ENGLISH READER

CLASS 6

सत्र 2021–22

DIKSHA एप कैसे डाउनलोड करें?

विकल्प 1 : अपने मोबाइल ब्राउज़र पर diksha.gov.in/app टाइप करें।

विकल्प 2 : Google Play Store में DIKSHA NCTE ढूंढ़े एवं डाउनलोड बटन पर tap करें।

DIKSHA

मोबाइल पर QR कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें ?

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पाठ्यपुस्तक में QR Code को Scan करने के लिए मोबाइल में QR Code tap करें।



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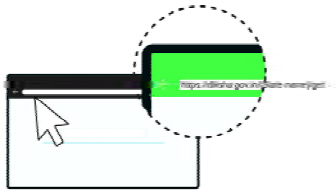


सफल Scan के पश्चात् QR Code से लिंक की गई सूची उपलब्ध होगी।

डेस्कटॉप पर QR Code का उपयोग कर डिजिटल विषय–वस्तु तक कैसे पहुँचे ?



1 QR Code के नीचे 6 अंक का Alpha Numeric Code दिया गया है।



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3 सर्च बार पर 6 डिजिट का QR CODE टाईप करें।



4 प्राप्त विषय–वस्तु की सूची से चाही गई विषय–वस्तु पर क्लिक करें।

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद् छत्तीसगढ़, रायपुर

निःशुल्क वितरण हेतु

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Preface

English Reader class VI is an innovative course for the students of class-6 of Chhattisgarh State.The book is an attempt to provide good and authentic material in English language with the focus on language learning for using the language in real life situations.

After 5 years of learning English, the book is an attempt to link the previous syllabus with the Communicative Functional Approach. At the upper Primary level, the focus is on all the skills of language learning. It is sincerely hoped that this book will help learners to enjoy language learning.

We would like to acknowledge the sincere help and guidance of Eklavaya, Vidya Bhawan Society & Digantar. For this book of English for Class VI, we are grateful to Prof. Ramakant Agnihotri & Shri A. Khanna, Delhi University for the orientation and interaction with the writers through workshops.

For giving permission to use copyright materials in the lesson, the Director, State Council of Educational Research and Training, Raipur C.G. wishes to thank the publisher Madhuban Educational Books, Mumbai, for *GOPAL BHAND AND MAHAGYANI,* the publisher Deshbandhu Publication Division, Raipur for *WOMEN FOR TREES,* Rupa & Company, New Delhi, for *JAGATU, THE GARDENER* and Orient Lognman for *THE HARE ON THE MOON*.

Thanks are also due to the publisher NCERT- Special Series for the Classes III-VIII for the material used in the poetry section—*IN THE HEART OF A SEED, WHO HAS SEEN THE WIND?, LITTLE DROPS OF WATER, RUNNING AND SHOUTING and PUPPY AND I*.

Every attempt has been made to get in touch with the concerned persons for the copyright for the lessons *A NICKEL'S WORTH OF FUN*—L. Patricia–"Focus" U.S.A.

We have adapted a translated version of the Russian folk tale *LEFT IN-CHARGE.* We are also thankful to the publisher Hamlyn Publishing Group for *JOLLY-KITTENS* from MY STORY BOOK. (GREAT BRITAIN)

ETB (Energized Text Book)is an innovative effort by the Department of school Education and State Council of Educational Research and Training Chhattisgarh for the capacity building of teachers and students by providing extra text book related content that can be accessed both online and off line(after downloading). The objective of ETBs is to offer extra topic related content (in interesting audio- video and animated formats), assessments and teacher reference material on the same platform.

The council welcomes suggestions from teachers, students, teacher trainers and parents for bringing to its notice any shortcomings or suggestions for improvement in the future editions of this book.

The Council would be grateful for bringing to its notice any shortcoming for improvement in future editions of this book. Any suggestions from teachers, parents, students, writers and publishers to improve the book, would be welcome. We wait eagerly for feedback from the users of the book.

Director

S.C.E.R.T.C.G., Raipur

शिक्षकों से ...

अंग्रेजी भाषा कक्षा–6 का यह संस्करण आपके हाथ में है। पुस्तक का प्रयास अंग्रेजी भाषा के शिक्षण को सरल–सुगम बनाने एवं बच्चों को अपने दैनिक जीवन में भाषा का प्रयोग करने योग्य बनाना है। इस हेतु भाषा के क्षेत्र की विभिन्न साहित्यक विधाओं एवं रुचिकर सामग्री का चयन किया गया है। भाषा की विधाओं एवं व्याकरण सम्मत विषयों को क्रमबद्ध नहीं किया गया है, बल्कि उनका चयन दैनिक जीवन में उनके उपयोग पर निर्भर है। यह अपेक्षा की जाती है कि पाँच वर्षों तक (प्रायमरी स्तर तक) अंग्रेजी भाषा से परिचित होने के बाद बच्चे भाषा सीखने में रुचि लेंगे। पाठ्य पुस्तक में केवल 17 पाठों को रखा गया है। आरंभ के पाँच पाठों का उद्देश्य भाषा सीखने में बच्चों की रुचि एवं पढ़ने की आदत को विकसित करना है। ये पाठ बच्चों की दुनिया से जुड़े हुए रोचक पाठ्यसामग्री की सहायता से तैयार किये गये हैं जिनके माध्यम से नए शब्दों एवं वाक्यों से उनका परिचय हो सकेगा, आशा की जाती है कि इन पाठों को वे स्वयं ही पढ़ने को उत्सुक होंगे और अंग्रेजी भाषा का अनायास प्रयोग करना सीखेंगे।

कक्षा 6वीं के स्तर पर अंग्रेजी भाषा शिक्षण के समय शिक्षक निम्नांकित बिंदुओं को ध्यान में रखें –

- ❑ भाषा का आनंद उठाने में छात्रों की सहायता करना।
- ❑ बच्चों में शिक्षक के द्वारा एवं छात्रों द्वारा बोली गई भाषा को सुनकर समझने की दक्षता को विकसित करना।
- ❑ बच्चों में शिक्षक एवं अपने सहपाठियों को सुनकर सरल अंग्रेजी में अपने विचारों को अभिव्यक्त करने की क्षमता उत्पन्न करना। इस हेतु Role play समूहों में चर्चा एवं वाद विवाद जैसी क्रियाकलाप करवाना।
- ❑ बच्चों में पठन सामग्री को पढ़कर समझने की दक्षता विकसित करने के लिये अभ्यास प्रश्न करना।
- ❑ बच्चों को दैनिक जीवन में भाषा का उपयोग हेतु Notice board, समाचार पत्र, इंटरनेट, तालिकाएँ, चार्ट, मानचित्र, सार्वजनिक स्थानों में घोषण व निर्देश को समझने का अभ्यास कराना।
- ❑ बच्चों में भाषा की अभिव्यक्ति लिखित रूप में करने की दक्षता विकसित करना।
- ❑ भाषा की विभिन्न विधाओं से बच्चों को परिचित करवाना एवं उनका आनंद उठाने की क्षमता विकसित करना।

- बच्चों को भाषा के व्याकरण, शब्द संरचना, वाक्य विन्यास आदि से परिचित करवाना।
- भाषायी कौशलों के साथ–साथ Study Skill एवं Reference Skill को विकसित करना। किसी भी प्रकार की दृश्य सामग्री को पढ़कर समझना एवं आवश्यक जानकारी प्राप्त करने की क्षमता विकसित करना।
- 'Outcomes for class-6' में दिए गए समस्त उद्देश्यों को पूरा करना।

इन उद्देश्यों की पूर्ति के लिये निम्नांकित बिंदुओं को पाठ्य पुस्तक में स्थान दिया गया है –

- कक्षा में छात्र केन्द्रित शिक्षण का वातावरण निर्मित करें।
- शिक्षक बच्चों को सीखने में मदद करें।
- पाठ्य पुस्तक के पीछे दी गई Glossary का उपयोग शब्दों के अर्थ एवं उच्चारण जानने के लिये करें।
- पाठ्य पुस्तक के अंत में Lesson wise Details को पाठ पढ़ाने के पूर्व अवश्य देख लें।
- पुस्तक के Appendix-1 में Listening Passages दिये गये हैं जिनका उपयोग Listening Exercises करवाने में करना है। कक्षा में ये अभ्यास करवाने के पूर्व शिक्षकों को स्वयं एक–दो बार ज़ोर से पढ़ने का अभ्यास अवश्य कर लेना चाहिए।
- Appendix-2 में About the Lesson (हिन्दी/अंग्रेजी) के अन्तर्गत प्रत्येक पाठ की जानकारी उपलब्ध करवाई गई है। पाठ पढ़ाने के पूर्व एक बार पाठ के संदर्भ की जानकारी अवश्य ले लें।
- प्रत्येक पाठ के पीछे दिये गये अभ्यास कार्य कक्षा–गत क्रियाओं पर आधारित है अतएव प्रत्येक अभ्यास में दिये गये निर्देशों का पालन अवश्य करें।
- कुछ पाठों के पीछे दिये गये Project के अन्तर्गत Paper folding activity के माध्यम से बच्चों को किसी Art की जानकारी दी गई है। Project का उद्देश्य अंग्रेजी भाषा में दिये गये Instructions को समझकर कार्य करवाना है, जिससे छात्र कुछ मज़ेदार आकृतियाँ बना सकेंगे, उनका उपयोग कर सकेंगे तथा उन्हें अपने दैनिक जीवन में भाषा को सीखने तथा उसका प्रयोग करने के लिये प्रेरणा मिल सकेगी।

संचालक
राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़, रायपुर

Suggested Pedagogical Processes	Learning Outcomes (Suggestive)
The learner may be provided opportunities in pairs/groups/individually and encouraged to: ➢ become familiar with songs/ poems/ prose in English through input rich environment, interaction, classroom activities, discussion etc. ➢ listen to English news (TV, Radio) as a resource to develop listening comprehension. ➢ watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond. ➢ participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers. ➢ summarise orally the stories, poems and events that he/she has read or heard. ➢ locate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions. ➢ read different kinds of texts such as prose, poetry, play for understanding and appreciationand write answers for comprehension and inferential questions. ➢ raise questions based on their reading. ➢ interpret tables, charts, diagrams and maps and write a short paragraph.	**The learner** **LE601.** participates in activities in English like role play, group discussion, debate, etc. **LE602.** recites and shares poems, songs, jokes, riddles, tongue twisters, etc. **LE603.** responds to oral messages, telephonic communication in English and communicates them in English or home language. **LE604.** responds to announcements and instructions made in class, school assembly, railway station and in other public places. **LE605.** reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. **LE606.** reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. **LE607.** responds to a variety of questions on familiar and unfamiliar texts verbally and in writing. **LE608.** uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. **LE609.** writes words / phrases / simple sentences and short paragraphs as dictated by the teacher.

➢ think critically and try to provide suggestion/ solutions to the problems raised. ➢ read/ discuss the ideas of the text for critical thinking. ➢ use dictionary as a reference book for finding multiple meanings of a wording a variety of contexts. ➢ take dictation of words, phrases, simple sentences and short paragraphs. ➢ understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale) ➢ understand the grammatical forms in context/ through reading e.g. Noun, pronoun, verb, adverb, determiners, etc. ➢ understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc. ➢ draft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end. ➢ use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/ PPT etc. ➢ look at cartoons/ pictures/comic strips with or without words, and talk/ write about them. ➢ visit a language laboratory. ➢ write a book review.	**LE610.** uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing. **LE611.** refers to dictionary to check meaning and spelling, and to suggested websites for information. **LE612.** writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. **LE613.** drafts, revises and writes short paragraphs based on verbal, print and visual clues. **LE614.** writes coherently with focus on appropriate beginning, middle and end in English / Braille. **LE615.** writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience. **LE616.** visits a language laboratory. **LE617.** writes a book review.

Salient Features of the Book

The book aims to:

1. help the learners to communicate and express themselves in English in day to day life.
2. develop in them the four essential skills of the language *Listening, Speaking, Reading* and *Writing*.
3. promote interest in learning the language.
4. develop 21st century skills i.e. collaboration, creativity, critical thinking and problem solving

To meet out the aims of the language learning, the book has the following features:

- ❑ Learning with fun
- ❑ Learner—centered approach
- ❑ Task /activity based learning
- ❑ Focus on developing language skills
- ❑ Challenging themes and exercises
- ❑ Within learners experience.
- ❑ Variety of the text forms : picture story, comic—strip, letter, folk story, news item, informative text etc.
- ❑ Authentic material—taken from classics, newspapers, magazines etc.
- ❑ Illustrations to help better understanding of the text
- ❑ Enough space to develop study skills
- ❑ Glossary—(English to Hindi)
- ❑ Language Syllabus

The book has its layout in the following setup:

Part A—

- ❑ Lessons/poems (content)
- ❑ Word—Meanings
- ❑ Reading Comprehension
- ❑ Vocabulary
- ❑ Grammar
- ❑ Writing
- ❑ Activity (A) Listening (B) Speaking
- ❑ Project.

Part B—

1. Appendix - 1. Listening passages for listening exercises are given in the appendix.
2. Appendix-2. About the lessons.
3. Appendix-3. Glossary
4. Syllabus-lesson wise.

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	Syllabus		



1. Conversation

"Mousie, mousie,



Where is your little wee housie ?"

"Here is the door,

Under the floor,"

Said mousie, mousie.



"Mousie, mousie,

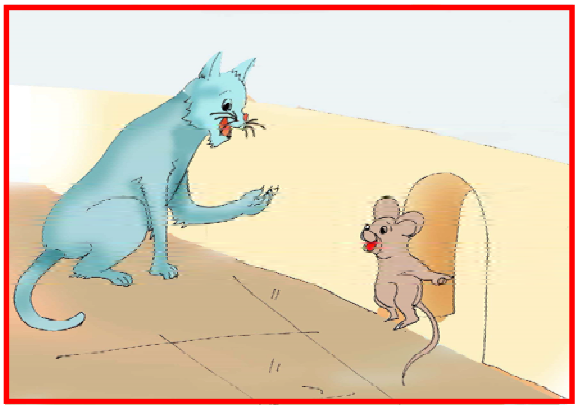
May I come into your housie ?"

"You can't get in,

You have to be thin,"

Said, mousie, mousie.

"Mousie, mousie,



Won't you come out of your housie ?"

"I'm sorry to say,

I'm busy all day,"

Said, mousie, mousie.

- Rose Fyleman

Word Meanings

wee	very small
housie	used for a house
mousie	used for mouse

Reading Comprehension

Answer the following questions:

1. Who is Mousie ?
2. Where is the door of Mousie's house ?
3. Did the Mousie invite the cat to come to its house ?
4. Why did the mouse not allow the cat to enter the house ?
5. Why did the mouse not like to come out of its house ?

G12HG4

Vocabulary

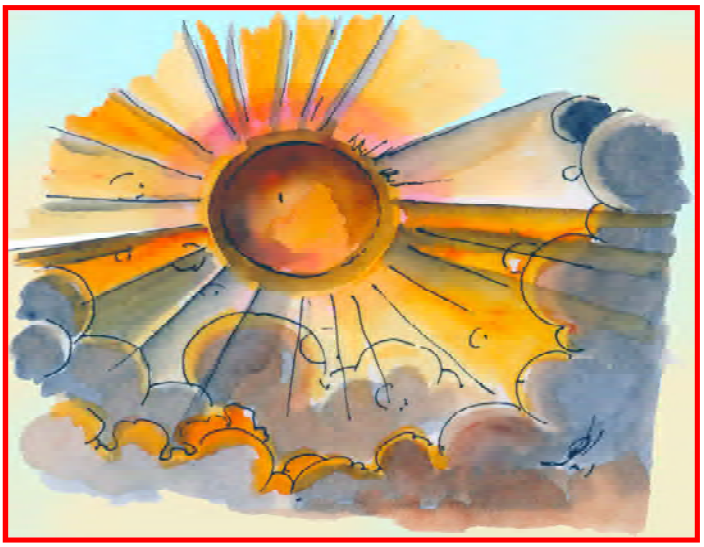
Rhyme the words:

door	thin	say
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G1BDHR

2. The Sun Goes on a Holiday

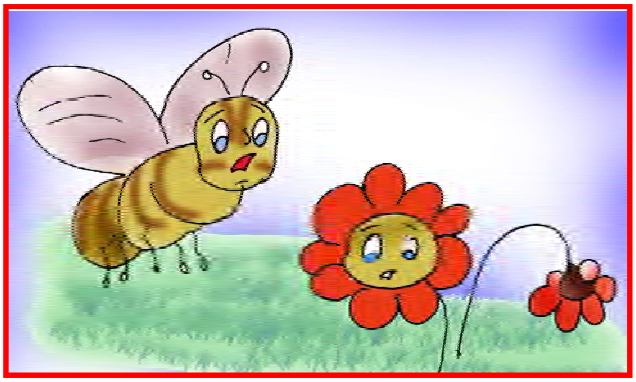
G1U5L2



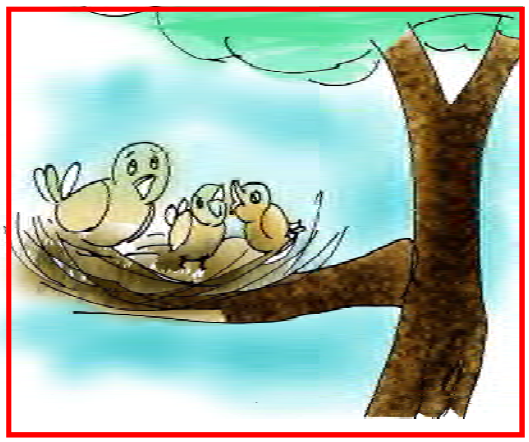
Everyone enjoys a holiday. So, one fine Sunday, the Sun also took a holiday. It suddenly disappeared from the sky. Darkness covered the earth.

A squirrel was chasing its friend. It stopped and wondered at the darkness. It guessed something was wrong and ran home. A little plant searched for the Sun. It couldn't grow without the Sun's rays. Flowers and leaves of the plant bent low to the ground. Other trees also missed



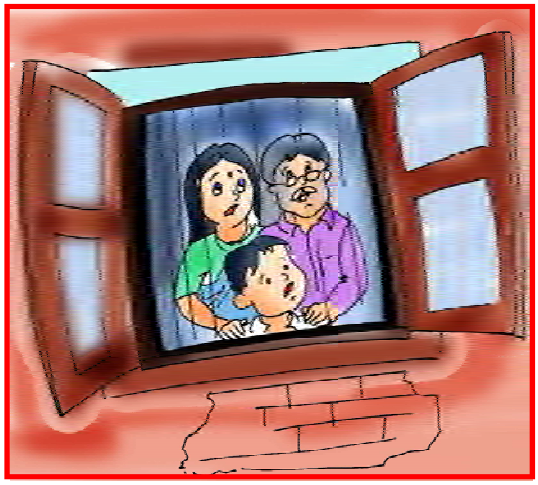


the Sun. Mother bird peeped out of her nest and whispered to its little ones about the darkness. She was sad because she couldn't go out to find food for them. The bee couldn't find any honey



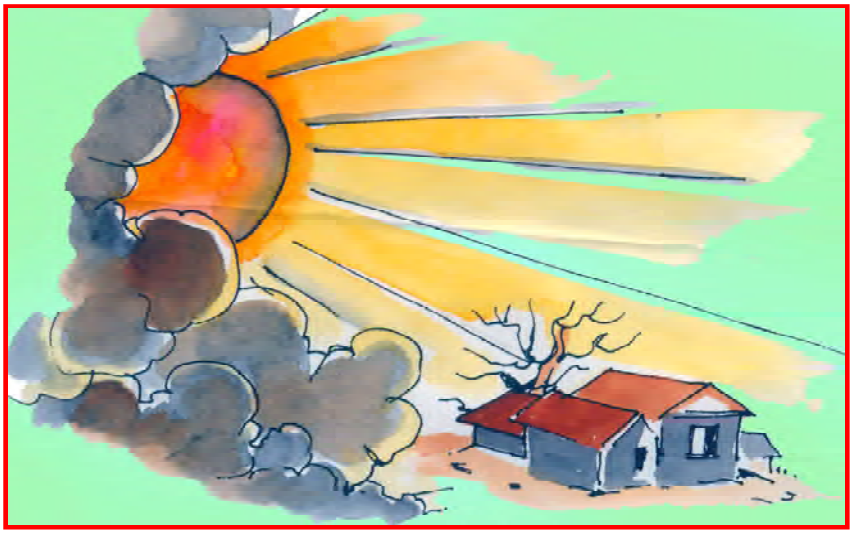


because the flowers didn't bloom, so it went back to its hive. The Sun wasn't there, so the wind got stuck up the hill.



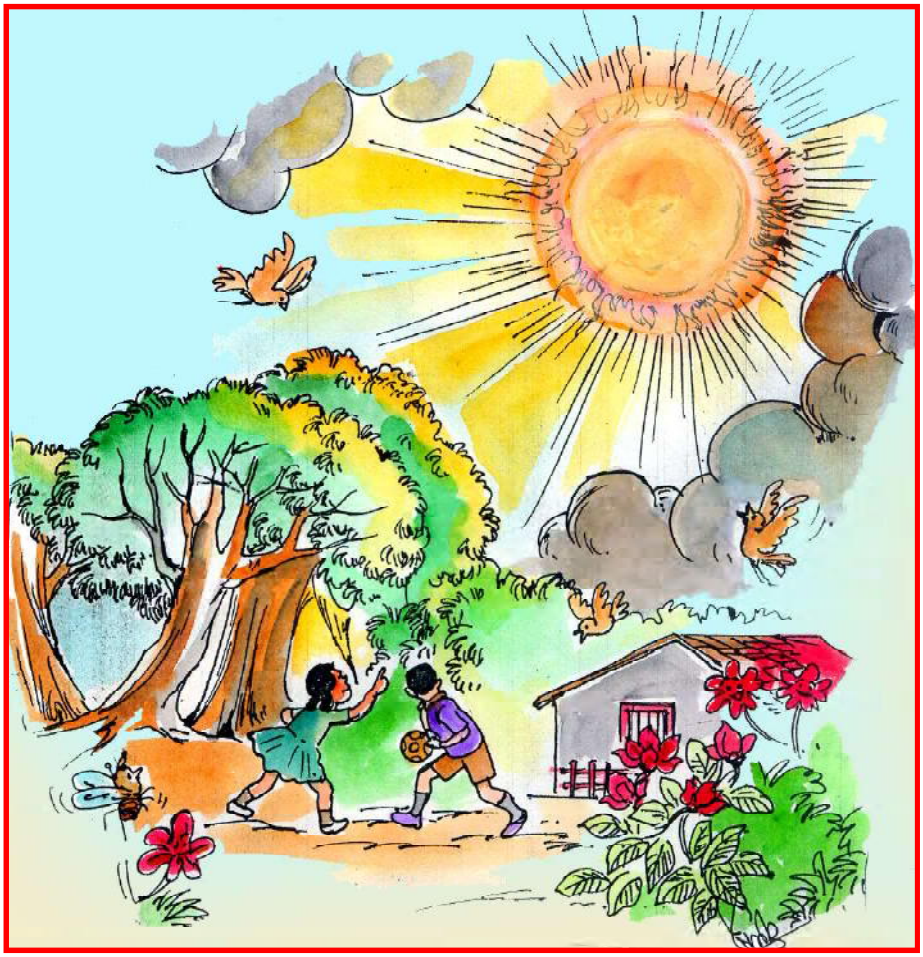
Men, women and children stopped working. They opened their windows and said, "What happened to the Sun?" It was very quiet every where and the warmth of the Sun was missing too. All of them prayed for the Sun to rise.

