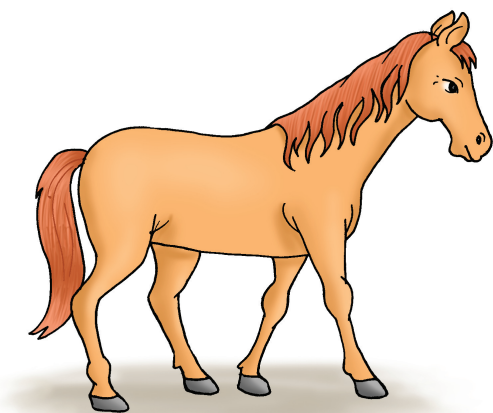
fox

pony

horse

donkey

I saw a little donkey.



ANIMALS

Teacher's Notes

Introduce students to 'domestic animals'. Talk to the learners about pets/different kinds of animals they may have a goat, a cow, a dog etc. Encourage them to talk about their animals, how they feed them, care for them and keep them clean and healthy. They can talk about their love for their pets also. You can tell them about the emotional bonding between animals and their young ones.

You can also discuss about animals of the jungle — what they eat, where they live and the different kinds of animal homes.

Do emphasise the importance of showing care and respect to all animals big or small, domestic or wild. Learners should also understand the importance of protecting animals.

You can also encourage them to tell stories about animals that they have heard from their elders at home.

READING A

The warm-up questions are to be answered orally.

Read the story aloud, clearly and loudly with appropriate expressions. Children can answer the comprehension questions orally.

Word Building

Tell the learners about different animals and what their young ones are called. You may ask them to speak in their mother tongue and then give them the English words. Similarly, the activity on names of animals and their homes can be done. You may ask them about animals which are commonly found in that area.

Speaking

This is a pronunciation drill exercise, do it with the whole class in chorus or in groups or in pairs.

Listening

Follow the instructions for this activity

I. Divide the class into groups.

Say the name of an animal aloud. Each group will make the sounds accordingly.

1. Dog
2. Elephant
3. Cat
4. Tiger
5. Lion
6. Monkey
7. Donkey

8. Hen
9. Goat
10. Snake

II. Who am I?

Read aloud the clues about each animal given below. Children will guess the names and write them in the space provided.

- | | |
|--|--------------|
| (i) This animal gives us wool. | sheep |
| (ii) We eat the eggs of this bird. | hen |
| (iii) This animal gives us milk. | cow, buffalo |
| (iv) This animal neighs. | horse |
| (v) This animal lives in a desert. | camel |
| (vi) This animal is man's best friend. | dog |

Grammar

Use of 'can' and 'cannot'. Children will do the activity like a speaking exercise.

Writing

Students will use the information from the word-building exercise where they matched the animals to their homes. They will write complete sentences as under.

1. A bee lives in a hive.
2. An ant lives in an ant hill.
3. A duck lives in a pond.
4. A tiger lives in a den.
5. A rabbit lives in a burrow.
6. A spider lives in a web.
7. A sparrow lives in a nest.

READING B

Read the poem aloud and let the students learn it and say it with expression. They can answer the comprehension questions orally.

Speaking

Pronunciation drill

Grammar

1. Talking about Future Time students will complete the exercise. You can practice the usage of Future Tense using different situations.
 - (i) Munni **will cook** brinjal curry tomorrow.
 - (ii) Mother **will stitch** a new *ghaghra* for me next month.
 - (iii) Asma **will go** to Aligarh next Friday.
 - (iv) Father **will buy** me new shoes tomorrow.
 - (v) The gardener **will cut** the grass tomorrow.
 - (vi) Arifa **will pluck** the mangoes when they ripen.
 - (vii) She **will see** a film on TV next Sunday.
 - (viii) They **will wash** the clothes after they return in the evening.



2. Sohan was a farmer. He wanted to sell his goats and sheep. So he went to the market. There he sold all his animals to a rich man and got a lot of money. When he was going back to his village, three thieves stopped him.

“Stop! Give us all your money”. Sohan was very clever. He said, “I’ll give my money to the strongest of you.” On hearing this, the thieves started fighting amongst themselves. Sohan slipped away quietly.

Writing

Students will write about their pet animal using the example given in the text. If they don't have a pet, they can write about an imaginary one.

FUN TIME

Make a puppet following the instructions. Students can be encouraged to make different animal puppets. Using these puppets, students can be divided into groups and can enact a story.

Trace and Write

Students are given practice to write small words and sentences for developing their handwriting.

WARM UP

Let's listen and repeat aloud

(साग सब्जियों से जुड़ी हिंदी और अंग्रेजी में दो कविताएँ दी गई हैं। उन्हें सुनो और दोहराओ और उनका मज़ा लो।)



Tomatoes are red, beans are green,
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink,
Carrots have juice, which I can drink.
Vegetables make me healthy and wise,
So eat some daily with *roti* and rice.

टोमैटोज़ आर रैड, बीन्स आर ग्रीन,
ए ब्रिन्जॉल हैज़ ए क्राउन, जस्ट लाइक ए क्वीन।
पोटैटोज़ आर ब्राउन, अनियनस् आर पिंग,
कैरेटस् हैव जूस, विच आई कैन ड्रिन्क।
वेजीटेबलस् मेक मी हैल्दी एंड वाइज़,
सो ईट सम डेली विद रोटी एंड राइस।

गाजर का पौधा

इक बुढ़िया ने बोया दाना,
गाजर का था पौधा लगाना,
गाजर हाथों हाथ बढ़ी, और बढ़ी जी और बढ़ी।
सोचा तोड़, इसे ले जाऊँ, हलवा गर्मागर्म बनाऊँ।
खींची, चोटी ज़ोर लगाया, नहीं बना जी नहीं बना।
काम हमारा नहीं बना और बुलाओ एक जना।
अब बुढ़िया का बूढ़ा आया, दोनों ने मिल ज़ोर लगाया।
बन गया जी बन गया, काम हमारा बन गया।
हलवा गर्मागर्म बनाया, दोनों ने मिल उसको खाया।
मेहनत का फल दोनों ने पाया।

(Now read a similar story in English.)

(अब इस कविता से मिलती जुलती कहानी अंग्रेज़ी में पढ़ें।)



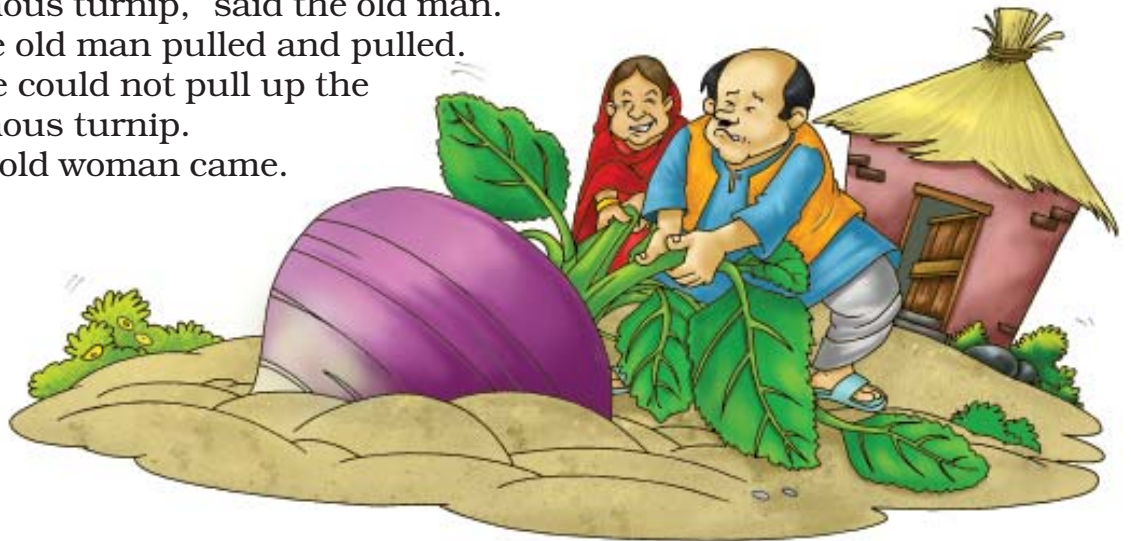
THE ENORMOUS TURNIP

Once upon a time, an old man planted some turnip seeds.
The turnip seeds grew.

The turnip seeds grew and grew. "I want to pull up the enormous turnip," said the old man.

The old man pulled and pulled.
But he could not pull up the enormous turnip.

An old woman came.

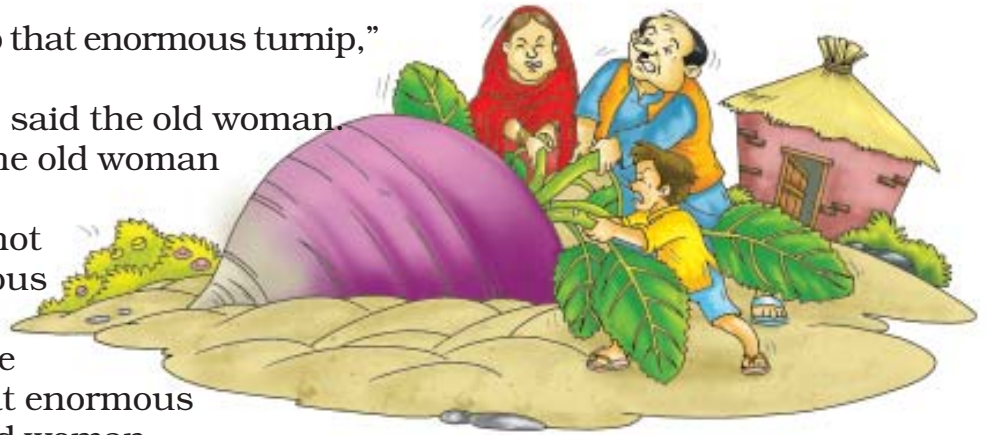


“I want to pull up that enormous turnip,”
said the old man.

“I will help you,” said the old woman.
The old man and the old woman
pulled and pulled.

But they could not
pull up the enormous
turnip.

A boy came. “We
want to pull up that enormous
turnip,” said the old woman.



“I will help you,”
said the boy.

The old man and
the old woman and
the boy pulled and
pulled.

But they could
not pull up the



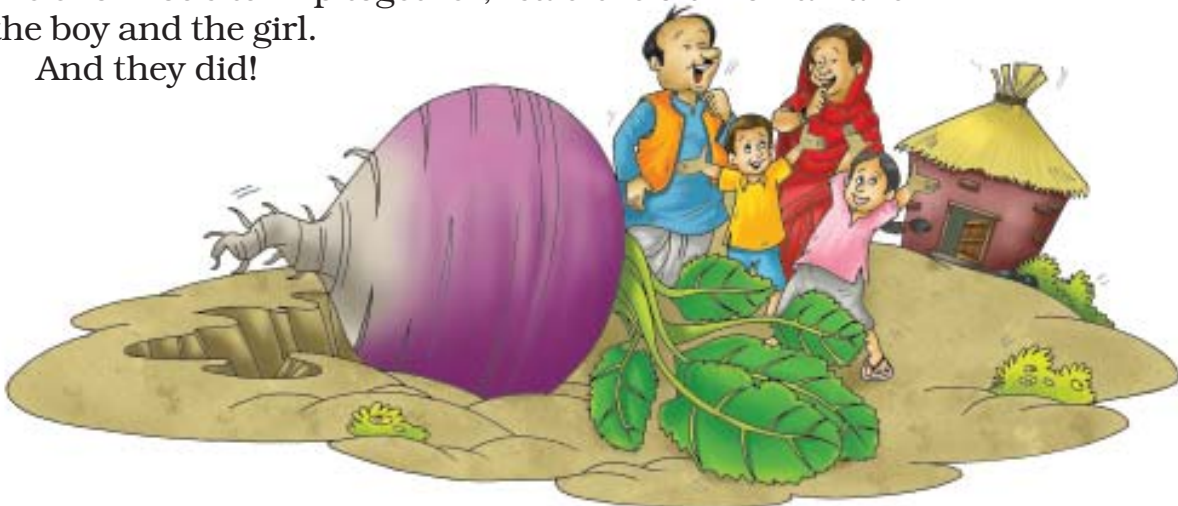
enormous turnip.

A girl came. “We want to pull up that enormous turnip,”
said the boy. “I will help you,” said the girl.

The old man and the old woman and the boy and the
girl pulled the turnip together.

Up came the enormous turnip. “We will help you eat
the enormous turnip together,” said the old woman and
the boy and the girl.

And they did!



विशाल शलगम

एक बार की बात है। एक बूढ़े आदमी ने शलगम के कुछ बीज बोएँ। शलगम के बीज उगने लगे। शलगम हाथों हाथ बढ़ी, और बढ़ी और बढ़ती ही गई। अब बूढ़े ने उस इतनी बड़ी शलगम को उखाड़ने की सोची। उस बूढ़े आदमी ने उसे खींचा, खूब ज़ोर लगाया। पर वह उस विशाल सी शलगम को नहीं उखाड़ पाया।

फिर, वहाँ एक बूढ़ी औरत आई। “मैं उस बड़ी शलगम को उखाड़ना चाहता हूँ”, उस बूढ़े आदमी ने कहा।

“मैं आपकी मदद करूँगी”, बूढ़ी औरत बोली। उस बूढ़े आदमी ने बूढ़ी औरत के साथ मिलकर शलगम को खींचा। खूब ज़ोर से खींचा। मगर, वे उस बड़ी सी शलगम को नहीं उखाड़ पाए।

अब वहाँ एक लड़का आया। “हम उस बड़ी सी शलगम को उखाड़ना चाहते हैं”, बूढ़ी औरत ने कहा। “मैं आपकी मदद करूँगा”, उस लड़के ने कहा।

बूढ़ा आदमी, बूढ़ी औरत और लड़का, तीनों ने मिलकर शलगम को खींचा, और खींचा। मगर, फिर भी वे उस बड़ी सी शलगम को नहीं उखाड़ पाए।

तभी वहाँ एक लड़की आई। “हम उस बड़ी सी शलगम को उखाड़ना चाहते हैं”, “मैं आपकी मदद करूँगी”, उस लड़की ने कहा।

उस बूढ़े आदमी ने, बूढ़ी औरत, लड़के और लड़की के साथ मिलकर खूब ज़ोर लगाकर शलगम को खींचा। वह बड़ी सी शलगम इस बार ज़मीन के ऊपर आ गई। “हम सब इस बड़ी सी शलगम को खाने में आपकी मदद करेंगे”, “बूढ़ी औरत, उस लड़के और उस लड़की ने कहा। और उन्होंने ऐसा ही किया।

UNDERSTANDING

I. Answer the following questions orally.

1. What did the old man plant?
(बूढ़े आदमी ने क्या बोया?)
2. Which word in the story means ‘very big’?
(कहानी में किस शब्द से ‘बहुत बड़ा’ का अर्थ निकलता है?)
3. Why was it difficult for the old man to pull up the turnip?
(बूढ़े आदमी के लिए उस बड़ी सी शलगम को उखाड़ना इतना मुश्किल क्यों था?)

4. Who helped the old man to pull out the enormous turnip?

(शलगम को उखाड़ने के लिए बूढ़े आदमी की किसने मदद की?)

5. Who ate the enormous turnip?

(उस विशाल शलगम को किसने खाया?)

II. Underline the correct word or phrase to complete the sentence.

(नीचे दिए गए वाक्य के आखिर में एक मुहावरा और एक शब्द है। कहानी से जोड़ते हुए आपको जो ठीक लगे उसके नीचे लकीर खींचो।)

The old man, the old woman, the boy and the girl could pull the enormous turnip up only when they pulled it one by one/together.

WORD BUILDING

I. Match the words in column A with their opposites in column B.

A	B
cooked	cold
liquid	unripe
spicy	stale
fresh	raw
hot	bland
ripe	solid



II. Read the following sentences carefully.

A laddu is sweet.

A karela is bitter. It is called bitter gourd in English.

A lemon is sour.

Imlí is sour. It is called tamarind in English.

Now fill in the blanks taking suitable words from the box.

1. *Burfee* is
2. Bitter gourd is
3. Tamarind is



- 4. Amla is
- 5. Mango is
- 6. Neem is



bitter sour sweet

SPEAKING

Pronunciation

Say aloud



roam	comb	home	foam
root	shoot	fruit	boot
cut	nut	shut	hut
cool	pool	school	rule
cook	shook	look	hook

GRAMMAR

Fill in the blanks with the correct word. The first one has been done for you.

My mother went to the market and bought
 a kilogram of **apples** (apple/apples),
 two kilograms of (mango/mangoes),
 a dozen (banana/bananas) and
 a dozen (orange/oranges).

I love oranges so I ate an (orange/oranges).

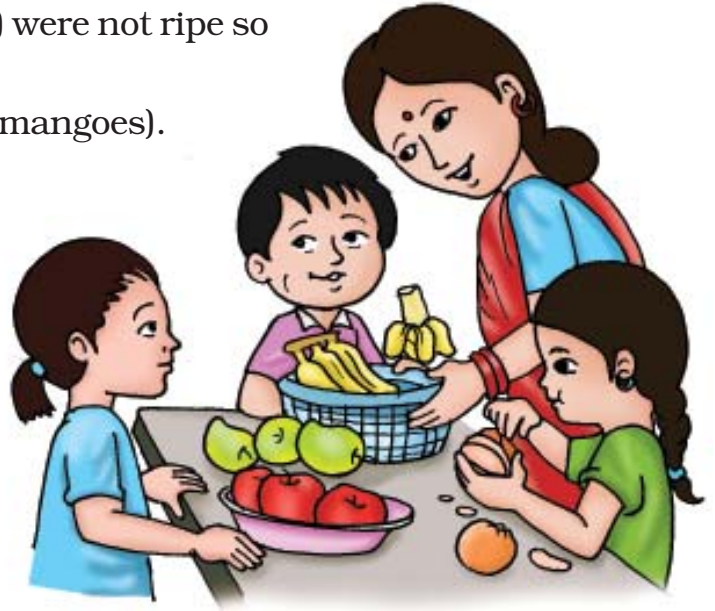
My brother wanted a (banana/bananas) and my
 sister asked for an (apple/apples).

The (mango/mangoes) were not ripe so nobody asked for a (mango/mangoes).

WRITING

Which fruit do you like the best? Write five sentences about it. You may mention its colour, shape, taste, size and the different ways in which we can use it.

(आपको कौन सा फल बहुत पसंद है? उस फल के बारे में कोई पाँच वाक्य लिखो। आप उसके रंग, आकार, स्वाद, साइज़ के बारे में लिख सकते हैं। आप किस-किस तरह उसे इस्तेमाल करते हैं?)



I like

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FOOD

One day, Gauri invited Gunia and a few other friends to her house for lunch. It was festival time, so Gauri's mother wanted to prepare a special lunch. She decided to make *roti*, rice, *dal*, mixed vegetables and green mint *chutney*. She also thought of making some *kheer* because she knew that Gunia was fond of *kheer*.

While mother was making the lunch, Gauri was getting ready to receive her friends. Just then, mother called out from the kitchen.....


भोजन

एक दिन, गौरी ने गुनिया और कुछ सहेलियों को अपने घर खाने पर बुलाया। त्योहार के दिन थे, इसलिए गौरी की माँ ने खाने में कुछ खास बनाने का सोचा। उन्होंने रोटी, चावल, दाल, मिली-जुली सब्जी और हरे पुदीने की चटनी बनाना तय किया। उन्होंने सोचा कि थोड़ी खीर भी बनाएँ क्योंकि गुनिया को खीर बहुत पसंद थी।

जब माँ खाना बना रही थी, गौरी अपनी सहेलियों का स्वागत करने के लिए तैयार हो रही थी। ठीक उसी समय, माँ ने रसोईघर से पुकारा....








Listen, Gauri, healthy food means we must have *roti*, *rice*, *dal* and green vegetables. *Roti* and *rice* give us energy to work and play.


Dal helps us to grow, while green vegetables protect us from illness.

And *dal*?



If you are healthy, you will always be happy.

And I can study well too, isn't it?



Of course! Now, run along and get ready!

Um...*Chutney* and *kheer*... also...mm... are these good?



UNDERSTANDING

I. Answer the following questions orally

1. When did Gauri invite Gunia and her friends to her house?
(गौरी ने गुनिया और अपनी सहेलियों को अपने घर कब बुलाया?)
2. What did Gauri's mother cook for lunch?
(गौरी की माँ ने खाने में क्या बनाया?)



