ENGLISH

CLASS-5

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 ?

DIKSHA App को लॉच करे → App की समस्त अनुमति को स्वीकार करें → उपयोगकर्ता Profile का चयन करें।



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



मोबाईल को QR Code पर केन्द्रित करें।

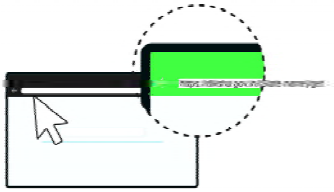


सफल Scan के पश्चात् QR Code से लिंक की गई सूची उपलब्ध होगी।

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।



2 ब्राउज़र में diksha. gov.in/cg टाईप करें।



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।

State Council of Educational Research & Training Chhattisgarh, Raipur

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प्रकाशन वर्ष – 2021



मार्गदर्शक

संचालक

एस.सी.ई.आर.टी.छ.ग., रायपुर

संयोजक

डॉ. विद्यावती चन्द्राकर

मुख्य समन्वयक

श्री आर. के. वर्मा

समन्वयक

सुशील राठोड़

लेखन मण्डल

नीता जैन, जयश्री आचार्य, सुधा मिश्रा, संदीप दिवाकर, ए.एल.नायक,
कमलेश शर्मा, हेमन्त शर्मा, अमित सक्सेना,

सहयोग

जेस्सी कुरियन, आई. संध्यारानी, शिशिरकना भट्टाचार्य, अर्चना वेरूलकर, वल्सा जॉन, मोहम्मद सईद,
सुकांतो बनिक, रेखारानी मिश्रा, हरीश शर्मा, प्रीति शर्मा, आशिष तिवारी

चित्रांकन

राजेन्द्र सिंह ठाकुर

आवरण पृष्ठ एवं ले–आऊट

रेखराज चौरागड़े

प्रकाशक

छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर (छ.ग.)

मुद्रक

मुद्रित पुस्तकों की संख्या – .....

आमुख

अंग्रेजी हमारे देश की भाषा नहीं है किन्तु वर्षों से प्रयोग में लाए जाने के कारण यह हमारी बहुभाषिता में रची–बसी प्रतीत होती है। बच्चे अपने परिवेश से कई अंग्रेजी शब्दों को अनायास ही सुनते और उपयोग करते हुए बड़े होते हैं। विश्व पटल पर अंग्रेजी भाषा की उपयोगिता की दृष्टि से छत्तीसगढ़ राज्य निर्माण पश्चात् प्रदेश में कक्षा पहली से ही अंग्रेजी भाषा के अध्यापन की पहल की गई।

पूर्व में अंग्रेजी विषय का अध्ययन–अध्यापन कक्षा छठवी से एवं कालान्तर में कक्षा तीसरी से प्रारंभ किया गया था। छत्तीसगढ़ निर्माण पश्चात् अंग्रेजी भाषा का अध्यापन कक्षा पहली से प्रारंभ किया गया। अतः कक्षा तीसरी से पाँचवी की पुस्तकों में और अधिक उन्नयन अर्थात् अपग्रेडिंग की आवश्यकता थी। 2012–13 में कक्षा पहली एवं दूसरी की पुस्तकों का पुनःलेखन किया गया किन्तु कक्षा तीसरी, चौथी एवं पाँचवी की किताबें यथावत् प्रचलन में रही, NCERT द्वारा प्रत्येक कक्षा हेतु निर्धारित अधिगम प्रतिफल को ध्यान में रखते हुए पुस्तकों की प्रस्तुति, अभ्यास एवं विषय वस्तु की विविधता के साथ वर्तमान पुस्तकें तैयार की गई हैं। कक्षा छठवीं से आठवीं के लिए तैयार पुस्तकें संप्रेषण कौशल आधारित है। प्रयास यही है कि विद्यार्थी अपने अध्ययन के प्रारंभिक पाँच वर्षों में सामान्य भाषाई दक्षताओं को प्राप्त करने में सक्षम हो सकें।

कक्षा तीसरी से पाँचवीं की अंग्रेजी पाठ्यपुस्तकों में अभ्यास के अधिक अवसर देते हुए NCERT द्वारा तैयार पुस्तकों से भी पर्याप्त पाठों को शामिल किया गया है। पुस्तकों की विषय वस्तु को रूचिकर, परिवेशीय एवं बाल–मन अनुरूप बनाने का प्रयास किया गया है। चित्रों एवं मनोरंजक गतिविधियों के माध्यम से भाषा को भी अधिक सुगम एवं सुबोध बनाने का प्रयास किया गया है। हम आशा करते हैं कि बच्चे इन पुस्तकों को स्वतः पढ़ने की कोशिश करेंगे।

शिक्षकों और अभिभावकों से हमारा निवेदन हैं कि पाठ में आए हुए शब्दों और अभ्यासों की पुनरावृत्ति के लिए वे बच्चों को प्रेरित करेंगे ताकि बच्चे सहजता के साथ भाषा को सीख पाएँ और अपनी मातृभाषा के साथ–साथ अंग्रेजी भाषा का भी दैनिक जीवन में उपयोग कर सकें। इससे भाषा के प्रति उनकी झिझक और भय दोनों दूर होंगे। शिक्षक सतत् मूल्यांकन के साथ–साथ कक्षा अध्यापन को उन्नत बनाने एवं बच्चों की सक्रिय सहभागिता को सुनिश्चित करने का प्रयास करेंगे।

स्कूल शिक्षा विभाग एवं राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, छ.ग. द्वारा शिक्षकों एवं विद्यार्थियों में दक्षता संवर्धन हेतु अतिरिक्त पाठ्य संसाधन उपलब्ध कराने की दृष्टि से Energized Text Books एक अभिनव प्रयास है, जिसे ऑन लाईन एवं ऑफ लाईन (डाउनलोड करने के उपरांत) उपयोग किया जा सकता है। ETBs का प्रमुख उद्देश्य पाठ्यवस्तु के अतिरिक्त ऑडियो–वीडियो, एनीमेशन फॉरमेट में अधिगम सामग्री, संबंधित अभ्यास, प्रश्न एवं शिक्षकों के लिए संदर्भ सामग्री प्रदान करना है।

इस पुस्तक के संदर्भ में समीक्षात्मक सुझावों का हम सदैव स्वागत करते हैं और आपकी प्रतिपुष्टियों के माध्यम से विद्यार्थियों के लिए इसे और अधिक लाभप्रद बनाने का प्रयास जारी रहेगा।

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किताबें कुछ कहना चाहती है,
आपके साथ रहना चाहती हैं।

बच्चे अपने आस–पास को बहुत नज़दीक से जानते हैं। शाला की प्रारंभिक कक्षाओं में अध ययनरत बच्चों के मानस पटल को दृष्टिगत रखते हुए उन विषयवस्तु का चयन किया गया है जो उनके आस–पास उपलब्ध है, या उनके दैनिक जीवन से संबंधित है।

हमने बच्चों के सीखने की प्रक्रिया और उनके मनोविज्ञान के परिप्रेक्ष्य में भाषायी उद्देश्यों को प्राप्त करने की कोशिश की है। सुनने, बोलने, पढ़ने एवं लिखने के कौशलों को विकसित करने की दृष्टि से दैनिक जीवन के जीवंत उदाहरणों के द्वारा भाषा उपयोग के अधिकाधिक अवसर उपलब्ध कराते हुए इसके प्रति बच्चों का भय दूर करने का प्रयास किया गया है।

इस किताब में हमने कविताओं एवं कहानियों को सम्मिलित किया है। विभिन्न संदर्भों, अभ्यास एवं Fun time जैसी गतिविधियों के माध्यम से अंग्रेजी को प्रयोग में लाने का प्रयास किया है।

शिक्षक, बच्चों एवं किताबों के बीच की सबसे मजबूत कड़ी है इसलिए किताब की सफलता या भाषा के उद्देश्यों की पूर्ति तभी संभव हो पाएगी जब शिक्षक इसे बेहतर तरीके से बच्चों तक पहुँचाएँगे। बच्चों को अँग्रेजी भाषा के प्रयोग के अधिकाधिक अवसर प्रदान करेंगे। शिक्षकों से हमारी अपेक्षा है कि वे शब्दों के सही उच्चारण हेतु Dictionary का उपयोग अवश्य करें। Flash cards, Authentic materials, Class activities एवं यथासंभव Multimedia उपयोग द्वारा कक्षा वातावरण को अधिक सजीव एवं आनंददायी बनाये। आशा है कि इस किताब में दिये गये अभ्यास एवं गतिविधियों के माध्यम से बच्चे अंग्रेजी को Minimum शाब्दिक स्तर पर बोलना प्रारंभ करते हुए अंग्रेजी की सामान्य संरचनाओं के प्रयोग तक पहुँचेंगे।

गतिविधियाँ कराते समय प्रत्येक बच्चे की सक्रिय सहभागिता सुनिश्चित करें। उद्देश्यों की पूर्ति हेतु शिक्षक स्वयं कुछ अन्य गतिविधियाँ भी करवा सकते हैं। अंग्रेजी शिक्षण में अधिगम प्रतिफलों की समझ एवं उनको अध्ययन–अध्यापन के माध्यम से प्रस्तुत करने की अपेक्षा के साथ अधिगम प्रतिफल की सूची संलग्न की गई है।

आशा करते हैं कि यह किताब अँग्रेजी भाषा के प्रति बच्चों में रुचि जागृत करने एवं उनमें भाषायी कौशल विकसित करने में सहायक होगी। आपके विचारों एवं सुझावों से हमें अवश्य अवगत कराएँ।

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Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/ groups/ individually and encouraged to: • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs. • participate in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. • understand the use of synonyms, such as 'big/ large', 'shut/ close', and antonyms like 'inside/ outside', 'light/dark' from clues in context • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. • read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice etc.) • learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) • use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. • Write a 'mini biography' and 'mini autobiography'	**The learner:** 1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. 2. recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. 3. acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!'etc. 4. reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. 5. conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. 6. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. 7. uses synonyms such as 'big/large', 'shut/ close', and antonyms like 'inside/outside', 'light/dark' from clues in context 8. reads text with comprehension, locates details and sequence of events. 9. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. 10. takes dictation for different purposes, such as lists, paragraphs, dialogues etc. 11. uses the dictionary for reference 12. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. 13. writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. 14. writes a 'mini biography' and 'mini autobiography' 15. writes informal letters, messages and e-mails. 16. reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries 17. attempts to write creatively (stories, poems, posters, etc) 18. writes and speaks on peace, equality etc suggesting personal views 19. appreciates either verbally / in writing the variety in food, dress, customs and festivals as read /heard in his/her day-to day life, in storybook/ heard in narratives/ seen in videos, films etc.

विषय–सूची

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LESSON - 1

THE BALLOON MAN



Ramu is a balloon man. He sells balloons. He goes from house to house everyday. One morning he went to a village to sell his colourful balloons. He called Raju, Bala, Mona, Saif and Sonu and said "I have red, blue, green, orange, yellow and white balloons. Do you want to buy them?" But no one bought them. He was very sad.

A young man came to him and said," What's the matter? You look sad." The balloon seller said, " Yes. I'm here to sell the balloons but no one is buying them today. "Don't worry. I have come to buy them and I want all the balloons." The young man bought all the balloons. Then he gave them to the children. The children were very happy. This young man was **'Chacha Nehru'**.



I. New words

sad, balloon, young, bought, sell, colourful, happy

II. Read and write

Answer these questions :

(1) What does Ramu sell?

(2) Why was the balloon man sad?

(3) Who bought all the balloons?

III. Say aloud

balloon, goes, village, orange, bought, today

IV. Let's talk

(1) Do you like colourful balloons?

(2) Where do you use them?

(3) Name the colour of the balloon you would buy for yourself.

V. Vocabulary

(A) Choose the correct spellings :

yuong yonug young yung

balon baloon balolon balloon

yelow yellow yellou ylleow

bought boghut buoght bouhgt.

(B) Complete the following sentences using these words.

(colourful, balloons, old, happy, today)



1. Mr. Murli is an _____ man.
2. He looks _____ today.

3. He is going to buy _____.
4. _____ is his grandson's birthday.
5. He wants to decorate his room with _____ balloons.

VI. Structures in context

(A) Underline the correct word in the given sen tences.

1. This is Mrs. Suman. ***He/She*** is my class teacher.
2. Ravi is a student. ***He/She*** reads in class 3.
3. Raju buys a balloon. ***He/It*** is blue in colour.
4. I play with Sita, Meena and Sunil. ***She/They*** are my friends.
5. I have a little dog. ***It/ They*** is very cute.

(B) Make negative sentences :

1. Ramu is a balloon man.
2. I am a student.
3. I can run fast.
4. I have come to buy balloons.
5. These are my balloons.

(C) Make interrogative sentences :

1. Ramu is a balloon man.
2. Children were playing in the garden.
3. The man had come to buy the balloons.
4. A young man bought all the balloons.
5. The young man was Chacha Nehru.

VII. Fun time

Riddles

1. What has a face and has two hands?
2. What has a neck but no head?
3. If there are three apples and you take away two, how many do you have?
4. Which month has 28 days?
5. Where does friday come before thursday?

ANSWERS. 1. CLOCK 2. BOTTLE
3. TWO : IF YOU TAKE TWO THEN YOU WILL HAVE TWO.
4. ALL MONTHS 5. IN A DICTIONARY

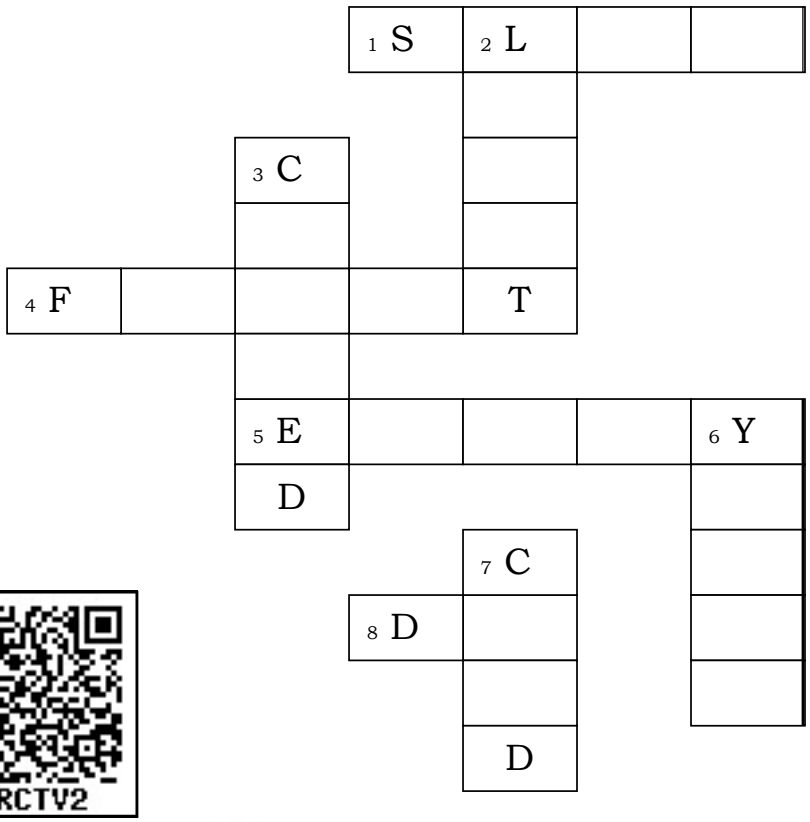
Complete the crossword with the opposite of the given words.

Across

1 Fast
4 Back
5 Late
8 Up

Down

2 Dark
3 Open
6 Old
7 Hot



LESSON - 2

SATTU GOES SHOPPING



Sattu : Maa, Maa, we have a cricket match today. May I go out to play ?