The Sun looked down from its abode. The stillness on the earth shocked the Sun. The Sun felt sorry. The earth seemed lifeless. This made the Sun very sad. So he decided to stop his holiday and start shining again.



The plants grew and flowers bloomed. Bees and birds started singing. The river flowed joyfully and the wind blew. Mother bird was happy and everyone on the earth began to work!

Indeed, the Sun can never go on a holiday!



Word Meanings

whisper	speak in a soft and low voice
abode	home
still	without movement, quiet
chase	to run after someone to catch him

Reading Comprehension

Answer the following questions:

1. When the Sun took a holiday what did the following do? Complete the table.

1.	Little plant	
2.	Flowers & leaves	
3.	Trees	
4.	Mother bird	
5.	Bee	
6.	Men, women & children	

2. Give the words used in the story for 'home'.

a. _____

b. _____

c. _____

3. What did the Sun feel when he looked down?

a. _____

b. _____

c. _____

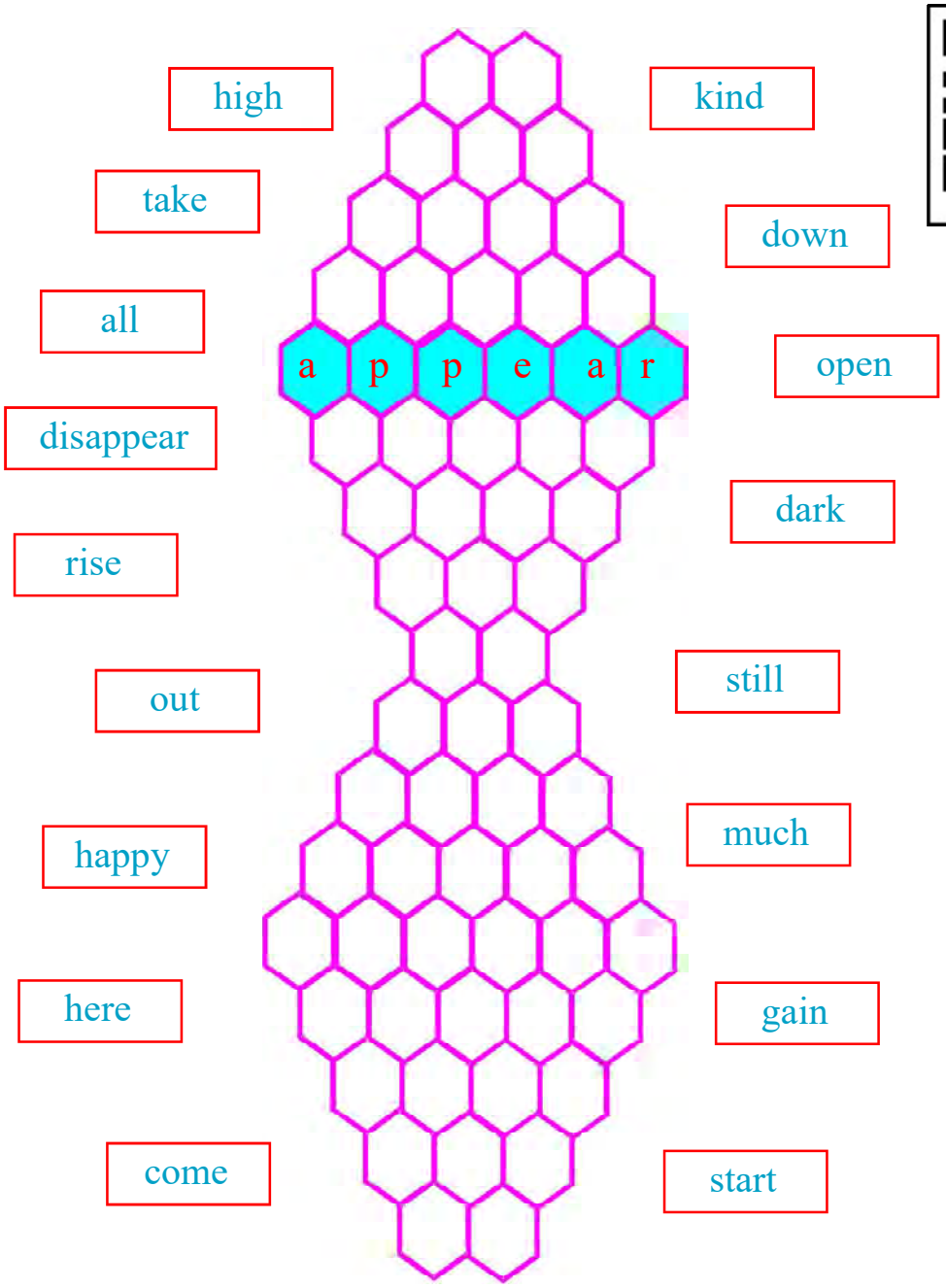
4. The author said that everyone began to work on the earth because

_____

_____

Vocabulary

Write the opposites of the given words in the beehive. One is done for you.



For example : If the word given is ‘lose’, the opposite of ‘lose’ is ‘gain’. ‘Gain’ has 4 letters so ‘gain’ would come in the hive in the line which has 4 cells.

3. Pretending



It's fun to be this,

It's fun to be that,

To leap like a lamb,

To climb like a cat,



To hop like a frog,

To swim like a fish,



To trot like a horse,

To jump like a dog.



It's fun to pretend

These creatures to be.

Yet not one is clever

At copying me.





Word Meanings

pretend	imagine, to behave like any other person/ animal
creatures	living beings like animals, birds, fish, humanbeing etc.

Reading Comprehension

Make a list of the animals you find in the poem.

Vocabulary

Match the column 'A' to 'B'.

A	B
lamb	swim
fish	hop
frog	trot
cat	jump
horse	climb
dog	leap

G35JUA

GEITAU

GF2KE5

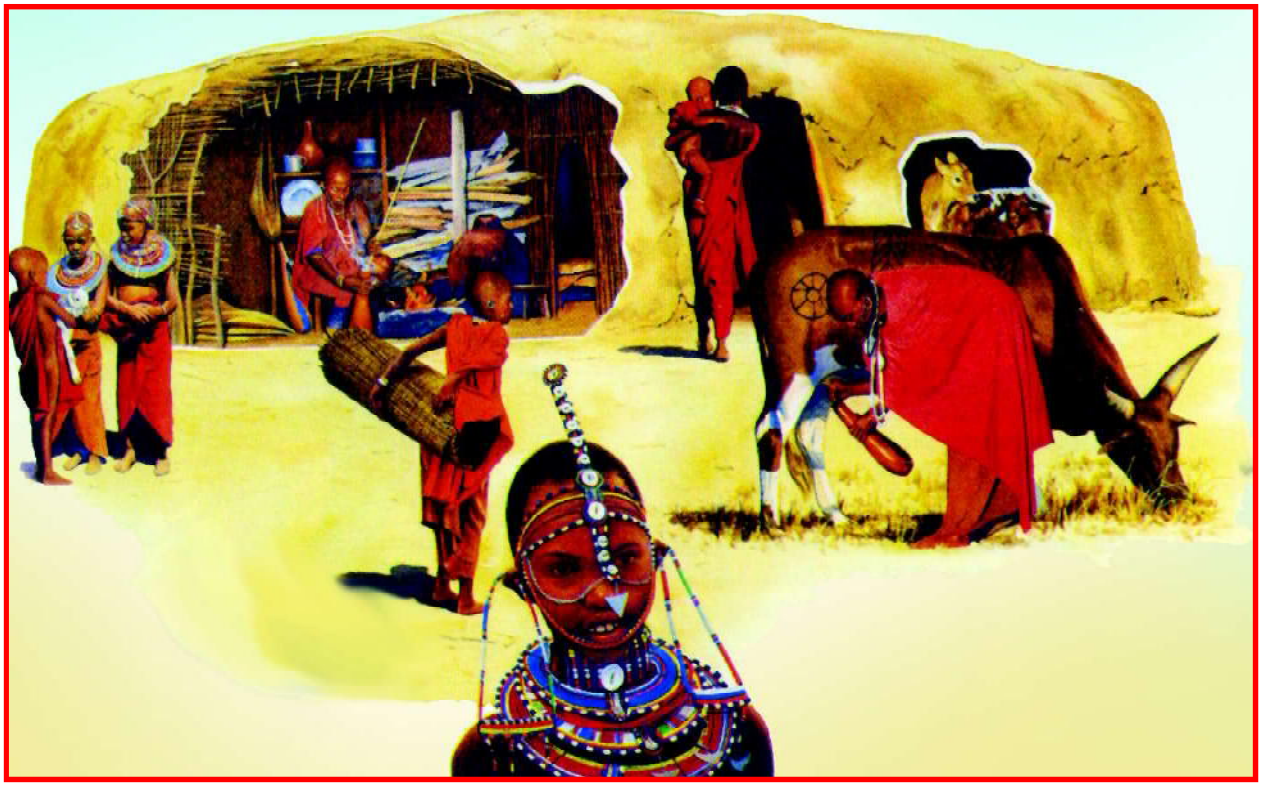
4. A Masai Home

Masai is a tribe that lives in East Africa. The Masais like to live in small traditional houses on the grassland plains near their cattle or their fields. The Masai women build their own homes.

First, they draw the shape of the house, a rectangle, on the ground. They make a frame by weaving together branches and twigs. Then, they pack grass and dung over the outside to keep the building dry. This is necessary because the weather is moist.

There is just one room inside a Masai house. Almost six people sleep together in one large bed made of large branches covered with hide. The mother and children sleep in an inner corner of the house.

In the centre of the house is a fireplace. Fire burns there. It is used for cooking, warmth and light. There are no windows in the Masai house. Only one opening is kept to let light in and smoke out.



Cattle are an important part of the Masai family. Young calves and goats live in a special den inside the house. They drink milk in a long vessel called ***calabash*** made from hollowed out gourd.

Word Meanings

traditional	following ideas or methods that have existed (stayed alive) for a long time. *'Paramparik'*
plains	large area of flat dry land.
twig	a small, very thin stem.
pack	to fit a lot of something into a space.
moist	slightly wet.
hide	an animal skin removed to be used for leather.
hollowed out	to make an empty space by removing inner part of something.
opening	a hole or space in something through which light, air, objects etc. can pass.

Reading Comprehension

A. (i) Complete the table about a Masai house.

Who makes it?	
How is it made?	
Number of rooms	
Number of people	
Number of windows	
Number of openings	

(ii) Complete the table

In a 'Masai house' where do you find these ?

1.	Kitchen	
2.	Special den	
3.	Place for sleeping	

(iii) Branches are used by a Masai for

a. _____

b. _____

B. Answer the following questions.

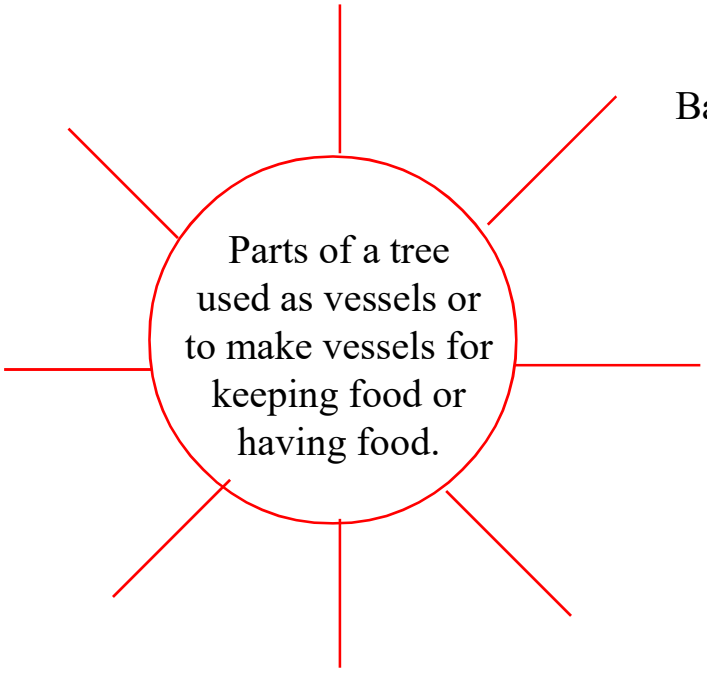
(1) Where do the Masai women sleep?

(2) Why do they keep the fire burning in their house? Give three reasons.

Vocabulary

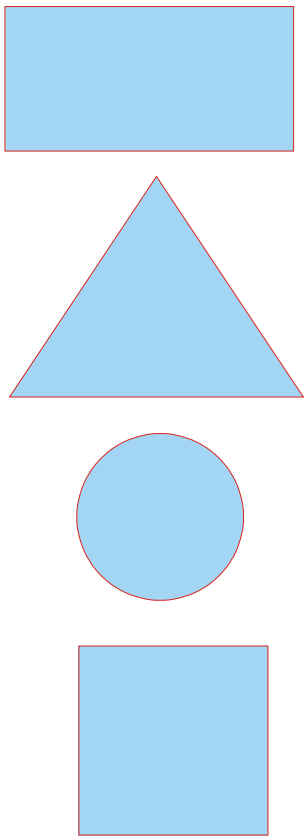
1. Complete the web. Write the names of the vessels in your own language too.

GFBGFS



Banana Leaf

2. Look at the shapes given below carefully and match them with the descriptions.

Pictures	Description
	A *Triangle* has three corners and three sides. A *Rectangle* has four sides. The opposite sides of a rectangle are equal. A *Square* has four corners and four sides. All the sides are equal. A *Circle* has no corners.

3. Make as many words as you can from the given word and write them in your notebook. (you can make at least 21 words)

TRADITIONAL

GFKCHF

GG44KQ

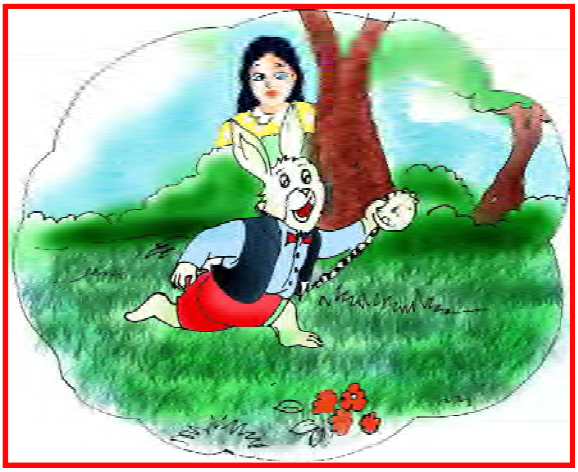
5. Alice in Wonderland



Once upon a time, there was a little girl called Alice. One day she had a very strange and interesting dream. Would you like to hear about her dream ?

(Well, this was the very first thing that happened in her dream)

A white rabbit came running by, in a great hurry. As it passed Alice, it stopped and took his watch out of his pocket.

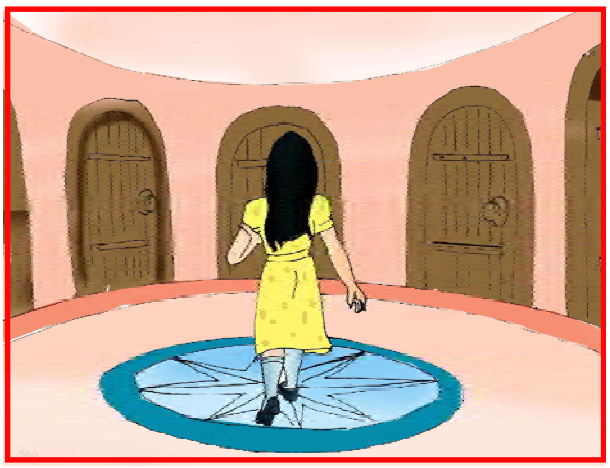


(Have you ever seen a Rabbit that had a watch ?)

"Oh, dear, oh dear ! I'll be too late", said the rabbit.

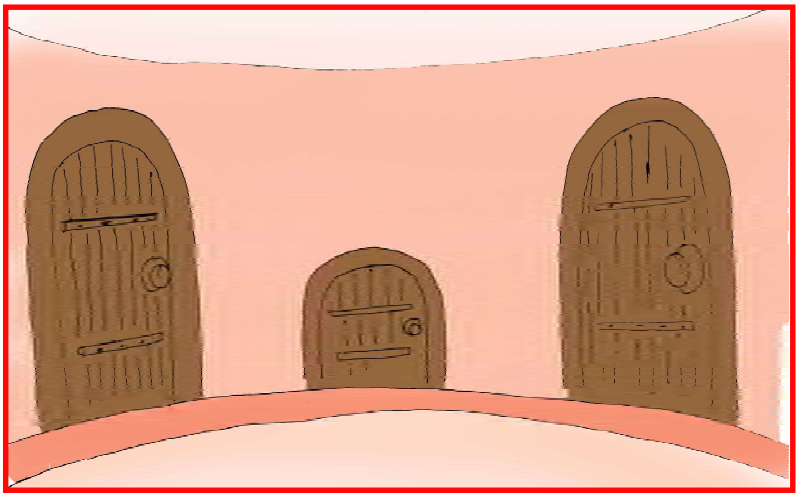


Alice heard and watched the rabbit and ran after it. She wanted to see where the rabbit was going. She followed the rabbit and tumbled down into the rabbit-hole. There she fell fast asleep.

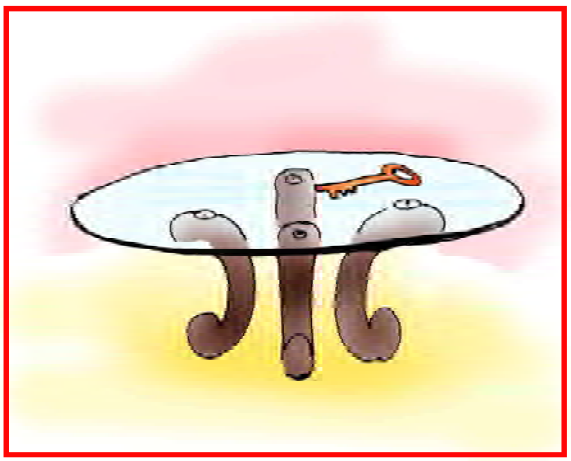


(Can you imagine how safe and cosy it was!)

After sometime, she suddenly woke up, jumped on to her feet and ran after the rabbit again. But there was no rabbit ! She found herself in a big hall with doors all around it. All the doors were locked. So, she couldn't get out of the hall.



There was a little table in the middle of the hall. A little key was lying on the table.



She picked up the key and tried to unlock the doors. She tried to open them one by one and when she came to the last little door, it got opened !







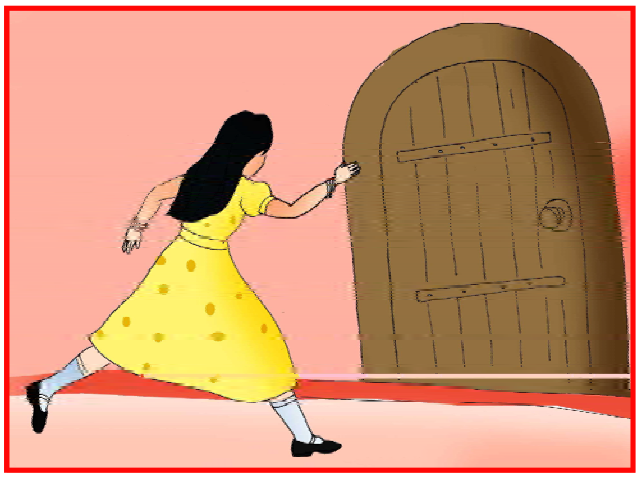
She could bend down to just peep through the door and she saw a beautiful garden outside. But she could not go out through that tiny door. She became very sad. She locked the door and went back to the table. She kept the key there. She saw a small bottle with a label 'DRINK ME'. She tasted it, and do you know what happened to her?



She got smaller and smaller, and smaller... till at last she was just the size of a little doll.

She was happy now. She ran to the door. But it was locked. Then she ran back. But, alas ! *(Why did she become sad ?)*





Word Meanings

strange	unknown, unfamiliar
follow	to go behind in the same direction
tumble	to fall from a height
unlock	to open a lock
cosy	soft and comfortable
label	a piece of information on any object

Reading Comprehension

1. Draw the things in the box that Alice saw on the table in the hall.

2. Choose the correct answer.

(i). After Alice tumbled into the rabbit's hole, she:

(a) fell asleep (b) ran away

(c) met the white Rabbit (d) came out of the hole

(ii). Alice could not go out because:

(a) She couldn't unlock any door.

(b) She couldn't find any key.

(c) She couldn't find the way.

(d) She couldn't go through the tiny door.

3. The words used in the story for 'small' are :

---

4. In Alice's dream every thing was strange. Given below are some pictures. Write the words related to the hints for the pictures. One of them is done for you.