3. Why did Gauri's mother make *kheer*?
(गौरी की माँ ने खीर क्यों बनाई?)
4. Why did Gauri want to have only sweets?
(गौरी सिर्फ मिठाइयाँ ही क्यों खाना चाहती थी?)
5. Which food can be called healthy food?
(किस भोजन को हम पौष्टिक भोजन कह सकते हैं?)
6. Which foods give us energy?
(कौन से भोजन हमें ताकत देते हैं?)
7. Why should we eat green vegetables?
(हमें हरी सब्जियाँ क्यों खानी चाहिए?)
8. What kind of a person is Gauri's mother?
(आपको गौरी की माँ कैसी लगीं?)

II. Pick out words from the passage, which mean the following.

(कहानी में से ऐसे शब्द चुनें जो नीचे लिखे का मतलब बताते हों।)

1. a meal eaten in the middle of the day
2. something that tastes good
3. dark green leaves with a fresh smell and taste, used for making *chutney* etc.
4. having good health
5. not common
6. kind, helpful

WORD BUILDING

I. Match words in column A with their opposites in column B.

(कॉलम A में कुछ शब्द लिखें हैं और कॉलम B में उन शब्दों का उल्टा अर्थ देने वाले शब्द आपको इनका मिलान करना है।)

A	B
tasty	common
necessary	cruel
kind	tasteless
special	unnecessary

II. Form as many words as you can from the following word.

(नीचे लिखे शब्द से आप जितने भी शब्द बना सकती हो, बनाओ।)

VEGETABLE

- a. **table**
- b.
- c.
- d.
- e.
- f.
- g.
- h.



SPEAKING

Pronunciation

Say aloud

- | | | | |
|-------|-------|------|------|
| ice | eyes | rice | rise |
| hiss | his | race | rays |
| niece | knees | pace | pays |



GRAMMAR

Fill in the blanks with the correct word. One is done for you.

1. Gauri**asked**..... (ask /asked) Gunia to have lunch at her house.
2. Gauri's mother (cook/cooked) food for Gauri's friends.
3. Amma also (make/made) *chutney*.
4. Yesterday they (go/went) to the market.
5. They (like/liked) the *kheer* which Gauri's mother had made.

WRITING

Write five sentences about what you had for lunch today. You may mention things like who cooked the lunch, the number of things you ate and which one you liked the best. (पाँच वाक्यों में लिखकर यह बताओ कि आज आपने दिन के खाने में क्या खाया है? आप बता सकती हो कि खाना किसने बनाया, आपने कितनी चीजें खाईं और आपको कौन सी चीज़ सबसे अच्छी लगी?)

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FUN TIME

- I. Given below is the description of a fruit. Guess the name. (नीचे एक फल के बारे में कुछ बताया गया है। इसके आधार पर फल को पहचानो।)
 - big in size

- has a green and hard skin
- dark pink/red inside meant for eating
- very juicy, soft and sweet
- has many black seeds

II. Making salad (आओ सलाद बनाएँ।)

Things needed

- | | | | |
|-------------|---|-------------|---|
| • carrots— | 2 | • tomatoes— | 2 |
| • cucumber— | 1 | • onion— | 1 |
| • lemon— | 1 | • beetroot— | 1 |
- salt and pepper – to taste

METHOD

- Wash all the vegetables well.
- Cut the vegetables into slices.
- Arrange them in a plate.
- Squeeze lemon juice on top.
- Add salt and pepper to taste.

(तरीका)

- सभी सब्जियों को अच्छी तरह धो लो।
- सब्जियों को छोटे-छोटे टुकड़ों में काटो।
- प्लेट पर सजाओ।
- उस पर नींबू का रस निचोड़ो।
- स्वाद के अनुसार नमक और काली मिर्च मिलाओ।

III. Fill in the blanks with suitable words from the box.

Red, red, go to

Green, green, fairy.....



Pink, pink, don't

Blue, blue, my heart is

Yellow, yellow, what a nice

White, white, you are

queen
fellow

bright
wink

true
bed



FOOD

UNIT 4

Teacher's Notes

WARM UP

Read the poem aloud and ask the learners to repeat. Now talk about the fruits and vegetables that they know. You may write their English names on the blackboard. Discuss about different types of food items that we eat e.g. wheat, *dal* etc. You can also encourage them to talk about how different types of food items are cooked.

READING A

In telling a story the children's imagination should be so raised that they are able to identify themselves with the theme and characters and thus actively participate in it. Children love to listen to stories with repetition.

The story, 'The Enormous Turnip' has many repetitive words and phrases. Read the story aloud with gestures and facial expressions, giving special stress on the repetitive phrases. Dramatise the story by assuming the roles of the old man, the old woman, the boy and the girl with proper modulation of voice. Furthermore, in the second round you may ask some students to play the different roles. Initially this role-play can be done by the students in their own language and then in English.

Word Building

1. This activity is about opposites. You may give more words such as, far-near, up-down, big-small, etc.
2. Talk to the students about different types of tastes.

Speaking

This is a pronunciation drill—do it with the whole class in chorus, in groups or in pairs.

Grammar

Use of singular and plural.

Fill in the blanks with the correct words

My mother went to the market and bought a kilogram of **apples** (apple/apples), two kilograms of **mangoes** (mango/mangoes), a dozen **bananas** (banana/bananas) and a dozen **oranges** (orange/oranges). I love oranges so I ate **an orange** (orange/oranges). My brother wanted a **banana** (banana/bananas) and my sister asked for an **apple** (apple/apples). The **mangoes** (mango/mangoes) were not ripe so nobody asked for a **mango** (mango/mangoes).

Writing

Before taking up this task, have a discussion in the class. Encourage them to speak about the topic. Write the English words on the blackboard to help them write the sentences.



READING B

The dialogue between Gauri, Amma and father gives a good opportunity for role-play. You should exploit the same for this purpose.

Encourage them to guess the meanings of the words in the context before explaining them.

Tell the children the concept of the term 'balanced diet' and its importance and why vegetables and fruits are good for us.

Word Building

The word vegetable has been given. The words that can be made are: table, get, tab, late, able, beat, let, bet, bat, label, cat,

You may give more words to enhance their vocabulary e.g. Grandmother.

Speaking

Pronunciation

Pronunciation of new words and words with contrasting sounds given in the sections 'say aloud' should be adequately drilled. The concept of silent letters has to be told e.g. in the word 'comb' the final 'b' is silent. The word 'comb' rhymes with words like 'roam', 'foam' etc. and should be adequately drilled.

Grammar

The focus in this activity is on past tense.

Fill in the blanks with the correct word.

1. Gauri **asked** (ask /asked) Gunia to have lunch at her house.
2. Gauri's mother **cooked** (cook/cooked) food for Gauri's friends.
3. Amma also **made** (make/made) *chutney*.
4. Yesterday they **went** (go/went) to the market.
5. They **liked** (like/liked) the *kheer* which Gauri's mother had made.

Writing

Discuss with the learners about what they had for lunch. Who cooked it for them? Ask them who cooks the food at home. Write English words related to the topic on the blackboard, help them frame sentences and then develop a paragraph.

FUN TIME

Read aloud all the hints. Repeat for better comprehension. This will help them develop their listening skills.

Second activity focuses on reading comprehension.

While doing the third activity draw the attention of the learners to rhyming words. You may give them more rhyming words.

WARM UP

I. Given below are the names of some means of transport. Match these to the pictures given.

(नीचे कुछ यातायात के साधनों के नाम और चित्र दिये गए हैं। उनका मिलान करो।)



Train

रेल



Horse

घोड़ा



Boat

नाव



Bicycle

साईकिल



Bus

बस



Car

कार



Aeroplane

हवाई-जहाज



Scooter

स्कूटर



Tempo

टेम्पो



Bullock cart

बैल-गाड़ी



Tonga

तांगा

Autorickshaw

ऑटोरिक्शा



II. Work in pairs

What sounds do each of these vehicles produce? Try to imitate these sounds.

(ये वाहन किस तरह की आवाज़ निकालते हैं? इन आवाज़ों की नकल कर के दिखाओ।)

III. Discuss in pairs

Which of the above means of transport have you travelled by?

(आप कहीं सफ़र पर गये होंगे। आपने कौन-कौन सी सवारियों का सफ़र किया।)

Which of these will you use to

(निम्नलिखित जगह पर जाने के लिये यातायात का कौन सा साधन काम आएगा।)

- go to Delhi? (दिल्ली जाने के लिये)
- go to your village/town? (अपने गाँव जाने के लिये)
- go to a nearby town? (पास के शहर जाने के लिये)

A poem on a 'Train' is given in Hindi. Read and enjoy.

रेल गाड़ी पर हिन्दी में एक कविता दी गई है। इसे पढ़ो और मज़ा लो।

रेल गाड़ी

छुक छुक करती आती गाड़ी

दूर दूर पहुँचाती गाड़ी

गरमी सरदी हो या बारिश

हर मौसम में चलती गाड़ी

पूरब से पश्चिम तक ढोती

सब्ज़ी फल सब है पहुँचाती

बच्चों को है प्यारी गाड़ी

बड़ों की हितकारी गाड़ी

झूम-झूम कर चलती गाड़ी

पर्वत नदी नापती गाड़ी

सब को घर पहुँचाती गाड़ी

जीवन की मुस्कान है गाड़ी

TRAINS

Have you travelled on a train?

(क्या आपने कभी रेल से यात्रा की है?)

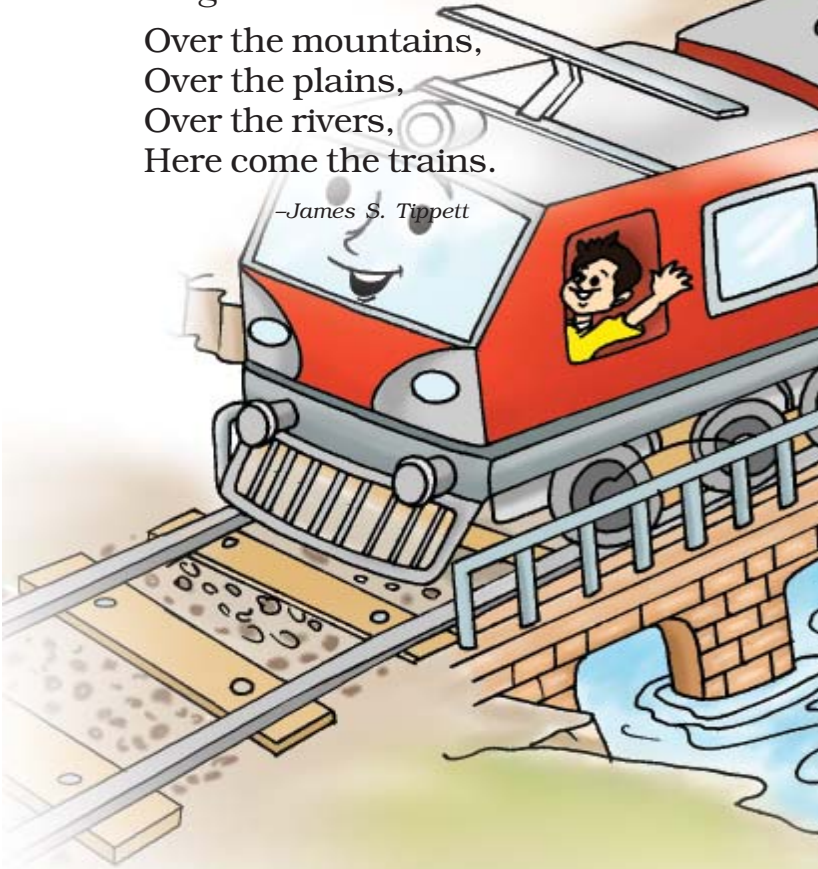
Over the mountains,
Over the plains,
Over the rivers,
Here come the trains.

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

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

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

—James S. Tippett



ओवर द माउन्टेन्ज़
ओवर द प्लेन्स्,
ओवर द रीवर्स्,
हिअर कम द ट्रेन्स्।

कैरिङ्ग पैसॅंजरस्,
कैरिङ्ग मेल,
ब्रिङ्गिं देयर प्रैशियस लोडस्
इन विदआऊट फेला।

थॉउजंडस् ऑफ बोगीज़,
ऑल रशिं ग ऑन,
थू डे एंड डार्कनैस,
थू डस्क एंड डॉन।

ओवर द माउन्टेन्ज़,
ओवर द प्लेन्स्,
ओवर द रीवर्स्,
हिअर कम द ट्रेन्स्।

—जेम्ज़ एस. रिप्पेट

UNDERSTANDING

I. Read the poem again and tick (✓) the correct answers.

Stanza 1

The train runs over

- (a) The mountains. (c) The rivers.
(b) The plains. (d) All of these.

Stanza 2

The trains carry

- (a) Passengers and mail. (c) Food grains.
(b) Beautiful children. (d) None of these.

Stanza 3

When do the trains run?

- (a) In the mornings only. (b) During the night only.
(c) On some days. (d) Both during the day and night.

II. Look at the picture below and fill in the words.

Mountains River Passengers Plain

III. Pick the word from the poem which means sunrise. Write it here.

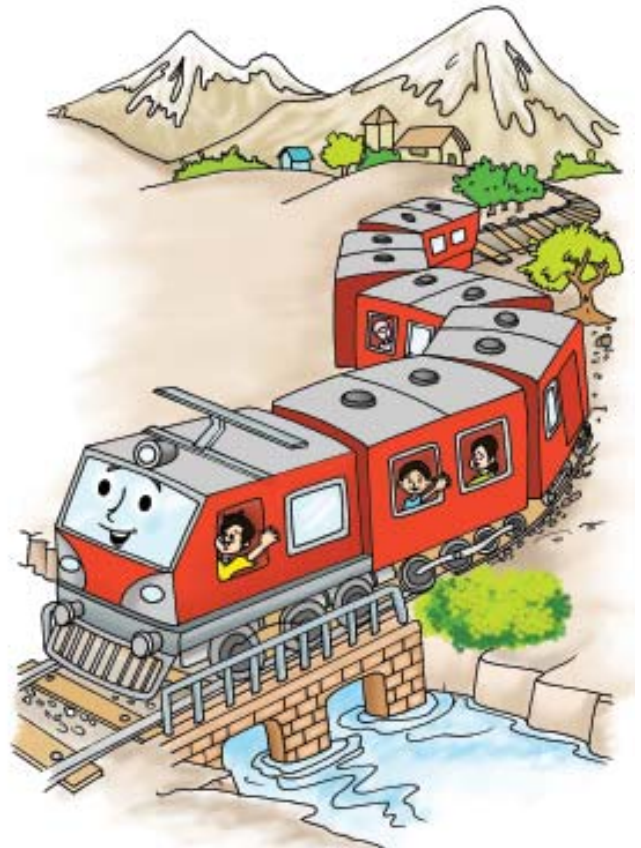
(कविता में से वह शब्द चुनो जिसका अर्थ सूर्योदय है और उसे यहाँ लिखो।)

Pick the word from the poem which means sunset. Write it here.

(कविता में से वह शब्द चुनो जिसका अर्थ सूर्यास्त है और उसे यहाँ लिखो।)

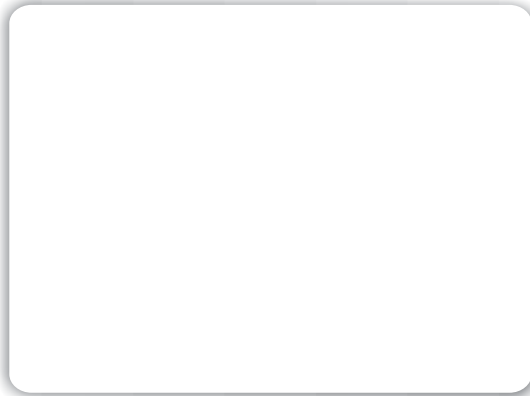
IV. Discuss with your partner

1. What words do you use for 'dawn' and 'dusk' in your own language?

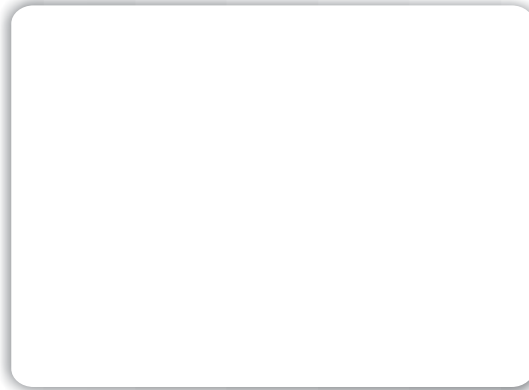


2. What is the difference between dawn and dusk?
3. Which one do you like more and why?

V. Draw a picture of dawn and dusk.



Dawn



Dusk

WORD BUILDING

I. Sort out these different means of transport into correct groups. One is done for you.

- bus car aeroplane ship boat
 train bicycle helicopter truck steamer

Land

..... bus

.....

.....

.....

Air

..... aeroplane

.....

.....

.....

Water

..... ship

.....

.....

.....



LISTENING

I. Your teacher will read out the experiences of two girls—Gunia and Tara who have travelled by train. Listen to these carefully and answer the questions that follow.

(आपकी अध्यापिका आपको दो लड़कियों, गुनिया और तारा, जिन्होंने रेल से यात्रा की थी, के अनुभवों के बारे में बताएँगी। ध्यान से सुनो और फिर नीचे लिखे प्रश्नों के उत्तर दो।)

Gunia: I loved the train ride. I sat at the window and looked out. There were green fields and lots of trees. The



people looked very small. The train ran so fast that it left everything behind. I want to be like the train moving very fast and leaving everyone behind. I loved the train ride.

While you are listening to Gunia's feelings, mark (✓) or (X).

- Gunia is happy. ()
- Gunia saw a lot of trees and green fields. ()
- She was not able to look out. ()
- Gunia doesn't want to be like a train. ()

II. Now listen to Tara's feelings. (अब तारा के अनुभवों को सुनो।)

Tara: I've been on the train once. But I didn't like it. It was a very short journey. I did not sit near a window. There were so many people in the train. They were talking very loudly. I felt bored. There were no other children to talk to. At every station, some people got off the train, but many more got on.

While you are listening to Tara's feelings, mark (✓) or (X).

(जहाँ-जहाँ तारा के अनुभव की बात आई है वहाँ (✓) लगाओ।)



- Tara is happy with her train ride. ()
- Tara sat near the window and looked out. ()
- There were no other children in the train with Tara. ()
- The people in the train were talking loudly. ()

SPEAKING

Here are some hints

Yes, I do

No, I don't

I would like to go by

I'll take

I. Discuss with your friend

1. Do you enjoy train rides?
(क्या आपको रेल से यात्रा करना पसंद है?)
2. If you had to travel over a long distance, how would you go?
(यदि आप को बहुत दूर जाना हो तो आप कैसे जाएँगी?)

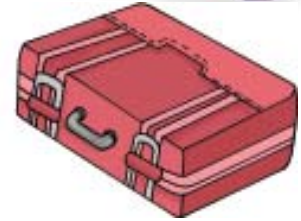
3. If you had to spend the night on a train, what would you need to take with you?

(यदि आप को रात के समय रेल यात्रा करनी पड़े तो आप क्या-क्या चीजें अपने साथ रखेंगी?)



4. Name and draw the things you would pack in this suitcase.

(उन-उन चीजों के नाम लिखो जो आप सूट केस में रखना चाहेंगी?)



II. Pronunciation



ENGINE, ENGINE NUMBER NINE

Engine, engine number nine,
When she's polished she will shine.

Engine, engine number nine,
Ten will ride on the Shimla nine.



1. Say aloud

Mail	Dawn	Plains
Fail	On	Trains

GRAMMAR

Fill in the blanks with the correct word. One has been done for you.