Mother : You may. You must finish your homework first.

Sattu : I have done my homework

Mother : Then, please help me with the shopping. Go to the market and buy some sugar, soap and vegetables for me. Here is the shopping list-

sugar	-	1 kilo
soap	-	1 bar
spinach	-	2 kilos
biscuits	-	1 packet
banana	-	1 dozen
oil	-	1 litre



Raju : Hello Sattu, where are you going ?

Sattu : I am going to the market.

Raju : May I come with you ?

Sattu : Yes, you may.

Sattu : Uncle, please give me these things.
(Sattu gives the shopping list to the shop keeper.)

Shopkeeper : Here you are. But I am sorry I don't have biscuits and spinach.

Sattu : Sattu and Raju go to the green grocer.
Uncle, please give me 2 kilos of spinach.
Shopkeeper : Here you are.
(Sattu and Raju return home)
Sattu : Maa, we bought your things.
Mother : Thank you. Did you get all the things in the list ?
Raju : We couldn't get biscuits.
Mother : Where is the spinach ?
Sattu : Oh, look at the cow..... .

I. New words

green grocer, spinach, shopping list, buy

II. Read and write

(A) Answer these questions :

1. Who went to the market ?
2. How much sugar did Sattu buy ?
3. Who ate the spinach ?
4. How many bars of soap did Sattu buy ?

(B) Put the events in proper order according to the story :

(i) The cow ate up the spinach.
(ii) Mother gave a shopping list to Sattu.
(iii) Sattu went to the market.
(iv) Sattu gave the shopping list to the shopkeeper.

(v) He bought 2 kilos of spinach.

(vi) Sattu and Raju went to the green grocer.

III. Say aloud

vegetable, biscuits, spinach, grocer

IV. Let's talk

(1) Do you go to market to buy vegetables, fruits or other things? Tell the class the vegetables you buy.

(2) Do you go alone or with someone?

(3) Make the list of things you want to buy from the village or city market and read it aloud.

V. Vocabulary

(A) Look up the dictionary and find the differences between the following. Write the meanings in the given space.

(i)	a grocer	a green grocer
	.....	.....
	.....	.....
(ii)	soap	paper soap
	.....	.....
	.....	.....
(iii)	ear	eardrop
	.....	.....
	.....	.....
(iv)	paper	paper weight
	.....	.....
	.....	.....

(B) Separate the things which Mohan will buy in kilos and by count.

rice
potatoes
pen
sugar
bananas
match box
spinach

kilos	numbers
rice	bananas

(C) Match the columns.

A piece of	bananas
A bar of	biscuits
A kilo of	paper
A dozen of	soap
A packet of	oil
A litre of	sugar

(D) Which of these are countable?

chairs, lemons, paint, tea, cup, bedsheets, water, water bottle

VI. Structures in context

Use 'may' and make five polite requests.

May I
- come in?
- go for a walk?
- .....
- .....
- .....
- .....
- .....

VI. Let's speak and act

Make small groups with your friends. In every group one of you could become a shop keeper and the others can become customers. Act out your roles.

Make a role play of this lesson.

Customer : Please give me 1 kilo of sugar.

Shopkeeper : Here you are.

Customer : Thank you.

Shopkeeper : You are welcome.

At the grocery shop


1. Good morning, Uncle/ Aunt.


2. Good morning, ... (Name of the student).

Yes, please.


1. I want some grocery items.


2. Do you have the list?


1. Oh yes. Here it is. I want these three items.


2. Wait a minute. (after 5 minutes) Here you are.


1. Thank you, Uncle.


2. You are welcome. Do visit the shop again.

VII. Fun time

(A) Complete the poem with words for the pictures.

I have a  For my cute little 

She lives in my  And run after the 

She likes a  of milk And the little  of silk

(B) Say these sentenes/phrase repeatedly :

1. Bitter butter.
2. Black back bat.
3. She sees cheese.
4. Good blood, bad blood.
5. I scream, you scream, we all scream for ice-cream.
6. I saw a kitten eating chiken in the kitchen.

ARLPHP

VIII. Activity (Words from a word)

Make meaningful words with the letters of the word given below.

For example: **TEACHERS**

One letter words : A

Two letter words : AT, HE

Three letter words: SHE, HER, TEA, RAT, HAT, EAT, ACT,

Four letter words : EACH, CHAT,HEAT,

Five letter words : TEACH, CHEAT, REACH, SHEET, TREAT

Six letter words : CREATE

Now make as many words as you can from the word given below.

POTATOES

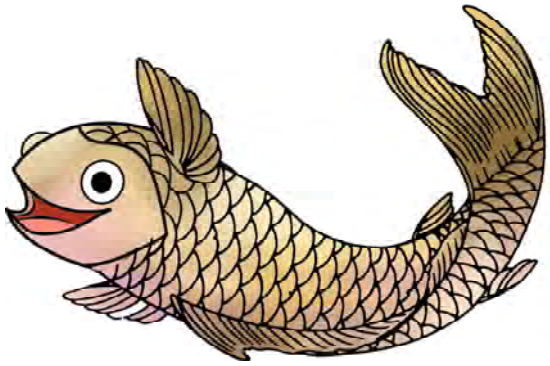
(**Note :** You can use letters only from the given word. You can use a letter as many times as it comes in the given word.)

ARVKYC

LESSON - 3

THE FIS H AND THE DUCK

Miss Bambi, the fish, was merrily swimming with her friends. She saw Sumit sitting on the shore. His fishing line had a juicy bit of earthworm on the end. Bambi said to herself, “What a tasty trap”. She went to all the fishes and said, “Let’s go some where else or we will be eaten up”. Then she found a shell, a King Shell and hung it by the hook.



Sumit said,“ I think, I have a big fish on my hook. Let me pull it out. What's this? It is a King Shell, not a fish. How unlucky I am!”



Bambi had a good laugh. —Ha – Ha – Ha .

Ducky Duck saw Bambi and paddled to her.

Ducky Duck said,“ You are very clever, Bambi. Come, be my friend.”

Bambi said, “Thankyou Mr.Ducky Duck. But I think I am too young to play with you. I am also late. I must run home. Bye!”



I. New words

push, shore, sheep, sea, seek, sell, earthworm, shell

II. Read and write

(A) Answer these questions :

1. What was Sumit doing?
2. What was Bambi doing?
3. What did Bambi put on the hook?
4. Why was Sumit unhappy?
5. What did Ducky Duck really want?

(B) Who said:

“What a tasty trap”.

"It is a king shell not a fish. How unlucky I am!”

"You are very clever Bambi. Come , be my friend.”

"But I think I am too young to play with you."

III. Say aloud

merrily, shore, juicy, earthworm, paddled, shell

IV. Listen and repeat

sea - she, sell - shell, sore - shore, sit - shit

V. Let’s talk

(A) Twist your tongue :

She sells sea shells on the sea shore.

Note : The teacher will help the learners pronounce the words correctly.

(B) 1. Was Bambi clever? How can you say that?

2. Did the duck really want her to be his friend?

3. What would have happened if Bambi had gone to play with the duck?

VI. Vocabulary

(A) Find the correct antonyms from the bracket and write them.

(over, near, push, bottom, young)

1. top .....
2. under .....
3. far .....
4. old .....
5. pull .....

(B) Movement of animals :

(swim, fly, crawl, flutter, climb)

1. snail .....
2. fish .....
3. birds .....
4. monkey .....
5. butterflies .....

VII. Structures in context

(A) Sort out all proper and common nouns from the lesson and write them in the table.

Proper noun	Common noun

Note : The name of a person, place, animal or thing is called a **noun.** The names by which we call common things around us like **animals, schools, instruments** are called **common nouns.** Similarly the names by which we know people, countries, towns, rivers, pets, months, days, etc., are called **proper nouns.** They begin with a capital letter. **Sumit, India, Chhattisgarh, Raipur, January, Thursday** etc., are all proper nouns.

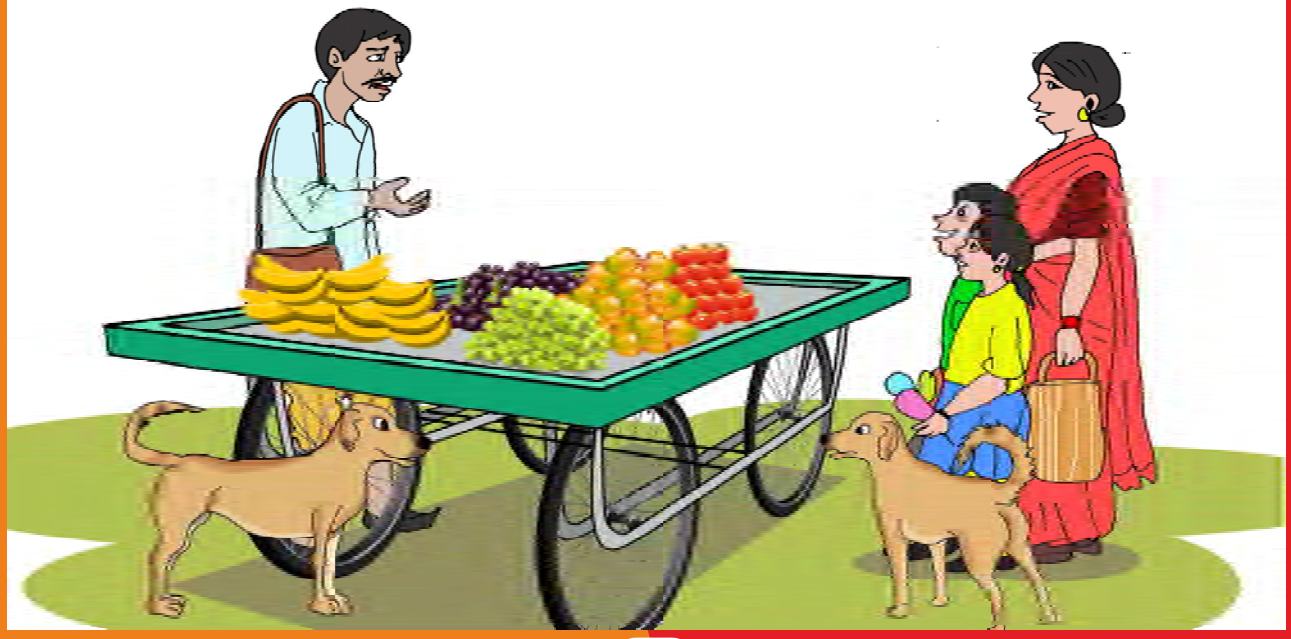
(B) Look at the examples and make exclamatory sentences:

I am very unlucky.	How unlucky I am!
He is very clever.	How clever he is!
This is a beautiful painting.	How beautiful painting this is!
You are very smart.	.....
They are very strong.	.....
The book is very interesting.	.....

IX. Fun time

(A) Look at the picture and write about the activities you see in it.

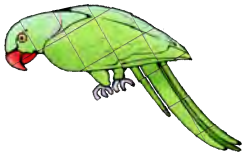




(B) Complete the rest of the story with these four words.

tree, mango, parrot, monkey






One day a parrot saw a mango in a tree. The parrot flew towards the mango. He saw a monkey . The monkey said to the parrot, " Don't touch the mango. It is mine." The parrot said, " Brother ..... ! I am very hungry. Please let me eat half of the ....." The ..... agreed. Together they ate the ..... . Thus the ..... and the ..... became friends.

X. Activity -Word chain

Teachers can give this activity as an individual or group task. Teacher will write a word on the blackboard and ask the students to keep on adding words which start with the last letter, Teacher will allot time to the students and ask them to present it before the class as soon as they finish the task.

M A N
E
T I M E
A
R O A D
O
W
N O R T H

AS5GZZ

(Do not use proper nouns.)

LESSON - 4

CATS

Cats sleep
Anywhere,
Any table,
Any chair,
Top of piano,
Window - ledge,
In the middle,
On the edge,
Open drawer,
Empty shoe,
Any body's
Lap will do,
Fitted in a
Cardboard box,
In the cupboard
With your frocks
Anywhere!
They don't care!
Cats sleep
Anywhere.









I. New words

ledge, edge, drawer, fitted, cupboard, empty, card board

II. Read and write

1. Name the places where cats sleep?
2. Write down the names of things in the poem.
3. Write three sentences about cat's.

III. Say aloud

piano, window- ledge, edge, drawer, empty, fitted, cupboard, anywhere

IV. Let's talk

1. Do you have any pet animal in your house?
2. If yes, name the pet animal.

   What does it eat?
3. Where does it sleep?

V. Vocabulary

(A) Fill in the blanks with suitable words :

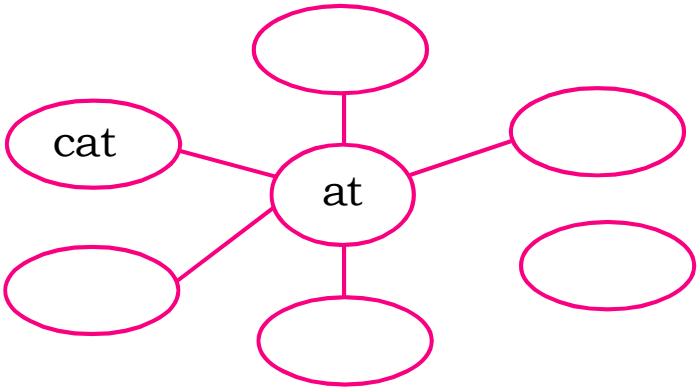
(cupboard, edge, empty, fits, drawer)

1. You have put the glass of water on the ..... of table. It may fall down and break into pieces.
2. Please open the ..... in the table. Do you find any pen in it?
3. No, I don't. There is nothing in it.. It is .....
4. Where is the ..... I want to put this box there.
5. The size of the box ..... well in the cupboard.

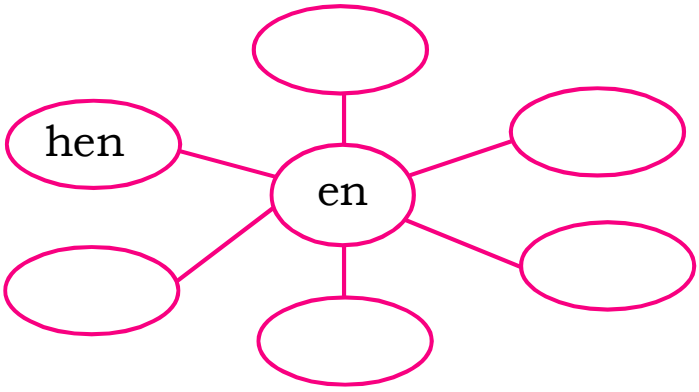
(B) Match the rhyming words:

(A)	(B)
sleep	care
where	keep
table	pair
chair	ox
box	edge
ledge	pot
cot	cable

(C) Make new words using 'at'. Add one two or three letters before 'at'.



(D) Make new words using 'en'.