(colour)

white

(kept in his pocket)

watch

(big room)

(wooden furniture)

(outside the hall)

(locked)

(for drinking)

(for opening the doors)



5. Tick (√) the situations when Alice was happy/sad

Situations	Happy	Sad
She fell into the rabbit's hole.		
She couldn't open the door.		
She could open the tiny door.		
She could not get out of the tiny door.		
She could not get to the key on the table.		
She got smaller like a little doll.		

Vocabulary

GGCZMD

Look at the pictures and think about the spellings of the word. The word for the picture is given in brackets. Then write the new words in the boxes as given in the example. You will need only two letters from the first word.

Example -



(dr) + eam = dream



..... + range = ...



..... + llow = ...



..... + teresting = ...



..... + sy = ...



..... + bel = ...

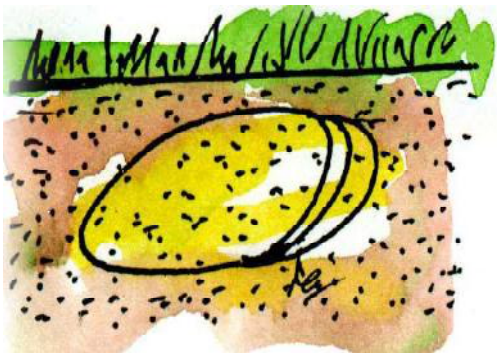


..... + mble = ...

GGLVP1

6. In the Heart of a Seed

In the heart of a seed,
Buried deep, so deep,
A dear little plant
Lay fast asleep.





"Wake," said the sunshine,
"And creep to the light,"
"Wake," said the voice
Of the raindrops bright.

The little plant heard,
And it rose to see,
What the wonderful
Outside world might be.

Word Meanings

buried	hid or covered with soil
creep	to grow along the ground or a surface
rose	(past tense of rise) get up, come up to a surface or height

Reading Comprehension

A. Answer the following questions:

1. Who asked the little plant to wake up?
2. What did the little plant see when it rose?

3. Whom does the sunshine wake up every morning? Make a list.
4. Write the lines from the poem which describe the above pictures.

Vocabulary

GHEITY

Add a few more words that rhyme with the following words:

deep	bright	wake
---------	---------	---------
---------	---------	---------
---------	---------	---------

Grammar

Complete the following table:

GHNEVL

creep		crept
wept		wept
sweep	swept	
slept		slept
keep		kept

Activity

Listen to the passage and clap everytime the ball hits something:

See Appendix 1 Lesson-6.

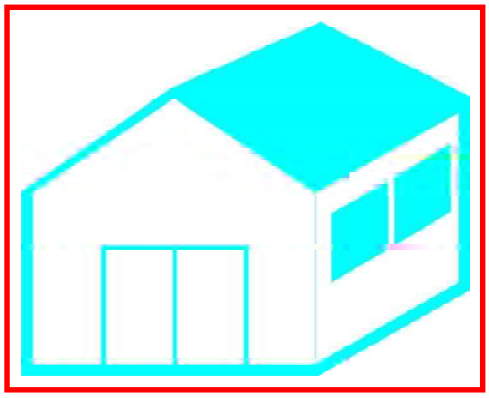
Project

Search the internet and find more poems on the birth of a plant.

GTSSAI

7. Jolly Kittens

GU2NC6





Billy Funny Kitty Bunny

The cat sent her kittens to buy some plates. On their way back home the kittens thought…



Bunny, the eldest one said:







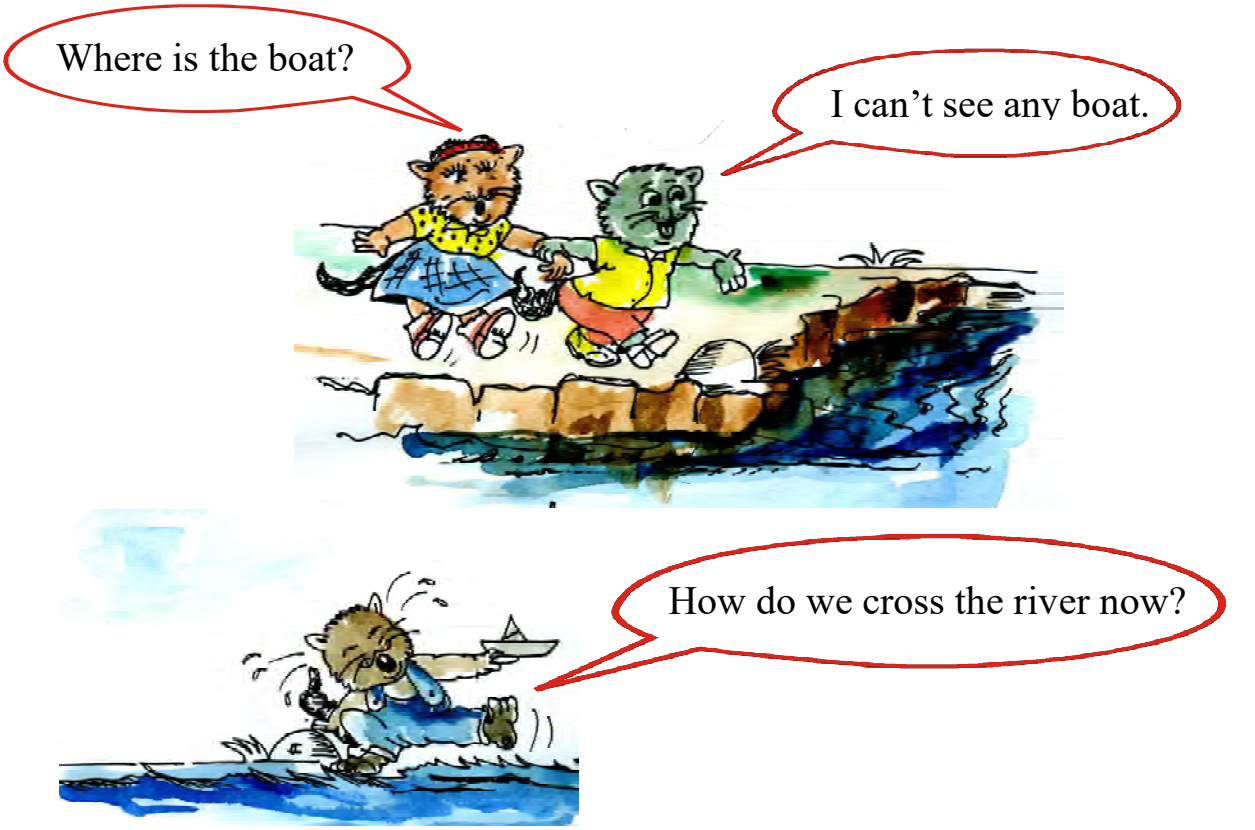
But suddenly it began to rain. Kitty said:



Then they started singing.



They came near a river. They wanted to cross the river.



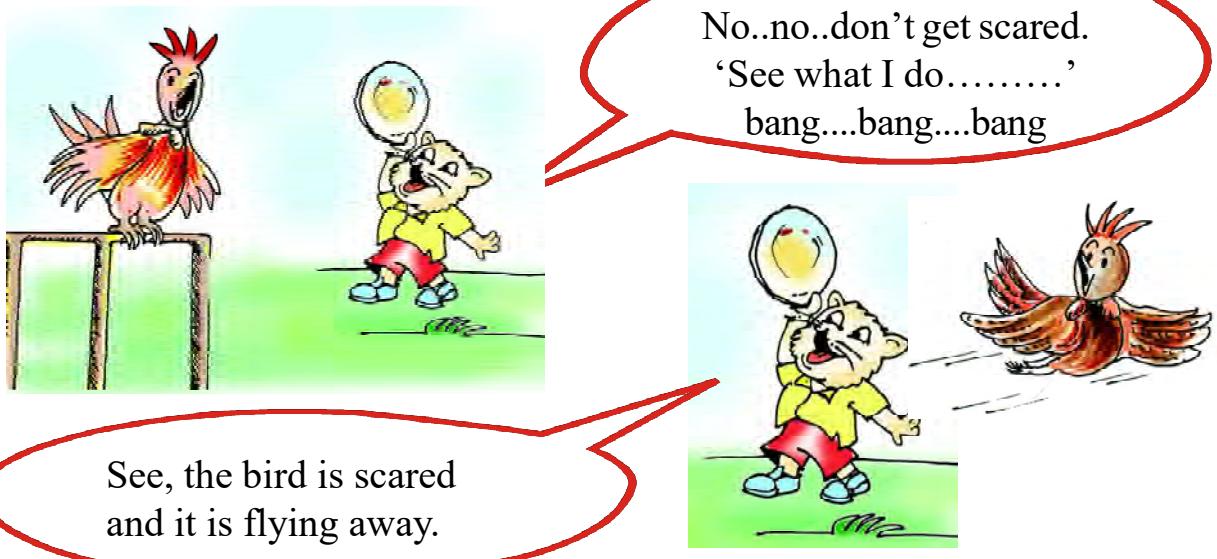
Billy, the shortest of the kittens said,

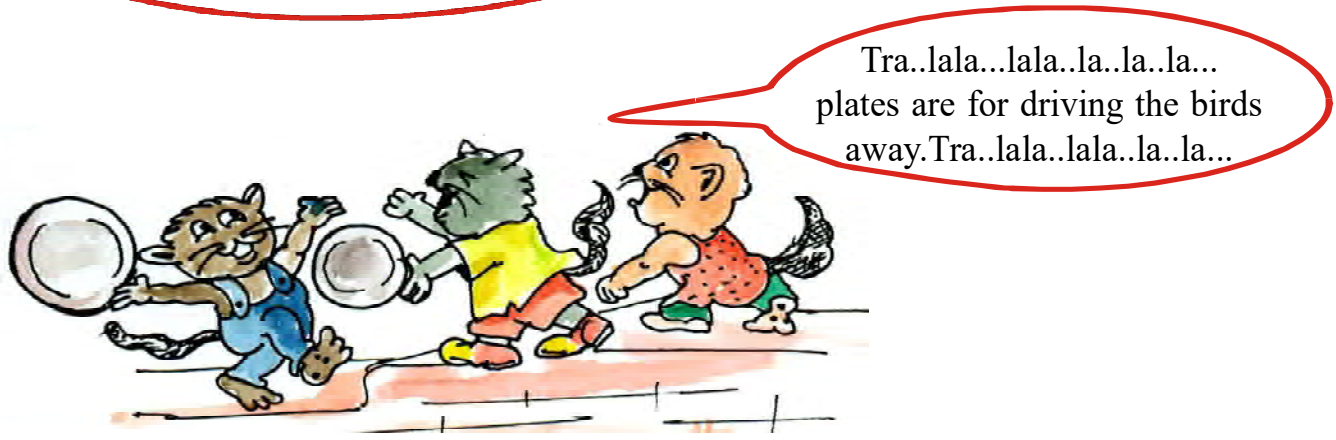


The kittens reached home. At the gate stood a puffed up bird.



Funny, the youngest of them said,





As they came to the door singing and dancing, their mother came out. She said:



Mother asked the kittens to wash themselves.




I think, it is *Kheer*.
I think, it is *Milk Bread*.
I'm sure, it is *Bread Butter*.
Yes! It smells like *Bread Butter*.
I want more.
Very tasty.
Very delicious.

When they finished their lunch, they were surprised to see the plates.



All of them started singing, "Tra ..lala…lala…la….plates are for keeping food."

Word Meanings

cross	to go from one side to another
scared of	to be afraid of
bang	to hit something to produce noise
delicious	very tasty
suddenly	without any notice

Reading Comprehension

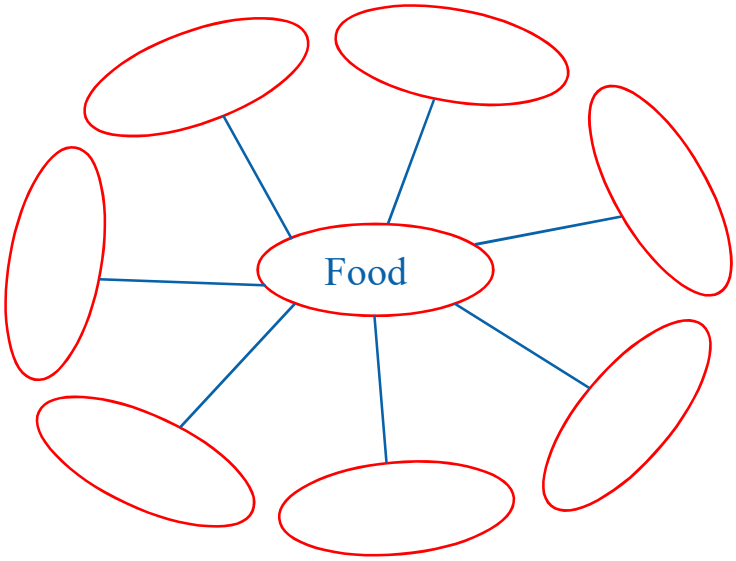
Answer the following questions:

1. How many kittens went to buy the plates?
2. The kittens had many ideas about the use of the plates. Make a list of these ideas.
3. What were the plates for? Why did mother ask them to buy the plates ?
4. What scared the kittens at the gate?
5. What scared the puffed-up bird ?
6. Choose the right answer. The kittens were

   (i) friends (ii) brothers & sisters (iii) servants working in a house

Vocabulary

1. Complete the puzzle with words related to food.



2. Frame new words by re-arranging the letters:

(Clues are given in brackets)

a. now – (Opposite of 'lost') ————Won ———.

b. ward – (Make a picture) ————————————.

c. dear – (What do you do with a book?) ————.

d. bleat – (a piece of furniture) ————————.

3. Arrange these words in alphabetic order:

scared, bang, sudden, cross, curry, tasty, delicious, hungry, smell

1. ———— 2. ———— 3. ————

4. ———— 5. ———— 6. ————

7. ———— 8. ———— 9. ————

Grammar

A. Complete the table:

	I	II	III
1.	catch	caught	caught
2.	teach	…….	…….
3.	…….	thought	…….
4.	…….	…….	brought
6.	buy	…….	…….
7.	…….	…….	fought

GUKFFG

B. What do you find similar in the II and III forms of these verbs?

Activity

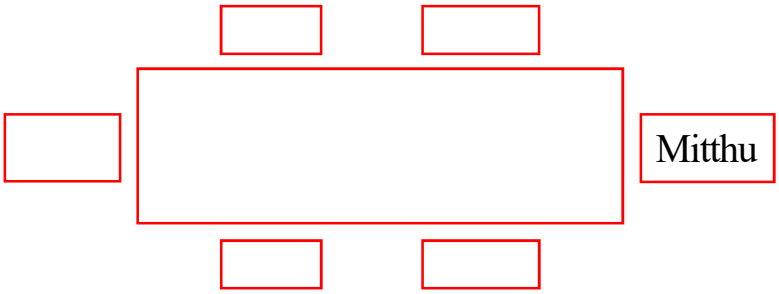
A. Listen carefully to your teacher and complete the tasks:

See Appendix 1 Lesson-7.

TASK–1 Complete the table:

S. No.	NAMES	BIRDS
1	Sweetie	
2	Quackie	
3	Chichi	
4	Kitti	
5	Raja	
6	Mitthu	

TASK–2 **Write the names of the birds in their places around the table:**



B. B. Group Discussion

'Use of plates'

1. Complete the discussion by using the words given below

(for playing, keep food, play with them, pots and bowls, plates, trays, tea cups)

Student A : Friends: what are the plates for?
Student B : I think plates are .....
Student C : Yes, I agree. They are for playing.
Student D : But we don't always ..... We usually use them for keeping food .
Student A : Certainly, we ..... on plates.
Student B : We also use them as lids.
Student C : That's right! We cover ..... to keep food and water safe.
Student A : Don't we sometimes use plates as .....
Student B : Yes, my mother always keeps ..... on a plate.
Student C : That's good. My mother sometimes uses ..... as rolling board.

2. Now continue the discussion using the hints given below

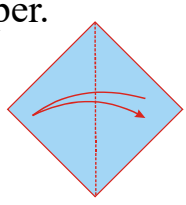
(Keeping off rain, for sailing, for banging to drive animals)

Project

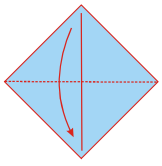
Make a pet 'Puppy'

Step-I **Head of the 'puppy'**

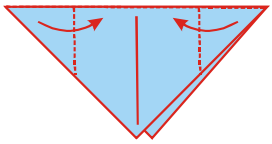
1. Take a square piece of paper.



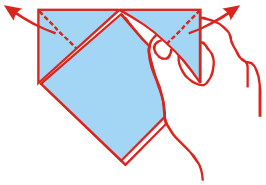
2. Fold corner to corner. Unfold paper flat.

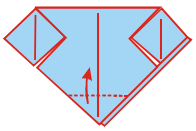


3. Fold top corner to bottom.



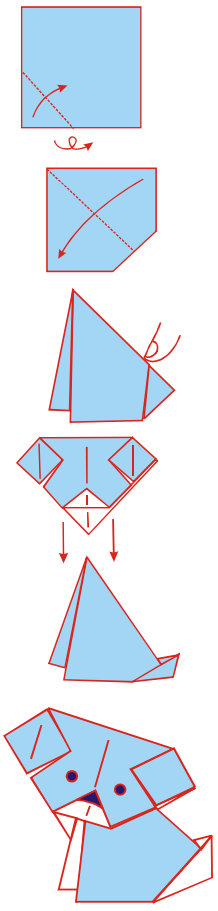
4. Fold both outside corners to the crease.





5. Push your finger inside one triangle and spread it apart. Press it flat into a square. Repeat on the other side.

Step-II Body of the 'puppy'

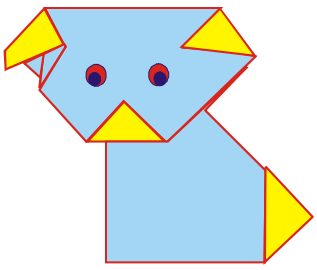


1. Take another piece of paper.
2. Fold up tip of one corner. Turn paper over to the other side.
3. Fold corner to corner.
4. Pull the corner away and crease the tail to stay in place.

Step-III ASSEMBLE

1. Place head on top of the body.
2. Your Pet Puppy is ready.
3. Tie a name tag to your puppy.

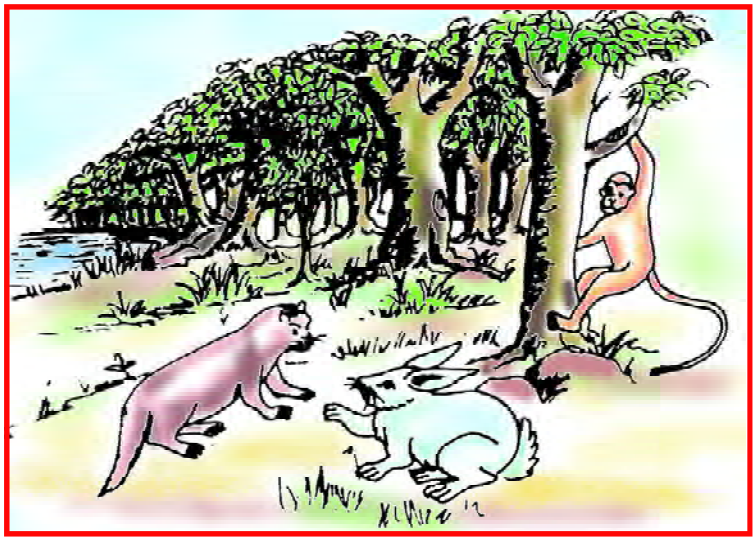
My Pet Puppy



GUUBH4

GV47IR

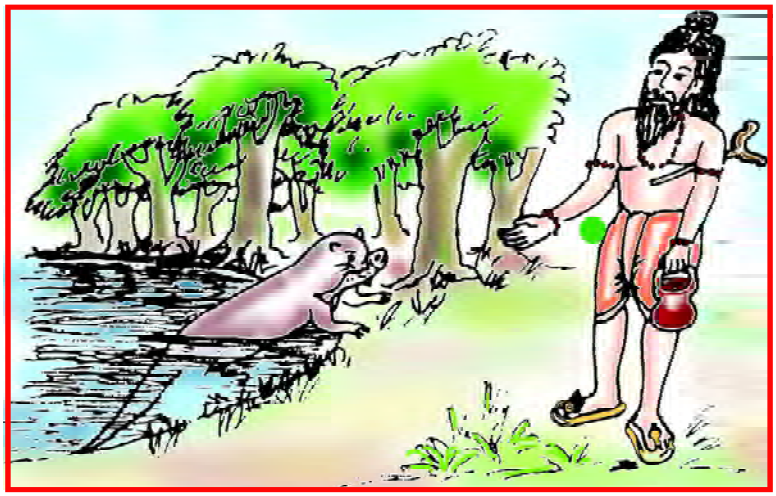
8. The Hare on the Moon



A hare lived in a forest. He had two friends—a monkey and an otter. They spent a lot of time together.

One day, a hermit came to the forest. He was very tired and hungry.

The otter was catching fish.
The hermit went to him.
“I’m hungry,”he said.



“I have a few fish,”
said the otter.
“Please, take them.”
“But I don’t eat fish,”
said the hermit.



“Have you anything else?”
“Sorry,” said the otter.”
“I have nothing else.”

The monkey was eating nuts.
The hermit went to him.
“I’m hungry,” said the hermit.
“Could you give me some food, please?”

“I have a few nuts,” said the monkey.

“Oh! but I want a lot of them,” said the hermit,

“I’m very hungry.”

“I’m sorry. I have only a few,” said the monkey.

“I’ll ask the hare then,” said the hermit.



The hare was eating grass.

The hermit went to him.

“I’m so hungry,” said the hermit.

“Please, could you give me some food?”

“I have a lot of grass,” said the hare.

“But I don’t eat grass!” said the

hermit with a smile.

“Have you anything else?”

“No, I’m sorry,” said the hare.

“I’m very hungry and I’m tired,” said the hermit.

“What shall I do now?”

The hare thought for a minute.