1. Ali is **flying** (fly) to Guwahati in an aeroplane.

2. Ravi is (board) the bus.

3. Tara is (ride) a bicycle.

4. Payal is (drive) a car.

5. Tarun is (row) a boat.

6. Alex is (sail) to Kochi by ship.

7. Nemi is (travel) by a train.

8. Lali is (travel) by a bullock cart.

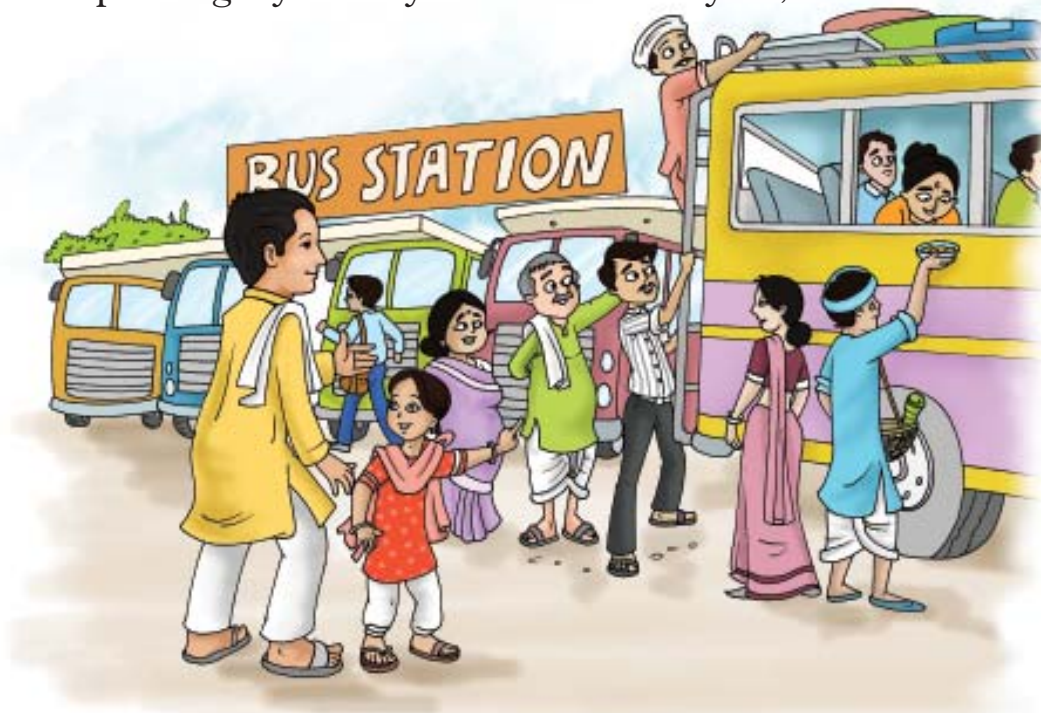


MY FIRST JOURNEY BY BUS

Meena describes her first journey by bus. Read it.

(मीना अपनी पहली बस यात्रा के बारे में बता रही है। पढ़ो।)

Last summer holidays, I received a letter from my grandmother. She wanted me to spend my holidays with her. She lives in Vellore. I was very happy because I love spending my holidays with her. Each year, we went to her



place by train, but this year, I wanted to travel by bus.

Next Sunday, my father took me to the Bus Station. There were a number of buses for Vellore. My father bought two tickets and we boarded the bus. We kept our luggage in the carrier on the bus. I was a little afraid that we would forget my bag. But my father said that he would remember to collect the bag at Vellore. I sat at the window.

When the bus was full, the driver started the engine and we were on our way. The bus stopped at several places. At each stop, some people got off the bus and others came in. At every bus stop, some people selling food got into the bus. My father bought me an orange and coconut water as I was hungry.

I loved looking out of the window. My father asked me if

I wanted to sleep, but I was really happy looking out. I did not want to miss anything. I saw colourful cars, advertisements, posters of films, big trees and crops growing in the fields. Father slept for sometime. We reached Vellore in the evening. As we got off the bus, we collected our bags from the carrier and walked the short distance to my grandmother's home. I was tired but very happy with my first long journey by bus.



बस द्वारा मेरी पहली यात्रा

पिछली गर्मी की छुट्टियों में मेरी दादी ने मुझे पत्र लिखा। वह चाहती थीं कि मैं छुट्टियाँ उनके साथ बिताऊँ। वह वेल्लूर में रहती हैं। मैं बहुत खुश थी क्योंकि मुझे अपनी दादी के साथ छुट्टियाँ बिताने में मज़ा आता है। हर साल हम रेल से जाते थे। पर इस बार मैंने बस से जाने का सोचा।

अगले ही इतवार मैं और पिताजी बस स्टेशन गये। वेल्लूर जाने के लिये कई बसें थी। पिताजी ने दो टिकट खरीदे और हम बस में चढ़ गये। हमने अपना सामान बस के ऊपर कैरियर में रखा मुझे डर था कहीं मैं भूल न जाऊँ पर पिताजी ने कहा कि वे याद दिला देंगे। मैं खिड़की के पास बैठ गई।

जब बस भर गई तो ड्राइवर ने इंजन चालू किया और बस चल पड़ी। बस कई जगह रूकी। हर बार कुछ लोग चढ़ते तो कुछ उतरते। हर स्टॉप पर कुछ लोग खाने पीने की चीज़ें बेचने के लिये बस में आ जाते। पिताजी ने संतरे खरीदे और नारियल पानी खरीदा और मुझे दिया क्योंकि मुझे भूख लग रही थी।

मुझे खिड़की से बाहर देखने का शौक था। पिताजी ने मुझ से पूछा अगर मैं सोना चाहूँ तो सो सकती हूँ। लेकिन मैं खुश थी। मैं सब कुछ देखना चाहती थी सुन्दर रंग-बिरंगी कारें, विज्ञापन, फ़िल्मों के पोस्टर, बड़े-बड़े पेड़ और फ़सलों से लहराते खेत। पिताजी कुछ देर के लिए सोये। हम शाम तक वेल्लूर पहुँचे। हम जैसे ही बस से उतरे हमने अपना सामान उतरवाया और दादी के घर की ओर पैदल चल पड़े। हालांकि मैं थक चुकी थी पर मैं अपनी पहली बस यात्रा से बहुत खुश थी।



UNDERSTANDING

Mark true (T) or false (F) against each statement, based on the above passage. Correct all the sentences that you have marked 'F'.

(नीचे दिये गये वाक्यों में कुछ गलत हैं और कुछ सही। जो सही हैं उनके आगे (T) का निशान और जो गलत हैं उनके आगे (F) का निशान लगाओ। जिनके आगे (F) लगाया है उन्हें सही करके लिखो।)

1. Meena's grandmother lives in Jammu. ()
2. Meena visits her grandmother every year. ()
3. Meena went to her grandmother's home by bus. ()
4. Her father bought three tickets. ()
5. Meena's father sat near the window. ()
6. Meena fell asleep on her way to her grandmother's home. ()
7. She had a banana and coconut water. ()
8. She did not like her journey. ()

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.....

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.....

.....

SPEAKING

Remember a journey and try to answer these questions (Pair work). Ask the following questions to each other.

(किसी यात्रा के बारे में याद करो और इन सवालों के उत्तर बारी-बारी से दो। अपने साथी के साथ मिलकर काम करो।)

Where did you go?

Why did you go?

Who did you go with?

When did you begin your journey?

Did you travel by bus or train?

Did you have to buy any ticket?

What did you do during your journey?

What did you eat on the way?

When did you reach?

Did you enjoy your ride?

Were you tired at the end of the journey?

What did you see on the journey?

WRITING

Now write about your journey. The answer to these questions will help you in writing.

(अब अपनी यात्रा के बारे में लिखो। इन प्रश्नों के उत्तर आपको लिखने में मदद करेंगे।)

I can't forget my

.....

.....

.....

.....

.....

GRAMMAR

I. Let us see what these people are doing. Look at the pictures carefully and tick (✓) the correct choice.

(ये लोग क्या कर रहे हैं? इन तस्वीरों को ध्यान से देखो और सही चित्र पर (✓) का निशान लगाओ।)

1. Munna is getting (on/off) a bus.





2. Janak is getting (on/off) a plane.

3. Sarita is going (to/from) school.



4. Ravi is going to the market (on/by) foot.

5. Alia is going to the market (on/by) bus.



6. Sara is coming home (to/from) school (on/by) a bicycle.

II. Work in pairs. Fill in the blanks with the words from the box and read the following dialogue. Take turns as Tara and Gunia.

(आप अपनी सहेली के साथ कार्य करें। एक तारा बने और दूसरी गुनिया बनकर नीचे दिये गये संवाद को पूरा करो।)

on, to, with, from, at



Gunia: I am going to the market.

Tara: Why are you going to the market?

Gunia: I need to buy some colours and chart paper for doing the project work.

Tara: How are you going?

Gunia: I can go bicycle or I can go foot. Its not very far.

Tara: On your way back the market, can you stop Anandi's home? She has my grammar book.

Gunia: Yes, I will do that, but why don't you come the Market me?

Tara: That's a good idea! Let's do that.

DISCUSS

What would happen if there were no means of transport?

(अगर यातायात के साधन न होते तो क्या होता?)

TRANSPORT

Teacher's Notes

This unit takes up the theme of transport so that the learners can learn to refer to the various means of transport.

WARM UP

This unit begins with a warm up activity which gives the learners an opportunity to get to know the names of various means of transport. Let the learners try to produce the sound made by each of these vehicles. After this, the learners can look at the pictures and discuss which of these would they be using.

READING A

The reading text consists of a poem. Read the poem aloud—slowly and then read it the second time with gestures and actions. Ask the learners to read this poem slowly and carefully so that they are able to understand it. Let the learners attempt the multiple choice questions. These will help them understand the poem. Ask them to read the poem once again. You can ask them other simple questions to ensure that they have understood.

Let them label the given picture. This will help them understand the poem better.

Word Building

The learners will categorise all the means of transport based on their ability to be used when travelling by land, air or water.

Listening

Read out the two passages slowly and clearly. Ask the learners to attempt the questions given after the first passage. Stop after reading the first passage. Read it a second time if they have not been able to attempt it. Repeat the procedure for the second listening passage.

Speaking

When your learners are attempting the speaking task, ensure that they are selecting the correct answers from the given box. Go around the class and listen to their attempts as they're practicing. Correct them, only if there is a big mistake.

Let them read out 'Engine, Engine Number Nine' in chorus.

Grammar

The focus in this activity is on simple continuous tense. In simple continuous tense we use verb+ing to describe the action which takes place at the time of speaking. When completing the sentences ensure that they focus on the use of the appropriate verbs. Also draw the attention of the learners that with each means of transport a different verb is used. e.g. you can **row** a boat but not a ship, you **sail** a ship.

READING B

Talk to the learners about your first journey by road. Encourage them to share experiences with you, even if they narrate in their mother tongue.

Encourage them to read the passage silently. If they find it difficult, let them read it aloud. But ask them to read it silently a second time. They will read and mark T/F against the given statements. In case of some difficult words, tell them the meanings of difficult words.

Speaking

Discuss your learners' journeys on land orally. Ask them a lot of small questions such as—where were you going? Why did you go there? Who were you with? And so on. After this oral discussion, let them answer the questions given in this section. They can discuss with their partners. You can also help them in answering some questions.

Writing

Ask them to read the reading section again. Next, get them to write about their journey with the help of answers listed by them. Ask them to revise and improve before correction.

Grammar

The grammar section deals with the use of prepositions used when talking of travelling. The pictures will help the learners identify the correct preposition.

Based on this, let the learners fill in the blanks in the given dialogue and practice speaking it to each other. They can take turns being Gunia and Tara.

Discuss

This discussion can take place in groups of four, to begin with. After about 10 minutes, you can conduct this discussion with the entire class. You may talk about the uses of transportation system e.g.

- We go from one place to another
- Postal department depends on transportation system
- To take goods, food items from one place to another.



DON'T GIVE UP हिम्मत न हारो

WARM UP

Read the poem aloud and enjoy it

If you keep on going
And never stop,
You can keep on going,
You can make it to the top.
Life is full of mountains,
Some are big and some are small.
But if you don't give up
You can overcome them all.
So keep on going
Try not to stop,
When you keep on going
You can make it to the top.

इफ़ यू कीप ऑन गोइंग
एण्ड नैवर स्टॉप,
यू कैन कीप ऑन गोइंग,
यू कैन मेक इट टू द टॉप।
लाइफ़ इस फ़ुल आफ़ माउन्टेन्स,
सम आर बिग एण्ड सम आर स्मॉल।
बट इफ़ यू डोन्ट गिव अप
यू कैन ओवरकम दैम ऑल।
सो कीप ऑन गोइंग
ट्राय नॉट टु स्टॉप,
वैन यू कीप आन गोइंग
यू कैन मेक इट टु द टॉप।



DISCUSS IN PAIRS

1. Why do you think the girl is happy?
(तुम्हें ऐसा क्यों लगता है कि लड़की खुश है?)
2. Do you also feel happy when you achieve/complete something? Why?
(जब तुम किसी काम को पूरा कर लेती हो तो क्या तुम भी इसी तरह से खुश होती हो? भला क्यों?)



THE GIRL WHO NEVER GAVE UP

Ila Sachani was born in a farmer's family in the Amreli district of Gujarat. She was the eldest child in the family. She could not use her hands like other children because her hands hung loose by her sides. She could not do anything with them, but she did not lose her courage.

Ila's mother and grandmother were skilled at embroidery. As Ila could not use her hands, they taught her to make beautiful patterns using her feet. Ila's brother and sister also encouraged her. Little by little, Ila learnt to do embroidery with her feet.

In the beginning Ila did embroidery for her family and friends. Later on, others in the village saw her work and appreciated it. Ila started doing embroidery for the villagers.

Some villagers told a government officer about Ila's skill in embroidery. The officer took interest in her work and put samples of her embroidery on display in a State Exhibition.

People saw Ila's beautiful embroidery and bought many things made by her. She became famous as the one who did embroidery with her feet. She participated in more exhibitions at the state and national levels. She got many awards for her work. Many people asked her to make things for them and paid her for the work. In this way, she earned money to support herself. By the year 2002, she began to earn as much as ₹ 4000 a month.

Ila is now a happy person. She is able to earn a regular income and also do the work that she enjoys.



वह लड़की जिसने कभी हार नहीं मानी

इला सचानी का जन्म गुजरात के अमरेली जिले में एक किसान परिवार में हुआ। वह सबसे बड़ी लड़की थी। वह और बच्चों की तरह हाथों से कुछ भी नहीं कर सकती थी क्योंकि उसके दोनों हाथ रस्सी की तरह लटकते रहते थे। लेकिन उसने हार नहीं मानी।

इला की माँ और दादी दोनों ही कढ़ाई करने में माहिर थी। क्योंकि इला हाथों से कुछ भी नहीं कर पाती थी इसलिये उन्होंने उसे पैरों से कढ़ाई करना सिखाया। इला के बहन और भाई ने भी उसकी हिम्मत बँधाई। धीरे-धीरे इला ने पैरों से कढ़ाई करना सीख लिया।

शुरू में उसने अपने परिवार के लोगों के लिये और अपनी सहेलियों के लिये कढ़ाई की। बाद में, गाँव के लोगों ने उसके काम को देखा और सराहा। अब उसने गाँव वालों के लिए भी कढ़ाई (एम्ब्राइडरि) करना शुरू कर दिया।

गाँव के कुछ लोगों ने एक सरकारी अधिकारी को इला के इस हुनर के बारे में बताया। उस अधिकारी ने इला द्वारा बनाये गये कढ़ाई के नमूनों की नुमाइश (स्टेट एग्जिबिशन) लगवाई।

लोगों ने इला द्वारा की गई सुंदर कढ़ाई को देखा और उसकी बनाई बहुत सी चीजें खरीदीं। इला पैरों से एम्ब्राइडरि करने वाली के नाम से प्रसिद्ध (फेमस) हो गई। उसने राज्य (स्टेट) और राष्ट्रीय स्तर (नेशनल लेवल) पर लगी कई प्रदर्शनियों में हिस्सा लिया। उसे अपने काम के लिए सम्मान (अवार्ड) भी मिला। बहुत लोगों ने उससे कई चीजें बनवाईं और काम के एवज़ पैसे दिए। इस प्रकार कढ़ाई उसके रोज़गार का ज़रिया बन गया और वह अपने पैरों पर खड़ी हो सकी। धीरे-धीरे सन् 2002 तक उसकी कमाई ₹ 4000/- प्रतिमाह तक होने लगी।

इला अब बहुत खुश है। वह अपनी आय (इंकम) खुद कमा लेती है और वह काम करती है जो उसे पसंद है और जिसमें उसे मज़ा आता है।

UNDERSTANDING

I. Answer the following questions orally.

1. Name the activities that you do with your hands.
(वे काम बताओ जो अपने हाथों से करते हो।)
2. Name the activities where you use your feet.
(वे कौन से काम हैं जहाँ आप पैरों का उपयोग करते हो?)

3. Who taught Ila embroidery?
(इला को कढ़ाई किसने सिखाई?)
4. With which part of her body did Ila do embroidery?
(इला अपने शरीर के किस अंग से कढ़ाई करती थी?)
5. Who helped Ila participate in the exhibition?
(इला को नुमाइश में भाग लेने के लिये किसने मदद की?)
6. Do you know how to embroider? Which types? (You may use your mother-tongue.)
क्या आपको कढ़ाई करनी आती है? कौन-कौन सी? (अपनी मातृभाषा में बता सकती हैं।)
7. What is special about Ila's embroidery?
(इला की कढ़ाई क्यों महत्वपूर्ण है?)

II. Given in the box below are the qualities of Ila, her mother and grandmother. Pick out the appropriate qualities and place them in the appropriate columns.

(नीचे बॉक्स में इला, इला की माँ और इला की दादी की ख़ास बातें (क्वालिटीज़) दी गई हैं। इन्हें उचित कॉलम में लिखो।)

Qualities of Ila, and her mother and grandmother

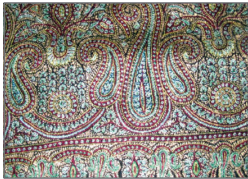
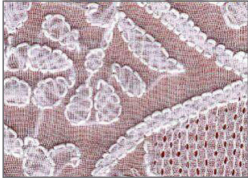
strong-willed	courageous	supporting
	loving	caring
encouraging	willing to learn	patient
	optimistic	independent
self-respecting	skilled	hardworking
	helpful	creative

Ila

her mother and grandmother

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





III. Given below are the states and the types of embroidery they are famous for. Match them.

(नीचे कढ़ाई के प्रकार व राज्यों के नाम दिये गये हैं। उनका मिलान करो।)

Chikankari

Phulkari

Kasuti

Kantha

Kashida

Karnataka

Uttar Pradesh

Kashmir

West Bengal

Punjab



WORD BUILDING

I. Pick out the words from the text that mean the following.

to take part

to support

to praise

put up a show

making colourful patterns on cloth with needle and thread

II. When you hear the word body what are the words that come to your mind? Write them down in the circles. One is done for you.

(जब आप 'शरीर' (बॉडी) शब्द सुनते हैं, आप के दिमाग में कौन-कौन से शब्द आते हैं। नीचे दिये गये गोलों में लिखो। एक आपके लिये किया गया है।)

hand

Body

LISTENING

I. Listen to the passage carefully and answer the questions. (Teacher to read the passage aloud)

Helen Keller was deaf and blind. She became deaf and blind when she was just 19 months old. Helen was a bright child. She learnt the signs for the letters of the alphabet from her teacher Anne Sullivan. Helen wrote eleven books and many articles. She is a role model for many people.



Hellen Keller

II. Based on the above passage are the following sentences true or false?

1. Helen Keller could not speak.
2. Helen Keller became blind when she was a child.
3. Anne Sullivan helped Helen Keller learn the signs for the letters of the alphabet.
4. Helen Keller was an actor.
5. Helen Keller wrote many books.

SPEAKING

Listen and repeat.

Appreciated	Encouraged	Stopped
Awarded	Earned	Missed
Participated	Enjoyed	Worked
Supported	Lived	Liked



GRAMMAR

Read the following paragraph and fill in the blanks with the appropriate form of the words from the box given below. One has been done for you.

Sudha Chandran is a great dancer. When she was young, she met with an accident. Her leg below the knee was badly

accept
practice
meet
crush
want
give

..... Dr. Sethi her an artificial leg called the Jaipur foot. She regularly because she to dance again. Now she is able to give dance performances. Sudha Chandran never defeat.

WRITING

Work in pairs. Given below is a conversation between Ila and her friend. Write the dialogue using the sentences from the box.

Friend: Hello, Ila. How did you think of embroidery?

Ila:

Friend: How did you learn it?

Ila:

Friend: How did you learn to make such beautiful patterns?

Ila:

Friend: Was it easy?

Ila:

Friend: Do you have any message to give to the children?

Ila:

1. At first my mother and grandmother told me what colours and what stitches to use. Now I can think about how to make beautiful patterns.
2. From my mother and grandmother.
3. Never give up.
4. At first I learnt to hold the needle with my toes. Then slowly I learnt the stitches.
5. No, it was not easy. It took me years.

DISCUSS

In what ways are Helen Keller, Sudha Chandran and Ila similar?

(हेलन कैलर, सुधा चंद्रण और इला में क्या समानताएँ हैं?)



