The Constitution of India
Chapter IV A

Fundamental Duties

ARTICLE 51A
Fundamental Duties— It shall be the duty of every citizen of India—

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

E-learning material for the Standards I to XII
Available in Marathi and English medium

txt

Features

- Inclusion of prescribed subjects as per subject scheme.
- Complete E-learning material based on textbook
- In the form of audio-visual
- Presentation of chapterwise content and inclusion of questions as per necessity
- Inclusion of various activities, pictures, figures/diagrams, etc.
- Use of animation for easy and simple learning
- Inclusion of exercises.

E-learning material (Audio-Visual) for the Standards One to Twelve is available through Textbook Bureau, Balbharati for the students of Marathi and English medium.

For purchasing E-learning material...

- Register your demand by scanning the Q.R. Code given above.
- Register your demand for E-learning material by using Google play store and downloading ebalbharati app.
- Visit the following websites of the Textbook Bureau.
  www.ebalbharati.in
  www.balbharati.in
The digital textbook can be obtained through DIKSHA App on a smartphone by using the QR Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the QR Code given in each lesson of this textbook.
WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

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

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

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

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

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

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

Jaya ā, Jaya ā, Jaya ā,
Jaya jaya jaya, jaya ā.

PLEDGE

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

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

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

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

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

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

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

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

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

(C. R. Borkar)
Director
Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

Date: January 14, 2014
Pune

 Phantom: Sky

<table>
<thead>
<tr>
<th>विषय</th>
<th>उदाहरण</th>
<th>विषय</th>
<th>उदाहरण</th>
<th>विषय</th>
<th>उदाहरण</th>
</tr>
</thead>
<tbody>
<tr>
<td>कट</td>
<td>बॉक्स</td>
<td>अवे</td>
<td>आवे</td>
<td>अवे</td>
<td>आवे</td>
</tr>
<tr>
<td>देख</td>
<td>बॉल</td>
<td>अब</td>
<td>गर / गर</td>
<td>अब</td>
<td>गर / गर</td>
</tr>
<tr>
<td>बैठना</td>
<td>भार</td>
<td>जी</td>
<td>जी</td>
<td>जी</td>
<td>जी</td>
</tr>
<tr>
<td>आदर्श</td>
<td>कप</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
</tr>
<tr>
<td>आदर्श</td>
<td>फन</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
</tr>
<tr>
<td>आदर्श</td>
<td>वन</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
</tr>
<tr>
<td>आदर्श</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
</tr>
<tr>
<td>आदर्श</td>
<td>शेप</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
</tr>
<tr>
<td>आदर्श</td>
<td>मीटर</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
</tr>
<tr>
<td>आदर्श</td>
<td>सीट</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
<td>आ</td>
</tr>
<tr>
<td>आदर्श</td>
<td>जनवरी</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
<td>अम</td>
</tr>
</tbody>
</table>

• तोली 5 है तिन नाच आए अवे देखाए।
• अ आवे अ वन अ आवे, 
• की अ ह म सदा आए; 
• अ ह जो देख रहे प्राण रहे। उदा., करी., बार और \text{ टू }
• है। 
• है।
• है।
शिक्षकांशी हितगुज