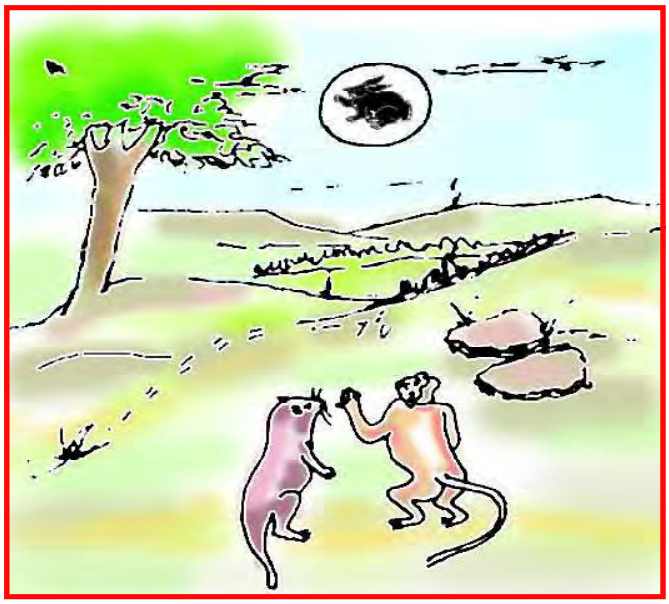
“Wait,” he said. “Please don’t go away.”

The hare brought some wood.

He struck two stones together and made a fire.

“You can eat me,” he said.

And jumped into the fire.



But the fire did not burn him !
He looked out, but the hermit was not there.
An angel stood in front of him.

He took the hare in his arms and flew up. He put him on the Moon.

Look up at the Moon.
You can still see the hare on it.

Word Meanings

nuts	dry fruits like ground nuts
hermit	a person who lives alone for religious purpose, *"Saadhu"*
otter	a river animal with brown fur that eats fish

Reading Comprehension

A. Answer the following questions:

1. Who were the hare's friends?
2. What was the otter doing?
3. What did the hermit say when the monkey offered to give him nuts?
4. How did the hare make the fire?
5. What did the hare do after lighting the fire?

6. Why was the angel pleased with the hare?

B. Write True or False in the brackets:

1. The hermit was not hungry. ( )
2. The monkey offered him nuts. ( )
3. The hare was a kind animal. ( )
4. The otter offered nothing to the hermit. ( )
5. The hermit enjoyed eating fish. ( )
6. The hermit ate the grass. ( )
7. The hermit was an angel. ( )

Vocabulary

Separate the animals given in the box according to the food they eat. Put them in the columns given below. You can add more animals:

cat, horse, dog, tiger, elephant, hare, deer, lion, wolf, cow, goat, camel

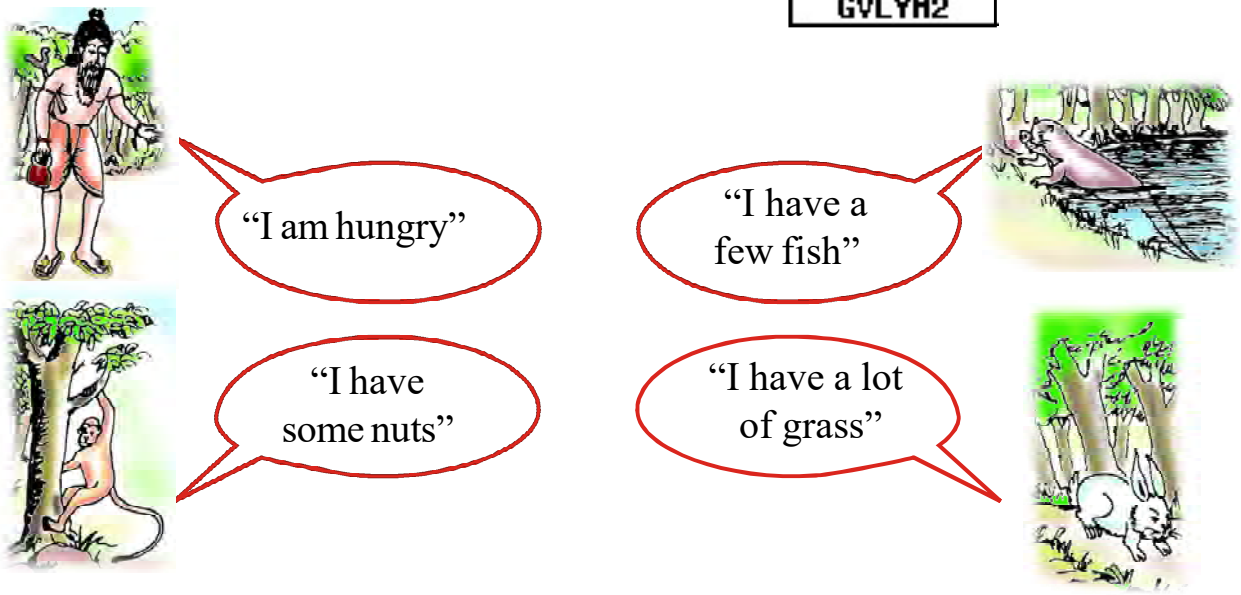
GVD3KE

Eats only Plants (Herbivores)	Eats only flesh (Carnivores)	Eats both flesh and plants (Omnivores)

Grammar

GVLYM2

Look at the pictures and statements carefully :



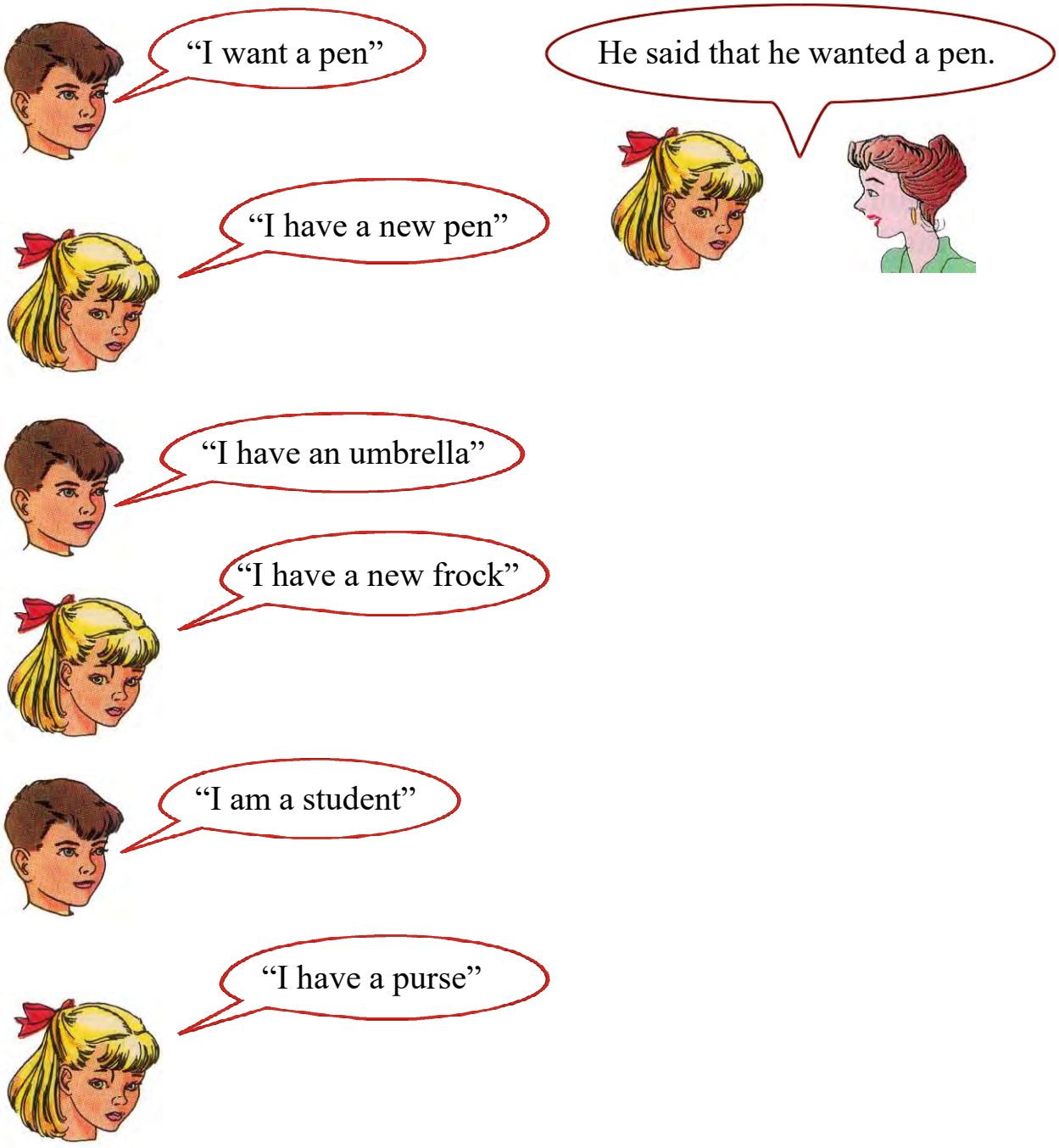
The sentences given in the balloons can be repeated as below:

1. The hermit said, "I am hungry".
   The hermit said **that** he **was** hungry.
2. The otter said, "I have a few fish".
   The otter said **that** he **had** a few fish.
3. The monkey said, "I have some nuts".
   The monkey said **that** he **had** some nuts.
4. The hare said, "I have some grass".
   The hare said **that** he **had** some grass.

As you see, we make the following changes when we repeat somebody's speech to someone else:

1. " " (i.e.inverted commas) are removed.
2. 'that' is used after the 'reporting verb' (said)
3. 'am'changes to **was** and 'have' to **'had'** because the reporting verb is in the past tense.
4. Verbs used in present tense will be reported in past tense.

We now follow Shalini at school and home. She hears Geeta and Mohan talking at school. She then reports their conversation to her mother. One example is done for you. Do the rest of the exercise.



Writing

A. Look at the message left by the mother for her child before leaving the house:

Going out for half an hour
Your breakfast is on the table.
Ma

With the help of this example write a message for your mother giving the following information:

You are going out to play and will return after an hour.
You have left the key on the table.

B. Put the punctuation marks: (“ ”/?/capital letters/./,)

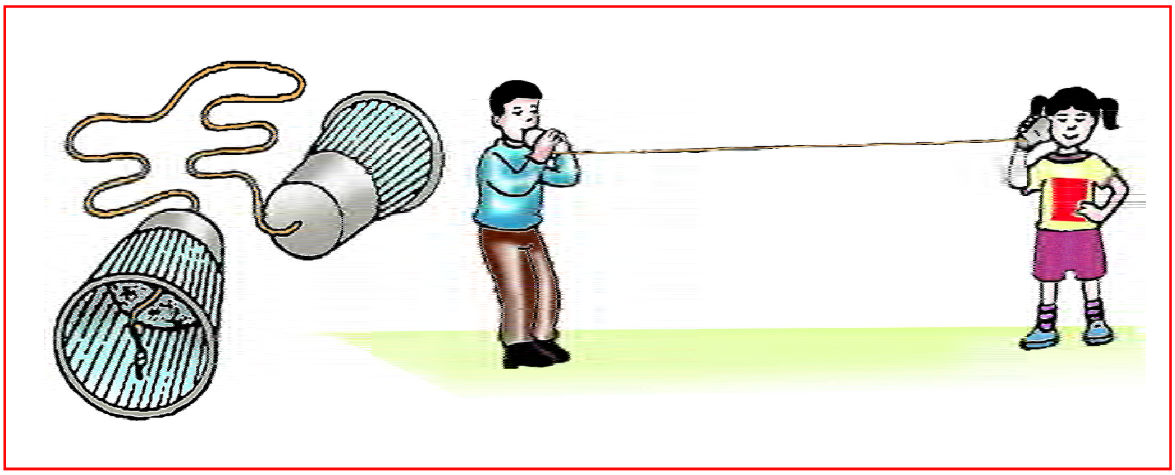
write your name the teacher said i lifted the pink chalk to the blackboard and stood there dont you know your name i did not answer what is your name ravi i said

Activity

A. Listen to your teacher and make a ‘SPEAKING STRING’

Things needed - a piece of string 5-10 metres, two plastic cups

See Appendix 1 Lesson-8



B_1. Here is a list of the things your mother gave you to check. Tell your mother **how much/how many** things are left at home. Examples are given.

rice pens oil butter biscuits salt candles pencils flowers apples matchboxes sugar	There is **a little** rice left. There are **a few** pens left.

B_2. Work in pairs:

Use the words given in the box in exercise **B_1** and ask your partner.

Example:	**A (Ask)**	**B (Reply)**
	Could I get some rice, please?	Yes, please. Sorry, you can't.

B_3. Read the telephonic conversation between Anu's mom and Rani.



Mom: Hello!
Anu: Hello! Can I speak to Rani?
Mom: May I know who I am speaking to?
Anu: It's Anu.
Mom: Oh! Anu! Rani has gone out.
Ok Aunti . I'll call later. Good day.
Mom: Good day Anu.

Anu calls again.

Complete the telephonic conversation between Anu and Rani and act it out.



Anu: Hello Rani? It's Anuradha
Rani:Hi!..... earlier.
Anu: Yes, mother ..... .
Rani: Where .....?
Anu: I ..... library.
Rani: Did you ..... on our project
Anu:.....
Rani:.....
Anu:.....
_____:----------
_____:----------

Project

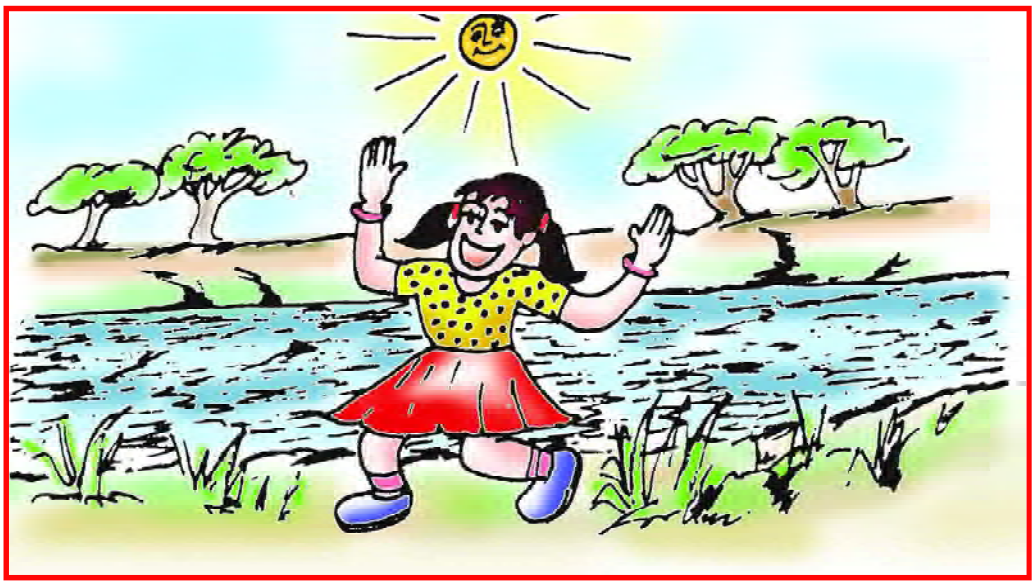
1. "The hare jumped into the fire. This was the right thing to do." Have a debate on this topic in your mother tongue.
2. Translate the talk between the hermit and the hare in to your mother tongue.

GVVUNP

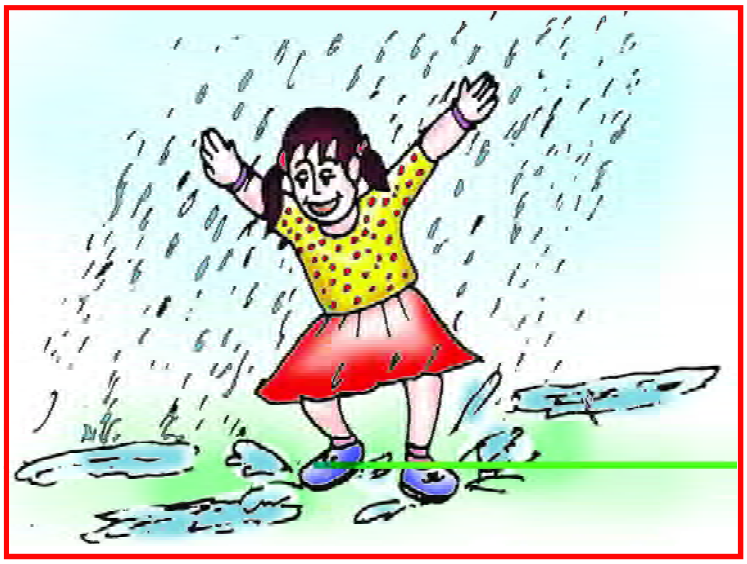
9. Running and Shouting

I'm running because
I'm wanting to run.
I'm not in a hurry,
I'm running for fun.
I'm crossing a field
And I'll run down the hill
And I'll run by the stream
That can never keep still.





And I'll run in the sun.
I'll run and I'll run
And I'll run and I'll run!
I'm shouting because
I'm wanting to shout.
It's a sort of noise
And there is no one about.



I'm crossing the field
And I'll shout down the hill
And I'll shout by the stream
That can never keep still.
I'll shout in the rain
And I'll shout in the sun.
I'll run as I shout
And I'll shout as I run.

Phyllis Flowerdew

Reading Comprehension

Answer the following questions:

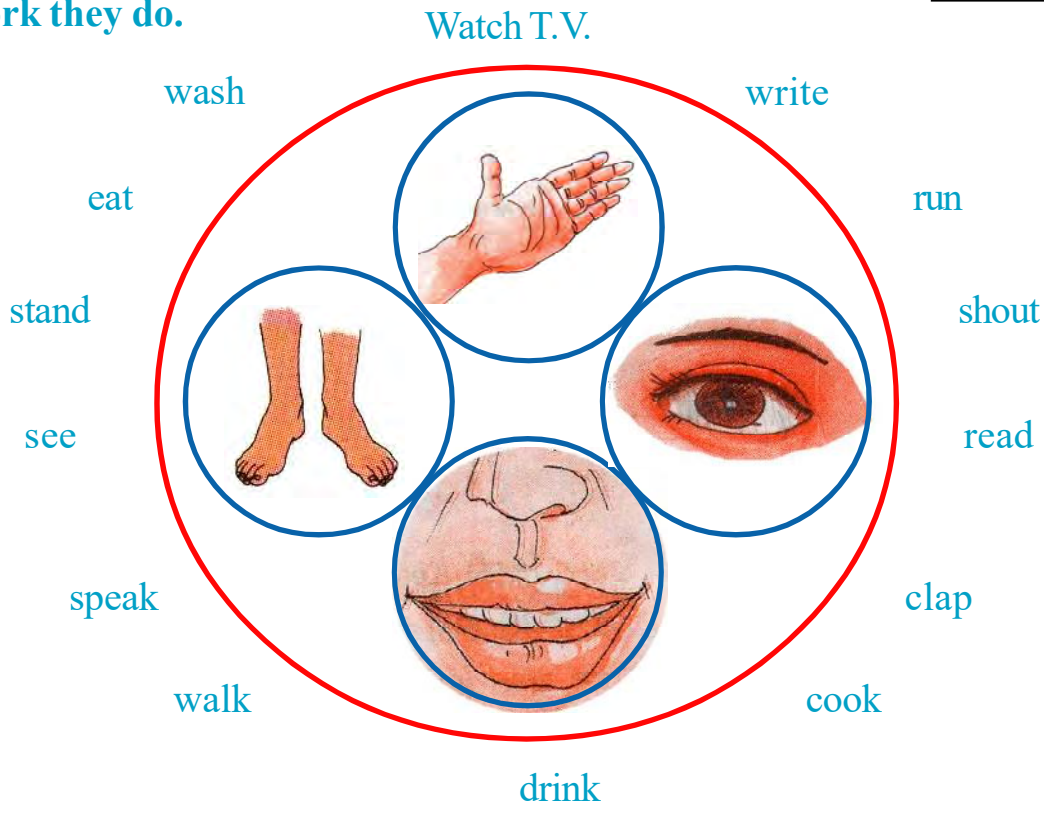
A.
1. Who do you think is 'I' in the poem?
2. Why does the child in the poem want to shout and run?
3. What is similar between the stream and the child who wants to run?
4. The child in the poem says, '....there's no one about'. Does this make the child happy or sad? Give reasons.

B. Make sentences using the table below:

The child is running and shouting	in down up near	the lane the field the hill the lake the stream the sun the rain the night	.

Vocabulary

Given are four pictures in the circle. There are some action words around it. Match the organs of the body (pictures) with the work they do.

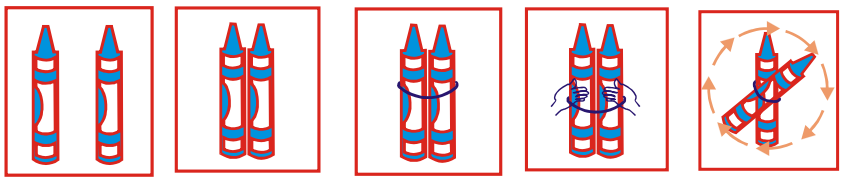


Activity

A. Listen and do

Things needed - two small pencils, a small rubber band.

See Appendix 1 Lesson - 9



B. Ask the students to think of at least one activity that they would like to do in their free time. Then ask one student at a time to mime it

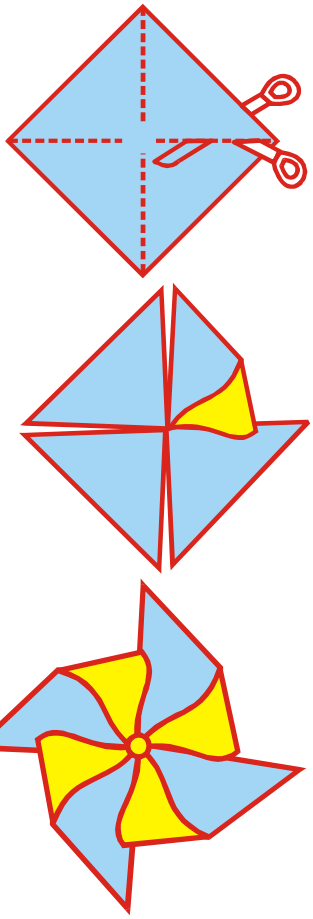
before the class. The rest of the class will guess the activity and say as given below.