READING B

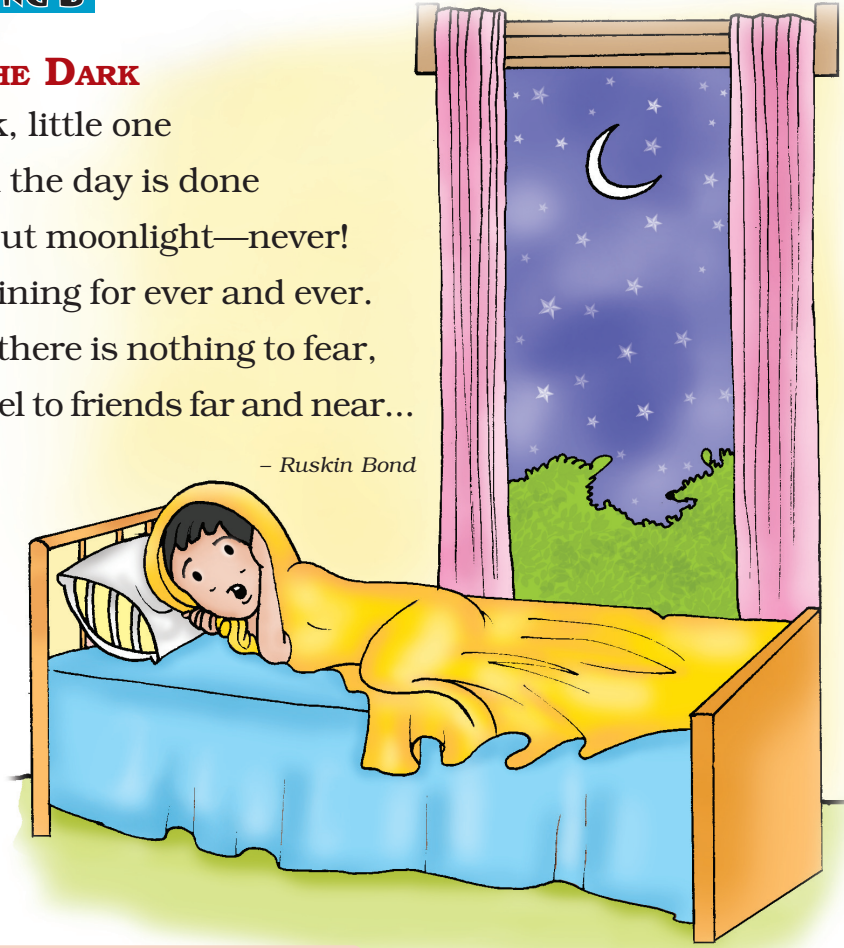
DON'T BE AFRAID OF THE DARK

Don't be afraid of the dark, little one
The earth must rest when the day is done
The sun must be harsh, but moonlight—never!
And those stars will be shining for ever and ever.
Be friends with the night, there is nothing to fear,
Just let your thoughts travel to friends far and near...

— Ruskin Bond

GLOSSARY

cease: to finish



डॉन्ट बी अफ्रेड ऑफ़ द डार्क

डॉन्ट बी अफ्रेड ऑफ़ द डार्क, लिटल वन
द अर्थ मस्ट रेस्ट वैन द डे इज़ डन
द सन मस्ट बी हार्श, बट मून लाईट-नैवर!
एंड दोज़ स्टार्स विल बी शाईनिंग फॉर एवर एंड एवर।
बी फ्रैंडस विद द नाइट, देयर इज़ नथिंग टु फीअर,
जस्ट लैट यूअर थॉट्स ट्रैवल टु फ्रैंडस फॉर एंड निअर।...

—रस्किन बॉन्ड

UNDERSTANDING

I. Answer the following questions orally

1. What is the poem about?
2. What happens when the day is over?
3. What does the earth do when the day is over?
4. Is the sun always harsh?
5. Is moonlight ever harsh?

II. Are these sentences true or false?

1. The poet tells the child to be afraid when it is dark.
2. The poet says that stars will always shine at night.
3. The poet tells the child to think of friends after it is dark.

WORD BUILDING

I. When we join two words, we get a new word e.g.

(दो शब्दों को जोड़ने पर एक नया शब्द बनता है।)

Moon + light = Moonlight

Make new words by joining the two words.

(नीचे दिए गए शब्दों को जोड़कर नए शब्द बनाओ।)

break + fast, day + break

good + night, rain + bow

water + fall, grand + son

grand + father, grand + daughter

II. Find the words from the poem which are the opposites of the following words.

(नीचे दिए गए शब्दों के लिए कविता में से विलोम शब्द चुनकर लिखें।)

far enemies

gentle light

night big



SPEAKING

I. Pronunciation

Say aloud

please	grease	tease	knees	cease	
clear	fear	dear	near	hear	
done	none	one	won	run	sun
knew	new	knot	not		

II. Discuss in groups

1. Are you afraid of the dark? If yes, why? If no, why?
(क्या आपको अंधेरे से डर लगता है? हाँ/ना? क्यों?)
2. Have you ever been frightened? Discuss the incident with your friend.
(क्या आप कभी बहुत डरी थीं (फ़्राईटैन्ड) और आपने उसका सामना कैसे किया?)

WRITING

I. Interview your teacher and get her responses for the following questions.

(अपनी अध्यापिका का इंटरव्यू लें और नीचे लिखे प्रश्नों के बारे में उनके उत्तर (रिस्पांस) जानें।)

1. Why did you become a teacher?
2. How do you come to school everyday?
3. Which is your favourite subject?
4. What kind of books do you like to read?
5. What are your hobbies?



II. Now write a paragraph about your teacher with the information you have gathered.

(अब इस तरह से इकट्ठी की गई जानकारी (इंफ़ॉर्मेशन) के आधार पर अपनी अध्यापिका के बारे में एक अनुच्छेद (पैराग्राफ़) लिखो।)

My teacher

My teacher says she became a teacher because

.....

.....



.....

.....

.....

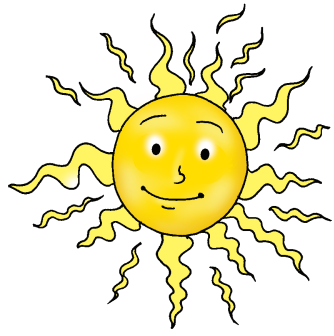
.....

Discuss in groups

'If there were no sun...'

One is done for you.

1. There will be no light.
2.
3.
4.
5.
6.



FUN TIME

Painting with **Onion Halves** and **Bottle Tops**.

(आधे प्याज़ और बोतल के ढक्कन से पेंटिंग।)

YOU NEED

Two onion halves, two bottle tops, water colour, plate for mixing.

METHOD

Take an onion. Cut it into half. Mix some paint of any colour with a little water in a plate. Dip the cut side of the onion into the colour. Now press it on a paper to make designs. Press the bottle top into the centre of the design.

You can use another colour for the other onion half and the other bottle top.

(एक प्याज़ लें। प्याज़ के दो टुकड़े करें। कोई एक रंग ले। प्लेट में थोड़ा सा पानी डालकर कोई सा भी रंग घोलें। प्याज़ के कटे हुए हिस्से को रंग में डुबोएँ (डिप)। अब डिज़ाइन बनाने के लिए इसे कागज़ पर दबाएँ। डिज़ाइन के बीच में बोतल का ढक्कन दबाएँ (प्रेस करें)। प्याज़ के बचे हुए दूसरे टुकड़े और दूसरे ढक्कन के लिए कोई दूसरा रंग (कलर) चुन सकती हो।)

DON'T GIVE UP

Teacher's Notes

WARM UP

Read the poem “Don't give up” aloud. Repeat the poem with gestures and actions. Ask the students to recite with you. Discuss the title and bring out the idea of not giving up one's efforts till one reaches the goal. The idea of this poem is further elaborated in the story of Ila Sachani.

READING A

Students' attention is to be drawn towards the efforts of physically challenged people to lead a life of dignity instead of living on charity and sympathy. Read the lesson and discuss the questions. Ask them if they know someone who has been able to overcome the physical disability. You may talk about other such stories.

Word Building

1. This exercise must be encouraged in the class so that students understand the meanings of the new words.
2. This activity focuses on the names of the parts of the body. You can help them add more words such as: feet, toes, knees, shoulder, nose, ears, lips, fingers, etc.

Listening

Read out the passage slowly and clearly. Students will listen carefully. Ask the learners to attempt the questions given after the passage. Read it a second time if they have not been able to understand.

Speaking

Pronunciation of words ending with 'ed'. In addition you may give more words e.g. developed, attended, cooked, asked etc.

Grammar

This is an exercise on simple past.

Sudha Chandran is a great dancer. When she was young, she met with an accident. Her leg below the knee was badly **crushed**. Dr. Sethi **gave her** an artificial leg called the Jaipur foot. She **practiced** regularly because she **wanted** to dance again. Now she is able to give dance performances. Sudha Chandran never **accepted** defeat.

More such exercises may be done to reinforce the simple past by narrating such stories. Let the students narrate any experience or incident that happened earlier.

Discuss

The question given for discussion will reinforce the important messages of “Don't Give Up” and “Ila Sachani—the girl who never gave up”.

It would be better if students are encouraged to collect details of people from their locality who have shown courage, indomitable spirit and positive attitudes in their lives.



READING B

Read the poem aloud. Repeat it with actions and gestures. Discuss with learners about the theme of the poem that we should always look forward and should not be afraid of hard work and strive for peace.

Word Building

1. This activity is about compound words. The students may be initiated to build more such words and this will help expand their vocabulary.
2. This activity is about opposites. You may give more words such as thin-fat, small-big, never-always, near-far, sit-stand etc.

Listening

Let the students be familiar with similar-sounding words. This will help in pronunciation.

1. Pronunciation of new words. The concept of silent words has to be reinforced. In the words clear, fear, dear, near the final 'r' is silent.
2. Encourage them to express their feelings.

Writing

Encourage student to frame some questions of their own to interview the teacher by using the given questions as guidelines. You may write your responses on the blackboard to help the learners write a paragraph.

Discuss

Discuss with the students about what do we get from the sun. The sun gives us light, heat, warmth. It helps plants and trees to grow, without the sun there would not be any life on this earth.

FUN TIME

Encourage the learners to read it on their own and do the activity.

UNIT
इकाई

7

BOOKS किताबें

WARM UP

Read and enjoy the poems in English and Hindi

Say in Chorus

Books are great! Books are fun!
Books let you do what you've never done!
Books make you laugh,
Books make you cry,
Books make you think
And dream high!

Say in Chorus

Books are great! Books are fun!
Books let you do what you've never done!

बुक्स आर ग्रेट! बुक्स आर फ़न!
बुक्स लैट यू डू वॉट यू हैव नैवर डन!
बुक्स मेक यू लाफ़,
बुक्स मेक यू क्राइ,
बुक्स मेक यू थिंक
एण्ड ड्रीम हाई!
बुक्स आर ग्रेट! बुक्स आर फ़न!
बुक्स लैट यू डू वॉट यू हैव नैवर डन!

किताबें कुछ कहना चाहती हैं

किताबें
करती हैं बातें
बीते ज़मानों की
दुनिया की, इन्सानों की
आज की, कल की
एक-एक पल की
खुशियों की, गमों की
फूलों की, बमों की
जीत की, हार की
प्यार की, मार की!

क्या तुम नहीं सुनोगे
इन किताबों की बातें?
किताबें कुछ कहना चाहती हैं
तुम्हारे पास रहना चाहती हैं।

—सफ़़दर हाशमी



Answer the following questions orally

1. Do you read books?
2. What kind of books do you like to read? Name some of them.
(आप किस तरह की किताबें पढ़ना पसन्द करती हो? कुछ किताबों के नाम बताओ।)
3. Have you been to a library?
(क्या आप कभी पुस्तकालय (लाइब्रेरी) गई हैं?)
4. How often do you read books from a library?
(आमतौर पर आप कितनी बार पुस्तकालय से पुस्तक लेकर पढ़ती हैं?)



Books

Let us read aloud

“Come in, Come in!”

Said the library door;

I opened it wide and saw books galore!

Tall books

Up high on the shelves;

Little fat books

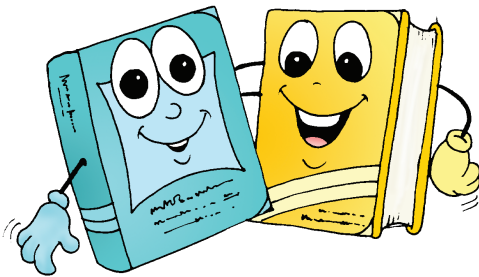
That stood by themselves.

I opened one up

And sat down to look;

The pictures told stories!

What a wonderful book!



GLOSSARY

galore: many

kinds of

skinny: very thin

UNDERSTANDING

Answer the following questions orally

1. What did the library door say?
2. Pick out the words that describe the books in the library.
3. Why did the child in the poem like to look at the pictures?

WORD BUILDING

I. Make word families as given in the examples.

(उदाहरण देखकर शब्द परिवार बनाओ।)

..... o o d
good.....
h
w
st

..... i d e
wide.....
h
s
r
gl
sl

..... l l
all.....
b
c
f
h
t
w

..... o o k
book.....
h
l
t
br
sh

II. Look at this sentence

A library is a place where books are kept.

Fill in the blanks with words from the box to complete these sentences.

- (1) A is a place where tea and snacks are sold.
- (2) A is a place where students sit and learn.
- (3) A is a place where teachers sit in their free time.
- (4) A is a place where children play.
- (5) A is a place where experiments are conducted.
- (6) A is a place where books are kept.



playground laboratory canteen
staffroom classroom library

LISTENING

Listen to your teacher as she tells you a story of 'The Ant and the Dove'. (page 108)

(आपकी शिक्षिका आपको 'चींटी और पंडुक' की एक कहानी सुना रही हैं। आप कहानी ध्यान से सुनें।)

Now tick (✓) the correct answer.



1. One day an ant saw (i) a pond (ii) a fountain
2. The ant slipped and fell into the water. (i) True (ii) False
3. The ant could swim. (i) True (ii) False
4. A (i) parrot (ii) dove saw the ant drowning.
5. The dove threw a (i) leaf (ii) twig to save the ant.

SPEAKING

Work in pairs

Talk to your partner about the story book that you like. Which story do you like the most? Why do you like that story? What is it about?

(अपनी सखी को अपनी मनपसंद कहानी की किताब के बारे में बताओ। आपकी पसंदीदा कहानी कौन सी है? आप उस कहानी को क्यों पसंद करती हैं? कहानी किसके बारे में है?)



GRAMMAR

I. Use of 'a', 'an' and 'the'

Read the words 'said **the library door**'

In this group of words, 'the' is used before 'library door'. 'a', 'an' and 'the' are called Articles.

Articles are placed before nouns. They are also placed before the noun which has an adverb or adjective before it.

1. Use 'a', 'an' and 'the' in the following sentences.

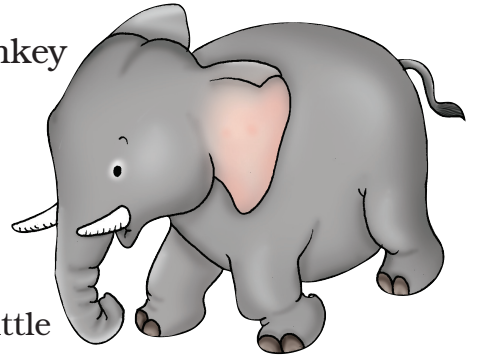
(i) Pushpa looked at photograph and said,

“What beautiful girl!”

(ii) I saw elephant and monkey

yesterday. elephant was fat and

..... monkey was thin.



(iii) There is a mat on floor. little

baby is sleeping on mat.

2. Fill in the blanks with 'a', 'an' or 'the' in the following passage. One has been done for you.

..... **A** crow was sitting on branch of

..... tree and eating piece of bread.

..... hungry fox passed by and saw crow

with bread in its beak. He looked up at

..... crow and said, "I've heard that you have a very sweet voice. Why don't you sing a sweet song?"

..... foolish crow opened its beak and

piece of bread fell down. fox picked it up and ran away.

II. Make Questions

Read the following sentences about Gunia's favourite book. Complete the questions for the answers, using the words in the box.

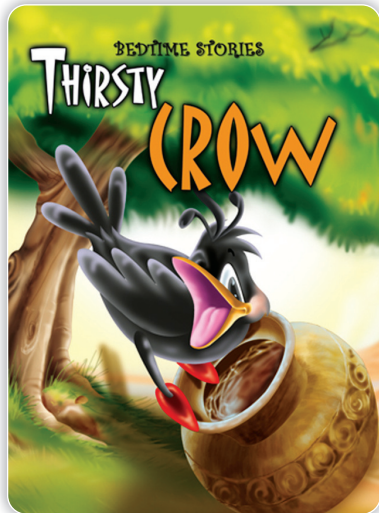
(गुनिया की पसंदीदा किताब के बारे में नीचे दिए गए वाक्यों को ध्यानपूर्वक पढ़ो। बॉक्स में से उपयुक्त शब्द चुनकर ख़ाली स्थान भरो और प्रश्नों को पूरा करो।)



1. is your favourite book?

a. My favourite book is 'Bedtime Stories'.

How many Which
Why When



2. do you like the book?
 - a. It has many stories and pictures.
3. do you read the stories?
 - a. I read the stories at night.
4. stories does it have?
 - a. It has twelve stories.

WRITING

We use capital letters when we write the title (name) of a book or a story. We use a capital letter to begin the first word and all the important words. Small words like 'a', 'of', 'an', 'but' do not begin with a capital letter.

For Example:

1. The titles of some famous books are given here. Rewrite their names in the space provided below.

fairy tales from far and near

arabian nights

aesop's fables  *indian folk tales*

bedtime stories panchatantra tales

short stories for children jataka
katha

around the world in eight days

.....

.....

.....

.....

.....

2. What is the title of your English textbook?

.....

3. Write the title of your favourite story book.

.....

4. Write the titles of any two chapters from your English textbook.

.....



GOING TO BUY A BOOK

Let us read aloud

One day, Grandfather gave my brother and me some money. “Go and buy books,” he said. We were both very happy. We both love to read.

Should we go now?

Should we go later?

Should we go today?

Should we go tomorrow?

We decided to go right now.

Should we go to the big market?

Should we go to the small shop?

Should we go with somebody?

Should we go alone?

We decided to go to the small shop, just the two of us.

We like the small bookshop. It is small but it has many books. The man in the shop likes us. He always helps us.

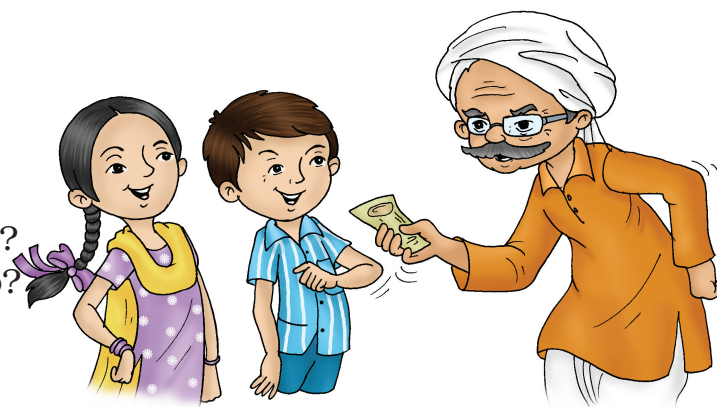
Should I buy a book with a lot of pictures?

Should I buy a book with a lot of stories?

Should I buy a thin book?

I could not decide.

We did not know which book to buy. The man in the shop smiled at us. “Relax, come with me”, he said.





“These books are about animals. Those are about machines. Those over there are about wars. Take what you want.”

I picked some books. My brother picked some books. I sat on the floor. He sat on the chair.

And we read and we read and we read.

It was very quiet. There was no sound. One hour passed. Two hours passed. Finally, we knew which books to buy.

The man in the bookshop smiled at us. I got a fat book with many stories. My brother got a big book with many pictures.

We ran home to our grandfather. We climbed on his bed. He put his arms around us and then—

We read, and read and read.

—Rukmini Banerji

किताब की खरीदारी

एक दिन मेरे दादाजी ने मुझे और मेरे भाई को कुछ पैसे दिए। “जाओ और किताबें खरीदो”, उन्होंने कहा। हम दोनों बहुत खुश हुए। हम दोनों को किताबें पढ़ना बहुत अच्छा लगता था।

क्या हम अभी चलें?

या थोड़ी देर में?

क्या हम आज चलें?

या फिर कल चलें?

हमने आज ही जाने का फैसला किया।

क्या हम बड़े वाले बाज़ार में जाएँ?

या हम किसी छोटी दुकान पर जाएँ?

क्या हम किसी के साथ जाएँ?

क्या हम अकेले जाएँ?

हमने छोटी वाली दुकान पर जाने का फैसला किया, सिर्फ हम दोनों।

हमें छोटी किताबों वाली दुकान अच्छी लगती है। दुकान छोटी है पर यहाँ बहुत सारी किताबें हैं। दुकान वाला हमें पसंद करता है। वह हमेशा हमारी मदद करता है।

क्या मैं बहुत से चित्र वाली एक किताब ख़रीदूँ?