Write the correct phrases below the given pictures







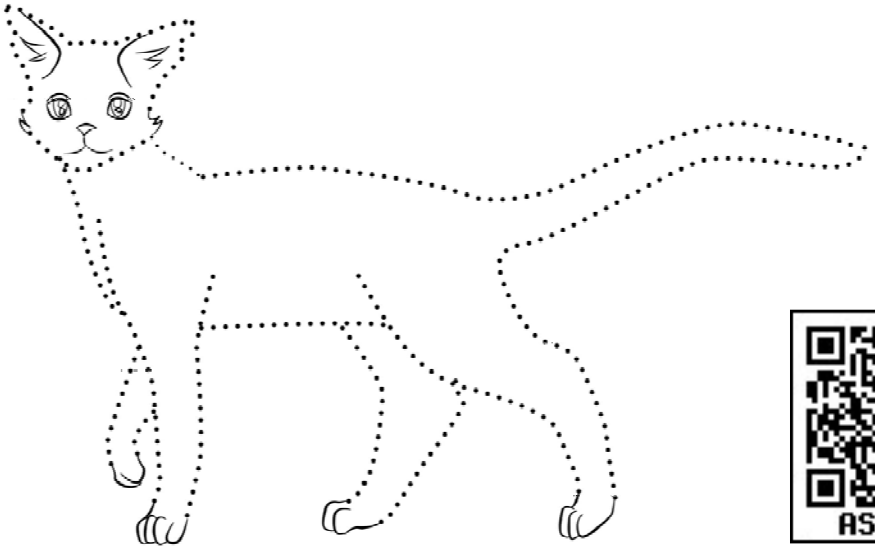




on the top of piano
on a chair
in the cupboard
on the table
in an empty shoe

VI. Fun time

(A) Colour the cat



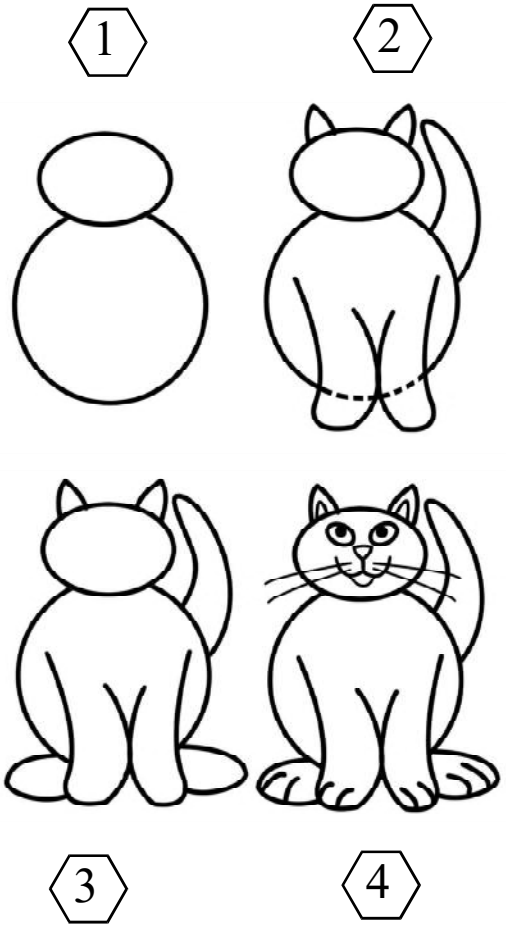
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(B) Follow the instructions and draw the cat :

1. Draw a small circle for the face and a big circle for the body of the cat.
2. Draw two ears,one tail,and two legs as shown in figure 2.
3. Draw two back legs and erase the dotted lines in figure 2
4. Draw eyes, nose, mouth and whiskers.

Is your drawing ready?

Say “Meow”.



LESSON - 5

AT THE PLATFORM

ASX55X

Tripti, Tara, Rupa, Sneha, Sahil and Joseph are all at the station. Lata is coming today. Her train is late. It is coming at 10 o'clock. It is 9 o' clock now. So they are on the platform waiting for her.



Tripti : I am hungry. I will eat some samosas. Come, who wants to eat.

Joseph : I am hungry too.

Sahil : Me too.

Tara : This food is not clean. It has dirt on it. Look at all those flies. You should not eat these. Let's buy some bananas.

Geeta : I have my tiffin. You can have my idlis and chutney.



All together : Oh, yes that will be great.

Rupa : Oops! I dropped one. I am sorry

Tripti : Thank you Geeta.

The idlis are very tasty.

Here comes the train.

Joseph : Look, look, there is Lata.

Lata : Hello! everybody.

Sahil : Her bags are heavy.

Sneha : May I help you?

Lata : Thank you. Yes please.

Rupa : Welcome, Lata. How are you?

Lata : I am fine. Thank you. Come, let us all go home.

I. New words

station, hungry, clean, dirt, dropped, heavy, please

II. Read and write

Answer these questions :

1. Who is arriving by the train?
2. When is Lata's train coming?
3. Why is the food on the platform not clean?
4. How does Sneha help Lata?

III. Say aloud

platform, hungry, dirt, flies,tiffin, dropped, tasty.

V. Let's talk

1. Have you ever seen a railway platform?
2. What different sounds do you hear there?
3. Recall and repeat the railway announcement if you ever heard.

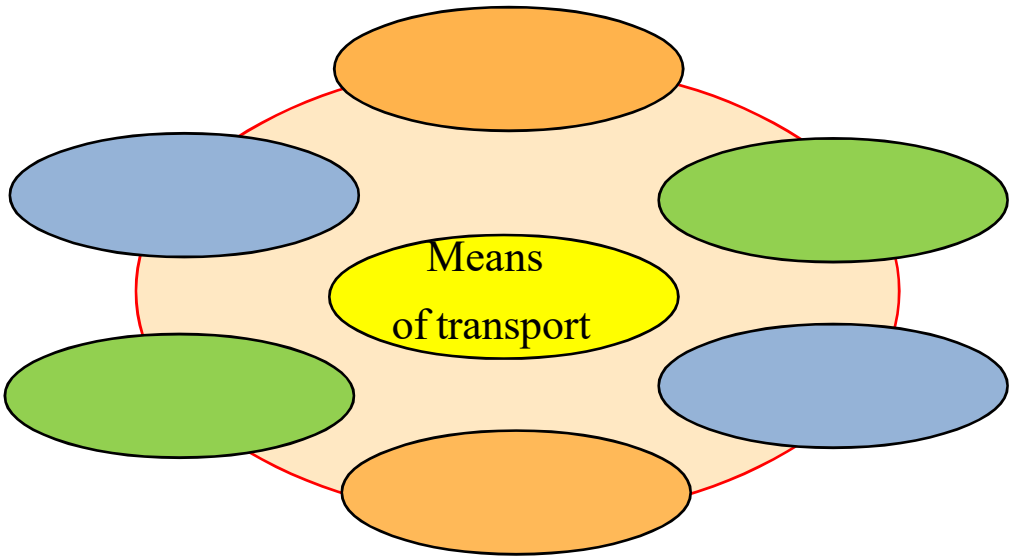
VI. Vocabulary

(A) Complete the sentences with the help of the given words :

hungry, dirt, station, platform

We reached the railway..... . We did not have to wait long for the train. It reached the ..... just after 10 minutes. I wanted to eat something because I was ..... So my Papa bought some fruits. He washed them and said, "Now the fruits are free from ..... and flies and you can eat them." We enjoyed the fruits and the journey.

(B) Write the names of the means of transport :



(C) Read the sentences and tick ( ) in the boxes of do's and don'ts :

	Do's	Don'ts
1. Be rude to others.		
2. Say sorry when you hurt someone.		
3. Wash your hands before eating		
4. Tell a lie.		
5. Comb your hair everyday.		
6. Eat uncovered things.		
7. Wish your elders.		
8. Hurt birds or animals.		

V. Structures in Context

(A) A and an, are articles. They are used before singular countable nouns. 'a' is used before nouns beginning with consonant sound and 'an' before nouns beginning with vowel sounds.

Add article-a/an :

1. ..... owl
2. ..... papaya
3. ..... flower
4. ..... egg
5. ..... engine
6. ..... umbrella
7. ..... girl
8. ..... ox
9. ..... ship
10. ..... boy

(B) Fill in the blanks with *must, is, are, have, has, doesn't* :

Tripti .... hungry. There ..... samosas to eat but Tara ..... want to eat them. Geeta ..... idlis in her tiffin box. She said,"We ..... eat clean food only."

(C) Match and join the sentences to make meaningful expressions :

I dropped the idli.	If you are hungry.
Let's buy some guavas.	Now, get ready.
You can have my idlis.	Mummy will be waiting for us.
Here comes the train.	I am sorry.
Let us go home.	Fruits are very fresh there.

Write a small paragraph of about 40 words on the following topic with the help of words given in the help box.

At the Railway Platform :

As we reached the ....., we went to the ..... to get the .....first. On the ..... there was a great rush of ..... . There were ..... carrying .....on their head. The .....were selling their ..... at the top of their voice, " Chai, chai, chai garam, ice-cream, ice-cream . cold drinks, thanda, samose garam. We were listening to the ..... about trains.

Help-box

railway staion	booking-window	passengers
coolies	platform	
luggage	hawkers	goods
tickets	announcements	

VI. Activity

Listen to the railway announcements carefully and answer the questions.

- Train No. 12860, Geetanjali Express scheduled to arrive on platform number 1 at 3.10 a.m. is running late by 35 minutes.
- Train no. 12809, Mumbai-Hawrah Mail scheduled to arrive at 4pm is running on time. It is going to arrive on platform no. 2 shortly.
- Train no. 1046 Shivnath passenger scheduled to arrive at 4.20 pm on platform no. 3 is arriving soon.
- Train no. 1222, Raipur - Korba Superfast has just arrived on platform no. 5.
- Raipur Railway Station welcomes you.
- Please take care of your luggage.
- Please do not get down from a moving train.

- *Write the train number of* Geetanjali Express .
- *Which train is arriving on platform no.2.*
- *Write the name of the train which is late.*
- *Which railway station is this?*

- Teacher may change the name of trains and numbers.

VII. Listen and repeat

Chuff - Chuff
Puff - Puff
Here comes the train.
The engine is its brain.
Chai - Chai, Chai garam
The vendors run along
Mintu sits at the window
Watching all day long.

VIII. Fun time

If possible, go to the nearest railway station. Listen to the sound and activities you come across there and talk about it.

Label the diagram



IX. Activity - Word ladder

(A) Make a word ladder. Each word you use should start with the last letter of previous word and each word of the ladder must have only four letters.

e.g. k i n g

i

r

l i o n

e

s

t.....

AT717K

Teacher can give this activity as an individual or group task. First he may allow the students to consult the text book of any class with the condition that they must know the meaning of the word they use in the word ladder. Ask individual or a group to present it before the class.

(B) Write the words which are closely related to a railway station.

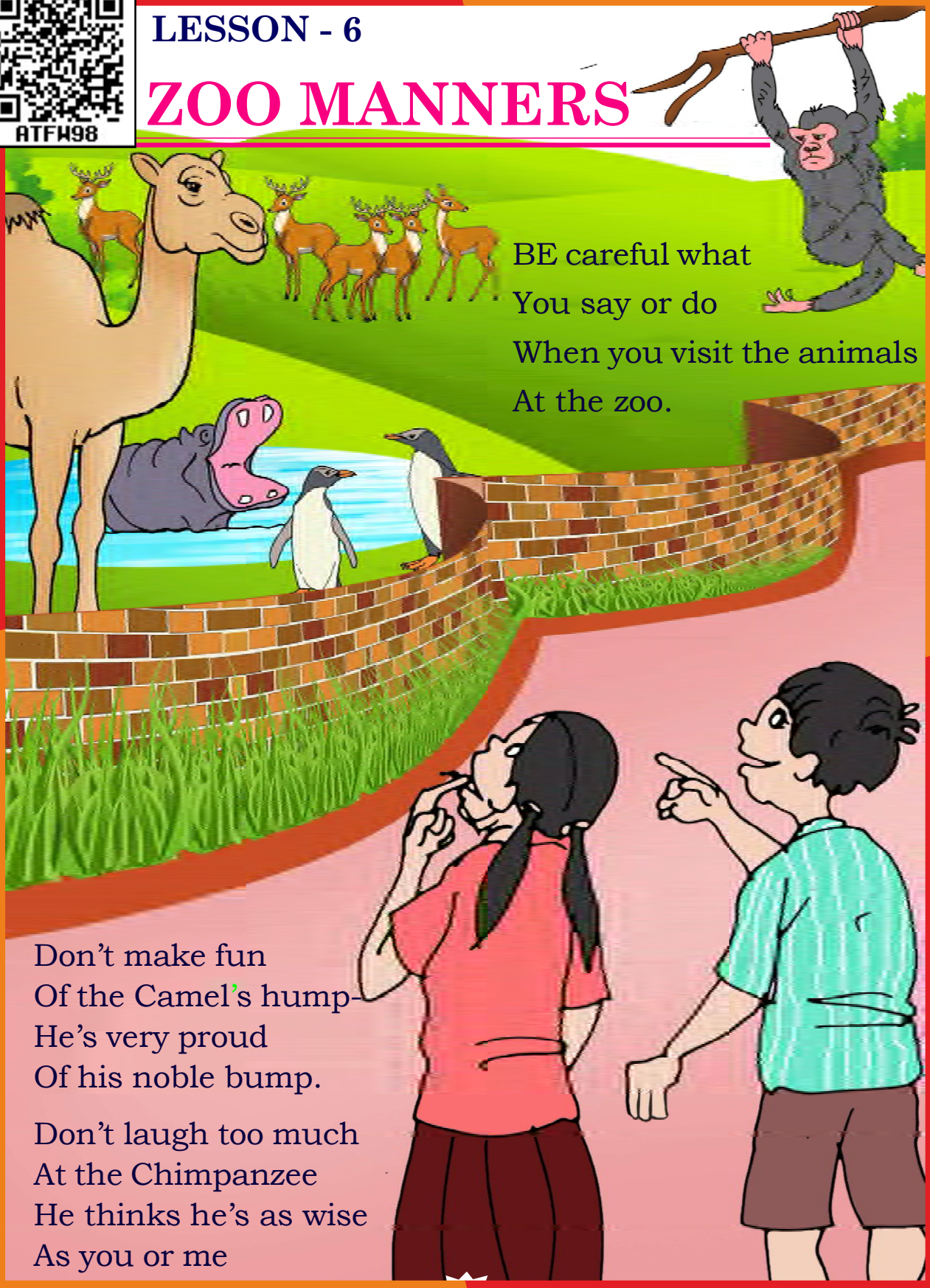
For example : trains, passangers, berth, coach, ...

.....

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LESSON - 6

ZOO MANNERS



BE careful what
You say or do
When you visit the animals
At the zoo.

Don't make fun
Of the Camel's hump-
He's very proud
Of his noble bump.

Don't laugh too much
At the Chimpanzee
He thinks he's as wise
As you or me

And the Penguins
Strutting around the lake
Can understand
Remarks you make.

Treat them as well
as they do you,
And you'll always be welcomed
At the zoo.

Eleen Mathias



I. New words

proud, noble, wise, ,penguins, strutting, remarks

II. Read and write

Answer these questions:

1. What should we do when we visit a zoo?
2. Which animal has a hump?
3. Which animal thinks he is as wise as we are?
4. What can these animals do? Complete the sentences.
   (i) The camel can ..... .
   (ii) The chimpanzee can ..... .
   (iii) The penguins can ..... .
5. Write the message of the poem on your notice board.

III. Say aloud

careful, animals, proud, hump, chimpanzee, penguins, strutting, remarks, treat, always, welcomed

IV. Let's talk

1. Have you seen a zoo?
2. Name the animals you saw in the zoo.
3. Which animal do you like most? Why?

V. Vocabulary

(A) Fill in the missing words to form names of animals and birds:

l - - -	ti - - r
w - - f	d - - r
j - c - - l	o - -
mo - - - y	b - - r

(B) Guess who they are and write their names :

1. I can't sing but I can fly.

   I am very colourful.

   Children love me and I love flowers.

   I am a ..... .

2. I can fly. I sit on food and also on dirty places.

   I am a ..... .

3. I have four legs, I have a hard shell.

   I am a ..... .

4. I am tiny, I live under the ground.

   I like sugar.