'You want to .....'.

Project

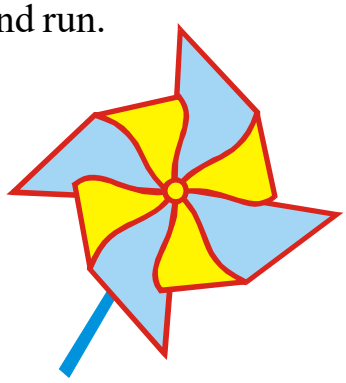
Lets make a "Simple Wind-mill".

Things needed - 1. A square piece of paper,
2. A bead (moti), 3. A pin, 4. A stick



1. Take a square piece of paper.
2. Draw lines from corner to corner of the square paper. Then cut from near the corners to the middle.
3. Mark each corner, as shown. Bend the marked point to the middle and push a pin through them at the middle.
4. Slip a bead on to the pin, then push the pin into a stick. What happens when you blow the windmill?

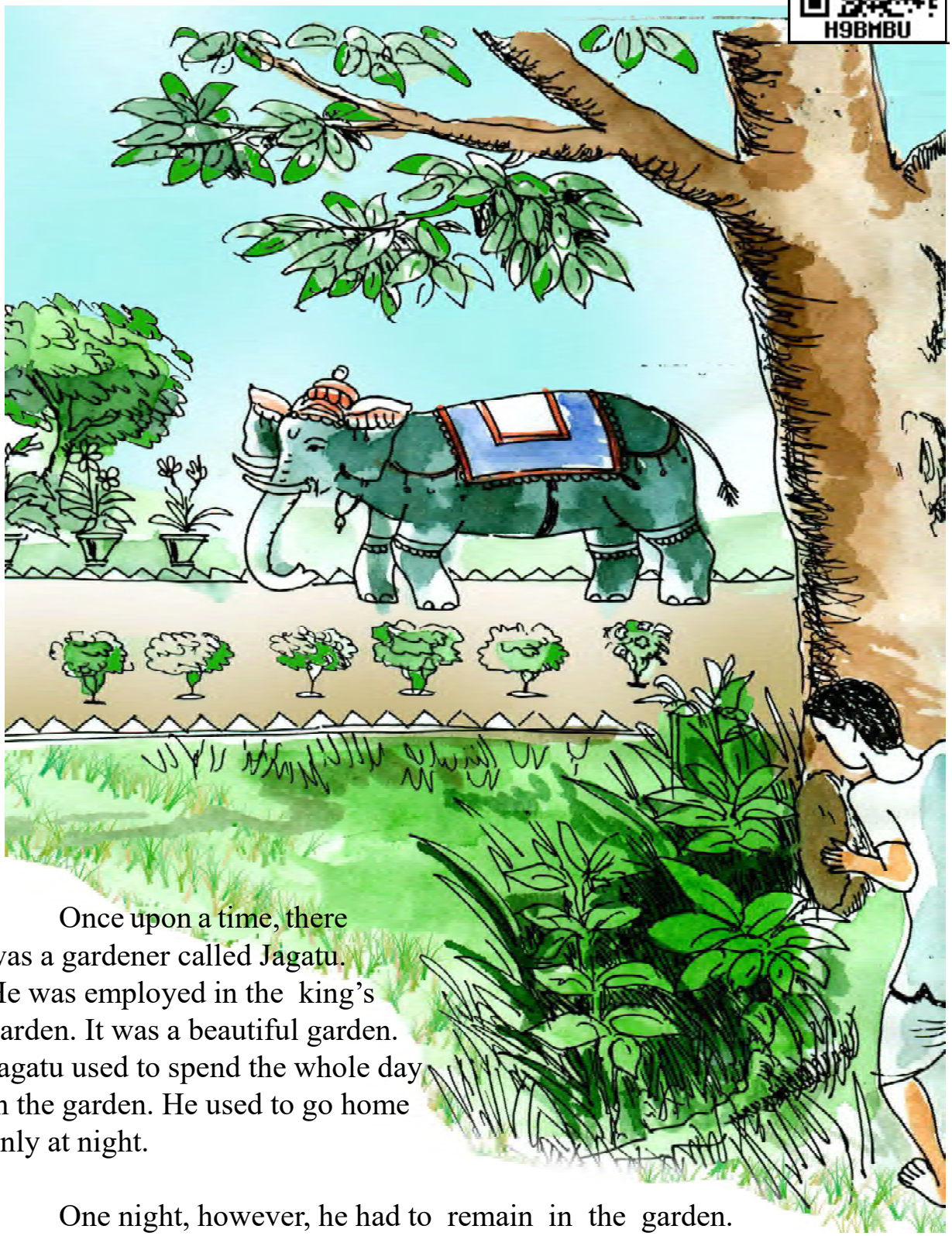
Hold the stick and run.



See how your wind-mill works.

GWXDVA

10. Jagatu the Gardener



Once upon a time, there was a gardener called Jagatu. He was employed in the king's garden. It was a beautiful garden. Jagatu used to spend the whole day in the garden. He used to go home only at night.

One night, however, he had to remain in the garden. Suddenly he heard a loud noise. Jagatu hid himself behind a big tree in great

fear. He saw a large elephant descending from the sky. It was roaming about in the garden. After a while, Jagatu left his hiding-place, and sat down on the edge of a tank. As he sat there he said to himself, "In my whole life, I have never seen such an enormous elephant. But I remember about a heavenly elephant, called 'Airavata'. No doubt, this is that elephant." He got up and began to walk quietly after the elephant. It ate various fruits and roots that grew in the garden. Jagatu caught its long tail, when it was about to ascend to the sky again.

When they arrived in heaven Jagatu let go the elephant's tail. Airavata departed for Indra's palace and Jagatu began to roam about in the heaven. Everything was of such a huge size that the sight filled him with amazement. He got some betel-leaves (pan-patta) and some betel-nuts (supari). Both the betel-leaves and the betel-nuts were very big.

Next night, Airavata went down to the garden with Jagatu hanging on to its tail. As soon as they got there, Jagatu let go the tail, and hurried back home. His wife was looking for him. As soon as she saw him coming, she ran to meet him and cried, "Where have you been?" Jagatu, without saying a word, brought out the big betel-leaves and betel nuts. At the sight of them his wife was filled with joy. "Where did you get these?", she exclaimed.

Jagatu, then, told his wife all about his adventures. He also told her not to tell it to anyone. But she told the whole story to a friend of hers and soon everybody in the village knew about it. The villagers asked Jagatu to take them also to heaven.

That night, when the elephant was about to depart, Jagatu quickly got behind him and caught his tail. Then, they all held one another in a queue. On their way, a friend of Jagatu's wife asked her,"How big was the betel-nut that your husband brought home?" His wife repeated the question to Jagatu. Jagatu said that he would answer that later, but she insisted.



Jagatu lost patience and spreading his hands, said “This big”. As he spread his arms to show the size of the nut, he lost his grip on the elephant’s tail. And in a moment they all came tumbling down.

Word Meanings

employee	a person who is paid to work
descend	to come down
roaming	walking aimlessly-here and there
enormous	huge
amazement	surprise
insist	to make a determined demand
ascend	to go up
depart	to leave

Reading Comprehension

A. Answer the following questions:

1. What did Jagatu see in the garden one night?
2. Why did Jagatu hide behind the tree?
3. What was the name of the elephant?
4. What did the elephant do in the garden?
5. Where did Jagatu spend the whole day?
6. What did Jagatu bring from heaven?
7. What did Jagatu's wife ask him?
8. What did the villagers do?
9. Why did they tumble down?

B. Say if the following statements are right or wrong:

1. Jagatu was not amazed to see the elephant.
2. He had seen such an elephant earlier.
3. Jagatu's wife asked him to bring more betel-leaves.
4. The villagers were eager to go to heaven.
5. Airavat was a heavenly animal.

Vocabulary

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

A	B
ascend	small
enormous	dropping
picking	unemployed
depart	descend
employed	arrive

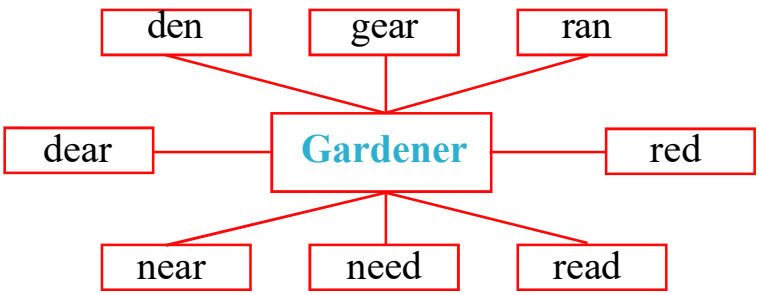
B. Choose the appropriate words from the box and fill in the blanks.

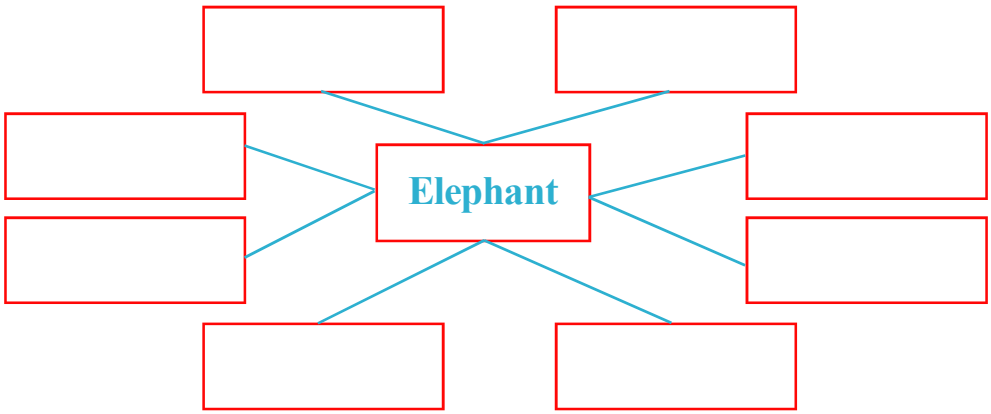
insist on, climb, enormous, employee

1. The new ---------- in our office works sincerely.
2. The African elephants are the most -------- elephants in the world.
3. Why do you ---------- me to complete this exercise today?
4. ---------- these steps and you will be on the top floor.

C. Make some meaningful words from 'Elephant' as has been done in the case of 'Gardener':

Example:





D. Pick out the words from the text and put them in the appropriate column below. Also add three more words in each column:

Words ending in '–er'	Words ending in '–r'
garden + er = gardener	manage + r = manager
----------	----------
----------	----------
----------	----------
----------	----------

Grammar

A. Read the following sentence carefully:

As soon as she saw him coming, she ran to meet him.

Now frame similar sentences with the help of the table given below

As soon as	the teacher	entered the class	,	the children	stood up wished her said, 'Good morning' became silent opened their books	.

B. Look at the pictures and complete the sentences:



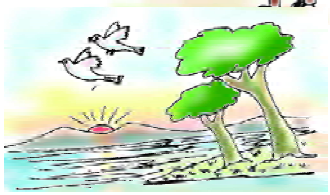
1. As soon as the thief saw the police,
   ----------.



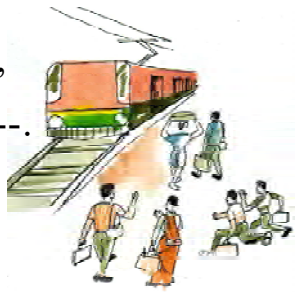
2. ---------- it started to rain,
   the players ----------.



3. ---------- the girl saw her father,
   ----------.



4. ---------- the sun rose,
   the birds ----------.



5. ---------- the coolies saw the train,
   ----------.

B. How often do you do the things given in the box? Put a ✓ in the appropriate column:

Things you do	always	sometimes	never
speak loudly			
come late			
help others			
do your home work			
eat sweets			
come in time			
brush your teeth before sleeping			

Writing

Arrange the following dialogues in a proper sequence. Write them in your note-books. The first one is done for you.

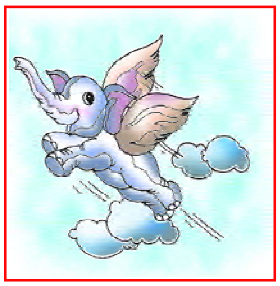
Crane	:	Why do you look sad ?	[1]
Children	:	Hey ! Look at the tortoise !	[ ]
Crane	:	We will take you along with us where there is water.	[ ]
Crane	:	We will hold the two ends of a stick in our mouth. You also hold the same stick in the middle.	[ ]
Tortoise	:	How ?	[ ]
Tortoise	:	That's a fine idea.	[ ]
Tortoise	:	There is no water in the pond.	[ ]
		The tortoise opened its mouth to speak and fell down.	[ ]

Activity

A. Listen to the sentences carefully and write the sentences number in the space provided in the picture:
See Appendix 1 Lesson - 10



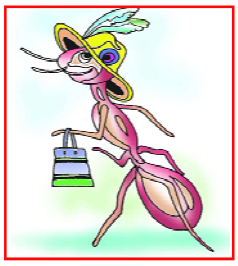
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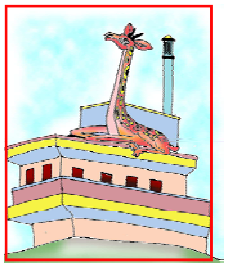


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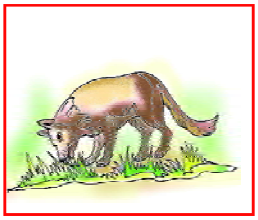
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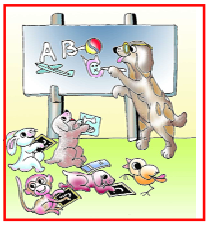






....





....

B. Reply to the following questions with 'Yes, of course', if you agree and 'No, thanks', if you disagree:

a. Do you want to go for a picnic?

b. Do you want to have tea with your old friend?

c. Do you want to have some biscuits?

d. Do you want to go to cinema with your friends?

Project

Make a list of things that you see flying in the sky.

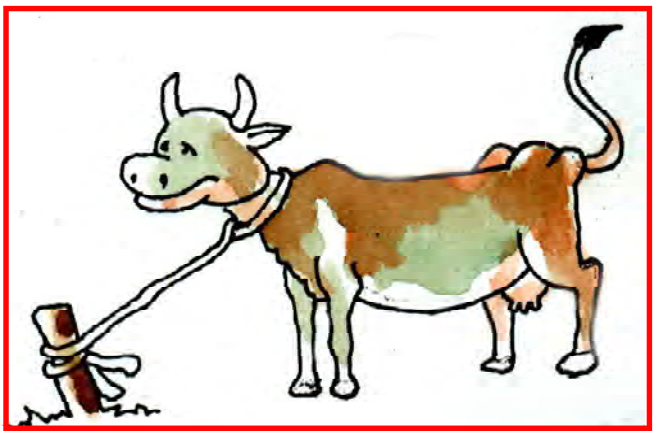
HA4AGS

	Day		Night		Both day and night	
	Living	Non-living	Living	Non-living	Living	Non-living
1.						
2.						
3.						
4.						

11. Left in Charge

Maa and Bapu had put on their new clothes. They were going to town to sell the vegetables grown in their small field. Bhola was very happy. He was not going with his parents. He was left in charge to take care of Dadima (80 years old), a calf, a kid, a rabbit, ducks, a hen with chicks and the small vegetable field.





His mother warned him. “Don’t forget to feed the cattle and the birds. Keep an eye on the rabbit. It is playing there on the green grass in the vegetable field.”

His father advised him, “Take care of Dadima, keep her room warm with charcoal and give her warm milk. Give her medicine on time.”

Bhola promised nodding his head. He reminded them to bring some sweets, colour pencils and a drawing book.

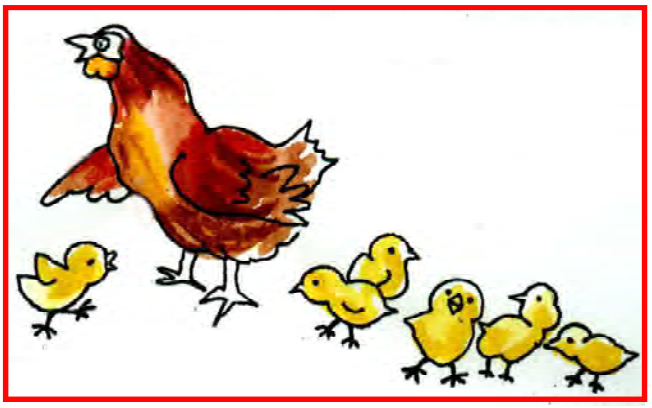


Their bullock cart was going through the narrow street of the village. The waving hands of parents were still visible. Bhola helped Dadima to lie down on the cot lying in a corner of the courtyard. He went to the backyard to bring some coal for the *‘angithi’* to keep Dadima

warm, as she was feeling very cold. He saw the calf making sound ‘Mo - oo - oo’. “Oh! you want some grass!” Bhola kept down his bag, picked up a bundle of grass and ran to the calf.

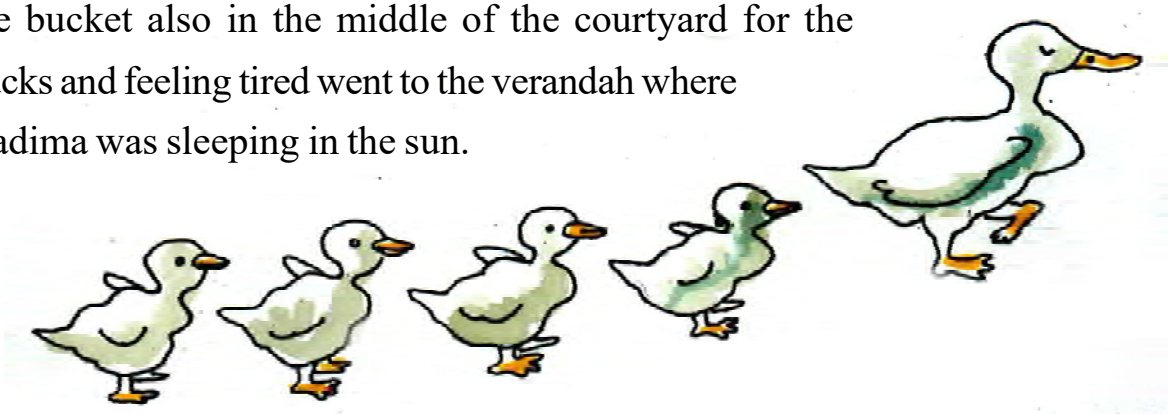
In the corner of the courtyard, he saw the kid jumping and crying “Mein ... Wha-a-at about Me-ee-ee?”





He kept down his bundle of grass and ran outside the house to get some fresh green leaves for the kid. Only then he saw the rabbit in the vegetable field. He forgot to collect leaves for the kid and rushed towards the rabbit. With a stick, he pushed the rabbit back to its place. Coming back to the house, he found the hen with its chicks making noise - ‘Kut - Kut Kuttakakoon’.

He jumped to get some corn in the basket for them. There in the courtyard an army of duck and ducklings was marching, making noise ‘Quack-Quack .....’ Bhola kept his basket of corn on the floor. He ran to get some water from the well behind the house and came back with a bucket full of water. He kept the bucket also in the middle of the courtyard for the ducks and feeling tired went to the verandah where Dadima was sleeping in the sun.



He rolled down on the floor and went to sleep. A loud barking woke up Dadima. She cried, 'Oh, My God!' 'What have you done, Bhola?' Bhola sprang on his feet, blinking his eyes. He could see the ducks flapping their wings. They had rolled down the corn on the courtyard floor.

The hen and her chicks were feeding themselves. Outside the house, the goat was chewing some green leaves of vegetable on the vegetable patch. The rabbit was trying to go towards the well; the calf was running and jumping here and there with some grass in its mouth.

Suddenly, he heard the jingling bells of the bullock cart coming near the house. He ran to it and jumped into the bullock cart. Clinging to his mother's lap, he murmured, 'Oh! What a lot there was to do in the house, Maa!'

They all went inside the house with the things. The parents noticed that no one was complaining or making noise - not even the hen and chicks, ducks and ducklings, the kid and the calf. Dadima was sleeping in her cot. Bapu patted Bhola's shoulder, "So, our little one.... 'left in charge', how was the day?"

They all smiled slowly. Bhola was happy to see the things that Maa and Bapu had brought for him.

Word Meanings

warn	to tell of something bad that may happen
audible	sound which can be heard
visible	anything which can be seen from a distance
cattle	animals like cows, bulls or goats kept on a farm
charcoal	coal (fuel)
wave	movement of hand to say good bye
nod	bend one's head to say yes

vegetable patch	a piece of the ground on which some vegetable is grown
corn	seeds of grain like wheat, barley
spring (v)	jump
blink	shut and open eyes quickly
jingle	sounds made by small bells
cling	hold tightly to feel safe
murmur	speaking softly
complain	say something against some one
march	walking in a line or row

Reading Comprehension

A. Answer the following questions:

1. Bhola was not going to town with his parents but he was very happy. Why?
2. Bhola was left behind at home to do a lot of work. Make a list of the things he had to do.
3. Write the things Bhola asked his parents to bring from the town market.
4. Why did Bhola's parents smile at the end?

B. Write true / false against each of the statements:

1. Bhola did his work well. ( )
2. His parents were angry with him. ( )
3. The animals and birds did not complain about any thing. ( )
4. The ducks fed themselves. ( )
5. The kid did not get water. ( )
6. The rabbit was in the well. ( )
7. The calf did not eat the vegetable patch. ( )

C. Rearrange the following sentences in the order in which they occur in the lesson.

- He gave a bundle of grass to the calf.
- The ducks had rolled down the corn on the countyard floor.
- Maa and Bapu went to town.
- Bhola used burning coal to keep grandmother warm.
- His parents came back.

Vocabulary

A_1. Pick out the words from the text related to the word given in the circle:

	Words	Sentences
1. Eat	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
2. Say	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
3. Move	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

A_2. Make five sentences using any five words.