या मैं बहुत सी कहानियों वाली एक किताब ख़रीदूँ?

क्या मैं एक पतली किताब ख़रीदूँ?

मैं कोई फैसला नहीं कर पा रही हूँ।

हमें नहीं पता हम कौन सी किताब ख़रीदें। दुकान वाला हमें देखकर मुस्कराया।

“आप आराम से मेरे साथ चलें” उसने कहा।

“ये किताबें जानवरों के बारे में हैं। वे मशीनों के बारे में हैं। उधर रखी किताबों में लड़ाई की चर्चा है। आपको जो पसंद है, वह ले लें” दुकानवाले ने समझाया। मैंने कुछ किताबें उठाईं। मेरे भाई ने भी कुछ और किताबें उठाईं। मैं ज़मीन पर बैठ गई। वह कुर्सी पर बैठा। और हम उन किताबों को पढ़ने लगे, और पढ़ते और पढ़ते ही गए।

सब कुछ शांत था। कहीं से कोई आवाज़ सुनाई नहीं दे रही थी। एक घंटा बीता। दूसरा घंटा भी बीत गया। हमें अब पता चल गया था कि हमें कौन सी किताब ख़रीदनी है।

दुकानवाला हमें देखकर मुस्कराया। मैंने बहुत सारी कहानियों वाली एक मोटी किताब ली। मेरे भाई ने बहुत सारे चित्रों वाली एक बड़ी किताब ली। हम अपने दादाजी के पास घर भागे। उनके बिस्तर पर चढ़े। उन्होंने हमें गले लगाया। और हम पढ़ने लगे, पढ़ते ही चले गए....

UNDERSTANDING

Answer the following questions orally

1. Why did Grandfather give the children money?
2. Where did they go to buy books?
3. Did the girl buy a picture book?
4. Pick the sentence in the story which shows that the children enjoyed reading the book.

Word Building

Look at the word 'buy'.

There are other words 'by', 'bye' which have the same sound but different spelling and meaning.

Read the sentence and observe the use of 'buy', 'by' and 'bye'.

I wanted to **buy** the book with a picture of a horse **by** the river. I said **bye** to the shopkeeper before I left the shop.

WORK IN PAIRS

Choose the correct word from those in brackets to fill in the blanks and complete the sentences given below.

(वाक्य के आखिर में दिए गए शब्दों में से उपयुक्त शब्द चुनकर खाली स्थान भरें और नीचे लिखें वाक्य पूरे करें।)



1. The thief broke open the cupboard and stole valuables. (sum / some)
2. "I how to polish my shoes," said Neena proudly. (no / know)
3. "Grandfather is old to travel alone," said mother. (too/to)
4. Sheela read an interesting last night. (storey/ story)
5. Noor bought a bag for her birthday. (knew/ new)

SPEAKING

I. Complete the dialogues given below.

Tara goes to her school library to borrow a book. Complete the dialogue using 'and' or 'or'.

Tara: Ma'am, I want to borrow a book.

Librarian: Do you want a story book a book of poems?

Tara: I want a story book.

Librarian: Do you like stories about animals adventure stories?

Tara: I like both.

Librarian: Go to the second cupboard. On the first shelf, you will find animal stories on the second, adventure stories.

Tara: (after selecting two books): Ma'am, I want Black Beauty Panchatantra Stories.

Librarian: You can have either Black Beauty Panchatantra Stories.

II. Role play

Enact the above conversation with your partner.

III. Work in pairs. Ask your partner a question from column A. She will reply using appropriate answers from column B.

A	B
Is there a bookshop in your village?	Yes, there is. No, there isn't.
Do you like to visit it?	Yes, I do. No, I don't.
What are the different kinds of books in this bookshop?	There are... Picture books Story books School books Dictionaries

WRITING

Look at these sentences from the story.

1. Should we go to the **big** market?
2. Should we go to the **small** shop?
3. Should I buy a **thin** book?

The words that are highlighted above are describing words.

Fill in the blanks with describing words from the box to complete the passage.

It was a night. A girl sat up in bed, listening to her mother

tell an story. Her

..... eyes opened wide

and she gave a

smile. "Now go to sleep Paro", said her mother as she closed

the book. "..... dreams."



little (small)

beautiful

dark

sweet

large

interesting

FUN TIME

Let's make a bookmark

Remember to treat your books well. Never fold the corners of pages. This makes books look shabby and old. A bookmark helps you to find the page you were reading when you last read the book. Here is a way to make a beautiful bookmark.

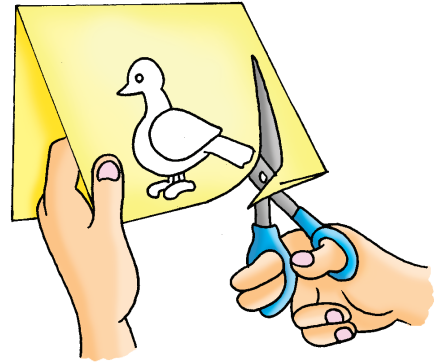
(अपनी किताबों को संभाल कर रखें। पन्नों के किनारे न मोड़ें। ऐसा करने से आपकी किताब खराब और पुरानी लगने लगती है। बुकमार्क को आप उस जगह छोड़ें जहाँ आपने पढ़ना छोड़ा है। एक बुकमार्क आपको आपके अधूरे छूटे पन्ने तक पहुँचाने में आपकी मदद करता है। हम यहाँ आपको एक सुंदर बुकमार्क बनाना सिखा रहे हैं।)

You will need: An old greeting card or a wedding card, a pair of scissors, a black bindi.

(बुकमार्क बनाने का सामान—एक पुराना ग्रीटींग कार्ड या शादी का निमंत्रण पत्र, कैंची, एक काली बिंदी।)

METHOD

1. Take the old card and fold it into two.
(कार्ड को मोड़ो।)
2. Trace the outline of a dove (or any bird) on the card.
(पंडुक या किसी भी चिड़िया की तस्वीर की आउटलाइन ट्रेस करें।)
3. Cut it along the lines.
(उसे काट लें।)
4. Make an outline with a black pen.
(काले पैन से उस चिड़िया का बाहरी आकार बनाएं।)
5. Stick a bindi for the eye.
(आँख के लिए काली बिंदी लगाएँ।)
6. Paste it on a strip of 2 inches × 4 inches.
(2 इंच × 4 इंच की एक पट्टी पर उस चिड़िया को चिपकाएँ।)
7. Your Dove bookmark is now ready to be used.
(आपका चिड़िया वाला बुकमार्क अब उपयोग करने के लिए तैयार है।)



Books

Teacher's Notes

This unit addresses the pleasure derived from reading books. Tell students that reading books is a pleasant and meaningful activity. Encourage reading as an individual activity also.

Students can visit the school library or any local library in their town or village. Ask the librarian to show them how books are kept according to their themes or titles.

You can start a library corner in your class. Children can choose a book to read and talk about it later in the class. You can also maintain a chart in the classroom where each child writes the name of the book that she has read. By the end of the year, you can see how many books they have read.

WARM UP

The warm-up activity can be done orally. You can find out what kinds of books children like to read (adventure, humour, fairy-tales, etc. also include the names of the books read in their mother tongue.) Children can be encouraged to talk about these books/stories, in order to develop an interest amongst the other students as well.

Emphasise how books must be looked after and kept well. Encourage them to use bookmarks (they will be making a bookmark as a fun time activity.)

Divide the class into groups. The entire class can recite in chorus.

Books are great! Books are fun! Each group can then recite two lines of the poem.

READING A

Word Building

Students will identify the different places in a school campus.

A **canteen** is a place where tea and snacks are sold.

A **classroom** is a place where students sit and learn.

A **staffroom** is a place where teachers sit in their free time.

A **playground** is a place where children play.

A **laboratory** is a place where experiments are conducted.

A **library** is place where books are kept.

Listening

Read the following story 'The Ant and the Dove', loudly and clearly. Students will complete the activity after you have read it.

The Ant and the Dove

One day, an ant saw a sparkling fountain. He was very thirsty, so he crawled up the wall to see if he could get a drop of water. Suddenly he slipped and fell into the water. He got scared and waved his legs in the air.

"Help! I can't swim," he cried. Luckily, just at that moment, a friendly dove flew by. She saw that the tiny ant was drowning and quickly flew to a nearby tree. She pulled off a leaf and let it glide down to the ant.

"Here you are," she cooed, and flew away.

Adapted from Aesop's Fables

Speaking

Students will talk with their partners about their favourite book using the same questions as in the previous exercise.

Grammar

Use of 'a', 'an' and 'the'.

'a', 'an' and 'the' are Articles.

Articles are placed before

- (i) a noun. Example: He is a boy.
 - (ii) a noun which has an adjective or an adverb+ adjective before it
- Example: (i) Ravi is a clever boy. (ii) Ruma bought a very expensive saree.

Use of a/an

A/an means 'one'. So they can be used only with singular, countable nouns.

Example: I saw a cat inside the room.

We cannot say, I saw a cats inside the room.

Use of 'the'

'The' can be used with all kinds of nouns. It is used to talk about a particular person or thing.

In the example sentence, 'Said the library door', 'the' refers to a particular door, which is the library door.

A crow was sitting on **the** branch of a tree and eating **a** piece of bread. **A** hungry fox passed by and saw **the** crow with **the** bread in its beak. He looked up at **the** crow and said, "I've heard that you have a very sweet voice. Why don't you sing a sweet song?" **The** foolish crow opened its beak and the piece of bread fell down. **The** fox picked it up and ran away.

Make Questions

Students will complete the questions for the given answers.

1. What is your favourite book?
Ans. My favourite book is 'Bedtime Stories'.
2. Why do you like the book?
Ans. It has many stories and pictures.
3. When do you read the stories?
Ans. I read the stories at night.
4. How many stories does it have?
Ans. It has twelve stories.

Writing

Use of capital letters in writing the title of a book/chapter. Students will learn to discern the title of different books. They will also learn to identify the titles of different chapters of their English Reader.

Titles of famous storybooks — students will identify the words that need to be written in capital letters.

- 
1. Arabian Nights
 2. Fairy Tales from Far and Near
 3. Indian Folk Tales
 4. Aesop's Fables
 5. Bedtime Stories
 6. Short Stories for Children
 7. *Panchatantra Tales*
 8. Around the World in Eighty Days
 9. *Jataka Katha*

READING B

Read the story aloud. Students will answer the comprehension questions orally.

Word Buildings

Introducing Homophones—words with same sounds but different spellings and meanings.

1. The thief broke open the cupboard and stole **some** valuables.
2. “I **know** how to polish my shoes”, said Neena proudly.
3. “Grandfather is **too** old to travel alone”, said mother.
4. Sheela read an interesting **story** last night.
5. Noor bought a **new** bag for her birthday.

Speaking

Students will complete the dialogues and practice it with their partners.

Tina: Ma'am, I want to borrow a book.

Librarian: Do you want a story book **or** a book of poems?

Tina: I want a story book.

Librarian: Do you like stories about animals **or** adventure stories?

Tina: I like both.

Librarian: Go to the second cupboard. On the first shelf, you will find animal stories **and** on the second, adventure stories.

Tina: (after selecting two books): Ma'am, I want Black Beauty **and** *Panchatantra* Stories.

Librarian: You can have either Black Beauty **or** *Panchatantra* Stories.

Encourage students to talk about bookshops in their town or village that they visit.

What kind of books are available in these bookshops? Do they like to visit these shops?

Introduce the concept of 'mobile bookshops' that are prevalent in many villages and small towns. How do they like the idea of having one in their own village? They may be motivated to talk about introducing this concept in their village.

Writing

Use of adjectives

1. It was a **dark** night. A **little** girl sat up in bed, listening to her mother tell an **interesting** story. Her **large** eyes opened wide and she gave a **beautiful** smile. “Now go to sleep Paro”, said her mother as she closed the book. “**Sweet** dreams.”
2. You can ask the students to write describing their own experience using appropriate adjectives.

FUN TIME

Importance of caring for one's books.



CARING FOR OUR ENVIRONMENT

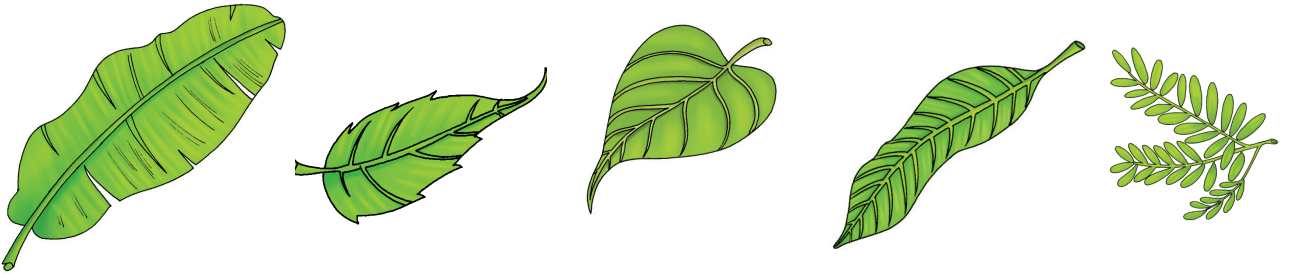
पर्यावरण की देखभाल

WARM UP

1. Have you ever visited a garden?
(क्या आपने कभी किसी बगीचे की सैर की है?)
2. What did you see in the garden?
(आपने बगीचे में क्या देखा?)
3. Do you know what plants need in order to grow?
(पौधों की बढ़त के लिए कौन-कौन सी चीज़ें आवश्यक हैं?)

Look at these pictures. Name the plants that these leaves belong to.

(इन चित्रों को देखो। ये पत्ते किन-किन पौधों के हैं?)



READING A

A WATERING RHYME

Read this poem and enjoy it

Early in the morning,
Or the evening hour,
Are the times to water
Every kind of flower.
Watering at noonday,
When the sun is high,
Doesn't help the flowers,



GLOSSARY

noonday: in the middle of the day

boots: shoes that cover the whole foot and the lower part of the leg

soak: leave something in water for sometime

Only makes them die.
Also, when you water,
Water at the roots;
Flowers keep their mouths where
We should wear our boots.
Soak the earth around them,
Then through all the heat
The flowers will have water
For their thirsty 'feet'!-

-P.A. Ropes

पेड़

अगर पेड़ भी चलते होते
कितने मजे हमारे होते,
बाँध तने में उसके रस्सी
चाहे जहाँ कहीं ले जाते।
जहाँ कहीं भी धूप सताती
उसके नीचे झट सुस्ताते,
जहाँ कहीं वर्षा हो जाती
उसके नीचे हम छिप जाते।
भूख सताती अगर अचानक
तोड़ मधुर फल उसके खाते,
आता कीचड़, बाढ़ कहीं तो
झट उसके ऊपर चढ़ जाते।



UNDERSTANDING

I. Answer the following questions orally

1. When is the best time to water the plants?
2. Which part of the plant should we water?
3. What will happen if we water the plants at noon?
4. Which parts of the plant are NOT mentioned in the poem?



II. From the poem, pick out words that tell about the time of the day.

(कविता में से उन शब्दों को चुनो जिससे दिन के समय का पता चलता है।)

1. 2. 3.

III. Circle the words rhyming with the words in bold.

(ऐसे शब्द पर गोला लगाएँ जो मोटे अक्षरों में लिखे गए शब्द के साथ तुकबंदी करते हों।)

hour	water	die	flower
high	flowers	die	day
boots	water	where	roots
heat	feet	boot	high

WORD BUILDING

I. Unscramble the letters to form the names of flowers. The first one is done for you.

(नीचे दिए हुए अक्षरों से ऐसे शब्द बनाओ जिनसे किसी फूल का नाम बनता हो। पहला शब्द आपके समझने के लिए कर दिया गया है।)

ESRO : ROSE



TLOUS : L.....T.....S



MRAIDOLG : M.....G.....D



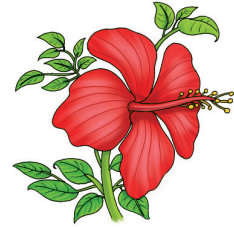
UFNSOLREW: S.....NF.....R



JMINEAS : J.....S.....I.....E



B I S I H C U S : H S



I L Y L : L Y

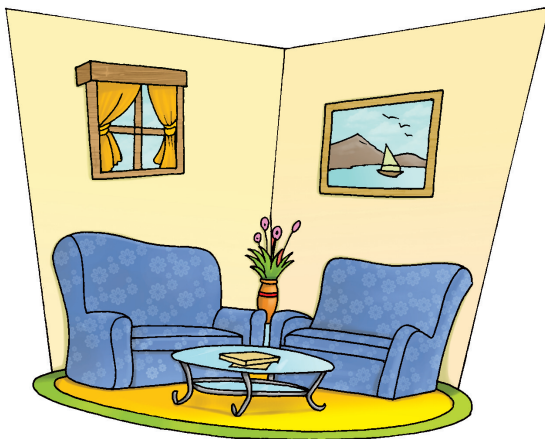


II. Compound words

Match the words in column A with the words in column B. One is done for you.

(कॉलम A के शब्दों का मिलान कॉलम B के शब्दों के साथ करें।)

	Column A	Column B
1.	watering	stick
2.	dining	can
3.	walking	room
4.	waiting	water
5.	drinking	table



III. Look at the grid carefully. Find the names of the parts of a tree using the pictures.

(नीचे वर्गों में अक्षर लिखे गए हैं। उनमें पेड़ के भागों के नाम दिये हैं। उन्हें ध्यान से देखो। तस्वीर की मदद से पेड़ के भागों के नाम को ढूँढो।)

B	P	R	S	T	Q	V	F	S	H	J	L
A	U	B	V	D	F	L	O	W	E	R	E
I	J	D	K	L	M	O	N	O	P	Q	A
R	S	T	U	V	W	X	O	Y	Z	A	F
B	T	T	D	E	P	O	D	W	F	G	H
I	A	H	E	K	L	M	M	O	E	P	Q
R	M	O	T	M	U	V	W	X	Y	R	Z
A	B	R	A	N	C	H	Q	S	C	D	E
E	F	N	G	H	I	J	K	L	M	N	O
P	Q	S	R	S	T	U	R	O	O	T	D
V	W	X	Y	Z	A	B	C	D	E	F	G

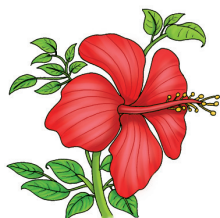


SPEAKING

Tell your friend which flower you like the most and why you like it. You may choose any reason given in the box.



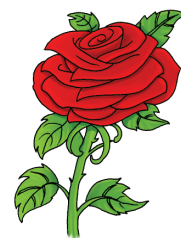
Jasmine



Hibiscus

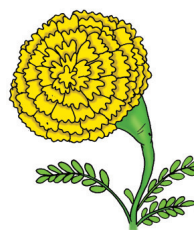


Sunflower



Rose

..... has a sweet smell. looks beautiful. I like its colour.
..... I can gift it to someone.



Marigold



Lotus



Lily

(For example you can say: I like rose the most, because it looks beautiful.)

WRITING

Gunia has written a paragraph about her favourite flower.

(गुनिया ने अपने मनपसंद फूल पर एक अनुच्छेद लिखा है। अनुच्छेद को पढ़ो।)

Read the paragraph

MY FAVOURITE FLOWER

The rose is my favourite flower. I like it because it is very beautiful. It is red in colour. It has a sweet smell. I have two rose plants in my garden. I feel happy to see rose flowers in my garden.

Write a paragraph on your favourite flower.

(अपने प्रिय फूल पर एक अनुच्छेद लिखो।)

.....