   I am an ..... .

5. I have wings but I am not a butterfly.

   I go buzzing 'buzz'.

(C) Use these words to complete the following sentences :

(Penguins, treat, wise, struts, zoo, hump)

1. A lump on the back of animals is ..... .
2. We can see wild animals closely at the ..... .
3. ..... can understand your comments .

4. Chimpanzee thinks he is as ..... as you.

5. If you ..... the animals well, you will always be welcomed by zoo.

6. He is vey thin but he ..... like a wrestler.

(D) Make meaningful sentences by connecting parts in column A and B :

Column A	Column B
1. Parents feel proud	to make fun of others.
2. My teacher checks our notebooks	for parent's - teacher meeting.
3. It is your wise decision	when you get good marks.
4. It's bad	and write remarks.
5. My parents visit my school	to buy a bicycle for your son.

VI. Let's listen

Listen and put a tick ( ) against the words that the teacher says :

it	at
think	thank
fun	fan
much	match
well	wall

VII. Fun time

Let's sing together

Have you ever heard or sung an English song. Sing with your teacher.

We shall overcome



We shall overcome
We shall overcome
We shall overcome some day

Oh, deep in my heart
I do believe
We shall overcome some day

We'll walk hand in hand
We'll walk hand in hand
We'll walk hand in hand some day

Oh, deep in my heart
Ido believe
We shall overcome some day

We are not afraid
We are not afraid
We are not afraid some day

Oh, deep in my heart
I do believe
We shall overcome some day

ATPSAV

Teacher can download this and other English song easily and make students hear through his/her mobile.

LESSON - 7

THE SKY IS FALLING

Kut-kut Kutak Koo, a hen was standing near the coconut tree. A nut fell down from the tree, 'Dham!' She said, "Kut-kut-kut-kutak koo, the sky is falling! The sky is falling!", and she ran.



The cock asked, "Why are you running ?"

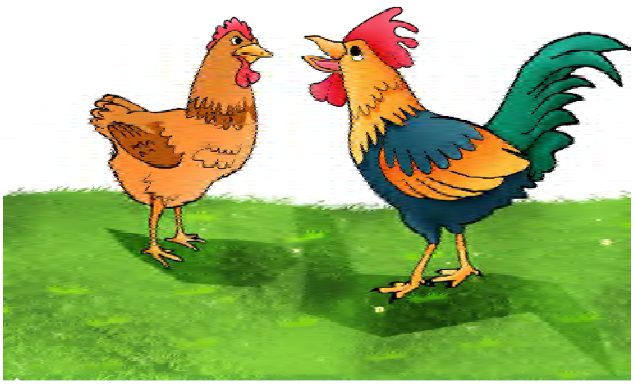
The hen said, "Run, the sky is falling."

The cock said, "I am also coming with you". So they ran together.

On the way they met a duck

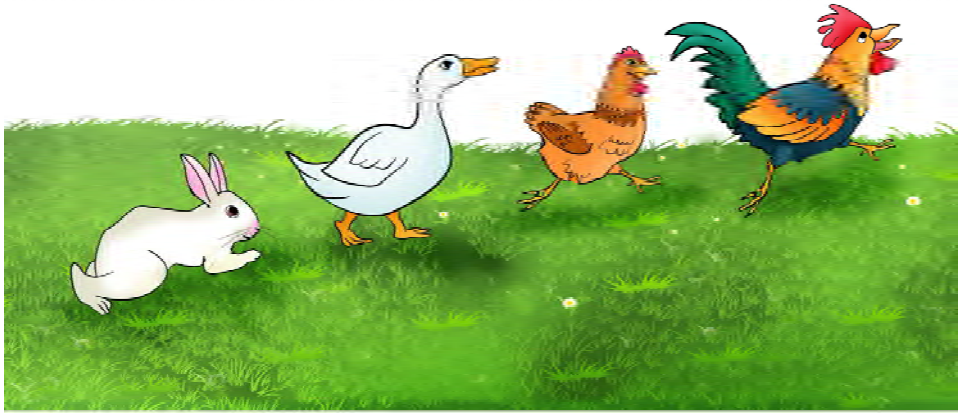
The duck said,"Quack-quack, why are you running ?"

The hen said,"Run, run, Kut-kut kutak koo, the sky is falling!!"



The duck said,“I am also coming with you”

And they ran together.



A rabbit saw them running.

Rabbit,“Where are you going ?”

The hen said,“Run, run, the sky is falling.”

So they all ran together.



A fox was coming out of her cave.

She asked, “Oh! my dear, what is the matter ?”

The hen said,“The sky is falling, we are all going to the king’s palace.”



The fox said,"Friends, I know the king's palace. I will take you there.

The hen said,"Yes, yes."

The fox went into the cave and the hen, the cock, the duck, the rabbit, went into the cave one by one.

Guess what happened then _ _ _ _ _ _?

I. New words

together, fox, palace, cave, sky, guess

II. Read and write

Answer these questions.

1. What fell from the tree ?
2. Who said "The sky is falling" ?
3. Where did the fox take them ?

III. Let's talk

Think about the story what happend next and share with your class.

IV. Vocabulary

(A) Complete the table using words given in the box.

1. Names of 4 pet animals.
2. Names of 4 wild animals.
3. Names of 4 birds.

dog, zebra, lion, cow, deer, crow, cat, parrot, sparrow, pigeon, goat, fox

Pet animals	Wild animals	Birds
goat	zebra	pigeon

(B) Find the meanings of the words using the dictionary.

palace shed kennel

cave cottage stable

(C) Match these pairs of words with similar sounds.

hump	make
lake	bell
well	bump
much	bun
fun	sound
round	such

V. Structures in context

Make questions to get these answers.

1. I am going to Raipur.
2. I am not going to school because I am ill.
3. They will reach here in the morning.
4. He is reading the story.
5. I am fine.
6. This is his book.

VI. Read the paragraph given below

Pola is an important festival of Chhattisgarh. On the day people decorate and worship bulls. Children play with Nandi bull made of clay.

Similarly write a paragraph on your favourite festival.

Hints : Where is the festival celebrated?

When is it celebrated?

Why is it celebrated?

How is it celebrated?

VII. Activity : Let's act

Make a role play of this lesson. Teacher will divide the students in groups. The number of students in a group will be according to the number of characters in the story. Teacher will ask the students to speak their dialogue with proper voice modulation. Each group will present their role-play before the class.

VI. Fun time

Let's listen

Make all your friends sit in a circle. Whisper a secret in your partner's ear. Your partner will in turn whisper the secret into the ear of the student on his right. Pass the secret on till it goes around the circle. The last child will tell the secret aloud.

Is the secret the same as you said in the beginning.

eg. I have seen a parrot with red spots.



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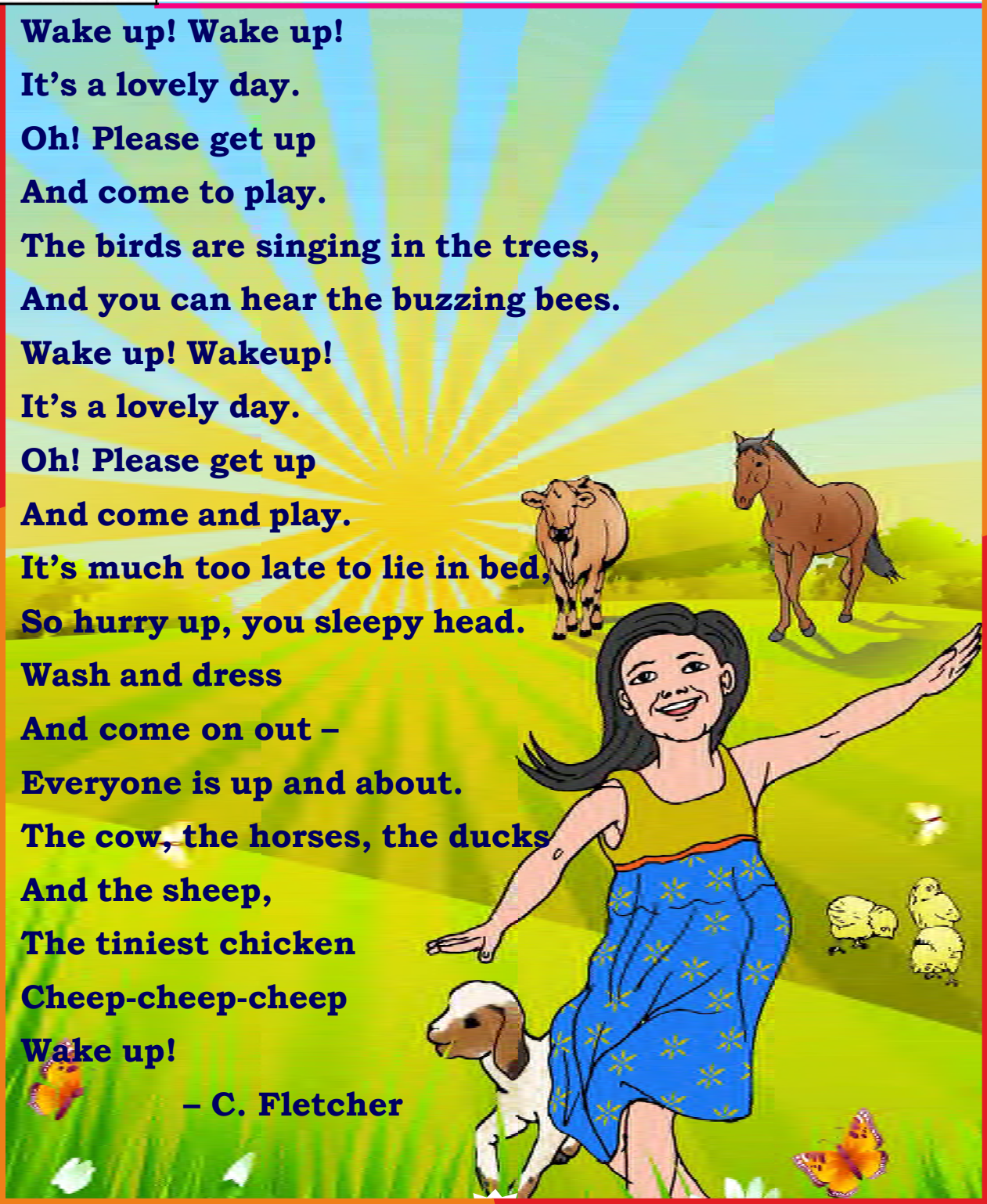
AUHFFT

LESSON - 8

WAKE UP!

Wake up! Wake up!
It's a lovely day.
Oh! Please get up
And come to play.
The birds are singing in the trees,
And you can hear the buzzing bees.
Wake up! Wakeup!
It's a lovely day.
Oh! Please get up
And come and play.
It's much too late to lie in bed,
So hurry up, you sleepy head.
Wash and dress
And come on out –
Everyone is up and about.
The cow, the horses, the ducks
And the sheep,
The tiniest chicken
Cheep-cheep-cheep
Wake up!

– C. Fletcher



I. New words

wake up, lovely, buzzing, sleepy head, tiniest

II. Read and write

Complete the answers :

(i) By what name does the poet call the child?

The poet calls the child ..... .

(ii) Is it too early for the child to get up?

No, it is too late to ..... in bed.

(iii) Name the animals & birds who are already awake?

The ..... are already awake.

(iv) What does the poet ask the child to do before going out?

The poet asks the child to ..... and ..... .

(v) Who are the tiniest ones to get up?

The tiniest ones to get up are the ..... .

III. Let's talk

(A) 1. Do you get up early in the morning?

2. Who wakes you up?

3. How does he or she wake you up?

(B) (i) The children are playing in the playground.

They are playing football.

Say the instructions or sentences that they use:

e.g. Hit the ball!

Pass the ball!

Don't cross the line!

Give it to me!

Run fast!

Run, run, run!

Write such instructions which are used in cricket.

_____ _____

_____ _____

_____ _____

(C) Talk about yourself.

Tell the class when do you get up?

What do you do in the morning?

Who wakes you up?

What happens when you get up late?

IV. Vocabulary

(A) Fill in the blanks with suitable words given in the box.

wakes, lovely, hurry, buzzing

1. You have a _____dress.
2. I don't like the _____ sound of bees or dragonflies.
3. _____up or we will be late.
4. My grandmother _____ me up everyday.

(B) Match the words and make meaningful instructions:

A	B
Get	quiet.
Go	brave.
Keep	hard
Work	ready.

(C) Match the meanings with the phrases according to the poem

much too late	-	someone who is fond of sleeping
come on out	-	awake and moving
up and about	-	very late
sleepy head	-	get up and come out

IV. Write and share

What does your mother say to wake you up? Can you add some more lines which she says to you?

Wake up, my child!

Look! the sun has risen.

Leave the bed, you will be late for your school.

Look what I am cooking for you.

Look! what a pleasant weather outside !

_____

_____

V. Structures in context

(i) Write some instructions which have only two words. Go through the textbook of class IV, note down such instructions. Share them with your class. Learn from your teacher how to use them.

e.g. Wake up. Come in.

(ii) Connect the pairs of sentences below using 'and'.

(a) It is 10 'O' clock.

(b) It is the time to go to bed.

_____

(a) Meera studies well.

(b) She helps her mother in the kitchen too.

_____

(a) I wrote a message.

(b) I sent it to my all friends.

_____

(a) I wake up early in the morning.

(b) I go for morning walk with my father..

_____

(iii) Choose the correct word and fill in the blanks.

(a) ..... a fine morning. (It's/Its)

(b) I have a cow . ..... colour is brown.

(It's/Its)

(c) The Tajmahal is famous for ..... beauty.

(It's/Its)

(d) This is a plastic chair so ..... very light in weight. (It's/Its)

(e) This school is known for ..... building. (It's/Its)

(f) Don't go outside without warm clothes. ..... very cold today. (It's/Its)

VI. Fun time

(A) Now twist your tongue. Divide the class into four groups. Give one tongue twister to each group and ask to present before the class.

Note : Teacher will help the learners to pronounce correctly :

AURBHG

(1) Upper roller, lower roller

(2) Good cook could cook

(3) slim slam slap

(4) thin sticks, thick bricks

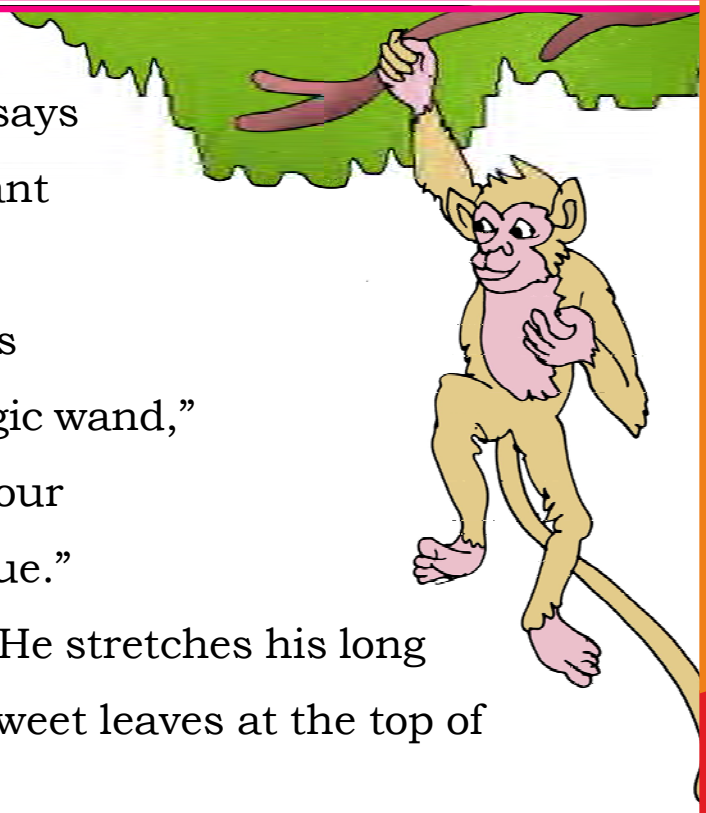
(B) Look at the picture and write about it.