B. Pick out the words from the text that describe the following:

sound	_____	_____	_____
hand	_____	_____	_____
bells	_____	_____	_____
dog	_____	_____	_____

Grammar

A. Look at the following sentence from the text and see how it has been reported:

His father advised him, "Take care of Dadima."

This can be reported as below:

His father advised him to take care of Dadima.

Note: As you can see, we follow the following rules to change sentence expressing advice, request, order etc.

1. Change the reporting VERB to advise, request, order etc.
2. Write 'to' before the reported VERB.

Change the following sentences into Indirect speech:

Rewrite the instructions. (The first one is done for you)

Mrs. Khan has given some instructions to her son Zafar.

1. a. "Come back home in time."
   b. Mrs. Khan advised Zafar to come back home in time.
2. a. "Use the washing machine once a week."
   b. _____.
3. a. "Use the kitchen for making breakfast only."
   b. _____.
4. a. "Seek permission to go home."
   b. _____.
5. a. "Do the home work daily."
   b. _____.
6. a. "Do the exercise daily."
   b. _____.
7. a. "Take medicine daily at night."
   b. _____.

B. Pick out sentences from the box and write them under the suitable pictures:

Turn left.

Cross the road at the zebra crossing.

Don't pluck flowers.

Save water.

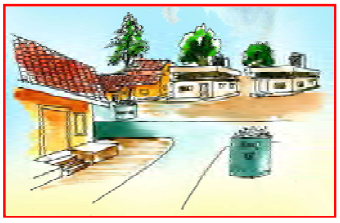
Don't cut the trees.

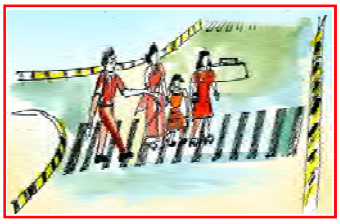
Don't make noise.

Keep your city clean.

Stop here.

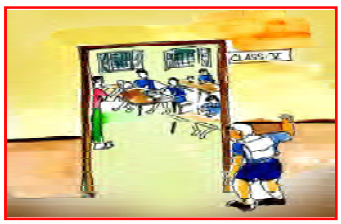
Come in time.



















Writing

Given in the chart are the activities done by the members of John's family last Sunday. Write three paragraphs describing what each member of the family did last Sunday. You could begin as follows:

Example: Last Sunday Mr. John woke up at 7am.
He cleaned the house at 8 am.

Time	Mr. John	Mrs. John	Lily
6 am	----------	Get up	----------
7 am	Get up	Prepare breakfast	Get up
8 am	Clean the house	----------	Take exercise
9 am	Take breakfast	Wash clothes	Take bath
10 am	Read news paper	Read news paper	Take breakfast
2 pm	Take lunch	Prepare meal	Take lunch
4 pm	----------	Watch TV	----------
7 pm	Watch TV	----------	----------
9 pm	Have dinner	Have dinner	Watch TV
10 pm	Go to bed	----------	Do home work
11 pm	----------	Go to bed	Go to bed

Note: While paragraph writing:

1. Arrange the events in sequence.
2. Write the sentences in proper order.
3. Write a single theme in a single paragraph.

Activity

A. Listen to your teacher and draw in the space provided.

See Appendix 1 Lesson-11

B. Read the sentences given below and ask your partner. Example is given:

What would you say in following situations?

1. You want the door opened

   Would you open the door, please?
2. You want the chair arranged.
3. You want the field ploughed.
4. You want the plants watered.
5. You want the room cleaned.
6. You want the courtyard decorated with Rangoli.

Project

HB5TND

Think of three things that you like to do when your parents are away. You could begin as below.

I would like to ----------

12. Who has Seen the Wind?



Who has seen the wind?
Neither I nor you,
But when the leaves hang trembling,
The wind is passing through.
Who has seen the wind?
Neither you nor I,
But when the trees bow down their heads,
The wind is passing by.

Christina Rossetti

Word Meanings

wind	air in motion
tremble	shake from fear or cold
bow down	bend

Reading Comprehension

Answer the following questions:

1. a. Has anyone seen the wind?
   b. Pick out the line from the poem which answers this question.
2. What do leaves do when the wind is passing through?
3. How do you know the wind is passing by?
4. Which seems to be stronger the wind or the tree? Give reasons for your answer.

Activity

A. Listen to your teacher carefully. You will hear four words. One of them doesn't rhyme with the other three. Tick the number of the odd words on the answer sheet.

See Appendix-1 Lesson 12

Answer sheet

I.	1.	2.	3.	4.
II.	1.	2.	3.	4.
III.	1.	2.	3.	4.
IV.	1.	2.	3.	4.
V.	1.	2.	3.	4.
VI.	1.	2.	3.	4.
VII.	1.	2.	3.	4.
VIII.	1.	2.	3.	4.

B. Say about things that you have not seen but you know they are there.

Project

1. Take some grass and a few flowers.
2. Put them between the pages of newspaper carefully and put it under some heavy object.
3. After 15 days - take out the grass and flowers from the news paper.
4. Take a rectangular sheet.
5. Fold it half to make a card.
6. Paste the grass and flowers on the front part of the card.
7. Decorate your card as you wish.
8. See! your greeting card is ready.



HC7CUY

HCG8WL

13. Gopal Bhand and Mahagyani

Raja Krishna Chandra ruled over a part of Bengal about two hundred years ago. His court jester was Gopal Bhand. Though Gopal Bhand had not studied books, he was a very wise man.

Once, a very learned man, Mahagyani Pandit came to the court. He spoke all the Indian languages fluently and perfectly. He had good knowledge of philosophy and religion.



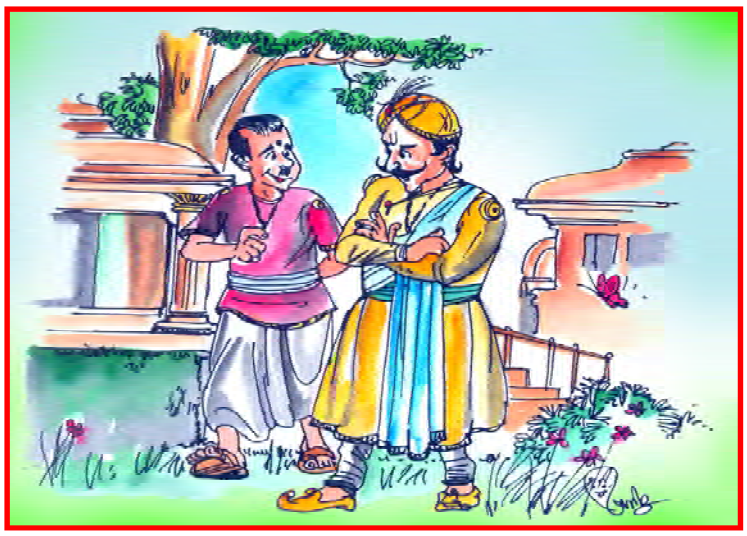
He answered all the questions very wisely. People were amazed to talk to him but no one could identify his mother tongue.

Whenever they asked him, he smiled arrogantly. He said, "A truly wise man will easily know my mother tongue."

Raja Krishna Chandra was very upset. So he announced a reward for anyone who could tell the Pandit's mother tongue.

All the scholars listened to Mahagyani attentively. But no one could identify his mother tongue."Shame on you", said the king angrily. All the scholars were silent. Gopal Bhand stood up hesitantly. He said, "Your Highness, give me a chance." "How could you tell?", asked the king. "Your Highness! I won't talk. He will tell you himself", answered Gopal Bhand.

The next morning the king was walking in his garden. Gopal Bhand ran up



to him quickly and said, "I have told Mahagyani Pandit that you are going to honour him with a garland of roses." "What!", said the king surprisingly.

The next moment the king saw Mahagyani Pandit walking in expectantly. He was in silk clothes.

Gopal Bhand hid himself behind the hedge. As soon as the Pandit came near the hedge, he put his leg out and tripped the Pandit. The Mahagyani pandit fell down on the freshly watered ground. He sat up and shouted at Gopal Bhand in his mother tongue.



Gopal Bhand said, "Your Highness, now you know, what the Pandit's mother tongue is!"

Mahagyani Pandit got up and said to Gopal Bhand, "You wise man, you have trapped me intelligently," and he went away.

Word Meanings

jester	a man paid by kings for making people laugh
fluent	speaking a language well
philosophy	the study of nature and reality

identify	to know
scholar	one who knows much about a subject
expectant	hopeful
hedge	a row of plants growing close together
trip	make somone fall
trick	a quick and clever way to do something
attentive	careful
hesitant	uncertain
arrogant	proud

Reading Comprehension

A. Read the statements and say whether they are true or false:

a. Gopal Bhand knew many languages. ( )
b. Mahagyani was a proud man. ( )
c. The King had many scholars in his court. ( )
d. The Pandit had good knowledge of dance and music. ( )
e. Raja Krishna Chandra ruled over Bengal. ( )

B. Answer the questions:

a. Who was Gopal Bhand ?
b. Why did the Raja announce a reward ?
c. Why did Gopal Bhand hide himself behind the hedge ?
d. Why was the king angry ?
e. Why did the Pandit curse Gopal Bhand ?
f. Which language did the Pandit curse Gopal Bhand in?

C. Riddles

1. He was a ruler.
   He ruled over a part of Bengal.
   Who was he?

2. He was a court jester.
   He had not studied books but he was a wise man.
   Who was he?
3. He spoke all the Indian languages fluently.
   He had good knowledge of philosophy and religion.
   Who was he?

Vocabulary

HNUHD6

A. Fill in the blanks with correct word. Choose the words from the list given below:

alert, fluently, scholar, jester, identified, tripped

a. Gopal Bhand was a ..... in the court of the king Raja Krishna Chandra.
b. Everyone speaks one's mother tongue..... .
c. Dr. S. Radhakrishna was a great..... .
d. Travellers should be ..... about their luggage while travelling.
e. The police.....the thief by his clothes.

B. Find the words:

a. My first letter is in **tap** and **set**
   My second letter is in **read** and not in **lead**
   My third letter is in **sit** and in **him**
   My fourth letter is both in **pot** and **pan**
   Who am I.....

b. My first letter is in **hat** and **hen**
   My second letter is 'I'
   My third letter is in **dog** and **din**
   I am Mr.....

C. Give rhyming words for:

hid	scream	trap	edge
did	.....	.....	.....
kid	.....	.....	.....
lid	.....	.....	.....

Grammar

A. Fill in the blanks using 'ly' forms of the words in bold:

Example: Lalita was **cheerful.** She talked **cheerfully**.

a. The lamp was **bright** . It was shining..... .

b. The snail is **slow**. It moves ..... .

c. The boy was **foolish**. He answered..... .

d. The sum was **easy**. They solved it..... .

e. The girl is **smart**. She talks..... .

B. Mrs. Rai is a teacher of English. She has made some notes about her students. They are given below.

Seema	-	write	-	perfect
Sita	-	speak	-	fluent
Ashu	-	read	-	nice
Savy	-	spell	-	correct
Rita	-	write	-	careful
Salma	-	listen	-	attentive

Use these to say how well each student is doing:

Example: Seema writes perfectly.

Writing

A. Read the passage carefully:

Lions are members of the cat family. They live in Africa and India. The lion is a big cat. It is about 3 meters long and weighs more than 200 kilograms. It is yellow in colour.

The lion can swim in water and climb up trees. It eats only meat. It hunts animals like the zebra. It kills animals by using its claws and teeth. The lion lives for about fifteen years.

Using the clues given below write the description of a TIGER.

Clues:

..... cat family ..... India ..... big cat ..... 3 meters ..... 200 kilograms ..... yellow ..... Both male and female have black stripes. ..... and jump very well. ..... powerful claws .....lives 15 years.

B. Write five sentences about one of your classmates. Use the information given in the table. The first one is done for you:

Example: Raju always gets up early.

gets up early	always
reads books	often
tells lies	never
paints picture	sometimes
Watches T.V.	always
plays football	usually
makes mischief	never

Activity

A. Listen and write. (Take dictation.)

_____

_____

_____

_____

_____

_____

B. My Grandmother's purse

Have you ever played a trick on anyone? Which of these things can you put in your friend's pocket to play a trick on her?
Speak out complete sentences.
Example : I put a dead cockroach in my friend's pocket.

a dead cockroach

a bunch of pen without refills

a pouch of pebbles instead of betel-nuts

a rotten tomato

a match box full of ants

a lizard that leaps on a spring

a gum stick into her lipstick cap

Project

Collect a funny story from a news paper or magazine and write/paste it on the chart paper for your class.

HPD9GG

14. Puppy and I

I met a man as I went walking;
We got talking,
Man and I.
"Where are you going to, Man?" I said.
(I said to the Man as he went by)
"Down to the village, to get some bread
Will you come with me?" "No, not I?"



I met a horse as I went walking;
We got talking,
Horse and I.
"Where are you going to, Horse, today?"
(I said to the Horse as he went by)
"Down to the village to get some hay.
Will you come with me?" "No, not I."



I met a woman as I went walking;
We got talking,
Woman and I.
"Where are you going to Woman, so early?"
(I said to the Woman as she went by)
"Down to the village to get some barley.
Will you come with me?" "No, not I."



I met some Rabbits as I went walking;
We got talking,
Rabbits and I.
"Where are you going in your brown fur coats?"
(I said to the Rabbits as they went by)



"Down to the village to get some oats.

"Will you come with us?" " No, not I".

I met a Puppy as I went walking;

We got talking,

Puppy and I.

"Where are you going this nice fine day?"

(I said to the Puppy as he went by)

"Up in the hills to roll and play".

"I'll come with you Puppy", said I.



A.A.Milne

Word Meanings

hay	dry grass
barley	a kind of food grain like *jau*.
oats	a kind of food grain like *jai*.

Reading Comprehension

Answer the following questions:

1. Who does 'I' stand for in the title?
2. Why does the child talk to everyone he meets on his way?
3. Why does the child agree to go with the puppy?
4. Why does the child always say "No, not I"?
5. List the names of all those who said, "Will you come with me/us?".
6. What is the question that the child asks every one he meets?
7. Write the answer he gets to his questions.
8. Write the opening line of each stanza.

9. **Complete the following sentences with the words from the poem:**

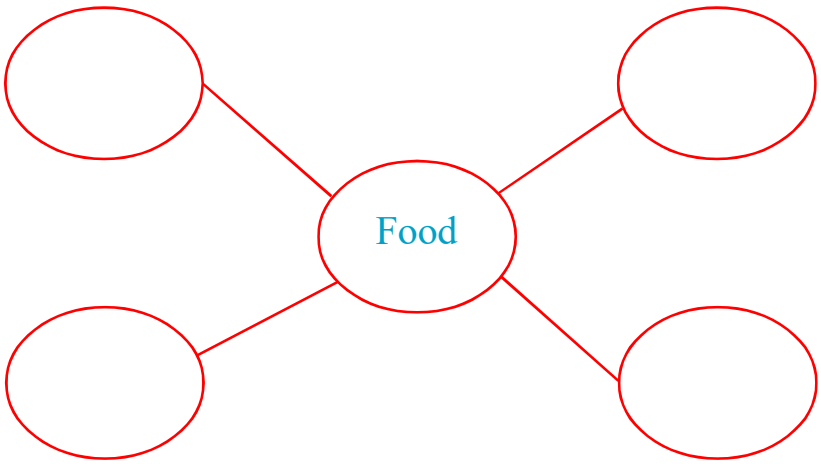
A. (a) The man was going to get _____

(b) The horse was going to get _____

(c) The woman was going to get _____

(d) The rabbits were going to get _____

B. Pick out the words from the poem related to food and put them in the web chart given below.



Vocabulary

A. Choose the correct word from the given pairs and complete the rhymes:

pearls - curls	flowers - towers
beat - treat	cheese - these
choice - noise	

HPH1JR

1. The little girls
had teeth like _____.
2. The clouds bring showers
to the thirsty _____.

3. They moved their feet
   to the drum's loud _____.
4. He says he agrees
   with those but not _____.
5. The most naughty boys
   make a lot of _____.

B. Match phrases in column A with the rhyming words in column B.

A	B
big red house	new red tie
brown fur coats	white tiny mouse
golden day light	new green notes
dark cloudy sky	little bright kite



Grammar

As you know some objects can be counted and some not. We can count 'trees' and 'chairs' but we can not count 'milk' and 'sand'. Pick out countable and uncountable nouns from the poem and write them in the correct column:

Countable nouns	Uncountable nouns

Activity

A. Listen to the poem and repeat after your teacher.

See Appendix-1 Lesson-14

(i) Listen to the poem and list out the names of the animals.

(i) .....

(ii) .....

(iii) .....

(ii) Listen and complete the table and write who did what?

Names	Action
1.	.....
2.	laughed
3. fish	.....
4.	.....

B. Work in pairs. Make similar dialogues using words from the box and practise them with your partner as given in the example:

Example: Would you like to have some tea?

Yes, please.

Or

No, thank you.

tea	*Kheer*
ice cream	*Jalebi*
cold drink	*Samosa*
milk	*Poha*
biscuits	*Lassi*

B. Role Play

Work in a group of 4 students.

Complete the dialogues. Then play the roles in your group.

Raj : Where are you going, uncle?

Uncle : I am going to the market to buy some fruits. Will you come with me?

Raj	:	No, not I. Where are you going, Grandmother?
Grandmother	:	..... Will you come with me?
Raj	:	No, not I where are you going, Dinesh, my friend?
Dinesh	:	..... Will you come with me?
Raj	:	Yes, I will come with you.

Project

1. **Invite your friend on your Birthday Party. Make an invitation card for him/her.**
2. **Translate the stanza in the poem you like most into your own language.**

HQESN2

15. A Nickel's Worth of Fun

HQNNPP

"I found a nickel!", Jerry cried.

" So what ?" his friend Bruce asked.

"Now I can buy a birthday present for my little sister, Sally," Jerry replied.



"A nickel isn't worth much.You can't buy anything for a nickel," Bruce said.

"Yes, I can ," Jerry answered.

"What ?", Bruce asked.

Jerry drew a deep breath. Finally he said,"I am going shopping with Sally and my mother this afternoon. I'm sure we will find a really special gift." Bruce just laughed.

After lunch, Jerry, Sally, and their mother went shopping. They visited a toy store and a dime store. Jerry searched in each store. He couldn't buy anything for Sally because everything cost more than a nickel. "What can I buy for a nickel?", Jerry finally asked his mother.



"A few pieces of gum," Mother replied.

"But I don't think that would be good for Sally. Why not give her a picture that you drew instead?"

"I will do that too. I still want to get a gift Sally will always remember," Jerry decided. "So I'll keep searching ."

Then, the three of them went shopping at a food store. Jerry searched for a present, then he stopped in front of a sign.

Jerry looked at the white, wheat and honey bread. "Even marked down, they cost too much", he decided.

Then Jerry saw a crushed loaf. "I can buy that !" he decided.

"But what will Sally do with it?" Mother asked.

"If we can stop at the lake on the way home , I'll show you," Jerry replied.

Soon Jerry, Sally, and mother were standing by the lake. A few ducks came swimming by. Jerry gave his little sister the loaf of crushed bread.

"For me?", Sally asked. She could not remember ever before having so much bread to feed the ducks.

"All for you," Jerry said, "Happy birthday."

Sally took some bread and broke it into little bits. She began to throw them into the water. This soon drew a crowd of ducks around them.

" You don't have to crowd," Sally said smiling, "because this time I have enough for everybody."



A few birds came flying by. Sally began to throw some bread on the grass for them. Then she watched as they landed and ate. "This is my best present ever", she said. "Will you buy me a loaf of bread again , Jerry?"

"The next time if I find a nickel," Jerry promised. When Jerry saw Bruce again, the first thing his friend asked was, "Well, were you able to find anything that cost a nickel? "Yes ," Jerry replied.

"What?", Bruce asked in surprise. " I found a nickel's worth of fun" , Jerry said smiling . "That's the most wonderful birthday present of all."

Patricia Kite

Word Meanings

nickel	a coin of the US and Canada.
dime store	a shop where all types of things are sold at low prices.
marked down	at a reduced price (cheap).
loaf	a type of bread that is shaped and baked in one piece and can be sliced into many pieces.
gum	chewing gum.

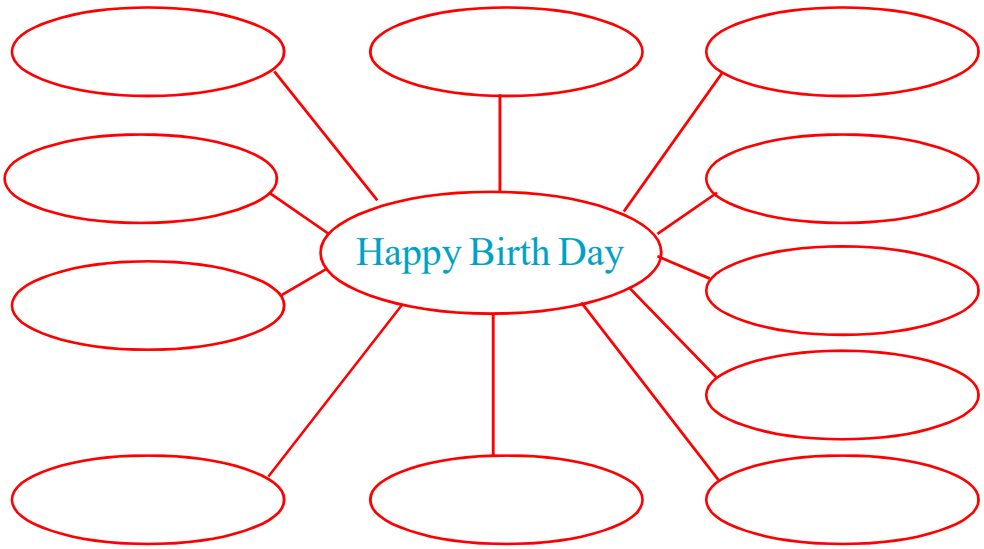
Reading Comprehension

Answer the following questions:

1. Who found a nickel ?
2. Who were Jerry and Bruce?
3. What did Jerry want to do for his little sister?
4. Why did his friend laugh at him?
5. Why couldn't Jerry buy a gift for his sister from the toy store & the dime store?
6. What did he decide to buy for his sister on her birthday?
7. Did his sister accept the gift?
8. What did Sally do with the gift?
9. Pick out the sentence that shows that Jerry and his sister knew the ducks?
10. Do you think Jerry was clever enough to buy a loaf as a gift ? Why ?