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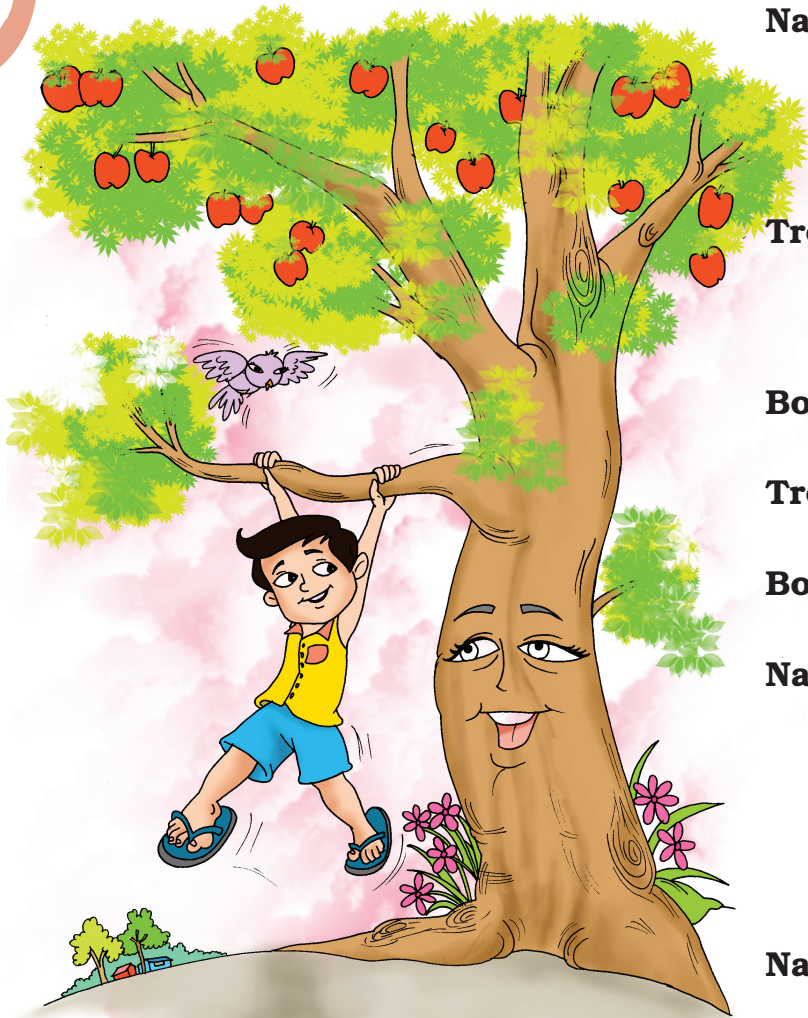
LET US DISCUSS

1. How do you feel when you help someone?
(किसी की मदद करके आपको कैसा महसूस होता है?)
2. How do you feel when you share your things with others?
(किसी के साथ अपनी चीज़े बाँटने पर आप कैसा महसूस करते हैं?)



THE GIVING TREE

Read this play to know how a tree feels when it helps a boy.



Narrator: Once there was a tree and it loved a little boy. Every day the boy would visit the tree and enjoy its company.

Tree: Come here, my boy. Come and climb up my trunk and swing from my branches.

Boy: (swinging from branches) Ah, what fun!

Tree: Are you hungry? Eat my apples.

Boy: (eating apples) How delicious!

Narrator: When the boy was tired, he slept under the tree. The tree was happy to give its shade. But time went by and the boy grew older and went away.

Narrator: The tree was often alone. After some years... One day the boy came to the tree and the tree was very happy.

Tree: Come, my boy, come and climb up my trunk and swing from my branches.

Boy: I am too big to climb and play. I want to buy things and have fun. I want some money. Can you give me some money?

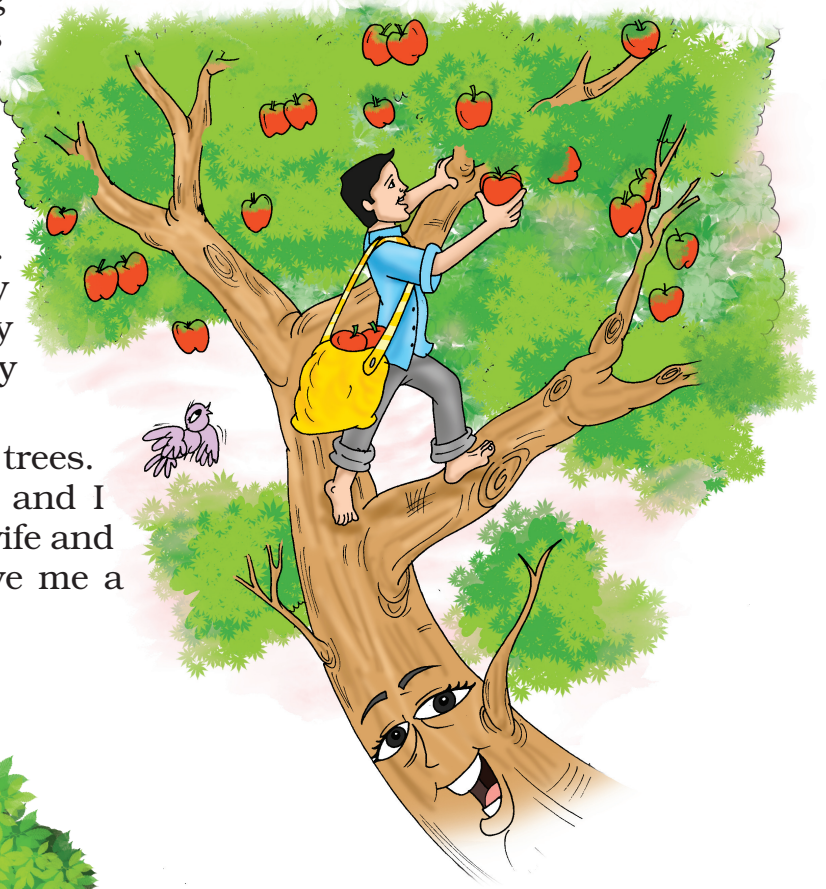
Tree: I'm sorry but I have no money. I have only leaves and apples. You can pluck my apples and sell them in the market. Then you will have money.

Narrator: The boy happily plucked the apples and carried them away. The tree was also happy. But the boy

stayed away for a long time and the tree was sad. One day, the boy came back and the tree shook with joy.

Tree: Come, boy come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy.

Boy: I am too busy to climb trees. I am getting married and I need a house for my wife and children. Can you give me a house?



Tree: I have no house but you may cut off my branches and build a house.

Narrator: So the boy cut off the tree's branches and carried them away to build a house. The tree was very happy.

But the boy stayed away for a long time and the tree was sad again.

And when he came back after some years, the tree was so happy that it could hardly speak. Now, the boy was a young man.

Tree: Come, Boy, come. What can I do for you?

Boy: I am going on a business trip. I want a boat to take me away. Can you give me a boat?



Tree: All I have left is a trunk. Cut down my trunk and make a boat. Then you can sail away.

The young man cut the trunk of the tree and sailed away in a boat. The tree was left only with a stump.

And after a long time the young man came back again. Now he was an old man but the tree recognised him.

Tree: I am sorry, friend, but I have nothing left to give you. My apples are gone.

Old Man: My teeth are too weak for apples.

Tree: My branches are gone. You cannot swing on them.

Old Man: I am too old to swing on branches.

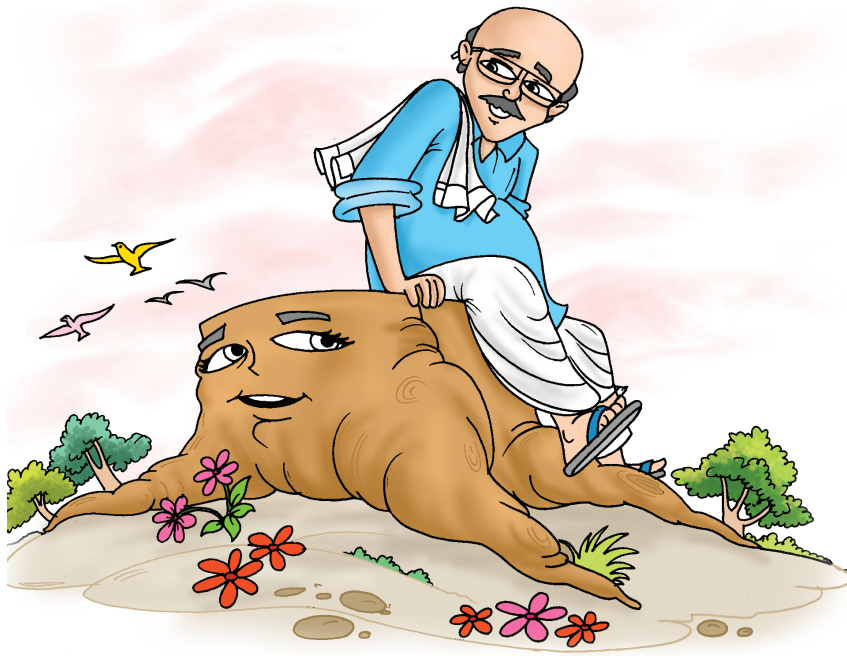
Tree: My trunk is gone. You cannot climb.

Old Man: I am too tired to climb.

Tree: (sighing) I am sorry. I wish that I could give you something... but I have nothing left. I am just an old stump.

I am sorry...

Old Man: Dear tree, you have always given. But now I don't need much just a quiet place to sit and rest.



GLOSSARY

swing: to move easily forward or backward

delicious: tasty

trip: a journey in which you go to a place for a short time and come back again

sail: travel by a boat or ship

stump: the part of a tree that is left after its branches have been removed

recognise: know someone because you have already seen them before

Tree: (happily) Well, an old stump is good for sitting and resting on. Come, friend, sit down and rest.

The old man did. And the tree was still happy.

Adapted from 'The Giving Tree'

– Shel Silverstein

UNDERSTANDING

I. Answer the following questions orally

1. How did the boy enjoy the company of the tree?
2. What did the tree give the boy when he was hungry?
3. How did the boy use the branches of the tree?
4. Why did the boy need the trunk of the tree?
5. How was the stump of the tree useful?
6. Why the play is called “The Giving Tree”?

II. Here are some sentences from the play. Tell who said to whom. (Use the space provided in the table)

(यहाँ पर नाटक से कुछ वाक्य दिए गए हैं। आपको यह बताना है कि इन वाक्यों को किसने किससे कहा। दी गई जगह में अपना उत्तर लिखो।)

1. “Come, Boy come and climb up my trunk. Swing from my branches, eat my apples, play in my shade and be happy”.

2. "I am too busy to climb trees".
3. "All I have left is a trunk. Cut down my trunk and make a boat."
4. "...you have always given. But now I don't need much— just a quiet place to sit and rest".

Who said these words	To whom
1.	
2.	
3.	
4.	

WORD BUILDING

I. Look at the words given in the box. Many of them are similar in meaning. Group the words having the same meaning. The first group has been formed for you.

(नीचे बॉक्स में कुछ शब्द दिए गए हैं। ज्यादातर शब्द एक सा अर्थ देने वाले हैं। समान अर्थ वाले शब्दों का एक समूह बनाना है। पहला समूह आपके लिए बना दिया गया है।)

trip happy delicious outing tasty journey
 silent yummy peaceful cheerful quiet joyful

happy
 cheerful
 joyful

silent

journey

delicious

II. Complete the sentences with adjectives or adverbs given within brackets. One has been done for you.

(ब्रैकेट में दिए गए एडजैक्टिव या एडवर्ब द्वारा खाली स्थान भर कर वाक्य पूरे करो। उदाहरण स्वरूप एक वाक्य आपके लिए पूरा किया गया है।)

1. The tree gave its fruits to the boy **happily** (happy/happily).
2. He was a (quiet/quietly) old man.
3. Children love to sing (loud/loudly).
4. Read your lesson (silent/silently).
5. Gunia's work is very (neat/neatly).



SPEAKING

I. At the end of the play only the stump of the tree is left. Do you think the tree will grow again? Work in pairs and discuss.

(नाटक के अन्त में सिर्फ पेड़ का तना बचा था। क्या आपको लगता है कि पेड़ फिर से हरा भरा हो पाएगा? अपनी सहेली के साथ चर्चा करो।)

II. Talk to your partner about trees

1. Give two reasons why we should not cut down trees. (कोई दो वजहें बताओ कि हमें पेड़ क्यों नहीं काटने चाहिए।)
2. Give two ways by which we can show our care for trees. (कोई दो तरीके बताओ जिससे पता लगे कि हम पेड़ों की देखभाल करते हैं।)

GRAMMAR

I. Fill in the blanks choosing the correct word from the brackets. One has been done for you.

(ब्रैकेट से सही शब्द चुन कर खाली स्थान भरें। उदाहरण के तौर पर एक आपको करके दिखाया गया है।)

Trees are our **friends** (friend/friends). During the

day, they give us cool (shade/shades). Birds build their (nest/nests) on the (branch/branches) of trees. In the evening, (child/children) climb the trees and play while (man/men) and (woman/women) sit around the trees and talk. At night, we can hear the rustle of (leaf/leaves).

II. Fill in the blanks choosing the right answer from the box. One has been done for you.

(बॉक्स में से सही उत्तर चुनकर ख़ाली स्थान भरो। उदाहरण के लिए एक आपको करके दिखाया गया है।)



cannot eat apples, cannot reach the top shelf, cannot climb, cannot carry it, cannot hold it in my hand.

1. I am so tired that I **cannot climb**
2. My teeth are so weak that I
3. The boy is so short that he
4. The box is so heavy that I
5. The pan is so hot that I

WRITING

I. Let us make a list of the Do's and Don'ts that we have to follow in order to keep our environment clean.

(आओ एक सूची बनाएँ कि हमें अपना वातावरण (एन्वायरमेंट) साफ़ सुथरा रखने के लिए क्या करना चाहिए और क्या नहीं।)

	Do's	Dont's
1.	Throw the waste only in the dustbin.	Don't scribble on the walls.
2.

3.

II. Write the following sentences in the correct order. Also choose the right word from the box and add it before each sentence. Remember to put comma after it. for example,

(नीचे लिखे वाक्यों को सही क्रम में लिखो। बॉक्स में कुछ शब्द दिए हैं जो किसी न किसी वाक्य के आगे जुड़ते हैं। सही शब्द जोड़ो और कॉमा लगाना मत भूलना। एक वाक्य करके दिखाया गया है।)

First Then After that Finally

First, **the tree gave its apples to the boy.**

1. it gave him its branches to make a house.
2. it asked him to sit on the stump.
3. it gave him its trunk to make a boat.
4. the tree gave its apples to the boy.

.....



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



III. If your younger sister/brother wants to plant a sapling (a young plant), what steps will you ask her/him to follow?

(अगर आपकी छोटी बहन/भाई एक पौधा (सैपलिंग) लगाना चाहते हैं, तो आप उनको कैसे समझाएंगे कि पहले क्या किया जाए, उसके बाद क्या किया जाए।)

Now write those steps in proper order, taking clues from the pictures given on this page. You may write like this:



First, dig the

.....
.....



Next,

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



Then,

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

Finally,

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

Discuss

The world that surrounds us is called 'environment'. Keeping our environment clean is also caring for our environment. When we make our environment unclean, we are polluting it. Discuss how can we keep our environment clean?

(हमारे चारों ओर जो भी है वह 'पर्यावरण' (एन्वायरमेंट) है। हम अपने वातावरण को साफ़ करके अपने पर्यावरण के प्रति अपना लगाव/अपनापन ज़ाहिर करते हैं। अगर हम अपने वातावरण को गंदा रखते हैं तो हम उसे प्रदूषित (पॉल्यूट) करते हैं। चर्चा करें कि किस प्रकार आप अपने पर्यावरण को साफ़ रख सकते हैं।)

FUN TIME

Write these messages on placards and display them in your school.

GLOSSARY

placards: a written or printed notice put in a public place or carried on a stick in a march

Let us keep our school clean

Let us throw garbage only in the dustbin

Let us water the plants daily

Let us plant more trees



इन संदेशों (मैसेजेस) को कार्ड्स पर लिखो और अपने विद्यालय में लगाओ।

हम अपना विद्यालय साफ़ रखें।

हम कूड़े को कूड़ेदान में ही डालें।

हम पौधों में रोज़ पानी डालें।

हम कुछ और पेड़ लगाएं।

CARING FOR OUR ENVIRONMENT

Teacher's Notes

This unit focuses on the importance of caring for our environment. The knowledge and life skills that they may learn as they are engaged in the language activities will go a long way in making them responsible citizens. Encourage a lot of interaction, group and pair work; make the class interesting by giving them plenty of opportunities for exposing their creative talents on the theme of this unit. The activities could be role play, story narration, drawing pictures, craft making – anything to do with the theme where there is scope for interaction and communication of ideas.

READING A**Warm Up**

Before taking up the lesson, ask them simple questions such as: have they visited a garden, a park or a grove with plenty of trees; have they observed the trees and flowers closely; heard the chirpings of birds and sounds of animals? What will happen if forests, the home for animals, get cleared by human activity? You can talk about that caring for plants starts from each one of us. Ask how many of them have done gardening or if they know names of some plants or flowers. Then ask them to do the warm-up activity of identifying the names of the leaves.

Then introduce the poem 'Watering Rhyme' by reading aloud and ask them to repeat first and then read aloud in groups; elicit from them what the poet is trying to convey; what is special about the endings of some lines; tell them about the rhyme scheme.

Word Building

- As they find out the names of flowers, show the corresponding illustrations. Once all of them have completed the activity, write the names of parts of the plant on the board. You may ask them to draw pictures of these parts.
- Tell them that the 'ing' words in column A are usually associated with the nouns given in column B. Explain 'watering can' means, 'a can for watering'; similarly 'dining table' means 'a table for dining' and so on. The word 'dine' sheds its final 'e' when 'ing' is added.

Speaking

Encourage them to talk in pairs and groups because flowers and plants are an interesting and familiar topic to most of them. Ask them to use the English names for flowers; guide them through the second activity in speaking; encourage them if they want to add some more details like describing the appearance, the qualities of the flower or plant or how people use that flower or plant.

Writing

Because the inputs for the writing activity are based on the speaking activity, it is suggested that both the activities be taken up one after the other in the same period. Encourage them to write simple sentences like – I like it because

1. It is very beautiful.
2. It is very colourful/or I like its bright colour.
3. It gives a sweet smell.

(They may add, It is very big; I can keep it on my hair; I offer it to God ; it makes my garden beautiful etc.)

READING B

Engage the class in active interaction. Let them discuss on the things that trees give us. Start from the objects within the classroom and slowly take them to the world outside. Ask them what are we supposed to give the trees in return. Then introduce the lesson. Read the lesson aloud with proper expression and intonation. For easy handling, the lesson can be divided into two or three parts. After your reading, let them read aloud and then silently. Give them simple questions to check their comprehension in addition to the questions given in the book. Explain the meanings of difficult words in context, by giving examples from familiar situations. Ask them if they have a better title than "The Giving Tree".


Word Building

1. Guide them through making groups out of similar meaning words.
2. Explain how describing words, speak about the qualities of the nouns they are attached to. Then tell them how most of the words formed by adding 'ly' speak about the verb. Tell them we can add 'ly' to most of the descriptive words (adjectives) without any change but how words ending with 'y' behave; the 'y' is changed to 'i' and then 'ly' is added. Give more examples and ask them to change them: lazy, merry, weary etc.
 - a. The tree gave its fruits to the boy **happily** (happy/happily).
 - b. He was a **quiet** (quiet/quietly) old man.
 - c. Children love to sing **loudly** (loud/loudly).
 - d. Read your lesson **silently** (silent/silently).
 - e. Gunia's work is very **neat** (neat/neatly).

Speaking

The very purpose of this unit is to make them think and communicate their ideas about how caring for the environment is an important part of our lives. Hence encourage discussions, poem recitation, story narration and role-play.

1. Generally if the tree is not uprooted and if it gets sunlight and water there are chances that the tree may grow again; but it takes a long time to give forth branches, flowers and fruits once again.
2. (Talk to your partner):
 - Give appropriate prompts to bring out the facts that trees give oxygen vital for human life, they are very important to bring rain and maintain 'cool' weather. (You can hint at the global warming if you find them



more interested in the topic); trees give fruits, vegetables; they are a beautiful sight to look at—the greenery, flowers and fruits. You may induce their critical thinking skills by asking if we are not going to cut trees how we can make furniture for our homes; which material can replace wood/timber.

- The expected answers could be “by watering at the right time’, “by putting a fence’, by adding manure to the soil”, “by protecting it from the grass cutters/people who cut trees for firewood” etc. (If there is a garden in the school premises ask them to set ground rules and follow them earnestly and practically take care of the plants)

Grammar

1. Guide the students in choosing the correct word i.e. the plural form of the words given. Tell them about the special words that don't form plurals by the addition of 's' like—child, leaf, man, woman, branch—give them more examples like ox, knife, box. Quickly remind them about pronouns and their plurals in different cases.

Trees are our **friends** (friend/friends). During the day, they give us cool **shade** (shade/shades). Birds build their **nests** (nest/nests) on the **branches** (branch/branches) of trees. In the evening, **children** (child/children) climb the trees and play while **men** (man/men) and **women** (woman/women) sit around the trees and talk. At night, we can hear the rustle of **leaves** (leaf/leaves).

2. Draw the attention of the learners to the use of so.....that. Also ask them to read the example first and show how the 'too.....to' sentences from the text have a similar meaning.
 - a. I am so tired that I **cannot climb**.
 - b. My teeth are so weak that I **cannot eat apples**.
 - c. The boy is so short that he **cannot reach the top shelf**.
 - d. The box is so heavy that I **cannot carry it**.
 - e. The pan is so hot that I **cannot hold it in my hand**.