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LESSON - 9

I WANT



"I want to be big," says Little Monkey. "I want to be strong."

A wise woman hears him. "Take this magic wand," she says, "and all your wishes can come true."

A giraffe comes by. He stretches his long neck. He eats the sweet leaves at the top of the trees.

"I want a long neck," says Little Monkey.

"POP!"

His neck grows long, just like the giraffe's.



Little Monkey is happy.

An elephant comes down to the river.

He fills his trunk with water.

He blows it all over himself.

"I want to do that too!",

says Little Monkey. "BANG!"

Just like that, he grows a trunk.

He is very happy. "This is fun!" he says.

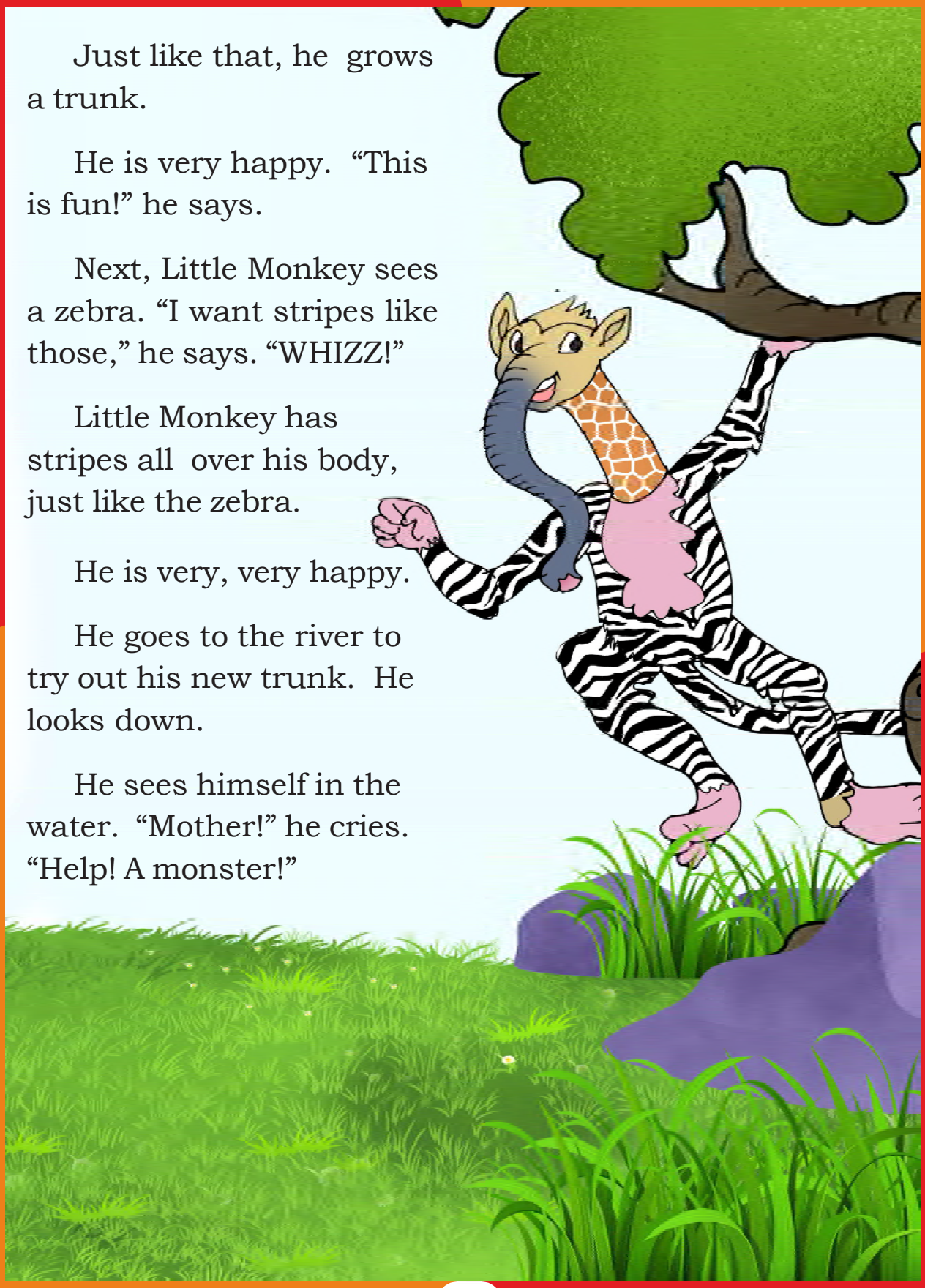
Next, Little Monkey sees a zebra. "I want stripes like those," he says. "WHIZZ!"

Little Monkey has stripes all over his body, just like the zebra.

He is very, very happy.

He goes to the river to try out his new trunk. He looks down.

He sees himself in the water. "Mother!" he cries. "Help! A monster!"



"That's not a monster," says his mother. "That's you."

"You want a giraffe's neck, an elephant's trunk and stripes like a zebra. Don't you remember?"

Little Monkey cries and cries. "I look AWFUL!" he says.

"I want to be myself again."



There is a POP, a BANG and a WHIZZ.

Little Monkey is himself again. He jumps for joy.

He throws the magic wand into the river.

He never wants to be anyone else again.

I. New word

strong, wand, wishes, blows, trunk, monster

II. Read and write

(A) Answer these questions:

1. What were the monkey's first three wishes?

First wish	Second wish	Third wish

2. How did he look ultimately?
3. Was he happy with his looks?
4. What was his wish?

(B) Put a (✓) or a (x) against the following sentences.One has been done for you :

1. The little Monkey wants to be big and strong. (✓)
2. A wise man gives him a wand.
3. The giraffe gives his long neck to monkey.
4. The elephant cannot fill water in its trunk.
5. The zebra has stripes.
6. The little Monkey sees a monster in the river.

III. Say aloud

magic, wand, hears, wishes, streches, eats, blows, stripes, monster, awful

IV. Let's talk

1. What would you do if you had a magic wand? Tell your first three wishes to your class.

2. Do we learn a lesson from this story? What is it?

V. Vocabulary

(A) Use the words in your own sentences :

wish, river, remember, monster, magic, wand

(B) Make meaningful words with jumbled letters :

ndaw ....., pypah ....., cigma .....,

iltetl ....., odyb ....., ertaw .....

VI. Think and write

1. My favorite animal is ..... . I like it because .....

2. My favourite bird is ..... . I like it because .....

3. I want a magic wand because ....

4. I do not want a magic wand because ....

VII. Structures in context

(A) Punctuate the following sentences using capital letters, comma, fullstop and question mark appropriately :

1. i am a man
2. what is your name
3. ankit rahul and rohit are my friends
4. i study in class III
5. he and i are good friends
6. he said i am very happy

(B) Make three sentences like the sentences given in bracket.

1. I want ..... (e.g. I want *breakfast.)*
2. I want to ..... (e.g. I want to *play cricket.*)
3. I want to be ..... (e.g. I want to be *a singer.*)

Replace the unerlined italic words with appropriate ones and make more such sentences.

VIII. Fun time

Two stories got mixed up. Sort them out and wirte them in the appropriate boxes.

- We thought the lion had eaten someone.
- Suddenly the kite lifted him off the ground and took him over the treetops.

- He saw a shoe in the lion's cage.
- Finally, the kite brought him back to the park.
- Our class had gone to the zoo.
- Sonu was flying the brand new kite in the park.
- Some children stood and screamed, and some ran to the Director of the zoo.
- Sonu was frightened and excited.
- The lion had not eaten anyone, because the shoe was one of the lion's toys.

The Magic Kite



Who did the lion eat?



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LESSON - 10

HALDI'S ADVENTURE

One morning, as Haldi walked to school, she met a giraffe. The giraffe wore big glasses and held a book in his hand.

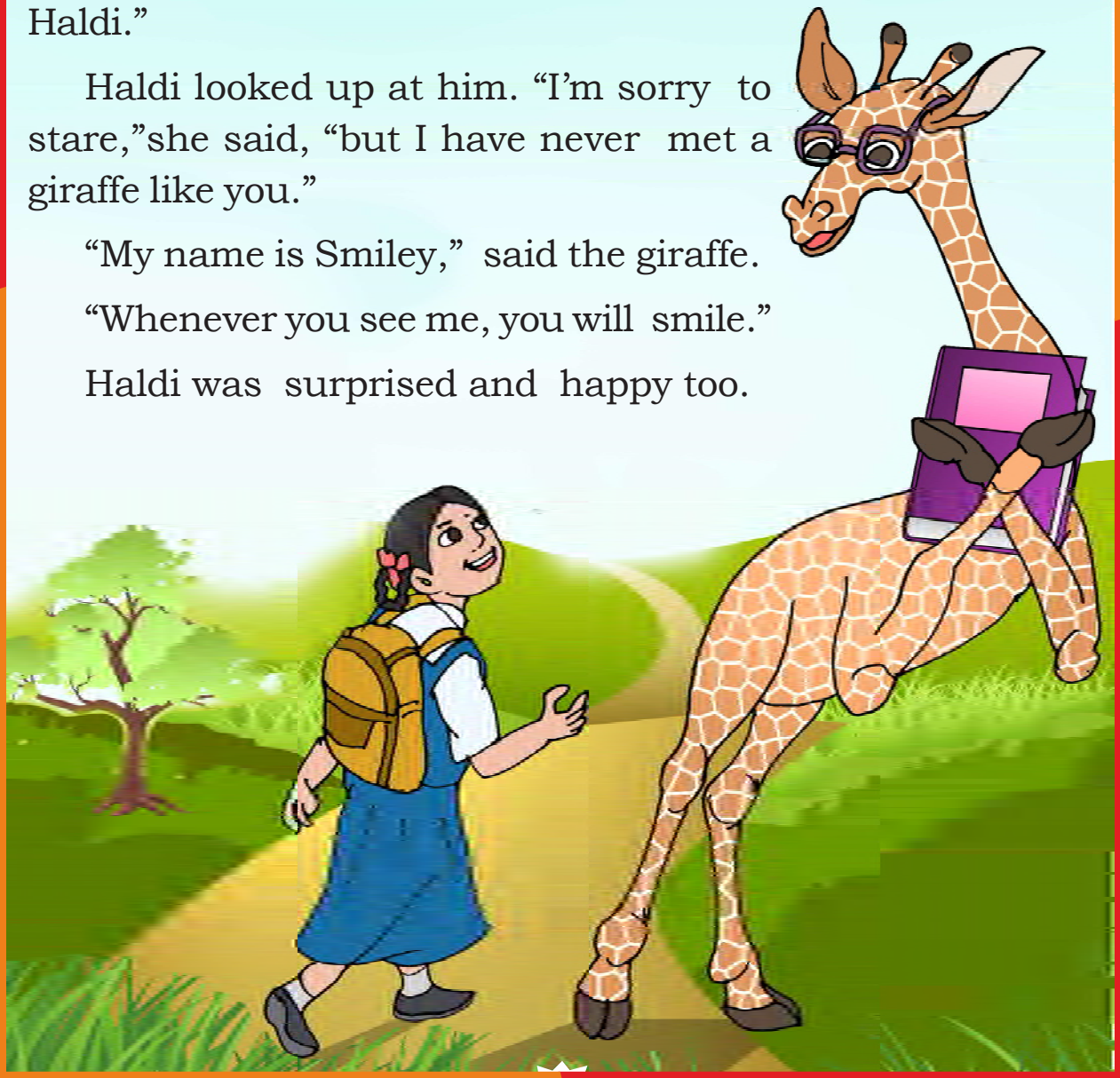
He smiled and said, "Good morning, Haldi."

Haldi looked up at him. "I'm sorry to stare,"she said, "but I have never met a giraffe like you."

"My name is Smiley," said the giraffe.

"Whenever you see me, you will smile."

Haldi was surprised and happy too.



Then she remembered that she would be late for school. So she said to the giraffe, "I would love to talk to you but I must rush to school or I will be late."

The giraffe said, "Not if you ride on my back. If you climb on my back, I will run so fast that you will feel you are flying to school. Do you go to school every day?"

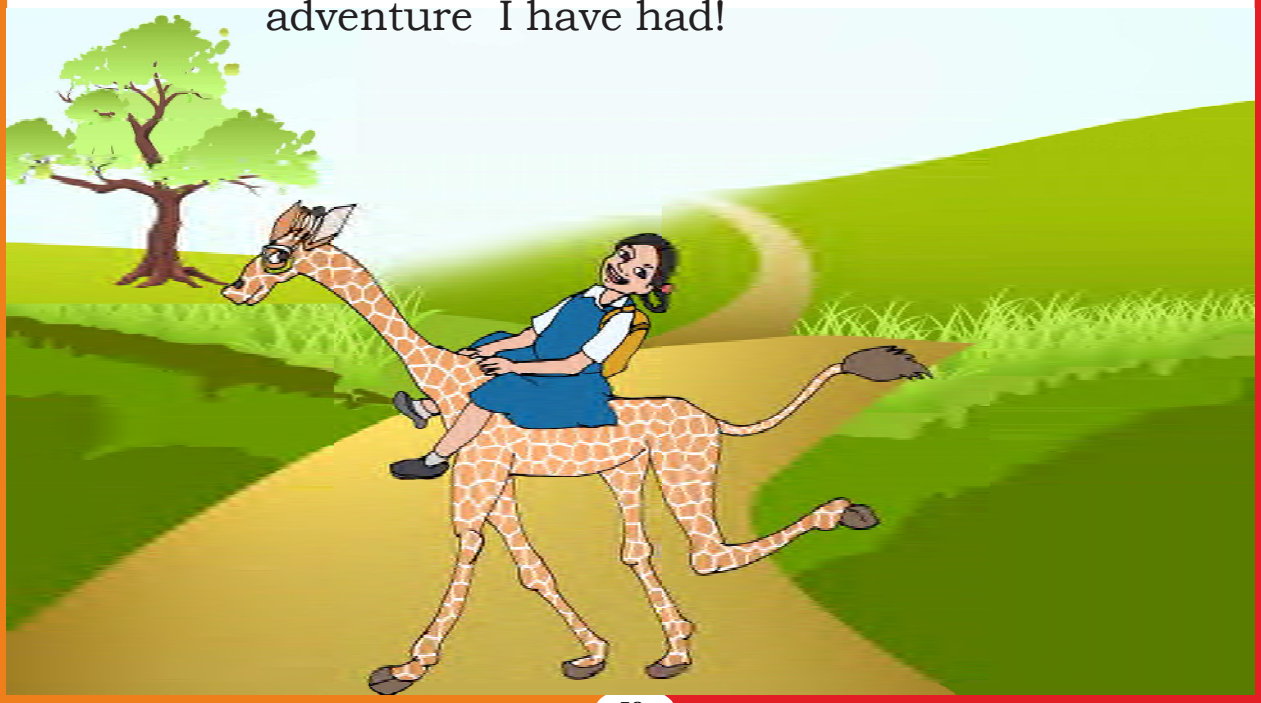
"Yes," said Haldi. "I go to school on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays. On Saturdays I play games at school."

"What do you do in school?" asked the giraffe. "I learn about the stars, the trees, the birds and the animals."

"That is good," said the giraffe, "I love books too. They are lots of fun. Now jump on my back. I will take you to school."