- हे पुस्तक शिक्षणार्थ सुविधा कर्णापूर्वी प्रथम ते संपूर्ण नज़रेखालूत घालतो. बनाच पानांवर शिक्षकांशी चौकटी काही सुनाना दिल्या आहेत, याचा त्या त्या वेळी उपयोग करावा.
- पुस्तकातील खेळ एकाच ने घेता, वर्षभर पुन्हा-पुन्हा घाचाव.
- वर्गात वापराच्या सूचना पाडूपुस्तकात इंग्रजी म्हणून व मार्गांना अशा दोन्ही भाषांतून दिल्या आहेत. मात्र मुलांना इंग्रजी सूचनांची सया घोडल असे पहावे आणि मार्गास व्याख्या करत न्यावे.
- कविता चालीस / टेस्ट व हावानंतर महणून व्याख्यात. त्यातील इंग्रजी शब्दांचे उच्चार स्पष्ट व योग्य होतील हे पहावे. जोडीया / गट करून संवादांचा सराव घाचाव.
- शब्दांची आठवडी करून देशासाठी विचार, प्रश्नसरूप, हावानंतर, कृती यांचा वापर करावा.
- नेहमी, वापरातील इंग्रजी शब्दांकडे मुलांचे नस्ल बघावे. वर्गात संवादांचा सराव करता त्याचा उपयोग करावला प्रोत्साहन द्वारे. परिसरातील इंग्रजी शब्दांकडे मुलांचे नस्ल बघावे. शास्त्री परिसरात, वर्गात, मुलांना जाता-बैता दिसतील अशा प्रकारे इंग्रजी शब्द, सूचना, नावे लांबू ठेवावी.
- मुलांनी सतत पूर्ण वाचायला बोलणे अभ्यासक नाही. १-२ शब्दांत तसेच कुंटी / हावानंतर दिलेली उत्तरे स्वीकारावी.
- मुलांचा चुकांवर बोट ठेव, त्या किंवा त्या संवादाचा प्रयत्न करत असताना वाचून ने. त्यांच्या योग्य उच्चार व वाचायला नस्तो त्याच्यासोबत ठेवावे. त्यासाठी आणि अनुदानी मध्येंचा संगणक, टीच्यांक, मोबाइल, रेडिओ, इंटरनेट - वापर करावा.
- अश्वर्ण आणि शब्दांची आठवडी पक्की होणासाठी कारावी, तसेच पान ५४-५५ वरील खेळांचा नियमित व भरपूर उपयोग करावा.
- शिक्षकांशी पुस्तकातील कथा, नाटक, आयोजित चढावतांतर महणून दाखवावी. मूलांनी तो मजकूर पुस्तकात पाहून शिक्षकांशी पाठ्यपुस्तकेच्या महणावा. महणांजे हूँदूस मध्ये वाचनानंतर सया घालील. त्याप्रमाणे बच्चांना मुलांचा आकर्षे व संदिग्ध महातील अवस्थाची आवश्यकता नाही.
- प्रत्येक युनिटमध्ये दिलेला ‘Project’ प्रत्येक मुलांकडून करून घाचाव. हे Projects शिक्षक व पालकांनी करावेच नसल्यास मुलांनी कराचे आहे. त्यासाठी प्रत्येकांना गोष्टीलिंगात उपयोग हिसेल. मुलांकडून त्याची स्वतंत्र वेळ वेळात घेखे.
- प्रत्येक युनिटमध्ये शेवटी ‘हे मला येते’ व शीर्षकाहील काही मुद्दे दिले आहेत. ते ते युनिट शिक्षण ज्ञानार्थ मुलांना नेमके काय-काय यस्ता हवे, हे त्यात स्पष्ट केले आहे. त्यापेक्षा वैधमयान प्रक्रियेत मुलांचा डाखव साधारण घेथे आणि आपल्या त्या बाबोंचा अधिक सराव घेणे शिक्षक व पालकांनी सोपे जाईल. मात्र मुलांचा आत्मविश्वास वाढवला अशा प्रकारे या मुद्दाचा उपयोग करावा.
<table>
<thead>
<tr>
<th>Suggested Pedagogical Processes</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner may be provided opportunities in pairs/groups/individually and encouraged to—</td>
<td>The learner:</td>
</tr>
<tr>
<td>• sing songs or recite poems in English with intonation</td>
<td>03.17.01 Listens attentively for various purposes.</td>
</tr>
<tr>
<td>• participate in role play, dramatisation, enactment of skits</td>
<td>03.17.02 Notes the characteristic of Spoken English.</td>
</tr>
<tr>
<td>• read aloud short texts/ scripts on the walls, with pronunciation and pause</td>
<td>03.17.03 Guesses the meaning of words and phrases from the context.</td>
</tr>
<tr>
<td>• listen to and communicate oral / telephonic messages</td>
<td>03.17.04 Recites their own favourite poems and songs individually, in groups and in pairs with</td>
</tr>
<tr>
<td>• collect books for independent reading in English and other languages with a variety of themes</td>
<td>actions.</td>
</tr>
<tr>
<td></td>
<td>03.17.05 Takes part and enjoys in role play, short skit and dramatisation in English with</td>
</tr>
<tr>
<td></td>
<td>appropriate expressions.</td>
</tr>
<tr>
<td></td>
<td>03.17.06 Reads aloud groups of words, short sentences with proper pauses, stress, intonation,</td>
</tr>
<tr>
<td></td>
<td>pace and expression.</td>
</tr>
<tr>
<td></td>
<td>03.17.07 Reads small texts in English silently with comprehension and understands the details of</td>
</tr>
<tr>
<td></td>
<td>English texts.</td>
</tr>
<tr>
<td></td>
<td>03.17.08 Responds appropriately to a chain of instructions, requests, etc.</td>
</tr>
<tr>
<td></td>
<td>03.17.09 Participates in conversation and speaks briefly about familiar topics.</td>
</tr>
<tr>
<td></td>
<td>03.17.10 Writes dictation of words, phrases and sentences.</td>
</tr>
<tr>
<td></td>
<td>03.17.11 Uses meaningful short sentences in English orally and in writing. Uses a variety of nouns,</td>
</tr>
<tr>
<td></td>
<td>pronouns, adjectives and prepositions.</td>
</tr>
<tr>
<td></td>
<td>03.17.12 Identifies opposites like ‘day/night’, ‘close/open’, and such others.</td>
</tr>
<tr>
<td></td>
<td>03.17.13 Reads aloud meaningfully with the help of punctuation marks and uses other punctuation</td>
</tr>
<tr>
<td></td>
<td>marks appropriately/correctly.</td>
</tr>
<tr>
<td></td>
<td>03.17.14 Reads and understands charts, tables, time tables, maps and posters on the classroom</td>
</tr>
<tr>
<td></td>
<td>walls.</td>
</tr>
<tr>
<td></td>
<td>03.17.15 Makes simple enquiries and polite requests and communicates their personal needs and</td>
</tr>
<tr>
<td></td>
<td>feelings.</td>
</tr>
<tr>
<td></td>
<td>03.17.16 Describes things, pictures, events and festivals, etc using simple and short sentences.</td>
</tr>
<tr>
<td></td>
<td>03.17.17 Reads and understands English from the surroundings.</td>
</tr>
<tr>
<td></td>
<td>03.17.18 Writes all letters correctly and proportionately.</td>
</tr>
<tr>
<td></td>
<td>03.17.19 Writes letters and words with proper space.</td>
</tr>
<tr>
<td></td>
<td>03.17.20 Participates in skits, playlets with interest.</td>
</tr>
<tr>
<td></td>
<td>03.17.21 Thinks of words quickly related to a given word or picture.</td>
</tr>
<tr>
<td></td>
<td>03.17.22 Uses punctuation such as question mark, full stop, and capital letters appropriately.</td>
</tr>
</tbody>
</table>
## CONTENTS

### Unit One
- **Play Time**
- **Revision–1**
- **A Guessing Game**
- **Revision–2**
- **Spot the letter!**
- **b-c-p-t**
- **Priya in the Village – 1**
- **Riya in the City – 1**
- **Priya in the Village – 2**
- **Riya in the City – 2**
- **d-f-m-n**
- **More or Less**
- **Days of the Week**
- **Who are you?**
- **Revision–3**

### Unit Two
- **Can you... ?**
- **Strings of Actions**
- **a-e-i**
- **o-u**
- **Apples and Bananas**
- **We can read and write! 1**
- **Action Time–1**
- **Let’s speak.**
- **h-l-r-s**
- **We can read and write! 2**
- **Please help!**
- **We are all together!**

### Unit Three
- **Plant Magic**
- **Action Time–2**
- **g-j-k-q**
- **Words and Puzzles**
- **We have something in our mind.**
- **Kind Kondiba**

### Unit Four
- **v-w**
- **x-y-z**
- **An Alphabet Song**
- **Opposites**
- **Revision–1**
- **a-e-i**
- **o-u**
- **Apples and Bananas**
- **We can read and write! 1**
- **Action Time–1**
- **Let’s speak.**
- **h-l-r-s**
- **We can read and write! 2**
- **Please help!**
- **We are all together!**
- **Revision–3**

### Unit Five
- **Mary had a little lamb.**
- **Map Reading**
- **Travel Manners**
- **The Best Person in Town**
- **Spelling Fun**
- **My mobile is ringing.**
- **A Lovely Bird in the Garden**
- **Let’s speak.**
- **Matching Parts**
- **Messages**
- **Guess the words.**

### Unit Six
- **In the World of Letters**
- **Rahim and his Camel**
- **Faces and Feelings**
- **Amit feels like this.**
- **Find a friend!**
- **Let’s speak.**
- **Speak or Pass**
- **A Lot of Work to Do**
- **See you, later...**

---

*P: Project*
1. Listen, repeat and sing with actions.

Fun time
Play time!
Now we run,
Now we climb.

Up the ladder
And down the slide.
A merry-go-round,
Let’s take a ride.

Here’s a swing,
Go to and fro,
Bounce the see-saw
High and low.

2. Find the following in the picture above.

- ladder
- slide
- merry-go-round
- swing
- see-saw
Look, say and add more words to each group.

Parts of the body

- hands
- nose
- head
- eyes
- ears

Colours

- red
- green
- yellow
- black
- white

Fruits

- apple
- orange
- mango
- grapes
- papaya

Vegetables

- cabbage
- brinjal
- onion
- pumpkin
- peas

Things we use in school

- pen
- pencil
- notebook
- book
- eraser

Things we use at home

- cup
- glass
- spoon
- bowl
- dish
Listen carefully and learn to play this game.