Writing

1. Help them in framing the do's and don'ts we all must follow to keep our environment clean.
2. Ask them to number the order in which the sentences should come; it will be easy for them to write the sentences in the space given, along with the words chosen from the box.
3. Ask the students to look at the picture and the sequence in which they must write their sentences. Help them frame sentences by giving them the action words, nouns etc.

Discuss

- You may induce their critical thinking skills by asking if we are not going to cut trees what will we use for making our chairs and tables; which material can replace wood/timber.

- If there is a garden in the school premises ask them to set ground rules and follow them earnestly for taking proper care of the plants.
- You may further explain how rivers and other water sources, the air, the mountains, forests and animals all are parts of our environment and if we don't care even for one of these, it may affect the entire planet. They may come out telling how they use the river in their villages; or how they burn garbage, dry leaves, tyres etc. to keep themselves warm in winter. Make use of this opportunity to convey eco-friendly messages.

FUN TIME

Check their spelling when they write on the placards. Ask them to make the letters bold.

You can ask if anyone knows any craft by using waste materials, pencil shavings, dried flowers/leaves (greeting cards can be made); newspaper (covers can be made); old bangles (pen stand can be made).

This is an excellent method to teach how to give instructions; or describe a process or sequence.



WARM UP

LISTEN AND DO

I. A breathing exercise (साँस से जुड़ा व्यायाम (ब्रीदिंग एक्सरसाइज़)

- Close your right nostril with your right thumb.
(अपनी नाक के दाएँ छेद (नॉसट्रिल) को अपनी दायें अंगूठे से बंद करो।)
- Inhale slowly through your left nostril till your lungs are filled with air.
(अपनी नाक के बाएँ छेद (नॉसट्रिल) से धीरे-धीरे तब तक साँस लें जब तक आपके फेफड़े (लंग्स) भर न जाएँ।)
- Now close your left nostril with your second and third fingers.
(अब अपनी नाक के बाएँ नॉसट्रिल को अपनी दूसरी व तीसरी अंगुलियों से बंद करो।)
- Remove your finger from the right nostril and exhale through it.
(अंगूठे को अपनी नाक के दाएँ छेद (नॉसट्रिल) से हटाएँ और उसी छेद द्वारा साँस बाहर निकालो।)
- Repeat this exercise, slowly in the beginning, and with practice, increase your speed.
(शुरूआत में यह व्यायाम धीरे-धीरे करें। बाद में अभ्यास हो जाने पर अपनी गति/स्पीड बढ़ाओ।)



II. Follow the instructions and move your body accordingly.

Shoulders

Move them up and down

Feet

Walk 3 steps forward and 2 steps backward

Run

Fast and slow

Hands

Raise you left hand and then raise
your right hand

Jump

Hop

March

Jog on the spot



GLOSSARY

'neath (short for
beneath): under

breeze: a light,
pleasant/gentle
wind

lane: narrow road

meadow: a field
covered with grass
and flowers

Read and enjoy this poem

RUN

Away from the city
And into the sun,
Out to the country,
Run! Run! Run!
Run in the raindrops!
Run 'neath the trees!
Run little races
With each little breeze!
Run down the hillside,
Run up the lane;
Run through the
meadow,
Then run back again!
Run and be merry
All through the day!
Run to the country,
Away! Away!

—Mary Daunt



UNDERSTANDING

Answer the following questions orally

1. What does the poem tell us to do?
2. List the words that are a part of the countryside.
3. What does 'country' mean in the poem?
4. Which words rhyme with 'run', 'trees', and 'day'?

WORD BUILDING

I. Some letters are missing in each word. Write 'ee' or 'ea' in each word.

tr__s

br__ze

f__t

pl__se

t__ch

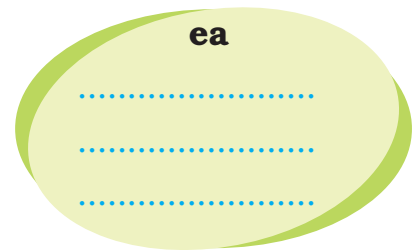
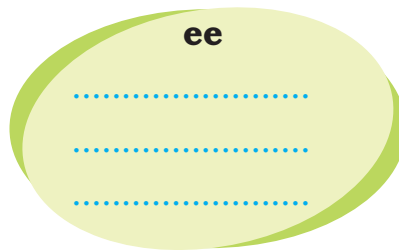
ben__th

m__t

f__t

n__t

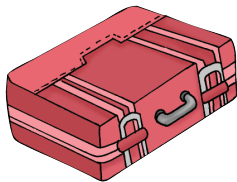
Now add more words with 'ee' and 'ea' and write them inside the bubbles.



II. Read the words in column in A. Now taking clues from the pictures, make compound words. The first one has been done for you.



raincoat



suitcase



bookshelf



penholder



dustbin



blackboard



notebook



lampstand

Column A	Column B	Column C
1. rain	coat	raincoat
2. book		
3. pen		
4. note		
5. dust		
6. suit		
7. lamp		
8. black		

LISTENING

Personal cleanliness is very important to keep ourselves fit. For example, we brush our teeth to keep them clean and avoid bad breath.

Now listen to the paragraph on 'Clean Habits' (Teacher's notes)



1. We should take bath
(a) every week (b) everyday (c) every month
2. We should wear clothes.
(a) wet (b) dirty (c) clean
3. We should our hair.
(a) comb (b) polish (c) brush
4. We should cover our mouth with a while coughing.
(a) dupatta (b) kameez (c) handkerchief
5. We should wash our hands taking our food.
(a) before (b) after (c) before and after

Take a look at the pictures given below. They are things which help in our personal cleanliness.



brushing teeth



washing hands



wearing uniform



combing hair



using handkerchief while coughing

SPEAKING

Work in pairs

Ask and answer

1. Do you like to play and run about? Why? (Give two reasons.)
2. Can you name any three games that you play, in which you have to run?
3. What happens to you when you run fast? You may choose the responses from the box.

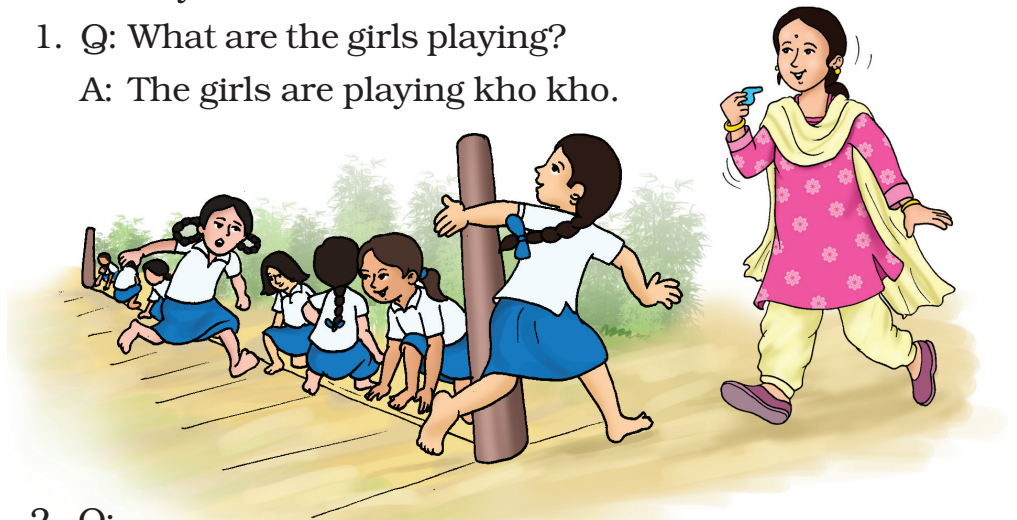
- (a) I breathe quickly. (b) My heart beats faster.
(c) I sweat. (d) I start panting.
(e) I feel thirsty.

4. For keeping fit one must play and also eat the right food. Talk to your friend about the food items one must eat to keep fit. (You can take help from Unit 4—Food)

GRAMMAR

Frame questions for the following answers. One has been done for you.

1. Q: What are the girls playing?
A: The girls are playing kho kho.



2. Q:
A: The boys are playing football at the open field.
3. Q:
A: Nine girls and eleven boys are playing there.
4. Q:
A: The sports teacher is coaching them how to play.

WRITING

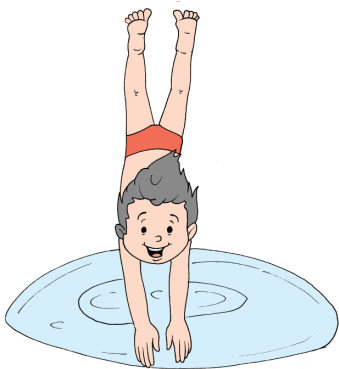
Write two sentences about each picture in the space provided.















THE PAYYOLI EXPRESS

“Payyoli express”, is the nickname given to P.T. Usha, one of the most famous sportswomen of our country. She was so good in running that people compared her to an express train.

P.T. Usha was born on 27th July, 1964 at Payyoli in Kerala. As a child she was often ill and weak. But she had great interest in sports. She won a monthly scholarship of ₹ 250 from the Government of Kerala. She joined the sports school at Cannanore. In 1979, Shri O. M. Nambiar, an Athletics coach, decided to coach her. For the next twenty years, P.T. Usha took part in many national and international events. She practised very hard on the tracks and prepared herself for big sport events like the Olympics and the Asian Games.



P. T. Usha

At the Asian Games in 1986, P.T. Usha won four gold medals and one silver medal. She participated in the Olympic Games held in Los Angeles in 1984 but she came fourth and hence did not get any medal. This made her very sad. She has won 101 international medals so far. Government of India has awarded her with the Padmashri and the Arjuna Award.

P.T. Usha's last international event was at the Asian Meet in Japan in 1998. She has opened a coaching institute at Kozhikode, Kerala. She takes great interest in athletics even now by coaching talented young sportspersons. Thus the Payyoli express still continues to run.

पाओली एक्सप्रेस

पी.टी. उषा हमारे देश की एक बहुत प्रसिद्ध महिला खिलाड़ी है। उसे प्यार से पाओली एक्सप्रेस के नाम से बुलाते हैं। वह इतना तेज़ दौड़ती थी कि लोग उनकी तुलना एक्सप्रेस ट्रेन से करते थे।

पी.टी. उषा का जन्म 27 जुलाई सन् 1964 में केरल के पाओली गाँव में हुआ था। वह एक साधारण परिवार से थी। बचपन में वह अक्सर बीमार रहती थी। मगर उसे खेल से बहुत प्यार था। उसे केरल सरकार की ओर से ₹ 250/- महीने की छात्रवृत्ति (स्कॉलरशिप) प्राप्त हुई। उन्होंने कण्णनूर के खेल विद्यालय में दाखिला लिया। सन् 1979 में, श्री ओ.एम. नाम्बियार जो धावकों (एथलीटिक्स) के कोच थे, उन्होंने उसे कोचिंग देने का फैसला किया। अगले बीस वर्षों तक

पी.टी. उषा ने कई राष्ट्रीय और अन्तर्राष्ट्रीय खेल स्पर्धाओं में भाग लिया। उसने दौड़ने का जमकर अभ्यास किया और अपने आप को ओलंपिक और एशियाई खेल के लिए तैयार किया।

1986 के एशियाई खेलों में, पी.टी. उषा ने 4 स्वर्ण पदक (गोल्डमैडल) व एक रजत पदक, (सिल्वर मैडल) हासिल किया। उन्होंने 1984 में हुए लॉस एंजलिस के ओलंपिक खेलों में भी हिस्सा लिया मगर वह वहाँ चौथे स्थान पर रहीं इसलिए उन्हें कोई पदक नहीं मिला। इससे उन्हें काफी धक्का लगा। उन्होंने अभी तक 101 अन्तर्राष्ट्रीय पदक हासिल किए हैं। भारत सरकार ने उन्हें पद्मश्री और अर्जुन पुरस्कार से सम्मानित किया है।

पी.टी. उषा अंतिम बार 1998 में जापान में आयोजित एशियन खेलों में शामिल हुई थी। उन्होंने कोज़िकोड केरल में खेलों की एक संस्था की स्थापना की है। वह अभी भी खेलों में बहुत दिलचस्पी लेती हैं और प्रतिभावान होशियार खिलाड़ियों को ट्रेनिंग (प्रशिक्षण) देती हैं। इस तरह पायोली एक्सप्रेस अभी भी पटरियों पर उसी रफ़्तार से दौड़ रही है।

UNDERSTANDING

I. Answer the following questions orally

1. Why was P.T. Usha nicknamed “Payyoli Express”?
2. What problems did P.T. Usha face as a young girl?
3. Why was she sad after the 1984 Olympics?
4. How old was P.T. Usha when she took part in the Asian Meet in Japan?

II. Look at the following table. Some of the details you read are missing. Fill the table.

Name	P.T. Usha
Nick name	
Date of birth	
Place of birth	
Field of Sports	Athletics Running
Awards and medals won	1. 2. 3.

GLOSSARY

nick name:

special name by which someone is called by his/her friends and family

athletic: relating to sports track and field events like running and jumping

international: relating to other countries

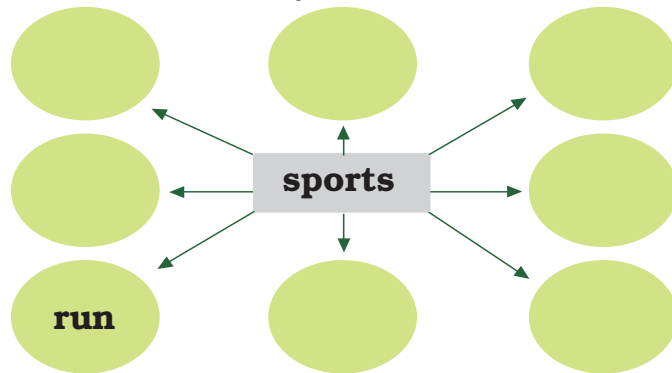
talented: having natural ability to be good in something

WORD BUILDING

I. We add 'suffixes' to words to form new words. Add the suffix given on top of column B, C and D to the words in column A; make more words in the space provided in column E.

Main word A	'al' suffix B	'ment' suffix C	'tion' suffix D	Full word E
1. nation	+ al	.....	.....	national
2. arrange		.....	.....
3. examine		.....	.....
4. participate		.....	.....
5. environment		.....	.....

II. When you hear the word sports what are the words that come to your mind? Write them down in the circles. One is done for you.



SPEAKING

Read the following notice

Kasturba Gandhi Balika Vidyalaya

NOTICE

Date:

There will be special coaching for KGBV students in kho-kho, badminton, long jump and athletics events like long jump and running. One student can enroll in only one sport. Give your names to your teacher. Saturday is the last day to enroll.

Headmistress

Now work in pairs. Discuss with your partner which sport you will choose and why.

GRAMMAR

I. Fill in the blanks with the past tense of the verb given in brackets. One has been done for you.

On Sports Day, many students of our school **won** (win)

prizes. I (get) prizes in two events. I

..... (want) to celebrate. So, I

..... (invite) my friends for a *chaat* party at my home. First we

..... (wash) and

..... (cut) the fruits—bananas, oranges, apples, pomegranates, and guavas.

Then we (mix) all the fruits and

..... (add) some salt, some lemon juice and some spice powder. The *chaat* was very tasty. We

..... (eat) up all the *chaat* within ten minutes!

But a few minutes later, other friends also

(come) to the party. I (go) to the market

immediately and (buy) more fruits. We

..... (make) some more *chaat* and

(give) it to them.



II. (a) Fill in the blanks with the correct word.

and but
because so

1. I was frightened curious.
2. I decided to go to the beach I went along the water's edge.
3. I ran as fast as I could I was frightened.
4. I was very tired confused.

(b) Use the joining words given below and join the sentences in Column A and B. One has been done for you.

or and so but because

	A	B
1.	I can sing well.	I forgot to post it.
2.	She wore a raincoat.	It was raining.
3.	We may go to Shimla.	He was late to school.
4.	He wanted a book for his birthday.	We may go to Darjeeling.
5.	He missed the school bus	He wanted a football for his birthday.
6.	I wrote the letter.	I can't dance at all.

e.g. I wrote the letter **but** I forgot to post it.

.....

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WRITING

I. Write a letter to your mother informing that you have won second prize in the 100 metre race on the Sports Day celebrated in your school. Write how happy you feel and how you want to do better next time.

KGBV

Date

Dear mother,

I am fine here. I hope you are also keeping well.

I am very happy today. I

.....

On the Sports Day,

.....

Next time

.....

So,

.....

.....

.....

Please give this good news to

.....

My respects to all.

Yours affectionately,

.....



II. Write a paragraph using the clues from the table.

Name	Major Dhyanchand
Nickname	Hockey Wizard
Date of birth	29th August, 1905
Place of birth	Allahabad
Field of sports	Hockey
Goals scored	101 at the Olympics; more than 1000 in all
Employment	Joined the army at the age of 16 years
Awards and honours	Helped India win gold medal in Olympic games in 1928, 1932 and 1936 His birthday is celebrated as National Sports day.
Death	3rd December, 1979

Dhyanchand

.....

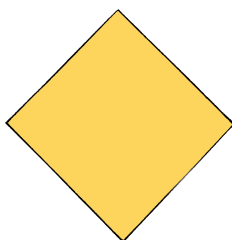
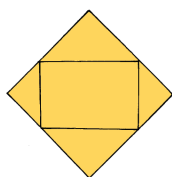
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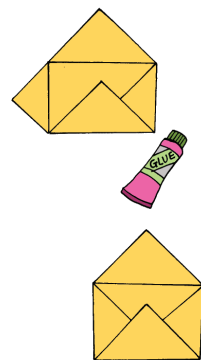
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FUN TIME

- I. Let's make an envelope and post our letter too!
(आइए एक लिफ़ाफ़ा बनाते हैं फिर उसमें चिट्ठी पोस्ट करेंगे।)
 1. Take a square piece of paper.
(चौकोर कागज़ लें।)
 2. Fold all the four corners to make folds.
(चारों कोने मोड़ें।)

3. Fold two corners and paste them with a little glue.
(सामने के दो कोने गोंद से जोड़ें।)
4. Fold the third corner and paste it with glue.
(तीसरा कोना भी मोड़ें और गोंद से जुड़े हुए दोनों कोनों के साथ चिपका दें।)
5. Leave the fourth corner open.
(चौथा कोना खुला छोड़ें।)



Write the address neatly on the envelope and fix the stamp on the right corner.

(साफ़ व स्पष्ट लिखाई में लिफ़ाफ़े पर पता लिखें। टिकट को लिफ़ाफ़े के दाईं तरफ़ ऊपर की ओर चिपकाएँ।)

Put the letter inside it. Now seal the fourth corner as well. Your letter is ready to be posted to your friend.

(अब अपनी लिखी चिट्ठी लिफ़ाफ़े में डालें। चौथे कोने पर गोंद लगाकर उसे भी चिपका दें। आपकी चिट्ठी अब आपकी सहेली के पास जाने के लिए तैयार है।)

II. Make a picture album or a scrapbook with pictures of sportspersons. You may get them in newspapers and magazines.

(पुराने समाचार पत्र और पत्रिकाओं से खिलाड़ियों के चित्र काटें और एक फ़ोटो एलबम/स्क़ैप बुक तैयार करें।)

KEEPING FIT

Teacher's Notes

This unit focuses on the importance of games, sports and physical education. These activities are as important as learning other subjects inside the classroom.

WARM UP**Listen and do**

- I. First demonstrate the steps of this breathing exercise after saying each instruction aloud. Then ask the students to do as you instruct them. Pause after each instruction.
 - (a) Take a deep breath inhaling through your nose.
 - (b) Hold till the count of five.
 - (c) Release the air through your nose.
 - (d) Repeat it five times.
- II. Explain the instructions to the learners and make them do the activity. You may take them out to do this activity and add a few more exercises if there is a need.

READING A

After the warm up physical exercise ask the students what physical exercise they do everyday; engage the students in interaction on what games they play; elicit as many responses from them as possible; they can also talk about any indoor games or rural sports they play; and ask them if they can tell how those games are played. Also talk about the benefits of sports and games for our physical and mental well-being (Proverb “sound mind in a sound body”).

Then read the poem aloud and ask them to repeat. Ask questions—What is meant by countryside? Read the given instructions in the questions very clearly so that the children understand them and follow them accordingly.

Word Building

1. Guide them through the activity.
2. Ask them to take clues from the pictures to form new words.

Listening

Before the listening activity engage students in active discussion about personal hygiene. Introduce the topic by asking questions to bring out the importance of personal cleanliness like what will happen if they don't take bath or brush their teeth.