Haldi then jumped on the giraffe's back and found that she could see so many things from the top. And before she knew it she had reached the school playground. She climbed down. When she turned back to thank the giraffe, she found that he had gone away.

"Oh!" Haldi thought. "What a wonderful adventure I have had!



I. New words

surprised, adventure, wonderful, stars, whenever

II. Read and write

Read the story carefully and answer the questions :

1. Write the names whose picture is given below





2. Complete the dialogue.

What do you do in school?

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





3. Write whether the given statement is true or false.
   (i) The giraffe had a book in his hand.
   (ii) Haldi was surprised and happy to meet Smiley.
   (iii) Haldi reached the play ground quickly.
   (iv) The giraffe took the girl to school on his back.
   (v) The giraffe attended the school with her.
4. Where was Haldi going?
5. Whom did she meet on the way?
6. Why was the name of the giraffe 'Smily'?

7. Does Smily love books?
8. Who said this?

(a) “I am sorry to stare.”

(b) “Whenever you see me , you will smile.”

(c) “I love books too.”

III. Say aloud

giraffe, walked, smiled, glasses, stare, whenever, surprised, Wednesdays, reaches, turned, wonderful, adventure

IV. Let’s talk

1. Whom did Haldi meet while going to school?
2. Describe how the giraffe was looking?
3. Have you seen a giraffe?.Where did you see it?

V. Vocabulary

Fill in the blanks with suitable words given in the help box.

(adventure, stars, surprised , wonderful, stare, whenever)

1. It is a bad habit to ..... at somebody.
2. Mountain climbing is an ..... for many people.
3. I travelled in an aeroplane. It was a ..... experience.
4. Mohit had helped me ..... I asked him.
5. Nidhi writes with both hands. I was ..... to see that.
6. The sky was clear and the ..... were twinkling.

VI. Structures in the context

Look at the picture and use correct describing words before the words given below.



white cloud tall tree big house

pretty flowers blue car

Notes : All the underlined words are describing the following nouns. These describing words are called adjectives.

(A) Make a phrase using the following adjectives :

1. round .....
2. pretty .....
3. hot .....
4. red .....
5. beautiful .....

(B) Arrange the given sentences in their place to com plete the story :

He asked me to go with him

but I must ask my father first.

I was surprised

I met a young man.

I was sorry to say

One morning,as I walked to school, ... He looked at me and called me by my name. ..... how he knew me. .....that I did not know him. He told me that he was my relative. ..... to the near by city shop so he could buy some toys for me. I said, " Thank you, It would be fun. I would love to come with you ....."

VII. Let's sing

The giraffe is so big and tall

Its head is high and eyes are small.

It can see things all around,

And eat the leaves far above the ground.

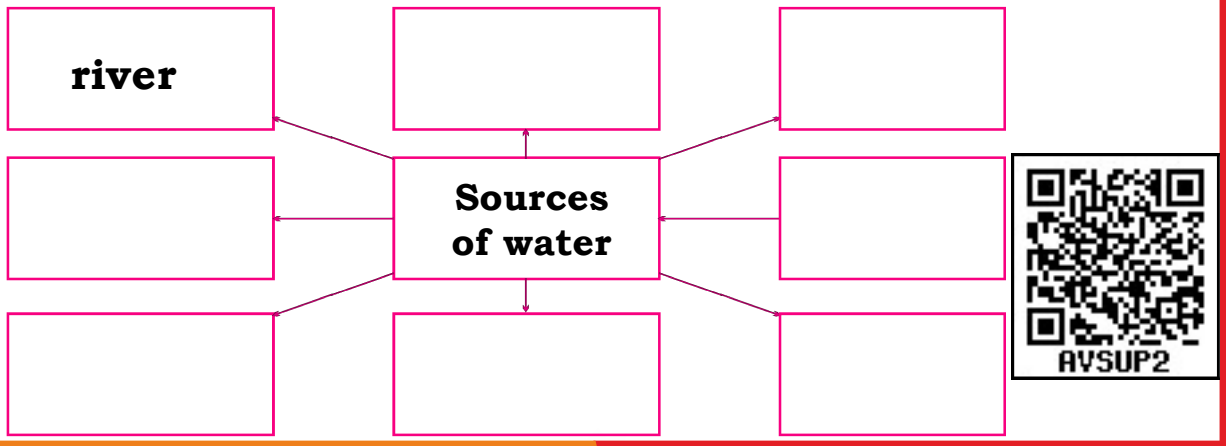
Teachers may use this poem for listening activity. He/she will make the students circle the words he pronounces separately.

VII. Fun time

Learn to make a word-web. Make lines to join the boxes outside to the box in the centre



(C) Make a word-web of sources of water :

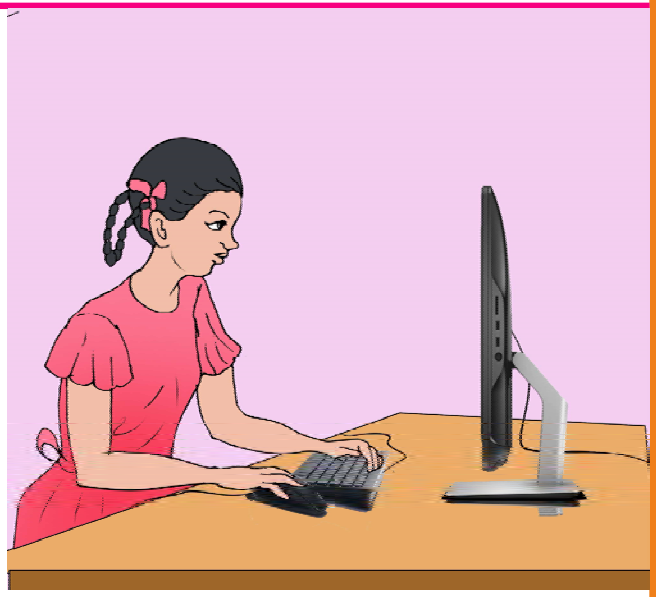


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LESSON - 11

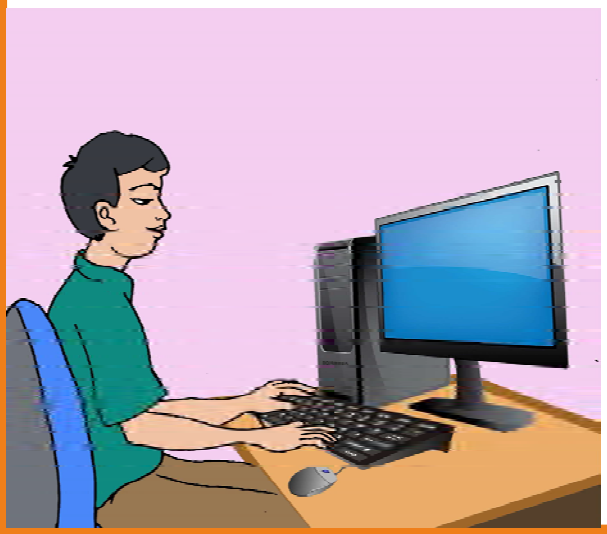
MY COMPUTER



I have a magic box
We call it the *computer.*
All you do can be seen
On its *monitor*

It has a *keyboard*
And is run by a *mouse*
It has a *processing unit*
which is the brain house.

You can see me hear songs
with the *headphone* on
And if you want it louder
There are speakers full-on



I can play games on it
And solve many riddles,
Paint and draw and build
And get answers to puzzles.

I type my name on the keyboard
And you know what is more,
It comes out of the printer
And I can paste it on my door.

I. New words

computer, monitor, keyboard, headphone, mouse, processing unit (C.P.U.), full on , paste, printer

II. Read and write









1. Lable the parts of the computer.
2. Where do you put a CD into a computer?
3. Where will you type your name and where can you see it?
4. What does the mouse of the computer do :
   (a) It runs (b) It clicks (c) It speaks (d) It eats cheese

III. Let's talk

1. Do you use a mobile?
2. Make a list of things that you can do on your mobile.
3. Have you ever seen a computer?
4. Where have you seen it?
5. Should we all know how to use a computer? Why?
6. Do you have a computer in your school?

IV. Let's learn

Do you know the difference between biography and autobiography?

Biography

A biography is the story of a person's life which is written by somebody else.

Example :

1. Mahatma Gandhi
   by-Vinobha Bhave
2. Bhagat Singh: The Eternal Rahel
   by- Malwinderjit Singh

Autobiography

An autobiography is the story of a person's life which is written by the same person.

Example :

1. Wings of Fire-
   Dr. APJ Abdul Kalam
2. The Race of My Life-
   Milkha Singh

Here is an autobiography of a mango tree.

An Autography of a Mango Tree

I am a big mango tree standing on the backyard of Mr. Raghu. Once I was just a small seed. Mr. Raghu bought me from a market and sowed in his backyard. He watered me regularly and tended me carefully. Soon I turned in to a big tree with strong branches and densely green leaves. Now I bear sweet juicy fruits on me. Children, young, old and even many birds all love to eat my fruits. In summer people take rest under my shades. Children love to play hide and seek on my branches. I am a home for many birds and other creatures. We all live happily together.

1. Write an autobiography of a computer.

V. Fun time

(A) Read the message on the cellphone and write your reply.



(B) Write a reply to this message.

.....

.....

.....

(C) Write another message like this to your friend.

.....

.....

.....

(D) Think that you are a computer. Write some-thing about yourself and share it with your friends.

AWBLSC

LESSON - 12

THE MAGIC PORRIDGE POT



Once, there was a little girl named Tara. She lived with her mother. They were very poor.

One day she went to a forest. There she met an old woman. The old woman gave her a pot. She said,

"This is a magic pot. It will cook porridge for you when you say, 'Cook-Pot-Cook'. It will stop making porridge when you say, 'Stop-Pot-Stop'."

Tara was very happy. She ran to her mother and said, "Mother, we will no longer be hungry as I have got a magic pot."

Tara said to the pot, "Cook-Pot-Cook" and the pot cooked porridge. Her mother was very happy and they both ate porridge.

One day, when Tara had gone out, her mother felt hungry. She said to the pot, "Cook- Pot-Cook." The pot started cooking porridge.

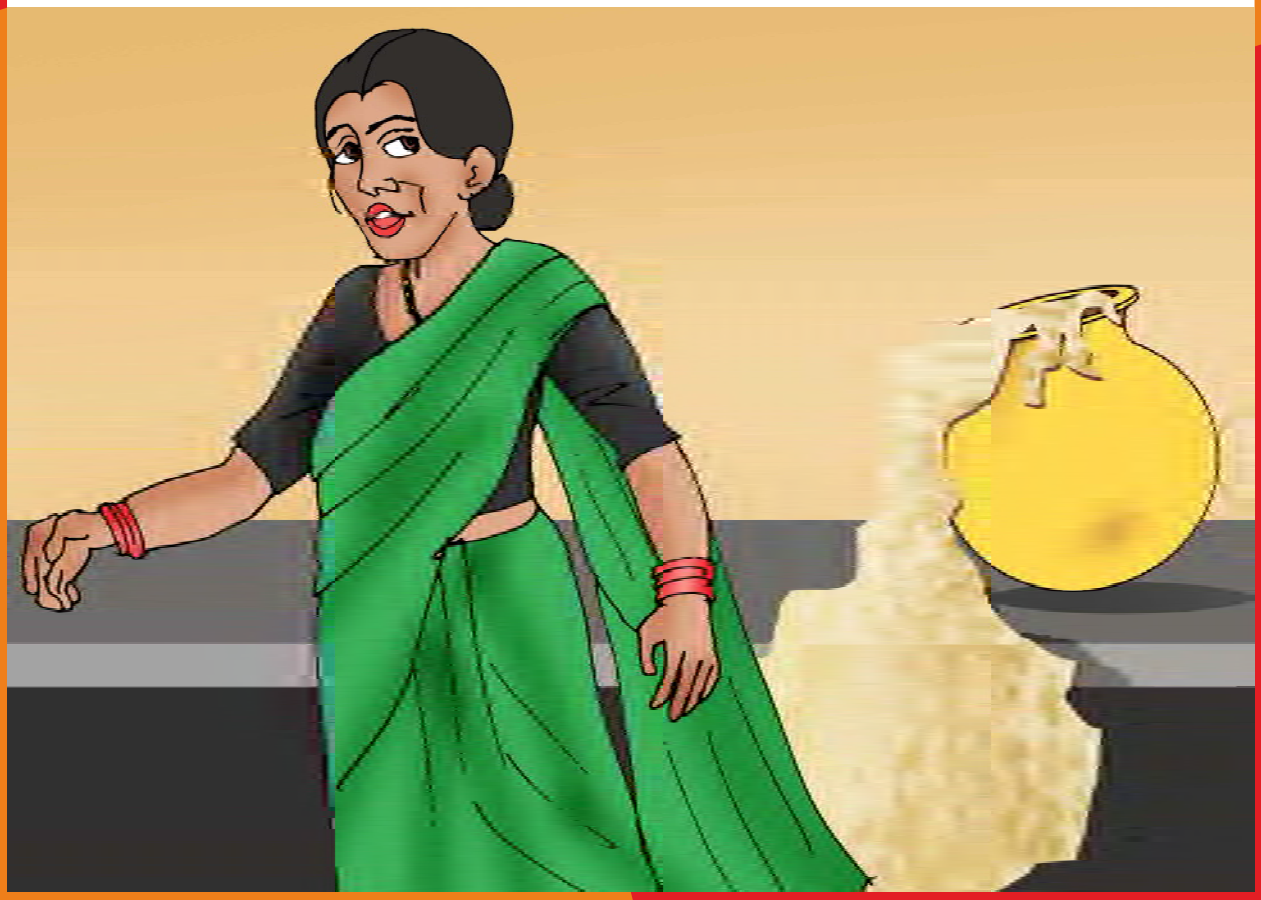
After eating it her mother said, “Do not cook pot.” But the pot went on cooking.

Soon the porridge started spilling on the floor.Mother called out again,”Wait - do not cook anymore.” But the pot did not stop.

Mother ran out of the house and porridge followed her. Soon there was porridge everywhere. The whole village saw it. They ran to eat the porridge. When Tara came back, she saw that the road was full of porridge. She ran home as fast as she could. She heard her mother shout, “Tara the pot is cooking and it will not stop.”

Tara called out, “Stop-Pot-Stop” and it stopped cooking porridge.

-A folk tale



I. New words

magic, cook, porridge, spilling, whole, village

II. Read and write

Answer these questions:

1. Where did Tara go one day?
2. What did the old woman give Tara?
3. What did the magic pot cook?
4. What did Tara say to the pot to cook porridge?
5. Who said “Do not cook pot”?
6. Why was there so much porridge on the road?
7. What had Tara to say to stop making porridge?