Teacher:

Please pay attention.

Today we are going to play a guessing game.

I'll give a card to each one of you.

Look at the picture and the word on your card.

Don't show it to the others.

It's a fruit.

Do you know the English word for it?

Good. Now that's your name.

Make groups of five.

Each group will sit down in a circle.

Now let your friends guess your name.

If they can't, show them your card.

And tell them who/what you are.

Ready?
1. Look and say.

1. Look and say.

2. Find and name the following from the chart.

- Two animals.
- Three things you play with.
- Two birds.
- Four things we eat.

3. How many five-letter words do you see here?
Name them.

4. How many six-letter words do you see here?
Name them.
Here are some words you know. Say them after me. Now listen to the sound, look at the word and spot the letter that stands for the sound. Colour the letter.

<table>
<thead>
<tr>
<th>bus</th>
<th>doctor</th>
<th>pen</th>
<th>pump</th>
</tr>
</thead>
<tbody>
<tr>
<td>ball</td>
<td>tomato</td>
<td>pan</td>
<td>police</td>
</tr>
<tr>
<td>pencil</td>
<td>bank</td>
<td>time</td>
<td>table</td>
</tr>
<tr>
<td>out</td>
<td>band</td>
<td>potato</td>
<td>tyre</td>
</tr>
</tbody>
</table>

Which letter stands for ‘b’ in this word? Show me the letter for ‘t’. Where do you see ‘p’ here? ते अक्षरं रंगवा.
1. Join the same words with a line.
   सारखे शब्द रेखेघें जोडा.
4. Read the name of the letter.
अक्षराचे नाव बांधा.

5. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.
अक्षर बोटाने गिरवा. पेनसिलने गिरवा. तुमच्या वहीत पाहून लिहा.

6. Draw the letter in the air.
Draw it with a finger on the back of your friend.
अक्षर हवेत काढा. तुमच्या पिटाच्या/मैट्रिक्सच्या पाठवर बोटाने काढा.
1. Listen carefully, look into your book and say with me.

**Dajikaka is our neighbour.**
He keeps cows and buffaloes.
He milks them every day.
We buy milk from him.
It’s nice and fresh and warm.

2. Name the things you see in the picture.

**Hi! I am Priya.**
I live in a small village.
There are many houses in our village.
The houses are close together.
There are small lanes between the houses.
There are many plants and trees around the houses.
Hi! I am Riya.
I live in a big city.
There are big buildings and wide roads in our city.
Buses, cars, bikes—there’s a lot of traffic in the city.

There’s a dairy near my house.
We buy milk from the dairy.
We get the milk in a pouch.
It’s nice and as cold as ice.
There’s a grocery shop near my house. There we buy grains, oil, salt, sugar, biscuits and many other things. Can you name them?

I am in Standard Three. I walk to school.
We learn Marathi, English, Mathematics and study our environment in school.
Our English textbook is called My English Book Three.

2. Name a few things you see in the pictures on page 10 and 11.
I am in Standard Three.  
I go to school by bus.  
We learn Marathi, English,  
Mathematics and study  
our environment  
in school.  
Our English textbook is called  
My English Book Three.

There’s a grocery shop near my house.  
There we buy  
grains, oil, salt,  
sugar, biscuits and  
many other things.  
Can you name them?

2. Choose any one paragraph from pages 8-11. Present it in the classroom.

पान 8 ते 11 वर्गील कोणताही एक परिच्छेद निकाल. तो वर्गांत तोडी सादर करा.
1. Join the same words with a line.
सारख्यां शब्द रचून जोडा.

dog  doll  lion  dog

fish  fish  dish  nine

man  old  man  hut

net  nose  net  cart

d-f-m-n

t  c  d  a  f  p  t  d  a

3. Spot the letter in the words. Join the same letters.
दिलेले अक्षर दिलेल्या शब्दांत शोधा. सारख्यां अक्षरे जोडा.

d  dog  doctor  bed  bundle  dirty

f  office  fish  after  fast  half

m  man  camp  jump  lemon  mother

n  name  net  pond  on  raining

UNIT 1
4. Read the name of the letter.
अक्षराचे नाव बांधा.

5. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.
अक्षर बोटाने गिरवा. पेनसिलने गिरवा. तुमच्या व्हायत पाहून लिहा.

6. Draw the letter in the air.
Draw it with a finger on the back of your friend.
अक्षर हेवे काढा. तुमच्या मित्राच्या/मैत्रीच्या पाठविर बोटाने काढा.
Listen carefully and learn to play these number games.

Game 1
Stand up, everyone. Ready? Good. Now, each one of you has to say any number from 1 to 100. Say the number and sit down. I will write it on the board. You cannot repeat a number. Let’s start.

Game 2
Stand in a circle. Speak one at a time. When it is your turn, point to someone and say, ‘Ten less than 22?’ or ‘Ten more than 22?’ That person has to tell the correct answer. If the answer is correct, we will clap for him/her. He/She will get the next turn to point and speak. After that he/she can sit down. If the answer is wrong, we will not clap. Someone else will get the chance to answer. Understood?
Good. Let’s start.
1. Listen, repeat and recite.
Solomon Grundy,
Born on a Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday.
That was the end of Solomon Grundy.

2. Look up a calendar and write the following dates.
- The first day of this year
- The last day of this year
- The day the school started
- The date today
- Independence day

Example: The first day of this year –
1.1.2014 or 1/1/2014 or 1.1.14 or 1/1/14
Listen, learn, read with me and enact.
ऐका, शिक्ता, मानुषांबरोबर मोटघाने चाचा आणि सादर करा.

A Skit

Student 1: Hello, I am a fresh green cabbage. Who are you?
Student 2: I am a smart white rabbit, and I eat cabbages...
Student 1: Aaaa... (Runs away.)

Student 3: Hello, I am a juicy crunchy carrot. Who are you?
Student 2: I am a smart white rabbit, and I eat carrots...
Student 3: Aaaa... (Runs away.)

Student 4: Hello, I am a big red tomato. Who are you?
Student 2: I am a smart white rabbit, and I eat tomatoes...
Student 4: Aaaa... (Runs away.)
Student 5: Hello, I am a green leafy vegetable. Who are you?

Student 2: I am a smart white rabbit, and I eat vegetables...

Student 5: Aaaa... (Runs away.)

Student 6: Hello, who are you?

Student 2: I am a smart white rabbit, and I eat vegetables. Who are you?

Student 6: I am a super-duper clever fox, and I eat smart white rabbits...

Student 2: Aaaa... (Runs away.)

Student 6: (Runs after student 2.)
Form pairs. Enact the following conversations.

A : What’s your name?  
B : ............  
A : Thank you.  
B : You’re welcome.

A : How are you?  
B : I am fine. Thank you.  
A : Fine.