Then announce that you are going to read a passage and after listening attentively to the passage they have to answer the questions. Then read the following paragraph on 'Clean Habits'. Maintain a uniform speed (go slow) and read. You may read it one more time if you find students have not understood. Then proceed to the multiple choice questions. Ask them to pay attention to all the 3 options given for question and then give the answer.

CLEAN HABITS

Clean habits are very important to keep ourselves fit. Everyday, after waking up, we should wash our face and clean our teeth. We should take bath everyday. Then we should wear clean clothes. We should comb our hair and keep it clean. We should wash our hands before and after taking our food. We should use handkerchief to cover our mouth while coughing and cover our nose while sneezing.

Give 5 minutes time for them to tick mark the answers; now discuss the answers.

1. We should take bath **everyday**. (a) every week (b) everyday (c) every month
2. We should wear **clean** clothes. (a) wet (b) dirty (c) clean
3. We should **comb** our hair. (a) comb (b) polish (c) brush
4. We should cover our mouth with a **handkerchief** while coughing.
(a) dupatta (b) kameez (c) handkerchief
5. We should wash our hands **before and after** taking our food.
(a) before (b) after (c) before and after

Speaking

Ask them to give two reasons at least for the first question.

Discuss the feelings after running. They may pick up any one, two or all the responses to describe how they feel after running; ask them if they have picked up those answers after knowing their meanings. Explain new words like 'panting' by using them in another sentence or by gestures. Encourage them if they give any other response.

For the 4th question, refer to Unit 4 on 'Food'; and also the science lesson on 'balanced diet'.

Grammar

Framing questions. The answers given can have only one question framed; however, if students come out with more than one possibility see that all of them are grammatically correct and accept their answers.

1. Q: What are the girls playing?
A: The girls are playing kho kho.
2. Q: Where are the boys playing football?
A: The boys are playing football at the open field.
3. Q: How many girls and boys are playing?
A: Nine girls and eleven boys are playing there.
4. Q: Who is coaching them?
A: The sports teacher is coaching them how to play.

Writing

Before starting this exercise, you may ask them to enlist all the sports events/activity ending with 'ing'; they can make gestures to show the action. Ask them to describe the picture. You may prompt them to write about the

number of children in the picture, the colour of their shirt, who is in the first position among them etc.

READING B

Engage students in a pre-reading discussion on sportswomen; bring in the names of veterans as well as young players like Saina Nehwal (Badminton), Sania Mirza (Tennis); talk to them about women's hockey, women's cricket, Olympic medalist Karnam Malleshwari.

While reading and explaining the lesson, highlight how the athlete had to struggle financially and lack of support; but how her determination finally brought her success. This will motivate them. You may have to give information about Olympics, Asian Games, Paralympics, stadium, match, etc. You can take books, magazines, newspapers from the library and use them as teaching aid too.

Word Building

1. Give more examples for addition of suffixes; tell them how the final 'e' may be deleted. In some cases (e.g. examination, participation etc.)
2. Ask them to write the words related to the word sports e.g., games, win, medal, coach, sportswomen, events, practice, award, talent, etc.

Speaking

Tell them if such coaching classes are arranged in their school, which sport they would choose. Ask them to give at least two reasons for their choice.

Grammar

Tell them that many verbs don't form the past tense by addition of 'ed'. Give some more examples.

On Sports Day, many students of our school **won** (win) prizes. I **got** (get) prizes in two events. I **wanted** (want) to celebrate. So, I **invited** (invite) my friends for a *chaat* party at my home. First we **washed** (wash) and **cut** (cut) the fruits -- bananas, oranges, apples, pomegranates and guavas. Then we **mixed** (mix) all the fruits and **added** (add) some salt, some lemon juice and some spice powder. The *chaat* was very tasty. We **ate** (eat) up all the *chaat* within ten minutes! But a few minutes later, other friends also **came** (come) to the party. I **went** (go) to the market immediately and **bought** (buy) more fruits. We **made** (make) some more *chaat* and **gave** (give) it to them.

Writing

1. First talk to them how communicating through letters is important even though telephone connects people instantly. Then explain its format. Then help them with words. You may make a vocabulary box and ask them to take the suitable words. Give them one more letter with different verbal inputs.
2. Ask them to give the title and then write the paragraph. Guide them by providing words by making a vocabulary box on the black board.

FUN TIME

1. Ask the learner to read the instructions carefully and make an envelope. If they don't understand any instruction explain it to them.

2. Give them newspaper and magazines. Ask them to scan the materials and choose pictures of the sportsperson they want to put in the picture album. You may ask them why they have chosen that particular sportsperson. Talk about the sport that sportsperson plays and what are the rules of that games.



Reading is fun. Read and enjoy.

1. THE MAGIC PORRIDGE POT

Once, there was a little girl named Tara. She lived with her mother. They were very poor.

One day she went to a forest. There she met an old woman. The old woman gave her a pot. She said, "This is a magic pot. It will cook porridge (*Daliya*) for you when you say, 'Cook-Pot-Cook'. It will stop making porridge when you say, 'Stop-Pot-Stop'."

Tara was very happy. She ran to her mother and said, "Mother, we will no longer be hungry as I have got a magic pot."



Tara said to the pot, "Cook-Pot-Cook" and the pot cooked porridge. Her mother was very happy and they both ate porridge.

One day, when Tara had gone out, her mother felt hungry. She said to the pot, "Cook-Pot-Cook." The pot started cooking porridge. After eating it her mother said, "Do not cook Pot." But the pot went on cooking.

Soon the porridge started spilling on the floor. Mother called out again, "Wait do not cook anymore." But the pot did not stop.

Mother ran out of the house and the porridge followed her. Soon there was



porridge everywhere. The whole village saw it. They ran to eat the porridge.

When Tara came back, she saw that the road was full of porridge. She ran home as fast as she could. She heard her mother shout, "Tara the pot is cooking and it will not stop."

Tara called out, "Stop-Pot-Stop" and it stopped cooking porridge.

LET US UNDERSTAND

- Where did Tara go one day?
- What did the old woman give Tara?
- What did the magic pot cook?
- Who said, "Do not cook Pot"?
- Why was there so much porridge on the road?

LITTLE DROPS OF WATER

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.
Little deeds of kindness
Little words of love
Make our Earth peaceful
Like a heaven above.



2. NINA AND THE BABY SPARROWS

There was great joy in Nina's house. Nina's aunt was getting married. Nina, her father, mother and little brother were all going to Delhi for the wedding. Everyone was happy, except Nina.



Her mother took her to the market to buy a new dress.

“What colour would you like?” Mother asked.

“I don't want a new dress, Mother,” said Nina.

“Salwar-kameez then?”

Nina shook her head.

“What about those lovely white shoes you saw last week?”

“I don't want those, either. Thank you, Mother.”

Nina's mother was upset, but she said nothing. They went back home and had lunch. After lunch mother came and sat near Nina.

“What is it, child?” she asked.



“Why did you say 'no' to everything?”

Mother, I don't want to go to the wedding.”

“But why?”

Nina said nothing. Instead, two big tears rolled down her cheeks. Mother put her arms around Nina. “Don't cry, my child,” she said. “Why don't you tell me what's bothering you?”

More tears rolled down Nina's cheeks. Mother,” she said, “there's a sparrow's nest on the bookshelf in my room. And there are two baby sparrows in the nest.”

“I see.....” said mother.

“They're just beginning to get their feathers. And growing up makes them so hungry. All day long they cry 'cheep-cheep", asking for food.”

“I see!” said Mother.

“If we go, the whole place will be locked. And how will papa and mama sparrows feed their babies?”

“Oh Nina,” cried Mother, giving her a big hug. “Is that why you don't want to go to the wedding? But that's no problem at all. We'll leave the window open.”

“Oh, can we, Mother? Can we? Really?”

“Yes, yes. We'll remove all your things from the room and lock the door on the outside. So the house will be perfectly safe and papa and mama sparrows can come and go freely, too. Just think, Nina, while you enjoy yourself at the wedding, the baby sparrows will be getting nice and fat in their nest. Good idea, isn't it?”

It was a good idea. When Nina came back from the wedding, there were two plump little sparrows flying all over the room. And Nina was thrilled!



LET US UNDERSTAND

- Why was there great joy in Nina's house?
- Why was Nina worried?
- What did mother suggest?
- What did Nina find when she came back from the wedding?

3. FLYING TOGETHER

What happened when you didn't do as they asked you to do?

Deep in a forest stood a very tall tree. Its leafy branches spread out like strong arms.

This tree was the home of a flock of wild geese. They felt safe there. One of the geese was a wise old bird.

He noticed a small creeper at the foot of the tree. He spoke to the other birds about it.

“Do you see that creeper?” he said to them. “Let us destroy it”. “Why must we destroy it?”

asked the geese in surprise. “It is so small. What harm can it do?”

“My friends,” replied the wise old bird, “that little creeper will soon grow. As it creeps up this tree,



it will become thick and strong.”
“What of that?” asked the geese.
“What harm can a creeper do us?”
“Don't you see?” replied the wise bird, “with the help of that creeper, it will be possible for someone to climb this tree. A hunter can come up and kill us all.”

“Well there's no hurry,” they replied, “the creeper is very small. It would be a pity to destroy it now.”

“Destroy the creeper while it is still young,” the old bird advised. “Now it is tender and you can cut it easily. Later it will become hard and you will not be able to cut it.”

“We'll see, we'll see,” answered the birds. But they did not destroy the creeper. They forgot the wise old bird's advice.

As the creeper grew, it began winding its way up the tree.

Stronger and stronger it became, until it was as strong as a thick rope.

One morning when the geese had gone out in search of food, a hunter came to the forest.

“So this is where the wild geese live,” he said to himself. “When they come back in the evening, I shall catch them.”

The hunter climbed up the tree with the help of the creeper. He got to the top and spread his net there.

Then he climbed down and went away.

In the evening, the geese returned home. They did not notice the net. As they flew into the tree, they were trapped. They struggled hard to get out, but could not.

“Help! Help!” cried the geese. “We are caught in the hunter's net. Oh! What shall we do?”

“Don't make a fuss now,” said the wise old bird. “Long ago I told you to destroy the creeper, but you did not. Now see what has happened. Tomorrow morning the hunter will come back and kill us all.”

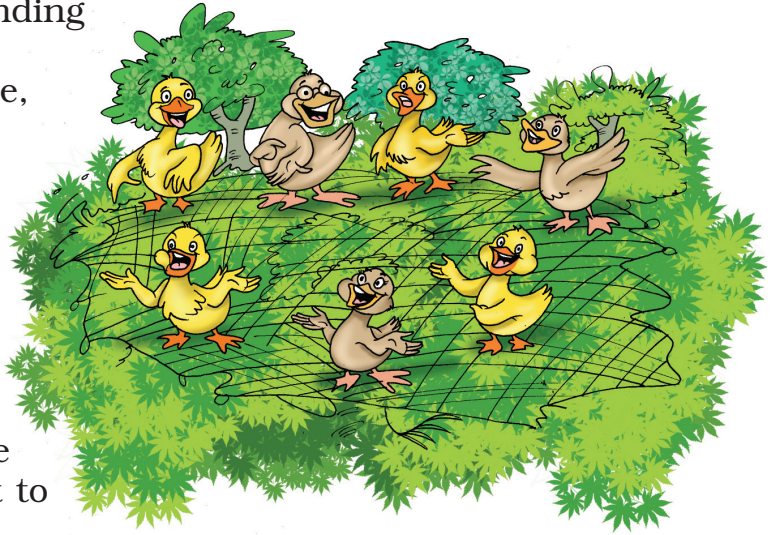
“We were foolish, wept the birds. “We are very sorry we did not listen to You. Please tell us what to do?”

“Then listen carefully,” replied the wise bird.

When the hunter comes you must all pretend to be dead.

Just lie not harm still. The hunter will throw

He will us to the ground. It will then be easy to climb down, collect the birds, and take them home. When the last of us has been thrown down, we must quickly get up and fly away. In the morning the hunter



came to the tree and climbed up. He looked at the geese in the net.

“They are all dead,” he muttered to himself. He threw them out of the net one by one. The birds lay still until the last one had been thrown down. Then, all at once, they got up, flapped their wings, and flew away.

The hunter was taken by surprise. From the top of the tree he watched all the geese fly away.

Shiv Kumar
(Adapted from Stories from
Panchatantra 'A wise old bird')

LET US UNDERSTAND

- Where did the geese live?
- Why did the old bird advise the other birds to destroy the creeper?
- Why did the geese cry, “Help Help”?
- What did the hunter do when he thought that the geese were dead?
- Why did the geese pretend to be dead?
- Describe one incident when you got into trouble because you did not do your work on time.

WALKING THROUGH THE JUNGLE

Walking through the jungle
What did I See?

A big lion

Roaring at me.

Walking through the jungle
What did I see?

A long snake

Hissing at me.

Walking through the jungle
What did I see?

A little baby monkey

Smiling at me.



4. THE SCHOLAR'S MOTHER TONGUE

A learned Pundit once visited the court of Akbar. He told the King and his courtiers that he had mastery over many different languages.

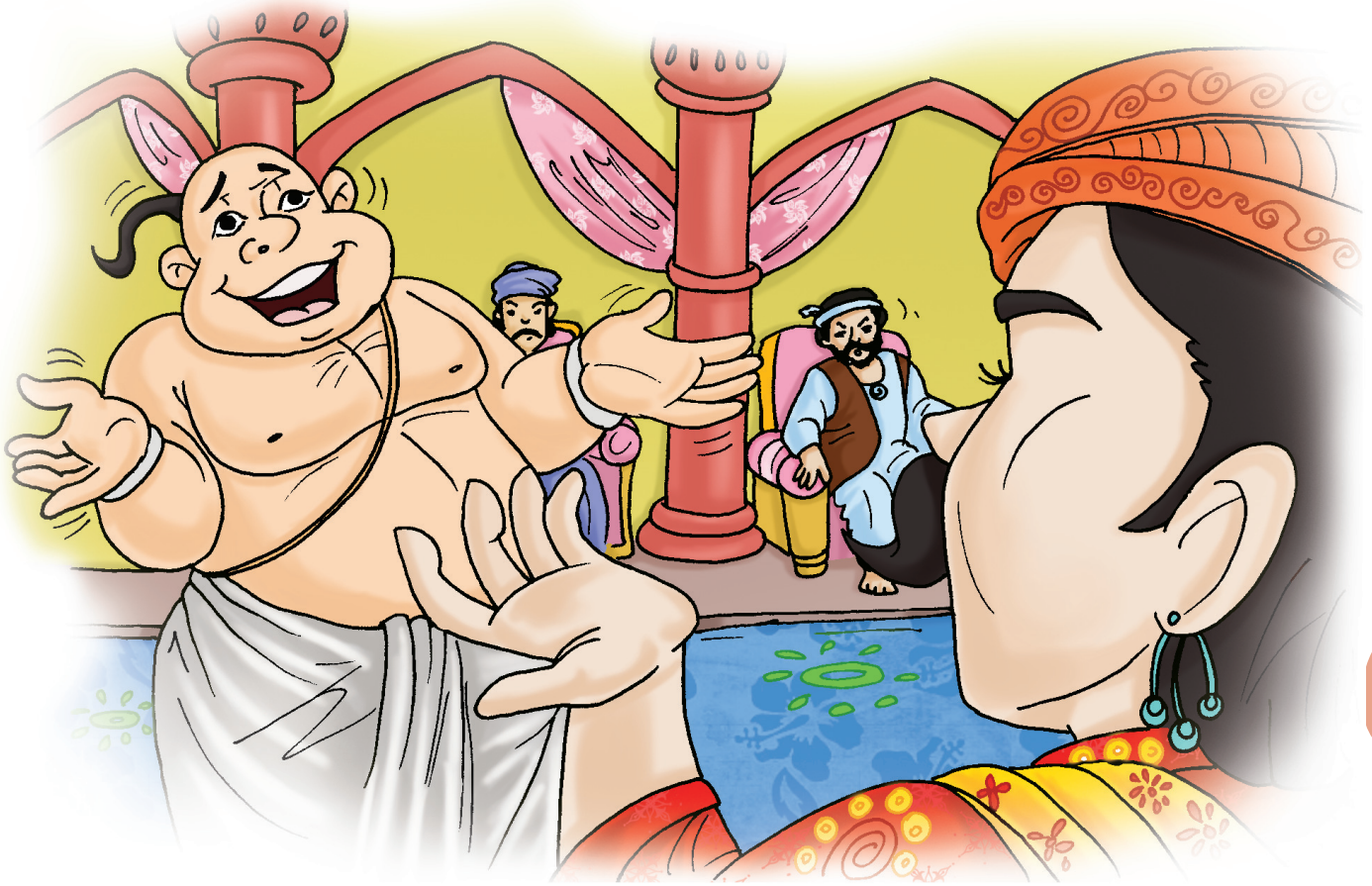
The Pundit could speak many languages fluently. He was so fluent that no one could find out what his mother tongue was. He challenged everybody at the court to name his mother tongue.

When everyone failed, the challenge was taken up by Birbal.

That night, Birbal went quietly to the Pundit's room when he was asleep. He whispered into the Pundit's ear and tickled it with a feather. The Pundit, half awake, cried out suddenly and shouted out words in his mother tongue.

Birbal came to the court the next day and told everyone that the Pundit's mother tongue was Telugu. The Pundit was surprised and accepted the truth.

King Akbar then asked Birbal, "How did you find the truth?"





Birbal answered, “In times of difficulty, a person speaks only in his mother tongue.” He also told the King how he had gone to the Pundit’s room at night to find out the truth.

—Adapted from Akbar and
Birbal stories

LET US UNDERSTAND

- Who came to Akbar’s court?
- What did he claim to know?
- How did he challenge everybody?



WHEAT, RICE AND JOWAR

Wheat, rice and *jowar* grow.

Wheat, rice and *jowar* grow.

Listen, my friend, do you know
How wheat, rice and *jowar* grow?

First the seed the farmer sows
In long, straight and narrow rows.

He stamps his feet and claps his hands
And turns around to see his lands.

Next the farmer waters the seeds.
He bends down, pulls out the weeds.
He stamps his feet and claps his hands
And turns around to see his lands.

Next the farmer stands all day
To scare the naughty birds away
He stamps his feet and claps his hands
And turns around to see his lands.

At last the farmer cuts the corn.
Stands erect and blows the horn.
He stamps his feet and claps his hands
And turns around to call the bands.

So this is how, now you know
Wheat, rice and *jowar* grow

THE MANGO TREE

How many mangoes
Do you see?

There are six ripe mangoes
on the tree

One is for the monkey
Who lives on the tree.

One is for the birds
Who fly to the tree.

One is for the squirrel
Who runs up the tree.

One is for the little ant
Who crawls up the tree.

One is for the traveller
Who walk by the tree.

The last, sixth mango
Is for you and me.



LET'S TRY THIS

1. Take a 'listening walk' to a big tree near your home. Sit quietly and listen. What sounds of birds and animals do you hear?
2. Place a leaf, bottom side up, on a smooth surface. Now place a sheet of white paper over it. Rub on the leaf with a soft crayon till you get a 'print'. Try this with different kinds of leaves. You can use the prints to make greeting cards, or as gift-wrap papers.
 - (i) tamarind leaf
 - (ii) mango leaf
 - (iii) banana leaf
 - (iv) coconut leaf

FOR DISCUSSION



1. Look at the poster above and have a discussion about it in the class.



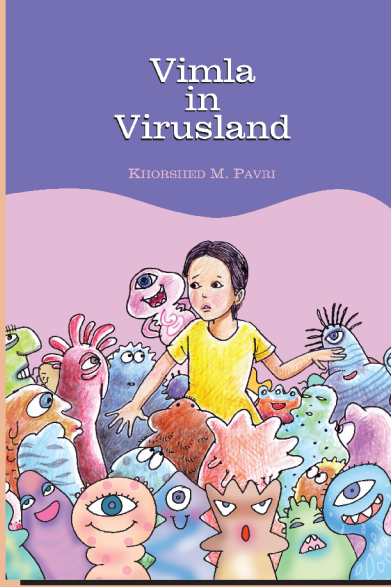
2. Give above is the logo of Swachh Bharat Mission. Think about the idea behind it and the aims of this mission. Now, design a poster and create a slogan about Swachhta.

NOTES





NOTES



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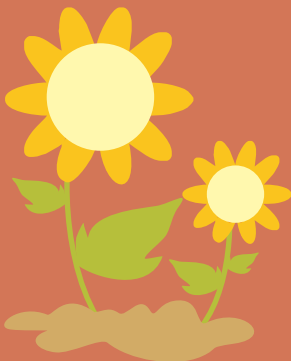
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