III. Let’s talk

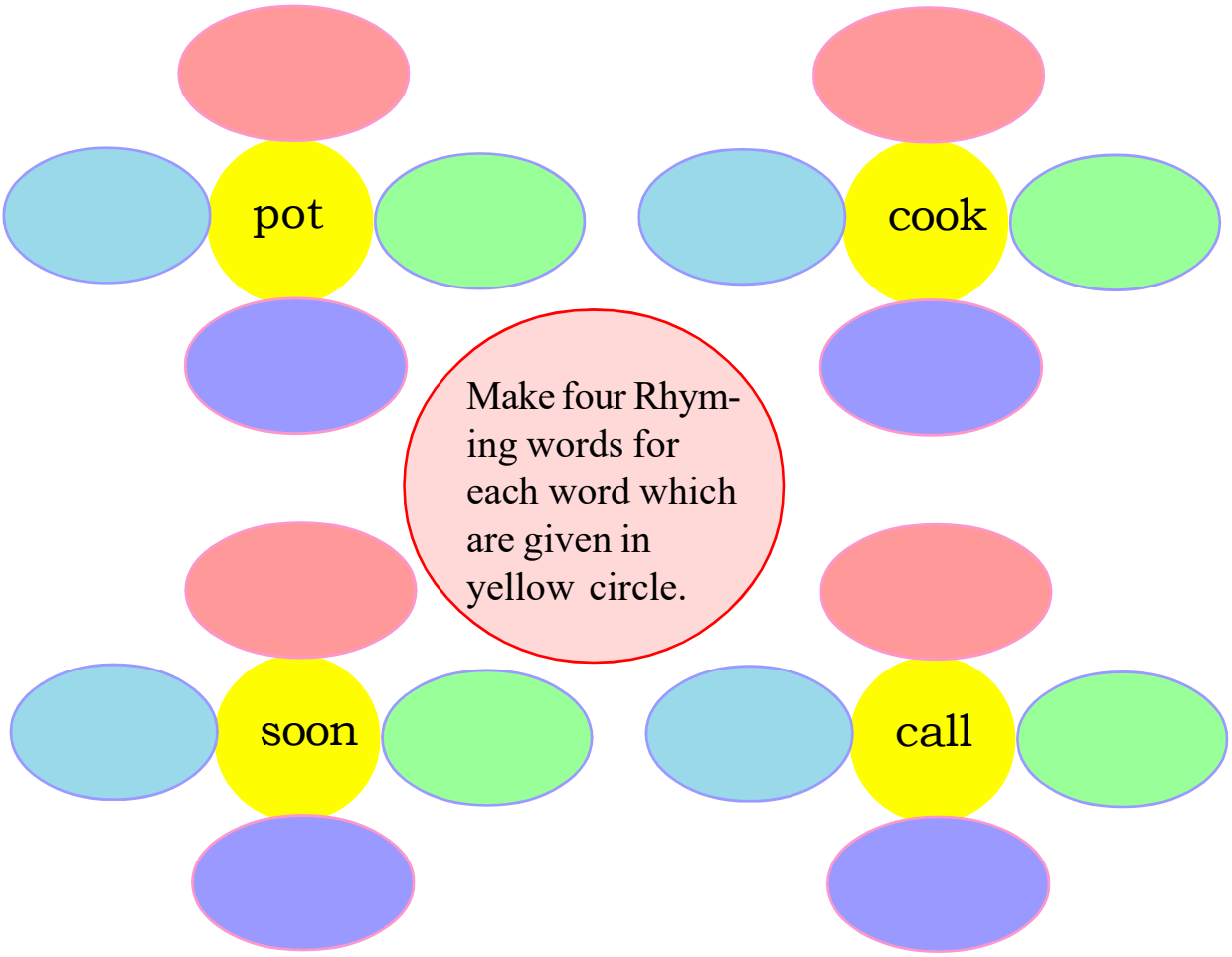
1. What do you eat for your breakfast?
2. Would you like to eat wheat porridge?
3. Have you seen any magic? Tell us about it?
4. What do you call magic in your own language?

IV. Listen & recite

Peas porridge hot
Peas porridge cold
Peas porridge in the pot
Nine days old
Some like it hot
Some like it cold
Some like it in the pot
Nine days old



V. Vocabulary



Look at the letters given below and make words starting with them.

k ....

p ....

j ....

t ....

m ....

VI. Let's learn and practise

In TV channels we often watch interview with persons. An interview is a meeting at which one asks questions about ones life , ones opinions on certain issues.

An Interview with Grandfather:

Rani : Good morning, Dadaji!.

Grandfather : Good morning, Rani? Nice to see you!

so early in the morning! Is there something special today?

Rani : Yes, Dadaji. It's very special. I will interview you today.

Grandfather : What is that?

Rani : I will ask some questions about you and you will answer them.

Grandfather : O.k, I am ready.

Rani : When and where were you born?

Grandfather : I was born in my mother's village, Nawagaon near Nawapara Rajim on 4th April in 1955.

Rani : By what name did your parents call you?

Grandfather : They used to call me Chhotu. Since I was the youngest among my four brothers and two sisters.

Rani : How old were you when you started school?

Grandfather : I was seven years old.

Rani : Were you a good student?

Grandfather : Ofcourse, I was.

Rani : What is your education?

Grandfather : My education is up to class 10 th.

Rani : What did you want to be?

Grandfather : I wanted to be a farmer and that is I am.

Rani : What is your hobby?

Grandfather : My hobby is gardening.

Rani : Thank you, Dadaji! Everybody will share the interview in the class tomorrow. So will I. It is very interesting.

Grandfather : Thank you, my child! It's the first interview I ever faced.

Interview the persons around you and in your locality e.g. your grandmother, class teacher, your headmaster, your English teacher, the Sarpach of your village, your family members, a carpenter, a barbar, a plumber, a farmer etc. and share it with your class.

VII. Fun time

Let's cook porridge.

Your grandmother must be making delicious por ridge. Would you also like to learn how to make it?

Ask your mother or an older person to help you.

You need – Milk, porridge, sugar

- Take hot milk.



- Add cooked porridge.



AWUDVM

- Add sugar and eat it.



1. Repeat this recipe in your language to the class.

2. Give instructions to make tea.

LESSON - 13

HE IS MY BROTHER



Once upon a time there was a small hill. A path went up the hill.

It went through thick and lovely woods of pine and fir trees. People often walked on it to a holy place.

One day when the sun shone high in the sky, many people were seen climbing up the hill. They were climbing slowly and carefully.

A girl also climbed the hill with them. Her name was Meena.Meena was twelve years old. She carried a small boy on her back.He was four years old. His hair was curly. His eyes were black and his face was as fresh as the morning dew.

As the sunshine danced through the trees, Meena climbed the hill slowly and steadily. Meena was happy. The boy was also happy.

A man in the group looked at Meena. He felt sorry for her. He asked her, “My child, why are you carrying the boy on your back? Don’t you feel his load?”



Meena looked at him in wonder. She could not understand him. (Her brother was unable to walk). Meena asked , “Load? Of course not! He is my brother!”

I. New words

understand, climb, holy, dew

II Read and write

(A) Answer these questions :

1. Where were the people going?
2. What did the man say to Meena?
3. Why do you think Meena was carrying her brother?

(B) Choose the correct answer :

(i) The path went ..... :

(a) up the hill.

(b) dwon the hill.

(c) away from the woods.

(d) between two hills.

(ii) Which statement is not correct about Meena's brother :

(a) Meena's brother is four years old.

(b) He was tired.

(c) He couldn't walk.

(d) He enjoyed the ride on the back.

(iii) Meena didn't feel any load on her back because :

(a) she was beautiful.

(b) she didn't carry any load.

(c) she was 12 years old.

(d) she was carrying her brother on her back.

III. Let's talk

Do you help your family members in their work?

(i) What do you do for your mother?

(ii) How do you help your father?

(iii) When do your friends ask for help?

IV. Vocabulary

(A) 1. The rat ran **in** when the cat ran ----------

2. The lion is **big** but the ant is----------

(B) Underline the word in the group which is not related to the given word.

understand : know, follow, do, under

holy : sacred, whole, pious, religious

dew : drop, cold, fresh, hot

woods : would, jungle, forest, trees

load : heavy, tiny, big, burden

(C) Rearrange the letters to make words :

b c m l i ☐

r n o w d e ☐

l r y c u ☐

h r e f s ☐

e p l o p e ☐

V. Structures in context

Read the sentences :

- People were climbing carefully.
- Meena climbed the hill slowly .

- Rani Laxmi bai fought bravely.
- Mrs. Sudha speaks softly.

Words that tell us something more about a verb or action are called adverbs like climbed slowly, speaks softly and fought bravely.

(A) Fill in the blanks with the correct words from the brackets :-

1. They danced on the floor _____ . (beautiful/beautifully)
2. She knows the road _____ . (good/well)
3. She speaks very_____ . (quiet/quietly)

(B) Write adverbs of the following adjectives :

1. noisy - _____
2. clear - _____
3. beautiful - _____
4. slow - _____
5. tidy - _____
6. lucky - _____

VI. Class activity

Write your name and write a word for each letter. The word must start with the same letter.

e. g. : My name is SUMAN. There are five letters in my name.

S - sugar

U - umbrella

M - mouse

A - apple

N - nose

Teacher may ask students to write words giving different conditions such as:

Letters in the name	An adjective starting with each letter
S	simple
U	useful
N	noble
I	intelligent
L	lazy

(1) Each word should have three letters.

(2) Each word should have four letters.

(3) Each word should be a doing word.

(4) Each word should be an adjective.

(5) Each word should be noun.

VII. Let's Learn

1. Write a letter to your grandmother. Tell her about your studies and about the competition in which you are taking part.

Ward 15'
Near Hanuman Temple,
Raipur.

Your Address

Date / / 2017

Date

Dear Dadiji

I am well here and hope the same for you there. My Half Yearly Examinations are over. I did well in all subjects. There is an inter-school quiz competition on Chhattisgarh in our school after twelve days. My class teacher has selcted me in the team. Dadaji has a good book on Chhattisgarh. Please send it through someone. I do remember the summer vacation with you and your dishes like Chila, Fara, Kadhi and Patal chuteny very much. My regards to Dadaji.

Body

Your loving grandson
Sanju

Closing

2. Now, write a letter to your friend or relative in another city telling him/her about activities/ events in your school.

Follow the same pattern as the above letter.



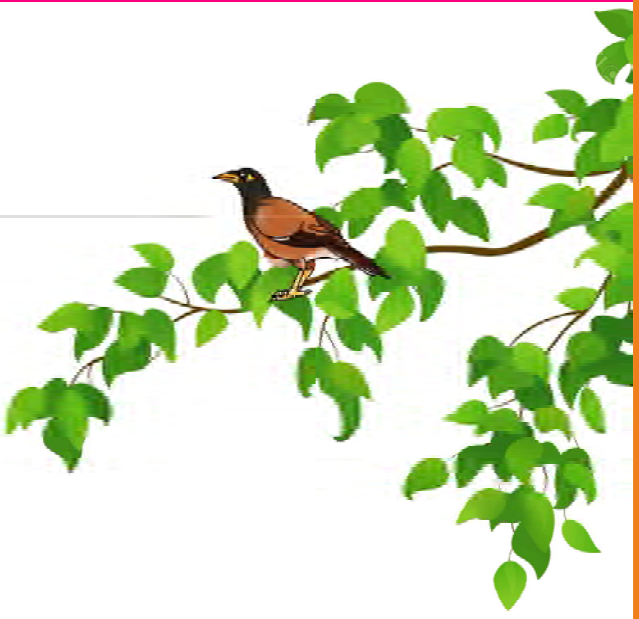
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B47TFT

LESSON - 14

I AM LUCKY

Listen and recite



If I were a butterfly
I would be thankful
For my wings.
If I were a myna in a tree
I would be thankful
That I could sing.
If I were a fish in the sea
I would be thankful



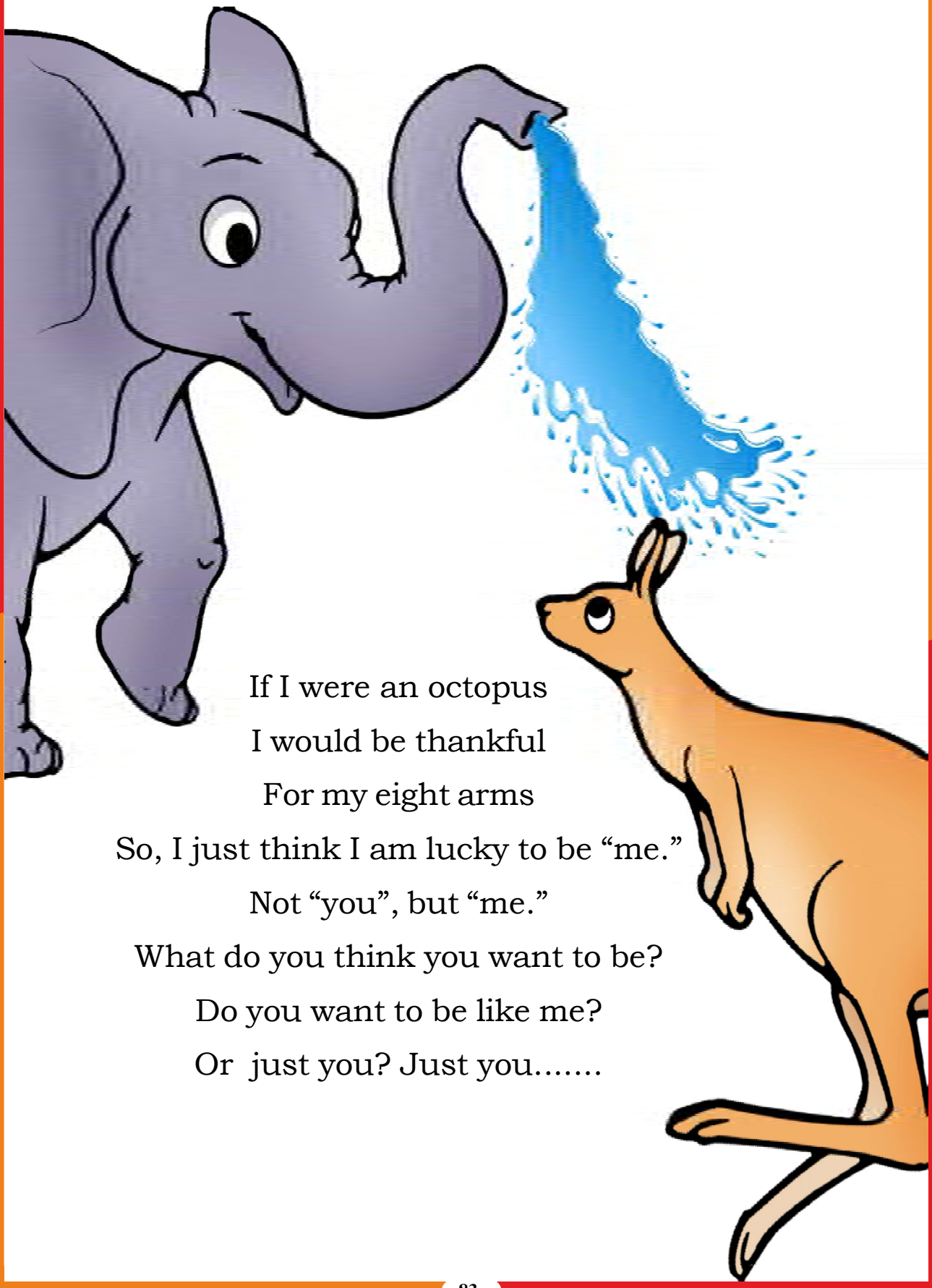
That I can wriggle and giggle with glee.
So, I just think I am lucky to be “me”.
Not “you” but “me”



If I were an elephant
I would be thankful
That I can raise my trunk.
If I were a kangaroo
I would try to go
Right upto the moon







If I were an octopus
I would be thankful
For my eight arms
So, I just think I am lucky to be “me.”
Not “you”, but “me.”
What do you think you want to be?
Do you want to be like me?
Or just you? Just you.....

I. New words

butterfly, myna, kangaroo, octopus,arms

II. Read and write

Complete these sentences:

Animals	Action
A butterfly	.....
.....	Can wriggle
An Elephant	.....
You	.....

III. Say aloud

butterfly, thankful, wriggle, giggle, kangaroo,moon, octopus, arms, just.