A : Sorry.  
B : It’s all right.  
A : Please move aside.  
B : Sure.

A : I am eight years old. And you?  
B : Me, too.

English around us – Numerals

Where do you get to see English numerals? Write about it in Marathi. Give examples using English numerals. Use or draw pictures if possible. Present all the information in an attractive way.

• एक-तीन-चौकाले सात या अन्य अंकों से आकर्षक माराठी कथेचे लिहून काढा.
• पहिले-दुसरे अंक शिकल्यापासून देखील हा हस्ताक्षरही यांनी वापरला.
• १ ते १०० अंक (१ - ७००) यांसारख्या संख्या हा वापरला.
• हे शब्द वापरल्यास ते सर्व संख्या हा वापरला.
• हे शब्द वापरल्यास ते सर्व संख्या हा वापरला.
• 'विंडरा' शब्द 'विंडरा' शब्दांच्या उदाहरणाच्या वापराचे उदाहरण.
• 'सात' शब्द 'सात' शब्दांच्या उदाहरणाचे उदाहरण.
• 'बी-सी-पी-डी-एफ-एम-एन' शब्द 'बी-सी-पी-डी-एफ-एम-एन' शब्दांच्या उदाहरणाचे उदाहरण.
• हे शब्द 'हे शब्द 'हे' शब्दांच्या उदाहरणाचे उदाहरण.
• हे शब्द 'हे' शब्दांच्या उदाहरणाचे उदाहरण.
• पुन्नकालीन वाक्ये 'सर/गुड/मेड/बाईचा' पाठरूपात वाचला वेचता.
• 'फिंक' शब्द 'बाईचा' वाचला 'फिंक' शब्द 'बाईचा' वेचता.
2. Form pairs. Enact the following conversations.

A : Can you swim?
B : Yes, I can.

A : Can you speak English?
B : A little.

A : Can you read Marathi?
B : Yes. Easily.
1. Look at the picture and name the action.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading</td>
<td>writing</td>
<td>eating</td>
<td>washing hands</td>
</tr>
<tr>
<td>drinking tea</td>
<td>sleeping</td>
<td>running</td>
<td>jumping</td>
</tr>
<tr>
<td>walking</td>
<td>singing</td>
<td>dancing</td>
<td>sweeping the floor</td>
</tr>
<tr>
<td>closing the door</td>
<td>climbing a tree</td>
<td>crying</td>
<td>smiling</td>
</tr>
<tr>
<td>waving</td>
<td>riding a horse</td>
<td>laughing</td>
<td>driving a car</td>
</tr>
</tbody>
</table>
Teacher : Neha, come forward.
Mime an action and say what you are doing.
Neha : I am closing the door. (Mimes.)

Teacher : Good. Keep doing it.
Ashutosh, now come here.
Now mime another action.
Say what Neha’s doing and also what you are doing.

Ashutosh : Neha is closing the door and I am washing my hands. (Mimes.)

Swapna : Neha is closing the door.
Ashutosh is washing his hands and I am crying. (Mimes.)

Ketan : Neha is closing the door.
Ashutosh is washing his hands, Swapna is crying and I am singing. (Mimes.)

UNIT 2

2. Listen carefully and learn to play the game of strings of actions.
लक्षापूर्वक ऐका आपण हा खेळ खेळायला शिका.

Teacher : Neha, come forward.
Mime an action and say what you are doing.
Neha : I am closing the door. (Mimes.)

Teacher : Good. Keep doing it.
Ashutosh, now come here.
Now mime another action.
Say what Neha’s doing and also what you are doing.

Ashutosh : Neha is closing the door and I am washing my hands. (Mimes.)

Swapna : Neha is closing the door.
Ashutosh is washing his hands and I am crying. (Mimes.)

Ketan : Neha is closing the door.
Ashutosh is washing his hands, Swapna is crying and I am singing. (Mimes.)

We are reading, Neha and Ashu are writing, इत्यादी वाक्यांच्या उपयोग करून ‘are’ व्या शब्दांची वापराची उजव्याची च्याची.
1. Name the picture. Underline the first letter.

2. Read the name of the letter.

3. Trace the letter. Copy the letter.

4. Draw the letter in the air.

   Draw it with a finger on the back of your friend.
1. Name the picture. Underline the first letter.

2. Read the name of the letter.

3. Trace the letter. Copy the letter.

4. Draw the letter in the air.

Don't forget to underline.
**Apples and Bananas**

1. Listen, repeat and sing with actions.

I like to eat, eat apples and bananas.

2. Read these words aloud. Copy them in your notebook.

<table>
<thead>
<tr>
<th>Name (English)</th>
<th>Name (Hindi)</th>
</tr>
</thead>
<tbody>
<tr>
<td>name</td>
<td>नाम</td>
</tr>
<tr>
<td>came</td>
<td>आयम</td>
</tr>
<tr>
<td>be</td>
<td>बी</td>
</tr>
<tr>
<td>me</td>
<td>मी</td>
</tr>
<tr>
<td>fine</td>
<td>फाइन</td>
</tr>
<tr>
<td>nine</td>
<td>नीन</td>
</tr>
<tr>
<td>cone</td>
<td>कॉन</td>
</tr>
<tr>
<td>bone</td>
<td>बोन</td>
</tr>
<tr>
<td>tube</td>
<td>ट्युब</td>
</tr>
<tr>
<td>cube</td>
<td>क्यूब</td>
</tr>
</tbody>
</table>

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.

I like to eat, eat apples and bananas.
We can read and write!

Read the words aloud and write them in your notebook.

शब्द मोळवणे वाचा आणि तुमच्या वहीत लिहा.

A

am
an
at
cap
tap
pet
net
bed
end
bend
in
it
of
bit
not
fit
pop
top
up
cup
pup
fun

B

a cat
a fat cat
a fat cat on a mat
a dot
a dot on a pot
ten
ten men
ten men and a pen
a pin
a tin
a pin and a tin in a bin
a cub
a cub in a tub
Listen and act.
एका आणि कृती करा.

Stand up. Sit down. Stand up. Turn around.
Raise your hands.
Hands down.
Hands up.
Turn left. Turn right.
Raise your left hand and shake it.
Raise your right hand and shake it.
Take one step forward.
Take one step backward.
Step to the left. Step to the right.
Jump.
Stand on the left foot.
Hop. Stop.
Stand on the right foot.
Hop. Stop.

Fall in line, everybody.
Stand at ease.
Attention!
Forward march.
Put your left foot forward.
Put your right foot forward.
Left, right, left, right, left, right.
Halt!
About turn!
Left, right, left, right, left, right.
Halt!
1. Listen, repeat and enact.

Aman: I found this pen near the door. Is it yours?

Beena: Yes, it is mine. Thank you.

Riya: I found this pen under the bench. Is it yours?

Sam: No, it’s not.

Riya: Whose is it, then? Do you know?