Vocabulary

1. Complete the following web with the names of some gifts that one may receive or give on a birthday.



HQXJRC

2. Make a list of the things you want to buy from the shops given in the columns.

Toy shop	Fruit shop	Stationery shop

3. Complete the following phrases by choosing suitable words from the box. You can use the words with more phrases than one.

butter, soap, sugar, cloth, paper, water, juice, ink,
cake, ice, milk, biscuits , toffees, chalk, chocolate.

A sheet of .....

A piece of .....

A drop of .....

A bar of .....

A tin of .....

A cake of .....

A slice of .....

A cube of .....

A packet of .....

A lump of .....

A bottle of .....

Grammar

HR7FSZ

Separate the words given in the box in the previous exercise into the following columns.

Things we can count	Things we can't count

Note: The things which we can count are called countable nouns. The things which we cannot count are called uncountable nouns.

Writing

Write a note to your father for bringing the things you need on your birthday party.

Please .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity

A. Radha goes to market. Her mother gives her this list.

Shopping List

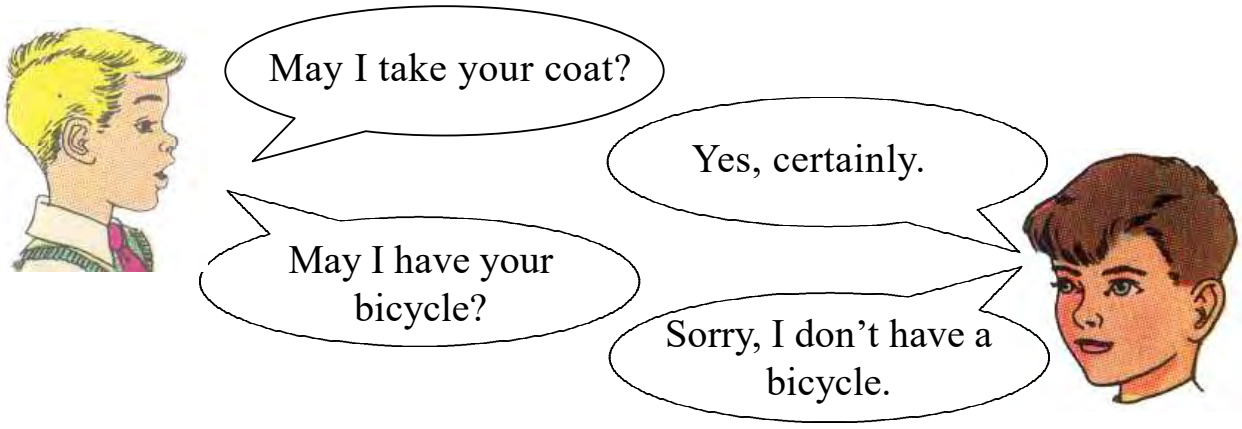
1.	Soap powder	-	2 kg.
2.	Salt	-	1 packet
3.	Sugar	-	2 kg.
4.	Tooth Paste	-	500 g.
5.	Rice	-	1 kg.

Let's see what Radha brings from the market.
See Appendix-1 Lesson-15

Listen to your teacher and complete the table.

S.No.	Things bought	Things bought instead	Things not bought

B. Practice the following dialogues: (Work in pairs)



Make similar dialogues using the words given in the box and practice them with your partner.

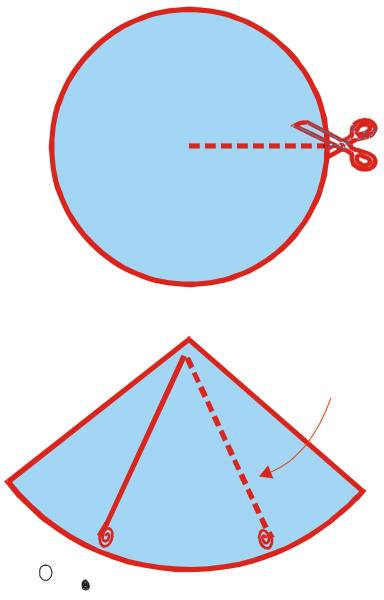
A coat
A bar of soap
A bicycle
A piece of paper
A pencil
A knife
A cap
Some ink
Some sugar

Project

Let's make a Fun Cap.

1. Take a round drawing sheet and cut it along the dotted lines.

2. Hold both the corners of the sheet and overlap the cut parts to fit like a cap. Use two paper clips to hold the shape or apply gum along the edge to fix.



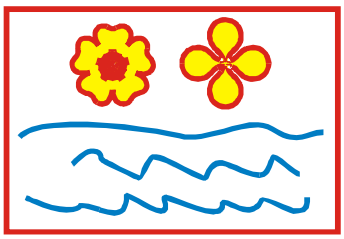
3. Decorate your cap.

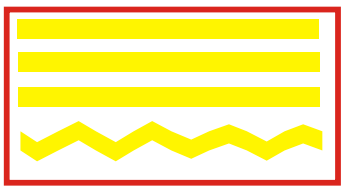
   a. Colour your cap.

   b. Paste shapes of different colours. (e.g. triangles, flowers, squares, circles etc.)

4. Cut long strips of different colours.

5. Make a small cut on the top of your cap and push the ends of the long strips inside through the hole and paste them inside.

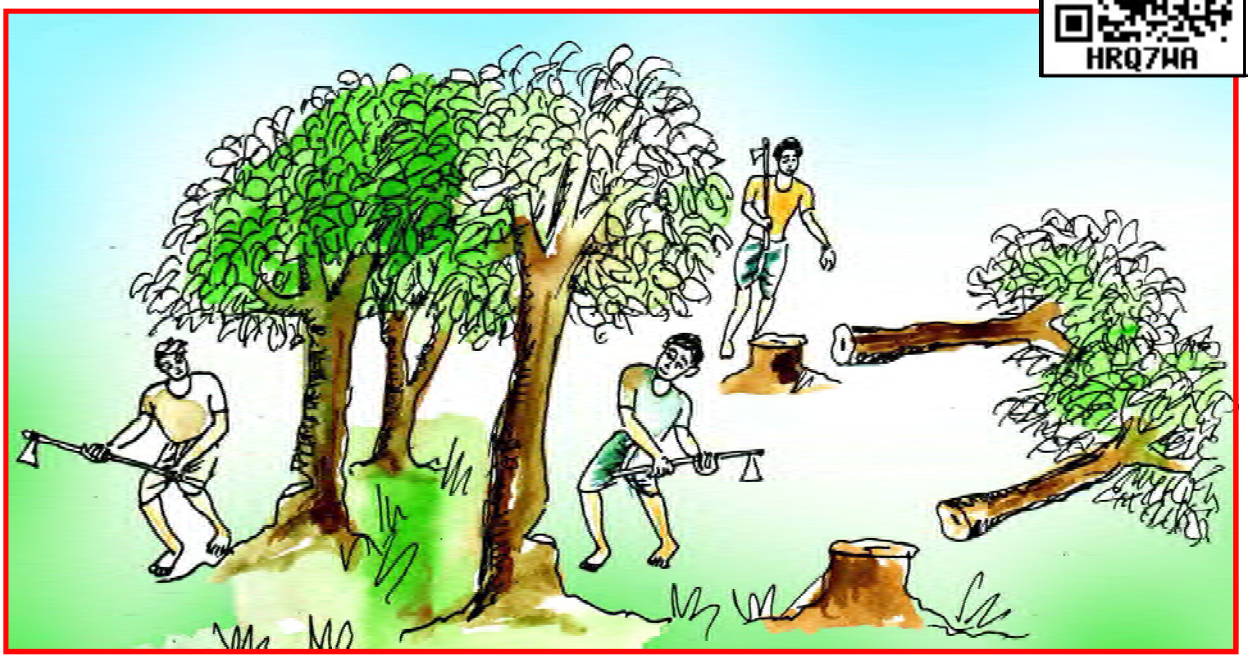








16. Women for Trees



Bhalapur is a village nearly 84 kilometers from the block office of Mohla in the Rajnandagaon district of Chhattisgarh. Today, on what was a 12- hectare plot of deforested land, stands a dense green forest. In the mid eighties, Vikram of Bhalapur organised all the women in the village, largely dalits and adivasis, into Mahila Mandal.



The Mahila Mandal had discussions on village problems. It was evident from the discussions that the greatest problem was collecting fire wood. The village forest was shrinking. Thanks to the felling of trees by insensitive people.

The forestland at the time was full of stumps of felled trees. For protection from grazing animals, the women dug deep trenches all around the deforested area. They stood up as guards against poachers and timber mafia.



Soon leaves started to sprout on the stumps. Today, a dense forest stands on the outskirts of the village. The dry twigs fulfill the locals' need for fire wood and the biodiversity of the new forest is a reward of their efforts. Later, plantations were done by the locals. The successful initiative has also inspired those in the village who had initially opposed the effort. It is not big projects and money that will protect the forests. But if due importance is given to local needs, people will come forward themselves to protect our forests.

Word Meanings

dense	containing a lot of things/plants/trees in a small place
evident	clear, easily seen
fuel	dry material to burn, like wood/coal etc.
shrink	to become smaller in size
indiscriminate	not showing the ability to make judgement
insensitive	not realizing or caring for other people's feelings
stump	the trunk of any tree left out after cutting or felling of the tree

protection	safety
trench	a long narrow hole dug into the surface of the ground
poach	to catch or shoot animals without permission
timber	wood for building or making things
mafia	an organization of criminals
sprout	to grow or develop
outskirts	outer areas of a place
twig	very thin branch
bio-diversity	variety of living beings
initiative	a plan to start some thing new
inspire	to encourage some one to do something

Reading Comprehension

A. Answer the following questions:

1. Where is Bhalapur situated?
2. Who were the members of the Mahila Mandal of Bhalapur?
3. What was the greatest problem that the women faced?
4. Why was the village forest shrinking?
5. What did the women do to protect the forest from grazing animals?
6. What is the result of the efforts made by the women of Bhalapur?

B. Write True/False in the boxes:

1. The Mahila Mandal was formed in the year 1998. ☐
2. We should be thankful to the insensitive people who fell trees. ☐
3. Now the women cut the trees for fuel and wood. ☐
4. The women dug trenches around the forest. ☐
5. Other people of Bhalapur also tried to do what the women of the village did. ☐

6. The women of Mahila Mandal were united.

7. The women had to work hard to protect the forest.

8. The women had to protect the trees against animals only.

Vocabulary

A. Match the words with the pictures:

HRZ3XX

stumps



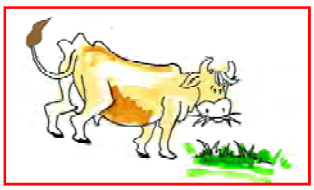
graze



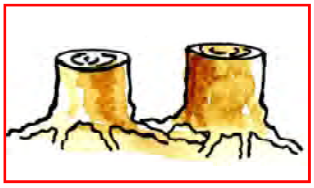
timber



twigs



poach



B. Arrange the letters to make words related with the given words:

1. wood : _____ _____ _____ _____
   (mbreti) (tcisk) (glo) (gtwi)
2. fuel : _____ _____ _____ _____
   (rbun) (wdoo) (sga) (rtpole)
3. sprout : _____ _____ _____
   (rgwo) (ngbei) (enrgmitae)

Grammar

Given in the box is a list of activities that Ravi, Kusum and Shiva did last week between 7 am and 9 pm. Using the information given in the box. Write 3 to 4 sentences about each one.

I4DCEH

	Monday	Tuesday	Wednesday
Ravi	Went to jungle for collecting wood	Milked cows	Played with his friends
Kusum	White washed her house	Played with her friends	Collected vegetables from fields
Shiva	Worked in the field	Watered plants	Sowed seeds of the plants

Example:

Ravi went to jungle to collect wood on Monday.

Writing

With the help of the given sentences, write a paragraph about making tea:

Things you need for making tea: tea leaves, sugar, water, milk, ginger

Some sentences are given below. Arrange these sentences in the right sequence.

- Add 4 teaspoons of sugar.
- Add one cup of milk.
- Add two teaspoons of tea leaves.
- Take a cup of water.
- Pour water into a vessel or a container.
- If you like, add some ginger.
- Boil it.
- Grate/crush some ginger
- Remove from the fire and filter it in a cup.
- Put the vessel on the fire.

Activity

A. *See Appendix-1* Lesson-16

Listen and state True or False

1. Red + Blue = Purple (T/F)
2. Red + Green = Purple (T/F)
3. Red + Yellow = Orange (T/F)
4. Red + White = Pink (T/F)
5. Yellow + Blue = Red (T/F)
6. Yellow + Purple = White (T/F)
7. Yellow + Blue = Green (T/F)
8. Black + White = Blue (T/F)
9. Black + White = Grey (T/F)
10. White + Green = Yellow (T/F)

B. With the given hints and example say about yourself imagining a tree.

Example:

BANANA TREE



•soft trunk • long leaves
• bunches • reddish brown cover
• flower • seeds • ripe • yellow

1. I am a banana tree.
2. I have soft trunk and long leaves.
3. My flowers grow in bunches inside a reddish brown cover.
4. My fruits also grow in large bunches and are without seeds..
5. Children like ripe yellow bananas very much.

NEEM TREE



• big shady tree, • small leaves
• many birds, squirrels live
• branches • swings • little berries • medicines made
• purify air • man's best friend

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MANGO TREE



• king of fruits • evergreen tree • long narrow leaves • big and shady • flowers bloom in February • cuckoos sing • green mangoes, pickles • ripe mangoes everyone loves • leaves used in festivals.

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Project

Collect any five advertisements in which you find trees and paste them in your note books.

I4M8G5

17. 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 an Eden,

Like the heaven above.

Ebenezer Cobham Brewer

Word Meanings

grain	a small hard piece of a particular substance like wheat, rice
mighty	very strong and powerful
pleasant	likeable (something that is liked)

Reading Comprehension

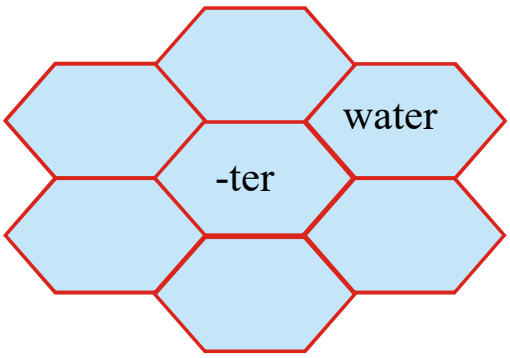
1. What is the mighty ocean made of?
2. What is the pleasant land made of?
3. What can make our earth an Eden?
4. What has been compared with the earth?

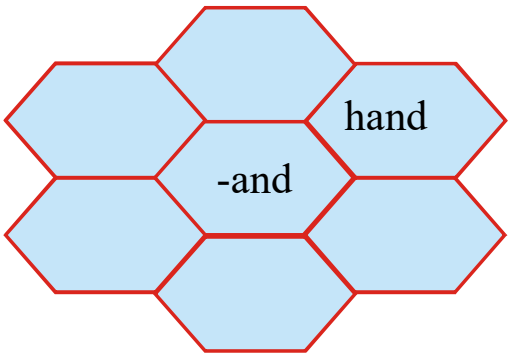
Vocabulary

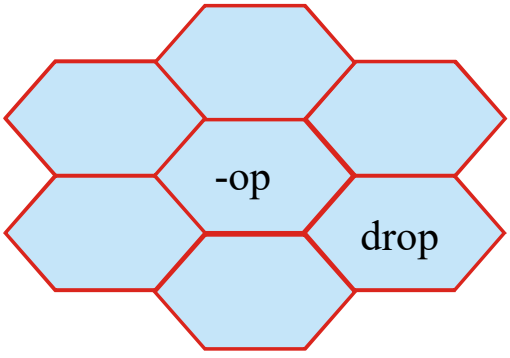
I55ZJF

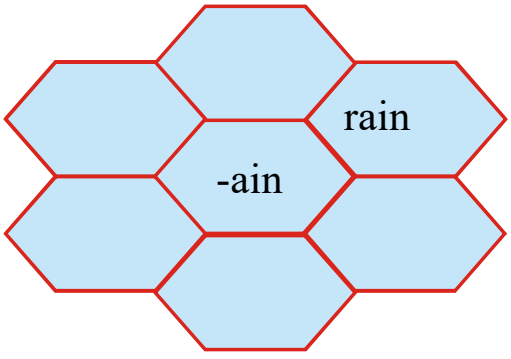
Word building cubes

Some letters are given in the centre. Write the words that end with these letters in the blank cubes.









Grammar

A. Make sentences from the table:

Little drops of water		the large desert	
Small bricks		a garland	
A number of flowers		the mighty ocean	
Little grains of sand	make	a big house	.
60 Seconds		a rupee	
100 paise		the bird's nest	
Small blades of grass		a minute	

B. Use the following in sentences:

Loaves of bread / a bunch of keys / a fleet of ships / a herd of cows

Activity

Listen to your teacher and give the rhyming words from the poem.

See Appendix-1 Lesson-17

Answer sheet

1.	.....	2.	.....
3.	.....	4.	.....
5.	.....	6.	.....
7.	.....	8.	.....
9.	.....	10.	.....
11.	.....	12.	.....

Project

Collect at least 5 Postage stamps, which have the pictures of great personalities. Write 5 lines about each of them.

Appendix-1

Listening Passages

Lesson-6 : In the Heart of a Seed

(to be read aloud by the teacher)

Sarita and Mangloo were playing in a farm. Sarita threw a ball to Mangloo. Mangloo could not catch it. The ball hit a mango tree behind Mangloo. Then the ball hit the well, then the roof of the house, then the nose of the buffalo and finally it went back to Sarita.

Lesson-7 : Jolly Kittens

Today is Mitthu, the parrot's birthday. All her friends have come to her house. They are enjoying a party.

Mitthu is sitting at the head of the table. "Sweetie" the cuckoo is on her right side. "Kitti" the mynah is to her left. Next to Kitti is sitting "Chichi" the sparrow. "Raja," the peacock is sitting on the other side of the table. "Quakie" the duck is sitting next to sweetie.

Lesson-8 : The Hare on the Moon

1. Make a small hole in the bottom of each cup.
2. Push one end of the string through the hole of the cup and tie a knot inside.
3. Push the other end of the string through the hole of the other cup and tie a knot inside.
4. Your speaking string is ready.

Lesson-9 : Running and Shouting

1. Take two small pencils
2. Hold both the pencils together.
3. Put a rubber band around them.
4. Hold each pencil in your hands as shown in the picture.
5. Move one of the pencils as shown in the picture.
6. Do it many times and then leave the pencils on the floor.
    1. What happened to the pencils?
    2. Did you enjoy the ‘Pencil Dance’?

Lesson 10. Jagatu the Gardener

1. An elephant is flying.
2. A tiger is eating ice-cream.
3. An ant has put on a hat.
4. A fox is eating a plant.
5. A rat is drinking milk out of a glass.
6. A giraffe is sitting on the top of a house.
7. A monkey is going to school.
8. A dog is teaching a class.

Lesson 11. Left in Charge

1. In the middle draw a little hut.
2. Draw two trees on both the sides of the hut.
3. Draw some birds in the sky.
4. Draw a road in front of the house.
5. Draw a basket under the tree on the right side of the house.
6. Draw six mangoes on the tree to the right of the house.

Lesson 12. Who has Seen the Wind ?

I.	1. mind	2. wind	3. find	4. kind
II.	1. hang	2. sang	3. bag	4. rang
III.	1. you	2. go	3. do	4. who
IV.	1. I	2. buy	3. die	4. say
V.	1. done	2. down	3. brown	4. crown
VI.	1. head	2. bed	3. beat	4. red
VII.	1. tree	2. hay	3. he	4. free
VIII.	1. seen	2. sin	3. been	4. keen

Lesson 13. Gopal Bhand and Mahagyani

Listen and write:

1. It is a beautiful day today.
2. According to the calendar, the third is a Monday.

3. He knows grammar well.

4. Tom had a nice time.

5. Write the correct address on the form.

Lesson 14. Puppy and I

Hey diddle diddle

The cat and the fiddle

The cow jumped over the moon.

The little dog laughed

To see such a fun,

And the fish ran away

With a spoon.

Lesson 15. A Nickel's Worth of Fun

This is the bill that Radha brings

1.	Soap bar	(2)	Rs. 20/-
2.	Salt	1pkt	Rs. 5/-
3.	Sugar	2 kg.	Rs. 30/-
4.	Chocolate Bar	5	Rs. 50/-
5.	Tooth Powder	500g.	Rs. 20/-
		Total	Rs. 125/-

Lesson 16. Women for trees

There are many colours: Red, Black, Blue, Green, White, Yellow etc. With the help of these colours we can make some new colours. Purple is made by mixing Blue and Red. Similarly Orange is made by mixing Red and Yellow. And Green is made by mixing Blue to Yellow. And Pink, the most beautiful colour can be made by mixing white with red. Black when mixed with white gives you grey colour.

Lesson 17. Little Drops of Water

1. hand
2. take
3. birds
4. feeds
5. birth
6. crops
7. brains
8. bike
9. daughter
10. love
11. whittle
12. motion

Appendix-2

About the Lessons

Lesson 1 - Conversation

The poem is a Conversation between a cat and a mouse. The very old story is repeated, the cat is asking the permission to enter the house of a mouse and the mouse in turn is not interested to allow him in. So it is making excuses in a very interesting way.

The poem is a lively conversation between the two the cat and the mouse.

प्रस्तुत कविता बच्चों की रुचि के अनुरूप बिल्ली एवं चूहे के वार्तालाप को दर्शाती है। बिल्ली चूहे के घर में आना चाह रही है जबकि चूहा बहानें बना कर बिल्ली को अपने घर में आने से रोकने की कोशिश कर रहा है।

Lesson 2 - Mr. Sun Goes on a Holiday

This story is just an imagination to show the importance of the Sun for us, the creatures of the world and the enviornment surrounding us.

Just imagine, what will happen if the Sun takes a holiday? How would the animals, plants, and human beings feel?