IV. Let's talk

1. Why do you think the butterfly likes its wings?
2. What can the myna do?
3. What can you do-sing/paint/write.....?
4. Do you think the fish was really happy to be in the water?
5. What are the lucky things that have happened to you? Tell your friends in the class.

V. Vocabulary

(A) Fill in the blanks using the hint words given below :

hop, roar, swim, fly

1. If I were a kangarro, I would ..... like them.
2. If I were a tiger, I would ..... like them.
3. If I were a fish, I would ..... like them.
4. If I were a bird, I would ..... like them.

(B) Write five other words similar to the first one and use them in your own sentences :

thank + full = thankful

1. help + full = helpful
2. care
3. beauty
4. use

VI. Structures in context

Complete the sentences.

1. If I were the head of the village, I would .....
   .....
2. If I ..... I would fly in the sky .
3. If I were your brother I would .....
   .....
4. If I were a tree I would .....

VII. Let's Write

Write your answer in five lines.

Why are you thankful to God ?

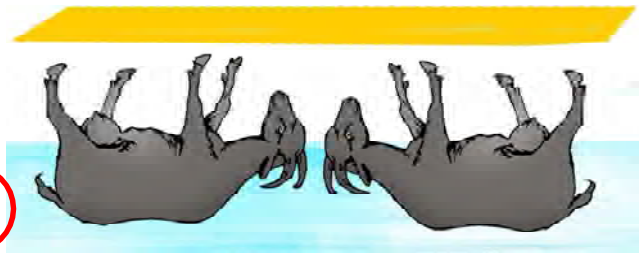
VII. Fun time

Here is the story "**Foolish Goats, Wise Goats**". It has been divided into four parts and put in jumbled order. Look at the pictures and write a number in the circle acording to its sequence.

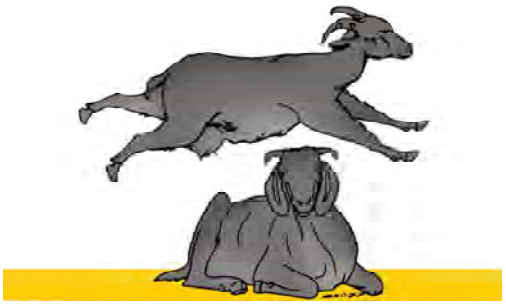
Pintu and Mintu were two wise goats. They did not fight. Gotu sat down and let Lotu cross first.



This way Pintu and Mintu both reached the bank safely.

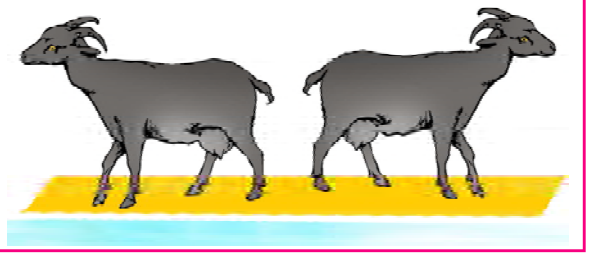


Pintu and Mintu fought and both fell into the river.



B4GPHG

Two foolish goats Pintu and Mintu wanted to cross the bridge first.



LESSON - 15

THE MISER

B4QKJ4

Once there was a very rich man. He was a miser. He ate very cheap food and spent very little money. He lent money to small shopkeepers at a high interest. In this way he earned a lot of money. Every morning he went out to see the shop-keepers and came home at midday.

The miser had a watchman to look after his house.

The watchman lived in a hut near the gate. He liked fish and his wife cooked it for him every day. The watchman told his wife, “Cook the fish before midday. Our master will be out then. He doesn’t eat meat or fish and he will not like the smell of fish.”

One day, the master came home early. He walked past the watchman’s hut and caught the smell of fish. It was a nice smell and he liked it very much.



That afternoon he called the watchman and asked him, “What were you cooking today?”

The watchman said quickly, “I won’t do it again, Sir. Please excuse me.”

The miser said, “Don’t be afraid. I am not angry.”

What was your wife cooking? Please tell me.”

The watchman said, “We were cooking fish.”

The miser said, “Please cook it every day. I like the smell very much.”

The watchman and his wife thought, “Our master is mad.” But they cooked fish every day.

After a month, one evening the watchman and his wife came to see their master.

“Sir, you like the smell of fish,” the watchman said to his master, “So we cook it every day. But fish is not cheap. It is very costly. It costs us a lot of money. I earn only thirty rupees a month. So please give us money for the fish.”

The miser thought for a while. Then he said, “Oh, all right. Wait here.” He went into his room and shut the door behind him. He took out some silver coins from a bag. He dropped them one by one on the floor. The watchman and his wife heard the tinkle of the coins and were very happy. They said, “He is going to give us all that money.”



After some time their master came out and sat down on a chair. He then asked the watchman and his wife.

"Did you hear the tinkle of the coins?"

"Yes, sir, we did." Said the watchman.

"Did you enjoy it?" asked the miser.

"Yes, sir," said the watchman and his wife.

The miser then said, " Alright, I enjoyed the smell of your fish and you enjoyed the sound of my coins. I don't ask for your fish, so you don't ask me for money. Now go away."

I. New words

coin, meat, midday, tinkle, while, lend, excuse, one by one

II. Read and write

(A) Answer these questions :

1. How was the rich man?
2. Who did he lend money to?
3. What did the watchman's wife cook everyday?
4. Did the miser like the smell of the fish
5. The miser enjoyed the smell of the watchman's fish. What did the watchman and his wife enjoy?

(B) Who said and to whom :

1. "Cook the fish before midday", ...said to .....
2. "Please cook it everyday. I like the smell very much." ..... said to .....
3. "He is going to give us all that money."..... said to.....
4. "Did you hear the tinkle of the coins?"..... said to .....

III. Say aloud

miser, shopkeepers, interest, earned, midday, cooked, fish, walked, liked, excuse, costly, dropped,tinkle, coins,alright,enjoyed, won't

IV. Let's talk

(1) Work in pairs :

- Ask your friends questions about all the thing she or he does.
- Use question words such as where, what, how, who, when, why, (One is done for you).

Ranu : I take my lunch at 12 O'clock

Manju : When do you take your lunch?

Ranu : I play in the ground

Manju : .....

Ranu : I go to school at 9.45 a.m.

Manju : .....

Ranu : I take rest at home on Sunday.

Manju : .....

Ranu : Bablu is my brother

Manju : .....

V. Vocabulary

meat, while, coin, shut, tinkle, enjoyed, interest, smell, wait, excuse

1. I felt pity for the beggar and give him a ..... of five rupees.
2. I am vegetarian. I don't eat ..... .
3. The greedy man loves the ..... of coins very much.

4. Please do not disturb me ..... I am at work.
5. The student said, " Sorry, I am late. Please excuse me this time.
6. Sushant gave a birthday party in the school canteen. We all ..... it very much.
7. I am not coming today. Please do not ..... for me.
8. ..... the door or any animal may enter the house.
9. I can lend you money at the rate of 12 percent .....
10. I don't like the strong ..... of garlic.

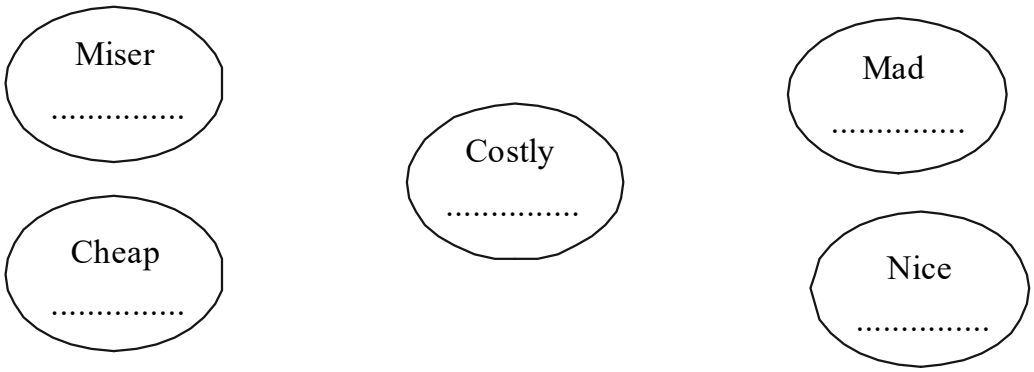
VI. Vocabulary

(A) Match with the correct antonyms:-(opposites) :

miser	—	sad
cheap	—	slowly
quickly	—	spendthrift
shut	—	costly
happy	—	servant
master	—	weak
strong	—	open

(B) The words in the circle describe something or someone in the story. Name them in the blanks provided.

Make sentences of your own with the words in the box.



VII. Structures in context

(A) Grammar Notes:

At : specific time : Ex.- 7 O'clock, 8.30 a.m

Holiday period : Ex.- at chrismas. Night

In : Ex.- Morning. Evening

Year, month. season Ex.- in 1998, in winter

(B) Fill in the blanks using 'in' or 'at' :

1. Aasim goes to school ..... the morning.
2. Mahak plays with her friends ..... the evening
3. He comes home for lunch ..... midday.
4. His school ends ..... 4 p.m.
5. Bunty wakes up ..... 7 O'clock in morning.
6. My younger brother was born ..... 2006 ..... the month of January.
7. The train arrived ..... 3.30 pm.

VII. Fun time

This picture story has been jumbled up. Write the digit 1 to 4 in the circle to show the correct sequence of the pictures.



B4ZGKR

LESSON - 16

NINA AND THE BABY SPARROWS

There was great joy in Nina's house. Nina's aunt was getting married. Nina, her father, mother and little brother were all going to Delhi for a wedding. Everyone was happy, except Nina.

Her mother took her to the market to buy a new dress. "What colour would you like?" Mother asked.

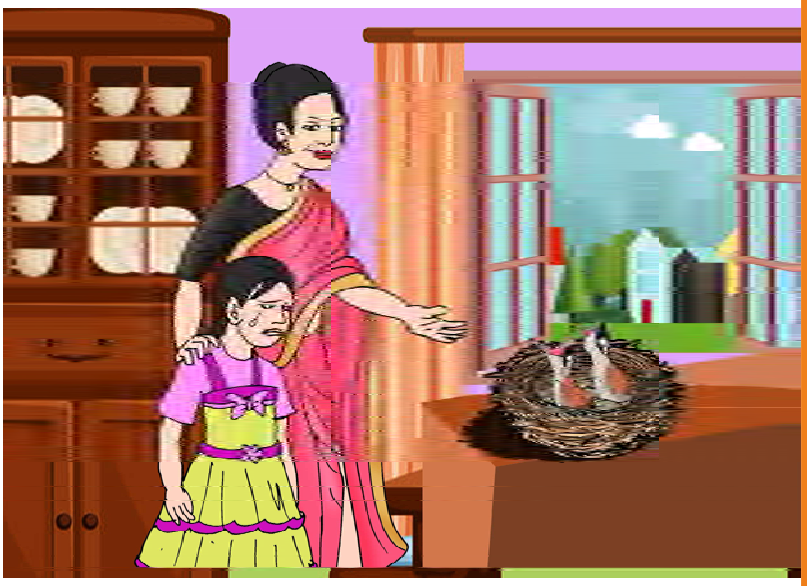
"I don't want a new dress, Mother," said Nina. "*Salwar-kameez* then?"

Nina shook her head.

"What about those lovely white shoes you saw last week?" "I don't want those, either. Thank you, Mother."



Nina's mother was upset, but she said nothing. They went back home and had lunch. After lunch mother came and sat near Nina. "What is it, child?" she asked. "Why did you say 'no' to everything?"



"Mother, I don't want to go to the wedding ."

"But why?"

Nina said nothing Instead, two big tears rolled down her cheeks. Mother put her arms around Nina. Don't cry, my pet." she said. "why don't you tell me what's bothering you?"

More tears rolled down Nina's cheeks. "Mother." she said, "there's a sparrow's nest on the bookshelf in my room. And there are two baby sparrows in the nest."

"I see .....", said mother.

"They're just beginning to get their feathers. And growing up makes them so hungry. All day long they cry 'cheep-cheep', asking for food.

"I see! said Mother.

"If we go, the whole place will be locked. And how will papa and mama sparrows feed their babies?"

"Oh Nina", cried Mother, giving her a big hug. "Is that why you don't want to go to the wedding? But that's no porblem at all, we'll leave the window open."



"Oh, can we, Mother? Can we? Really?"

"Yes, yes. we'll remove all your things from the room and lock the door on the outside. So the house will be perfectly safe and papa and mama sparrow can come and go freely, too. Just think, Nina ..... while you enjoy yourself at the wedding, the baby sparrows will be getting nice and fat in their nest. Good idea, isn't it?"

It was a good idea. When Nina came back from the wedding, there were two plump little sparrows flying all over the room, And wasn't Nina thrilled!

I. New words

joy, bother, marry, upset, feed, remove, wedding, shake, hug, instead,plump, thrilled

II. Read and write

1. Why was there a great joy in Nina's house?
2. Why was Nina worried ?
3. What did mother suggest?
4. What did Nina find when she came back from wedding?
5. Write a few lines about Nina.

III. Say aloud

joy, married, white, either, bothering, hug, problem, remove, perfectly, freely, plump, thrilled

IV. Let's talk

What will you do for the solution of the given problems

If I have this problem	I will do this
(1) If I am ill	I will go to a doctor.
(2) If I don't understand anything in the class	I will ..... .
(3) If someone fights with me	
(4) If any unknown person asks me to go with him.	
(5) If anyone touches me how I don't like	

V. Vocabulary

(A) Fill in the blanks with the suitable words from the help box :

dress, bookshelf, window, married, happy, sparrow

Nina's aunt was getting [ ] Every one was very [ ] Nina's mother took her to the market to buy a new [ ] But Nina was worried. There was a [ ] with two baby [ ] sparrows on the [ ] in her room. Mama and papa sparrows flew into the room through the [ ] to feed the baby sparrows. If the whole house is locked how the baby sparrows would live.

(B) Match the words with their antonym :

problem	sorrow
bother	add
joy	comfort
remove	solution

(C) Use the following words in your own sentences :

wedding, upset, hug, instead

VI. Structures in context

Contractions: shortening or words

Look at these sentences.

'I'm a student. I'll go to school.'

I am I will

The words I'm and I'll are short forms of I am and I will. They have been shortened to make one word by removing the a and wi and putting an apostrophe (') in its place.

There are many words like these which can be shortened.

Look at this table to understand how some words are shortened.

I am	I'm
we are	we're
I do not	I don't
I have	I've
I will	I'll
She does not	She doesn't
He is	He's
He is not	He isn't
She is	She's
That is	That's

VII. The tenses

Tense means time.

Time is expressed by using the correct form of the verb in a sentence.

Tense	Examples
Present tense - The time now	Suman is writing a letter.
Past tense - The time before now	Suman wrote a letter.
Future tense - The time after now	Suman will write a letter.

Complete this table. Write the correct forms of the verbs. One has been done for you.

Today	Yesterday	Tomorrow
I play. I dance. I sing. I read I teach. I go. I cry. I cut.	I played	I will play.

VII. Fun time

- Would you like to have birds visiting you everyday? What would you do for that ?
- Try making a bird-bath and a feeding corner for birds.
- You can place a bowl of water in a quiet corner of the house.
- Leave bread crumbs, grains etc. for your feathered friends.



B5I8P2

Look at the pictures and write the name of things you need to make them.



If there are mentally challenged students in your class:

1. Break the lesson into small portions. Explain difficult concepts with examples and in simple language. Try and relate difficult concepts with experiences from daily life.
2. Pay constant attention to these students while teaching so that they do not lose their focus. Encourage them to answer questions in class and reward them when they answer properly.
3. Encourage the other students to be friendly and helpful towards their mentally challenged classmates.