Sam: I think it belongs to Jui.

Om: What’s this?

Ira: It’s a sharpener.

Om: Whose sharpener is it?

Ira: I don’t know. Ask Jiya.

Om: Jiya, whose sharpener is it?

Jiya: I think it’s Jui’s.

Om: Jui, is this yours?

Jui: Yes, it’s mine. Thank you.
1. Name the pictures in each strip in English. All the words in each strip begin with the same sound. Say the sound. Circle the letter that shows the sound.

2. Spot the letter in the words. Join the same letters.
3. Read the name of the letter.

अक्षरचे नाव बाचा.

4. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.

अक्षर बोटावे गिरवे. पेनसिलने गिरवे. तुमच्या वाहित पाहून लिहा.

5. Draw the letter in the air.

Draw it with a finger on the back of your friend.

अक्षर हवेत काढा. तुमच्या मित्राच्या/मैत्रीच्या पाठीवर बोटावे काढा.
1. Listen carefully and write the first letter of the words.

Teacher:
- leaf - lemon - lion
- horse - house - habit
- pen - pencil - pin
- round - rose - ribbon
- duck - dog - dish
- fish - fat - fan
- net - note - nine
- sun - sand - sack
- two - ten - twenty
- man - mango - monkey

Teacher:
- seven socks
- five fingers
- cold coffee
- busy boys
- two tickets
- paper pack
- hungry hens
- my mother
- red roses
- lazy lions
- no noise
- dancing doll

2. Read the following words aloud. Copy them in your notebook.
Please help!

Look, listen and read aloud.
पहा, ऐका आणि मोठाच्या बाच्या.

Please help us!

Please help me!

a hen in a net

a doll on the table

Let us help him!

an old man on the road

English around us – Letters and Words

Where do you get to see English letters and words?
Write about it in Marathi. To give examples, you may draw pictures or collect and paste a few specimens.

Copy some of the words.

Present the information in an attractive manner.

इंग्रजी अक्षरे आणि शब्द तुम्हाला कुठे पहायला मिळतात?
त्यांच्याच्या मराठीत लिहा. उदाहरणे देण्यासाठी चित्रे काढा फिंच चाही नमुने गोटा करून विकटवा. त्यांपैकी काही शब्द पाहून लिहा.
ही सर्व माहिती आकर्षक स्वरूपात लिहून काढा.
A Musical: Scene One

**Birds**

We are birds,
We fly together.
We are birds,
We sing together.
Free as the air,
We fly here and there. *(Leave.)*

**Mice**

We are mice,
We run together.
We are mice,
We squeak together.
Small but smart,
Here and there we dart. *(Leave.)*

**Hunter**

I am a hunter,
Beware of me!
Birds and animals,
Beware of me!
I’ll scatter this grain,
And then spread this net.
And then I’ll go away—
When the birds come,
They’ll land on the net.
And then they can’t fly away—
Then I’ll put them in a basket—
And sell them in the market—
Ha! Ha! Ha! *(Leaves.)*
Scene Two

Birds : Oh! See what we found—
       Grain on the ground. (Land on the net.)
       Oh, no, no, no!
       This net we didn’t see.
       Who will help us now?
       Who will set us free?

Bird 1 : Don’t worry, don’t cry,
       There’s something we can try.
       If we all fly together,
       We can fly away.
       We’ll take the net with us,
       Which the mice’ll nibble away.

Birds : Flutter, flutter, flutter,
       All together!
       Up in the sky,
       Away we fly! (Circle and leave.)

Scene Three

Birds : Mice, mice,
       Do be nice.
       Hear your friends today,
       We are caught in the net.
       Please set us free,
       Nibble its strings away.

Mice  : Sure, dear friends,
       We’ll nibble and bite.
       We’ll tear away the net,
       With all our might.
       Nibble, nibble, nibble,
       All together!
       Tear away the net,
       But don’t touch a feather!
The net is torn,
The birds are free.
They are happy
and so are we.

Birds : Thank you, dear mice,
We’ll never forget you.

Mice : Welcome, dear birds,
It was a small thing to do.
(Birds fly away and mice run away.)

Scene Four

Hunter : Where’s my net?
I need it so!
Did the birds take it?
Where did they go?
Oh, no! What’s this?
What do I see?
Someone tore the net,
And set the birds free!
Alas! (Sits down and cries.)
1. Listen, repeat and sing with actions.

A little seed,
For me to sow...
A little earth,
To make it grow...

A little hole,
A little pot...
A little wish,
And that is that ...

A little sun,
A little shower...
A little while,
And then a flower!

2. Listen carefully and tell a rhyming word.

* seed  * sow  * pot  * wish  * that  * sun  * shower  * while
Listen and act.

Put your book in your bag.
Put your notebook in your bag.
Put your pen and pencil away.
Take your things out of your school bag.
Now put them away again in 30 seconds.
Ready?
Start .... Stop.
Your time is up!

Join your hands.
Press them together.
Press hard.
Press gently.
Gently. Hard.

Start speaking.
Speak loudly.
Louder, please.
Speak softly.
Very softly.

Run on the spot.
Run fast. Faster.
Run slowly.
Very slowly.
Fast. Slowly.

Gently-hard, quickly-slowly इत्यादी जोड़णार्थी शब्दांचा अर्थ कव्वून मुले त्यासार्धे कृती करून असे पहावे.
या पानार्थी कृती व यांसारख्या कृतीचा सराव नंतरही अधूमधूम च्याबा.
1. Look at the pictures carefully. Then close your book and name the pictures you saw.

चित्रे लक्ष्यात्तेच पहा. नंतर पुस्तक बंद करा आणि तुम्ही पाहिलेल्या चित्रांची नावे सांगा.

(Teacher writes the words on the blackboard in place of the pictures when students name them.)

2. Now look at the words on the blackboard. Listen carefully and find the words beginning with that sound.

फक्तावरील शब्द पहा. लक्ष देऊन ऐका आणि त्या त्या ध्वनीने सुरू होणारे शब्द शोधा.

Teacher: ग, ज, क, ख
3. Join the same words with a line.
सारखे शब्द रेखेने जोडा。

- **girl**
- **bird**
- **good**
- **girl**
- **part**

- **jeep**
- **peep**
- **going**
- **feel**
- **jeep**

- **kite**
- **kilo**
- **kind**
- **bike**
- **kite**

- **queen**
- **queen**
- **green**
- **queue**
- **quick**

4. Spot the letter in the words. Join the same letters.
दिलेले अक्षर शब्दांत शोधा. ती अक्षरे जोडा。

- **g**
- **girl**
- **grapes**
- **goggles**
- **log**
- **frog**

- **j**
- **jump**
- **jeep**
- **enjoy**
- **jar**
- **jacket**

- **k**
- **kite**
- **lock**
- **ask**
- **kitten**
- **joker**

- **q**
- **queue**
- **queen**
- **quick**
- **quite**
- **question**
5. Read the name of the letter.
अक्षराचे नाव बांधा.

6. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.
अक्षर बोटाने गिरवा. पेनसिल आणि गिरवा. तुमच्या व्ह्हीत पाहून लिहा.

7. Draw the letter in the air.
रेंडरे लेटर वायर. रेंडरे फिंगर यांच्यासाठी पर्यंत लेटर बोटाने काढा.

UNIT 3
1. Read the words aloud. Copy any one word from each group.

Words and Puzzles

2. Look at the pictures and complete the words.
Listen carefully and play this game.

लक्ष देखन एका आणि हा खेळ खेळा.

Teacher : Form groups of three.
Choose any one picture in your group.

<table>
<thead>
<tr>
<th>Tiger</th>
<th>Elephant</th>
<th>Boat</th>
<th>Pencil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board</td>
<td>Ball</td>
<td>Fish</td>
<td>Duck</td>
</tr>
<tr>
<td>Table</td>
<td>Notebook</td>
<td>Sun</td>
<td>Rose</td>
</tr>
</tbody>
</table>

Now talk about it in three steps:

All Three : We have something in our mind...
Student 1 : And it is green.
Student 2 : And it is big. /It is square.
Student 3 : And we write on it.
All Three : Guess what it is.
Others : It’s the board!
Listen carefully and then read with me.
लक्ष्मण ऐसा आणि माझ्याबाबर वाचा.

Once the King was riding through a village.
He saw Kondiba. Kondiba was digging a hole.

Good morning, Kondiba!

Good morning, O King!

What are you doing?

I’m planting a tree.
What tree is this?

It’s a mango tree.

When will it bear fruit?

After many many years.

Kondiba, you look so old. What use is this tree to you, then?

O King, I am not planting this tree for myself. I am planting it for others. After many years, other people will come here. They will sit in the shade of this tree. They will get the mangoes.

Kondiba, you are such a kind man. You have taught me a lesson. Now I will also work for others.
1. Spot the letter in the words. Join the same letters.

2. Read the name of the letter.

3. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.

4. Draw the letter in the air. Draw it with a finger on the back of your friend.
1. Spot the letter in the words. Join the same letters.

2. Read the name of the letter.

3. Trace the letter with your finger. Trace it with a pencil. Copy the letter in your notebook.

4. Draw the letter in the air. Draw it with a finger on the back of your friend.

UNIT 3
1. Listen, repeat and sing.
Come on Sonu, read with me.
Count the books. We have ten.
I am reading, so are you.
Give me the books you have read.

2. Say the letters a–z in the proper order.
‘a–z’ अक्षरे क्रमाने महणा.

We can write from ‘a’ to ‘z’.
Write down all the letters ‘a’ to ‘z’.
Find at least one word for each of these letters. Write down the words in alphabetical (a to z) order.

‘a’-‘z’ समती अक्षरे लिहा.
प्रत्येक अक्षरासाठी किंमत एक तरी शब्द शोधा.
हे शब्द ‘a’-‘z’ या क्रमाने लिहा.
उदा., g : girl, go  x : xerox
1. Read the words. Then complete the sentences and copy them in your notebook.

Opposites

big
tall
short

The elephant is big.
But the mouse is .......... .

The first tree is tall.
But the other tree is .......... .

tall
hot
cold

The pink chair is soft.
But the brown chair is .......... .

Tea is hot.
But ice-cream is .......... .

soft

The red shoes are clean.
But the blue shoes are .......... .

The blue shirt is wet.
But the yellow shirt is .......... .

clean

The black rock is rough.
But the white stone is .......... .

Gaurav is young.
But his grandfather is .......... .

rough

unit 3

UNIT 3
2. Make more sentences using your own ideas.

The first cat is fat. But the other cat is .......... .

The red bag is new. But the brown bag is .......... .

The first man is strong. But the other man is .......... .

The pink pencil is long. But the blue pencil is .......... .

The pink mask is pretty. But the green mask is .......... .

The rabbit is fast. But the tortoise is .......... .

- fat
- long
- new
- pretty
- strong
- weak
- slow
- thin
- short
- old
- ugly

2. Make more sentences using your own ideas.

The pink pencil is long. But the blue pencil is .......... .

The pink mask is pretty. But the green mask is .......... .

The rabbit is fast. But the tortoise is .......... .

The first cat is fat. But the other cat is .......... .

The red bag is new. But the brown bag is .......... .

The first man is strong. But the other man is .......... .

- fat
- long
- new
- pretty
- strong
- weak
- slow
- thin
- short
- old
- ugly

2. Make more sentences using your own ideas.

The first cat is fat. But the other cat is .......... .

The red bag is new. But the brown bag is .......... .

The first man is strong. But the other man is .......... .

The pink pencil is long. But the blue pencil is .......... .

The pink mask is pretty. But the green mask is .......... .

The rabbit is fast. But the tortoise is .......... .

- fat
- long
- new
- pretty
- strong
- weak
- slow
- thin
- short
- old
- ugly

2. Make more sentences using your own ideas.

The first cat is fat. But the other cat is .......... .

The red bag is new. But the brown bag is .......... .

The first man is strong. But the other man is .......... .

The pink pencil is long. But the blue pencil is .......... .

The pink mask is pretty. But the green mask is .......... .

The rabbit is fast. But the tortoise is .......... .

- fat
- long
- new
- pretty
- strong
- weak
- slow
- thin
- short
- old
- ugly

2. Make more sentences using your own ideas.

The first cat is fat. But the other cat is .......... .

The red bag is new. But the brown bag is .......... .

The first man is strong. But the other man is .......... .

The pink pencil is long. But the blue pencil is .......... .

The pink mask is pretty. But the green mask is .......... .

The rabbit is fast. But the tortoise is .......... .

- fat
- long
- new
- pretty
- strong
- weak
- slow
- thin
- short
- old
- ugly
Kittens : Oh mother dear,
We very much fear,
We have lost our mittens ! Oh my !

The Cat : You naughty kittens,
Lost your mittens,
Then you shall have no pie.

Kittens : Miaow, miaow, miaow.

The Cat : No, you shall have no pie.

Kittens : Miaow, miaow, miaow.
Three little kittens
Found their mittens,
And they began to cry,

Kittens : Oh mother dear,
See here, see here,
We have found our mittens!
Oh my!

The Cat : Put on your mittens,
You silly kittens,
And you may have some pie.

Kittens : Purr, purr, purr.

The Cat : Now you may taste the pie.

Kittens : Purr, purr, purr.
2. Read the following words aloud.