प्रस्तुत पाठ कहानी के रूप में संकलित है और कल्पना पर आधारित है। सूरज का हमारे लिये क्या महत्व है? जगत के प्रत्येक प्राणी के लिये और प्रकृति के लिये सूरज के महत्व को दर्शाता है।

Lesson 3 - Pretending

An interesting poem in which a child amusingly copies the behaviour and activities of different animals. At the end he feels proud as no one can copy him.

प्रस्तुत पाठ एक रूचिकर कविता के रूप में है। बच्चों को दूसरे जानवरों की नकल करना सबसे रुचिकर लगता है। बच्चे को यह सोचकर ही अच्छा लगता है कि उसकी नकल कोई भी नहीं उतार सकता।

Lesson 4 - A Masai's Home

The lesson is about the culture and life style of Masai tribe living in East Africa. Our villagers also follow almost the same way. It also features how the Masai build their houses.

प्रस्तुत पाठ में पूर्व–अफ्रीका में पाई जाने वाली मसाई जनजाति के विषय में बताया गया है, जिसकी संस्कृति, सभ्यता एवं जीवन शैली बहुत कुछ अपने देश के ग्रामीण अंचल से मिलती–जुलती है। घरों को बनाने का ढंग मज़ेदार है।

Lesson 5 - Alice in wonderland

This is an interesting story about Alice, a little girl and her strange dream. The children enjoy reading this adapted abstract from the imaginary story by Lewis Caroll.

प्रस्तुत पाठ में लुई केरोल बच्चों को नितान्त काल्पनिक दुनिया में ले जाते हैं, कहानी एक छोटी बच्ची एलिस की है जो एक दिन मज़ेदार स्वप्न देखती है .....।

Lesson 6 - In the Heart of a Seed

A very traditional and interesting poem to show the importance of enviornment and nature.

एक बहुत ही प्रसिद्ध पारंपरिक एवं रुचिकर ढंग से लिखी गई कविता है, जो पर्यावरण एवं प्रकृति से संबंधित है।

Lesson 7 - Jolly Kittens

The picture story is based on the imagination of the little ones. They feel happy to create their own imaginary world. They learn while playing.

यह नन्हें मुन्नों की कल्पना पर आधारित एक सचित्र कथा है। वे अपनी काल्पनिक दुनिया का सृजन कर खुशी महसूस करते हैं और खेल–खेल में कार्य करते/सीखते हैं।

Lesson 8 - The Hare on the Moon

The lesson is adapted from the fable. (A fable is a story with some moral value–with the characters like animals birds etc.) The lesson has its moral value and provides enough ground for the learners to think about right or wrong.

यह एक नीति कथा है। पाठ का उद्देश्य नैतिक मूल्य के प्रति जागरूक करना है, जो उन्हें सही एवं गलत के चुनाव हेतु सोचने का अवसर देता है।

Lesson 9 - Running and Shouting

This is a very interesting poem based on child-psychology where a child enjoys the nature in her own way.

प्रस्तुत कविता बाल मनोविज्ञान पर आधारित बच्चों द्वारा की जाने वाली सामान्य गतिविधियों पर आधारित है। बच्चे बहुत सी ऐसी चीज़ें करना पसन्द करते हैं जिनका कोई मतलब नहीं होता है, परंतु वे उसका आनंद उठाते हैं।

Lesson 10 - Jagatu the Gardener

It is adapted from the folk tale–well known over the country. The lesson is about an elephant, Airavat and the gardener who saw it and by catching its tail went to the heaven. The story is just for enjoyment.

यह एक लोक कथा पर आधारित पाठ है। इस कथा में स्वर्गलोक का हाथी एरावत का वर्णन है जिसकी पूँछ पकड़कर एक माली सीधे स्वर्ग पहुँच जाता है।

Lesson 11 - Left in Charge

The lesson is adapted from a Russian story showing pet kinship and the family responsibilty shared by the little one of the family.

यह एक रुसी कहानी पर आधारित है जिसमें पालतू पशुओं से रिश्ते/लगाव एवं परिवार के सबसे छोटे सदस्य द्वारा एक दिन पारिवारिक जिम्मेदारी वहन करने संबंधी घटना का वर्णन है।

Lesson 12 - Who has Seen the Wind?

This is a famous poem related to our environment written by Christina Rossetti that children would like to read for enjoyment.

प्रस्तुत कविता प्रकृति और वातावरण से संबंधित क्रिस्टीना रोज़िटी द्वारा लिखित एक चर्चित कविता है, जिसे पढ़ना बच्चे पसंद करेंगे।

Lesson 13 - Gopal Bhand and Mahagyani

The lesson is adapted from "Gopal Bhand and Mahagyani Pandit" a collection of folk tales. Like Raja Birbal or Tenali Ram, Gopal Bhand was also an legendary wiseman in the court of Raja Krishan Chandra of Bengal.

यह पाठ बंगाल की एक लोककथा पर आधारित है। 'गोपाल भाँड और महाज्ञानी' पंडित नामक इस पाठ में गोपाल भाँड की बुद्धिमत्ता से संबंधित एक घटना का वर्णन है। गोपाल भाँड बंगाल के राजा कृष्ण चन्द्र के दरबार में विदूषक थे।

Lesson 14 - Puppy and I

This is an interesting poem based on child behaviour. The boy wants to play with some one and finds that no one has time to play with him, except a puppy whom he met on the way. The boy is happy to go with the puppy and play with it.

प्रस्तुत कविता बाल व्यवहार पर आधारित है। बच्चा खेलना चाहता है परंतु उसके साथ कोई भी खेलने को तैयार नहीं होता क्योंकि सभी अपने–अपने काम में व्यस्त हैं, सिवाय एक पिल्ले के जो उसी की तरह खेलना पसन्द करता है।

Lesson 15 - A Nickel's Worth of Fun

The lesson is adapted from the story written by L. Patricia Kite based on child psychology and family kinship.

यह कहानी भी बालकों की सोच और पारिवारिक रिश्तों पर आधारित है। बच्चे कुछ छोटी–छोटी चीजों को पाकर भी खुश हो लेते हैं जिसके बारे में हम बड़े शायद कभी सोचते ही नहीं।

Lesson 16 - Women for Tree

The lesson is adapted from the article 'Women for Trees' published in Chhattisgarh-Beautiful and Bountiful. The article is about protecting trees for the survival of human beings and environment. The article has its specific local value. It is related to the Rajnandgaon district with the message of awareness to the environment and empowerment of women.

यह पाठ 'युगबोध' प्रकाशन की 'छत्तीसगढ़–ब्यूटिफुल एंड बाउंटीफुल' के एक लेख पर आधारित है। इस लेख में पर्यावरण एवं मानव सभ्यता के बचाव हेतु पेड़ों की रक्षा की बात कही गई है। इसका एक अपना विशिष्ट क्षेत्रीय महत्व है। राज्य के राजनाँदगाँव जिले से संबंधित यह लेख, पर्यावरण के प्रति चेतना एवं पर्यावरण संरक्षण में महिलाओं की भूमिका से संबंधित संदेश देता है।

Lesson 17 - Little Drops of Water

A very famous poem with a moral that shows the importance of very little things.

यह एक अत्यन्त जानी पहचानी कविता है जो यह प्रदर्शित करती है कि छोटी से छोटी वस्तु का भी अपना एक महत्व है।

Appendix-3

Glossary

A	abode /अबोड/	- घर (निवास स्थान)।
	audible /ऑडिबल/	- सुनाई देने वाली ध्वनि।
	amazement /अमेजमेंट/	- आश्चर्य।
	announce /अनाउन्स/	- घोषणा करना।
	ascend /असेन्ड/	- ऊपर चढ़ना।
	attentive /अटेन्टिव/	- ध्यानपूर्वक, सावधान।
	awareness /अवेयरनेस/	– जागरुकता।
B	bang /बैंग/	- बजाने की आवाज।
	barley /बार्ली/	- जौ (एक प्रकार का अनाज)।
	bend /बेन्ड/	- झुकना।
	bio-diversity /बायो डायवर्सिटी/	- एक पदार्थ को विभिन्न प्रकार से प्रयोग करना।/जैव विविधता
	bloom /ब्लूम/	- खिलना (फूलों का खिलना)।
	blow /ब्लो/	- हवा का चलना।
	borrow /बॉरो/	- उधार मांगना।
	bow down /बो डाउन/	- झुकना।
	busy /बिज़ी/	- व्यस्त।
C	cattle /कैटल/	- पशु, मवेशी।
	challenge /चैलेन्ज/	- कठिन कार्य।
	charcoal /चारकोल/	- लकड़ी कोयला।
	chasing /चेसिंग/	- पीछा करना।
	clever /क्लेवर/	- चालाक।
	climb /क्लाइम्ब/	- चढ़ना।
	cling /क्लिंग/	- कसकर लिपट जाना।
	complain /कम्पलेन/	- शिकायत करना।
	consist of /कन्सिस्ट ऑफ/	- किसी वस्तु का किसी वस्तु से बना होना, किसी वस्तु में निहित होना।

C

contact /कन्टैक्ट/ - सम्पर्क, स्पर्श।
conversation /कन्वरसेशन/ - वार्तालाप।
copying /कॉपींग/ - नकल उतारना।
corn /कॉर्न/ - अनाज, अन्न, पशुओं का दाना।
cosy /कोजी/ - नरम (आरामदायी)।
creature /क्रीचर/ - प्राणी।
cross /क्रॉस/ - पार करना (एक सिरे से दूसरे सिरे को जाना)।

D

darkness /डॉर्कनेस/ - अंधकार।
descend /डिसेन्ड/ - नीचे उतरना/जाना।
decide /डिसाइड/ - किसी निष्कर्ष पर पहुंचना/निश्चय करना।
deed /डीड/ - कार्य।
delicious /डिलिशियस/ - स्वादिष्ट।
dense /डेन्स/ - घना, सघन।
depart /डिपार्ट/ - प्रस्थान करना।
dime store /डाईम स्टोर/ - ऐसी दुकान जहाँ सभी प्रकार का सामान सस्ते दामों में उपलब्ध हो।
disappear /डिसेपियर/ - गायब हो जाना।
discussion /डिस्कशन/ - चर्चा।
discuss /डिसकस/ - विचारों का आदान–प्रदान करना।
dream /ड्रीम/ - स्वप्न (सपना)।
dung /डंग/ - गोबर।

E

enjoy /इन्जॉय/ - आनंद लेना।
employee /एम्प्लॉइ/ - नौकर (नौकरी करने वाला)।
evident /एवीडेन्ट/ - स्पष्ट (सबूत)।
enormous /एनोरमस/ - आकार में विशाल।
exciting /एक्ज़ाइटिंग/ - उत्तेजित करने वाला।
exclaimed /एक्सक्लॅम्ड/ - आश्चर्य से बोला।

E
expectant /एक्सपेक्टन्ट/ - आशापूर्ण।

F
far away /फार अवे/ - दूर।
floor /फ्लोर/ - फर्श।
flow /फ्लो/ - पानी का बहना।
frame /फ्रेम/ - ढाँचा।
fuel /फ्यूल/ - जलाऊ लकड़ी/ईंधन।
fun /फ़न/ - मजा।

G
globe /ग्लोब/ - संसार की भौगोलिक संरचना का नक्शा (मॉडल)।
go by /गो बाइ/ - गुज़रना।
gourd /गुअ्ड/ - लौकी।
grab /ग्रैब/ - पकड़ना।
grassland /ग्रासलैण्ड/ - घास के मैदान।
grain /ग्रेन/ - अनाज।
grid /ग्रिड/ - खाखा, जाली।
guess /गेस/ - अनुमान लगाना।
gum /गम/ - च्यूइंगम।

H
hay /हेय/ - सूखी/घास।
hedge /हेज/ - बाड़।
hesitant /हेजिटेन्ट/ - विचलित।
hide /हाइड/ - चमड़ा (चर्म)।
hollowed /हौलोइड/ - खोखला।
hop /हॉप/ - चार पैरों पर कूदना।
hug /हग/ - गले मिलना।
hungry /हंगरी/ - भूखा।

I
identify /आईडेन्टीफाई/ - पहचानना।
imagine /इमेजिन/ - कल्पना करना।

I
in a great hurry /इन ए ग्रेट हरी/ - बहुत जल्दी।
increase /इन्क्रीज/ - संख्या बढ़ाना/मात्रा बढ़ाना।
initiative /इनिशिएटिव/ - किसी कार्य को करने की शुरुआत ।
insensitive /इनसैन्सटिव/ - दूसरों की भावनाओं के प्रति उदासीनता।
insist /इनसिस्ट/ - दृढ़ता पूर्वक कोई बात कहना।
inspire /इंसपायर/ - किसी व्यक्ति को किसी कार्य के लिये प्रेरित करना।

J
jester /जैस्टर/ - विदूषक (राजा के दरबार में)।
jingle /जिंगिल/ - छोटी–छोटी घंटियों, चाबियों या घुंघरुओं की आवाज़।
joke /जोक/ - मज़ाक/चुटकुला।
journey /जर्नी/ - यात्रा।

K
keep off /कीप ऑफ/ - दूर रहना, अलग होना।
knit /निट/ - (ऊनी–कपड़े) बुनना।

L
leap /लीप/ - उछलना।
lifeless /लाइफलैस/ - निर्जीव।
loaf /लोफ/ - डबलरोटी (जिसके स्लाइस न बनी हो)।

M
mafia /माफिया/ - अपराधियों का गिरोह।
march /मार्च/ - एक पंक्ति में चलना।
mark down /मॉर्क डाउन/ - कीमत कम करना।
material /मटेरियल/ - पदार्थ/वस्तु।
meals /मील्स/ - भोजन।
mess /मैस/ - अस्त–व्यस्त।
mighty /माइटी/ - शक्तिशाली।
moist /मॉइस्ट/ - नम (गीलापन)।
mousie /मौउजी/ - चूहे का नाम, छोटा चूहा।
murmur /मरमर/ - बड़बड़ाना।

N
neat /नीट/ - साफ–सुथरा।

N	nickel /निकिल/	- अमेरिका, कनाडा में चलने वाली मुद्रा (सिक्का/पैसा)।
	nod /नॉड/	- सिर को 'हाँ' के संकेत में झुकाना।
O	oats /ऑटस/	- अनाज (बाजरा, जई जैसा)।
	on time /ऑनटाइम /	- ठीक समय पर।
	opening /ओपनिंग/	- दरवाजा/खुला स्थान।
	out of place /आउट ऑफ प्लेस/	- ठीक स्थान पर न होना।
	outskirt /आउट स्कर्ट/	- गांव या शहर की बाहरी सीमा।
P	patch /पैच/	- ज़मीन का एक टुकड़ा।
	peasants /पीसॅन्ट/	- किसान।
	peep out /पीप आउट/	- बाहर झांकना।
	philosophy /फिलॉसफी/	- दर्शन शास्त्र।
	play a joke /प्ले ए जोक/	- मज़ाक करना।
	pleasant /प्लैजॅन्ट/	- आनन्ददायक, सुहावना।
	plywood /प्लाईवुड/	- लकड़ी का पतला पट्टा।
	portrait /पोर्टेट/	- चित्र (रंगों से बना), प्रतिकृति।
	poach /पोच/	- बिना अनुमति जानवरों का शिकार करना।
	poison /पायॅजन/	- ज़हर (विष)।
	porch /पोर्च/	- बरामदा, ड्योढ़ी।
	pretending /प्रिटैन्डिंग/	- किसी के व्यवहार का नकल उतारना, बहाना करना।
	protection /प्रॉटेक्शन/	- सुरक्षा।
Q	quiet /क्वाइट/	- शांति।
R	recent /रिसैन्ट/	- हाल का।
	rectangle /रैक्टेन्गल/	- आयताकार।
S	satisfactorily /सैटिसफैक्टरली/	- संतोषजनक ढंग से।
	scared of /स्क्येर्ड ऑफ/	- डरना।

S

search /सर्च/ - खोज करना, खोजना।
shrink /श्रिंक/ - सिकुड़ना।
shining /शाइनिंग/ - चमकता हुआ, चमकीला।
sight /साइट/ - दृश्य।
snappy /स्नैपी/ - फुर्तीला/तेज।
spill /स्पिल/ - द्रव पदार्थ का ज़मीन पर गिराना/छलकाना।
splendour /स्प्लैन्डर/ - सुन्दरता।
spring /स्प्रिंग/ - कूदना।
springy /स्प्रिंगी/ - स्प्रिंग के समान लचीला।
sprout /स्प्राउट/ - अंकुरित होना।
squeeze /स्क्वीज/ - हाथ से दबाकर किसी चीज़ को निचोड़ना।
squirrel /स्क्विरिल/ - गिलहरी।
stick /स्टिक/ - चिपकाना।
stillness /स्टिलनेस/ - शांति (स्थिरता)।
straight line /स्ट्रेट लाइन/ - सीधी रेखा।
strange /स्ट्रैंज/ - अनोखा।
stump /स्टंप/ - कटे हुए वृक्ष का बचा हुआ हिस्सा (तना)।
suddenly /सडन्ली/ - अचानक।
support /सपोर्ट/ - सहायता।
surround /सरॉउन्ड/ - चारों ओर से घिरा।
swim /स्विम/ - तैरना।

T

tendency /टेंडेन्सी/ - स्वभाव, झुकाव, प्रवृत्ति।
timber /टिम्बर/ - फर्नीचर या इमारत बनाने हेतु लकड़ी।
trader /ट्रेडर/ - व्यवसायी।
traditional /ट्रेडिश्नल/ - पारंपरिक।
trot /ट्रॉट/ - ढुलकी चाल (घोड़े की चाल)।
tremble /ट्रैम्बिल/ - कांपना।
trench /ट्रेन्च/ - खाई।
tribe /ट्राइब/ - जनजाति।

T	trick /ट्रिक/	- चालाकी।
	trip /ट्रिप/	- पैर अड़ा कर गिराना, पैर फँसने से गिर जाना।
	try /ट्राइ/	- प्रयास करना।
	twig /ट्विग/	- बहुत पतली शाखा।
	tumbled down /टम्बल्ड डाउन/	- ऊँचे स्थान से नीचे गिरना, हड़बड़ाकर गिरना।
	turn /टर्न/	- बदलना।
U	undertake /अंडरटेक/	- कुछ कार्य करने का निश्चय करना।
	unlock /अनलॉक/	- ताला खोलना।
V	visible /विजिबल/	- दूर से दिखाई देने वाला।
	vessel /वैसल/	- बर्तन।
W	wander /वॅन्डर/	- घूमना।
	warm /वॉर्म/	- गरम।
W	warmth /वॉर्म्थ/	- गर्माहट।
	wave /वेव/	- हिलाना।
	wee housie /वी हाउसी़/	- बहुत छोटा घर।
	whisper /विस्पर/	- धीरे–धीरे बोलना (फुसफुसाना)।
	wind /विन्ड/	- हवा।
	wondered /वॅन्डर्ड/	- आश्चर्य से सोचना
	wonderland /वॅन्डरलैण्ड/	- अनोखी दुनिया।
Y	yard /यार्ड/	- घर के चारो ओर घिरी हुई जगह, आंगन, प्रांगण।

LESSONWISE-SYLLABUS

No.	Lesson	Form	L	S	R	W	Vocab	Grammatical items	Theme items	Language Functions	Project
1.	Conversation	Poem	—	—	Understanding	—	Rhyming Word	—	Relation	—	—
2.	The Sun goes on a Holiday	Story	—	—	Skimming	—	Opposite	—	EVS/Nature	—	—
3.	Pretending	Poem	—	—	Understanding	—	Matching	—	Animal world	—	—
4.	A Masai Home	Feature	—	—	Skimming Scanning	—	Word Web	—	International understanding	—	—
5.	Alice in Wonderland	Story	—	—	Imagining Events Skimming	—	Picture Words	—	Fantasy	—	—
6.	In the Heart of a seed	Poem	Listen & clap	—	Understanding Appreciation	—	Rhyming	Verb Forms	Aesthetic sense & environment	—	Plant drawing
7.	Jolly kittens	Picture story	Table	Tell your sentences Discuss-ion	Understanding Roles	—	Extention opposite, word Dictionary	Verb Forms	Fantasy	—	Making Puppy
8.	The Hare on the Moon	Fable	speaking string	Telephonic Conversat-ion, Some/ any, There is, there are	Scanning Understanding	Message writing Punctu-ation	words category	a little/a few narration simple present	Fantasy	Making request	Translation
9.	Running and Shouting	Poem	Pencil dance	Liking Disliking	Understanding	—	Action words	—	Aesthetic sense & environment	Telling Preferences	Simple wind mill

No.	Lesson	Form	L	S	R	W	Vocab	Grammatical items	Theme items	Language Functions	Project
10.	Jagatu the Gardener	Folk Story	Pictures	Yes, Of course No thanks	Skimming	sequencing	word expansion, opposite words, fill in the blanks	As soon as adverb (time)	Imagination	Social behaviour	making list living non living thing
11.	Left in Charge	Story	drawing	Would	Skimming Scanning	Paragraph writing	word expension sentence	Narration Imperative Sentence	family and pet kinship	making request	think of three things of your liking
12.	Who Has seen the Wind?	Poem	odd word	describing thing	Understanding	—	—	—	Aesthetic sense	Describing things	Making greeting cards
13.	Gopal Bhand and Mahagyani	Folk tale	Dictation	About the Experience	Understanding Riddles	Paragraph writing	Fill in the blanks word drive rhyme	Adverbs	Social and cultural knowledge	describing experience	Story collection and pasting .....
14.	Puppy and I	Poem	poem for listeing	offering something Role play	Understanding	—	Vocab-rhymes	Countable Uncountable	Pet kinship	Asking preferences and Responding	Making invitation card.
15.	Nickel's worth of fun	Story	shopping list	Asking something	Skimming	Note writing	Word expansion Phrases, Noun	Count – Non– count noun	Family kinship	seeking permision Making Requests	Making a fun cap
16.	Woman for Trees	Article	colour matching	Role play self introduction	Scanning	paragraph sequencing	Picture matching spelling	Past simple	Environment	Telling information	Ad- collection photographs of trees
17.	Little drops of water	Poem	Rhyme words	—	Understanding	—	—	collective Noun	Aesthetic sense	—	Stamp collection (personalities)