3. Listen carefully and write the first letter.

Riddles

1. I live in jungles.
   I am clever.
   My name begins with ‘f’.
   Who am I?

2. You open your mouth
to do it.
   It shows you are sleepy.
   What is it?

3. My name begins with ‘z’.
   It rhymes with ‘hero’.
   Who am I?

4. I fly but I am not a bird.
   I have a tail,
   but I am not an animal.
   There is ‘t’ in my name.
   Who am I?

5. I look like a horse.
   I have black and white stripes.
   Who am I?
- Look, listen, read the letters.

<table>
<thead>
<tr>
<th>a</th>
<th>A</th>
<th>b</th>
<th>B</th>
<th>c</th>
<th>C</th>
<th>d</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>e</td>
<td>E</td>
<td>f</td>
<td>F</td>
<td>g</td>
<td>G</td>
<td>h</td>
<td>H</td>
</tr>
<tr>
<td>i</td>
<td>I</td>
<td>j</td>
<td>J</td>
<td>k</td>
<td>K</td>
<td>l</td>
<td>L</td>
</tr>
<tr>
<td>m</td>
<td>M</td>
<td>n</td>
<td>N</td>
<td>o</td>
<td>O</td>
<td>p</td>
<td>P</td>
</tr>
<tr>
<td>q</td>
<td>Q</td>
<td>r</td>
<td>R</td>
<td>s</td>
<td>S</td>
<td>t</td>
<td>T</td>
</tr>
<tr>
<td>u</td>
<td>U</td>
<td>v</td>
<td>V</td>
<td>w</td>
<td>W</td>
<td>x</td>
<td>X</td>
</tr>
<tr>
<td>y</td>
<td>Y</td>
<td>z</td>
<td>Z</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Look, say and copy the letters in the proper order.
अक्षर पहा, नाव महणा, पाहून योग्य त्या क्रमाने लिहा.
1. Listen carefully and learn to make letter cards.

Teacher: Manish, come here.
Hand out these cards to everyone.
Give one card to each one.
Did you all get a card?
Good.
Now listen carefully.
I will say the name of a letter, and write it on the board.
You have to write the letter on your card.
Ready? Let’s start.
‘A’. Write big A.
(Writes ‘A’ on the board.)
Finished? Good.
Now turn the card over like this.
On this side, write small ‘a’.
(Writes ‘a’ on the board.)
Finished? Very good.
Now this is your letter card for ‘a’.
2. Listen carefully and learn to play the following games with letter cards.

* **Game 1**: Listen carefully and show the correct card: m, p, e, f, etc.

* **Game 2**: Look at this card and show a matching card.

* **Game 3**: Look at this capital letter and show the small letter.

* **Game 4**: Look at this small letter and show the capital letter.

* **Game 5**: Form pairs. Listen carefully and form the word using your cards.

  **Examples**: a, I, am, and ... bill, name, rose ... mother, father ...

* **Game 6**: Form pairs. Form any four names of your choice using your cards.

* **Game 7**: Form pairs. Try to form a sentence using your cards.
Listen, repeat and sing.
एका, माइयेपाटोपाट म्हणा. हे गाणे म्हणा.

Mix a pancake,
Mix a pancake,
Stir a pancake,
Stir a pancake,
Pop it in the pan;
Pop it in the pan;
Fry a pancake,
Fry a pancake,
Toss a pancake,
Toss a pancake,
Catch it if you can.
Catch it if you can.
- Christina Rossetti

Listen, repeat and learn to present the recipe.
एका, म्हणा व ही पांकेटूंसादर करावला शिका.

Friends, please pay attention.
Follow these steps and make a delicious dish.

1. Peel a banana.

2. Put the peel in a dust-bin.
(Please don’t forget this step.)

3. Cut the banana into pieces.

4. Put the pieces in a bowl.

5. Add a spoonful of sugar.

6. Pour some milk on it.

7. Stir it with the spoon.

8. Eat it up.

एकांनी पांकेटूंचे प्राण्यांसारखे देताना नुसता अभिनव काव्य किंवा शास्त्र असतायास खाणावाच्या वस्तु/पदार्थ बांधणावा.
Listen and repeat the words after me. They are all action words.

<table>
<thead>
<tr>
<th>Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>blow</td>
</tr>
<tr>
<td>clean</td>
</tr>
<tr>
<td>cut</td>
</tr>
<tr>
<td>find</td>
</tr>
<tr>
<td>grow</td>
</tr>
<tr>
<td>break</td>
</tr>
<tr>
<td>climb</td>
</tr>
<tr>
<td>drop</td>
</tr>
<tr>
<td>finish</td>
</tr>
<tr>
<td>help</td>
</tr>
<tr>
<td>buy</td>
</tr>
<tr>
<td>close</td>
</tr>
<tr>
<td>drive</td>
</tr>
<tr>
<td>fold</td>
</tr>
<tr>
<td>hold</td>
</tr>
<tr>
<td>call</td>
</tr>
<tr>
<td>cook</td>
</tr>
<tr>
<td>eat</td>
</tr>
<tr>
<td>get</td>
</tr>
<tr>
<td>lift</td>
</tr>
<tr>
<td>catch</td>
</tr>
<tr>
<td>count</td>
</tr>
<tr>
<td>fill</td>
</tr>
<tr>
<td>give</td>
</tr>
<tr>
<td>lose</td>
</tr>
<tr>
<td>make</td>
</tr>
<tr>
<td>peel</td>
</tr>
<tr>
<td>read</td>
</tr>
<tr>
<td>share</td>
</tr>
<tr>
<td>take</td>
</tr>
<tr>
<td>meet</td>
</tr>
<tr>
<td>pick</td>
</tr>
<tr>
<td>ride</td>
</tr>
<tr>
<td>show</td>
</tr>
<tr>
<td>throw</td>
</tr>
<tr>
<td>move</td>
</tr>
<tr>
<td>pull</td>
</tr>
<tr>
<td>rub</td>
</tr>
<tr>
<td>smell</td>
</tr>
<tr>
<td>wash</td>
</tr>
<tr>
<td>open</td>
</tr>
<tr>
<td>push</td>
</tr>
<tr>
<td>sell</td>
</tr>
<tr>
<td>start</td>
</tr>
<tr>
<td>wipe</td>
</tr>
<tr>
<td>paint</td>
</tr>
<tr>
<td>put</td>
</tr>
<tr>
<td>shake</td>
</tr>
<tr>
<td>stop</td>
</tr>
<tr>
<td>write</td>
</tr>
</tbody>
</table>

Now, name the above pictures. Choose suitable action words for each picture.

- Buy
- Peel
- Cut
- Wash
- Eat
- Sell

-  "Buy" वांछित शब्दांच्या संख्येला नाही, ते प्रमाणपत्राच्या माध्यमातून जाणून घ्यावे. वेगवेगऱ्याचा वस्तू/विविध वांछित उपयोग करून ही कृती एका वेळेतील १०-१५ मिनिटे वापरावरून पुन्हा पुन्हा घ्यावी.
The Sun and the Wind were friends. But the Wind was naughty.

He blew and he tossed and he rushed through trees and gardens and houses. He scattered things here and there. He teased the Sun, “See what I can do. I am stronger than you.” “I don’t think so,” said the Sun. “Yes, I am!” “No, you are not.” “Yes, I say, yes!” said the Wind,
He blew hard.
But the man did not throw the blanket away.
“It is so windy,” said the man,
and wrapped the blanket tight around his shoulders.

The Sun smiled and said to the wind,
“Now watch this.”
Then the Sun began to get hot.
He became very very hot.
“Ugh!” said the man, “Now it’s too hot!”
He took the blanket off and threw it in a corner.

Now tell me,
Who is stronger –
the Sun or the Wind?
Look at the pictures and read aloud.

What does doggie say?

- It is hot.
- It is cold.
- It is windy.
- It is raining.
- It is nice and warm.
- It is nice and cool.
Read the name and motto on each badge.
Read with me and enact what the people are saying.

We like to help animals.
We care for all animals.

I like to read.
I like to learn.
Books teach us many things.

We care for plants.
We help to grow plants.
Mottos and messages

Read the following mottos and messages. Copy them in good handwriting. Put them up in proper places. With your teacher’s help, add other mottos and messages to the above.

Be kind to animals. Be polite. Never tell lies. 
SAVE WATER Waste not, want not. TRUTH 
Please turn off the tap. Keep this place clean.
HONESTY Save electricity.

Eat well. Sleep well. 
Exercise every day. 
Keep your body fit and fine.
Mary had a little lamb.
Its fleece was white as snow,
And everywhere that Mary went
The lamb was sure to go.
It followed her to school one day.
That was against the rule;
It made the children laugh and play
To see a lamb at school.

‘Why does the lamb love Mary so?’
The little children cry.
‘Why, Mary loves the lamb, you know,’
The teacher did reply.

2. Fill in the blanks with the proper colour word.

- as .......... as grass
- as .......... as milk
- as .......... as a crow
- as .......... as a tomato
- as .......... as the sky
- as .......... as turmeric

UNIT 5
This is the map of Tiny Town.
The tiny roads go up and down.
Some go right and some go left.
The arrows point to east and west.
Buildings, bridges, a market and a mill,
Gardens, fields, a school and a hill.
Where would you start?
How will you go?
If you choose the places, The map will show.
2. Look at the map of the Tiny Town on page 64 and do the following. पान 64 वरील Tiny Town चा नकाशा पहा आणि खालील कृती करा.

* Find and circle the following in the map of Tiny Town.

A hospital  A school  A garden

* Choose a house for yourself in Tiny Town. Mark the place with a dot.

* Read the address and find the following place in the map.

Plot No. 5, River-view Society, Riverside Road, Tiny Town.

* Copy the diagram of directions and label it.

North  East  West  South

Travel Manners

Look, listen, repeat and learn to use. पहा, ऐका, माझ्यापाठीपाठ म्हणा आणि बापरावला शिका.

Do you mind giving me some place ?

I'm sorry, but there isn't any place here.

Mind if I open the window ?

No, not at all. Go ahead.

Thank you.

You're welcome.
Listen carefully, repeat and enact.
(Old woman sitting on the road.)

First Man : Hey, old woman, move aside.

Old Woman : I can’t get up. Please help me.

First Man : I have no time to help you.
I’m in a hurry.

Old Woman : Where are you going?

First Man : I am going to the Town Hall.
Today, the Mayor is going to select the best person in the town.
And I am the best.
(Goes away.)

Young Woman : Hey, old woman, move aside.

Old Woman : I can’t get up. Please help me.

Young Woman : I won’t touch you.
You are so dirty and old.
Look at my clothes.
I am wearing my best clothes today.
I want to be the best person in the town.
(Goes away.)
Strong Man : Hey, old woman, move aside.
Old Woman : I can’t get up. Please help me.
Strong Man : I am not your servant. Don’t tell me what to do. I’m in a hurry.
    (Goes away.)

Rich Woman : Hey, old woman, move aside.
Old Woman : I can’t get up. Please help me.
Rich Woman : Don’t you know who I am? Ask somebody else.
    (Goes away.)

    (Many people come and go without helping the old woman.)

Small Child : Hello, old woman, why are you sitting here?
Old Woman : I fell down and I can’t get up.
Small Child : Can I help you? (Helps the old woman to get up.)
Where do you want to go?

Old Woman : Can you take me to the Town Hall?
Small Child : Sure. Come with me.
(They walk to the Town Hall. 
All the other people are waiting there.)

**Strong Man**: Oh, look at that old woman.

**Rich Woman**: Why has she come here?

**First Man**: Where’s the Mayor?

**Young Woman**: I know the Mayor will select me.

**Strong Man**: No. The Mayor will select me.

(All begin to quarrel - ‘Me’ - ‘I am the best’ - ‘You are wrong’ - ‘You are not the best’…)

**Old Woman**: Silence! You are all wrong.

(Removes white hair wig and stands tall.)

**People**: Oh! The Lady Mayor.

**Old Woman**: Yes. You have all failed in my test.

No one was ready to help an old woman.

Here’s the only one who helped!

Come here, my dear Child!

This is the best person in the town!

---

* Look, listen and repeat. पहा, ऐका आणि म्हणा.

- write
- wrong
- wrist
- knife
- know
- knee
**Spelling Fun**

1. Listen, repeat and sing.

   एका, माइक्रोफोन म्हणा. हे गाणे म्हणा.

   B-A-Bay, B-E-Bee,
   B-I-Bickie-Bye, B-O-Bo,
   Bay-Bee, Bye-Bo, B-U-Boo,
   Bay Bee Bye Bo Boo.

   बी-एस-बी, बी-ई-बी,
   बी-आई-बीकी-बी, बी-ओ-बीओ,
   बी-बी-बी, बी-बी-बीओ,
   बी-यु-बु,
   बी-बी-बी बी-बी बु.

   इंग्रजी धमनी सहज तौंडी यावे आणि हसलखेळज स्पेलिंगजी ओठख वाळी,
   यासाठी हे गमतीदार गाणे दिले आहे. त्याचा उपयोग मुल्यमानासाठी करू नये.
   ‘B’ इंग्रजी ‘C’, ‘D’
   इत्यादी इतर व्यंजनासारखे वापरनाही या गाण्याची आणखी काळ्याची तयार
   करता येतील.

2. Listen carefully, spell the word and write it on the board.

   लख देऊन ऐका, शब्दांत येणारी अशा तांगा आणि तो शब्द फक्तावर लिहा.

   **Example:**
   **Teacher:** Day.  **Student:** d - a - y.

   - day
   - mouse
   - rose
   - name
   - lamp
   - hand
   - sun
   - nice
   - shop
   - clock
   - bell

**My Own Address Book**

Make a list of at least 10 of your friends and relatives. Write down their names, addresses, telephone numbers and if possible, e-mail addresses. Keep adding to the list.

तुमच्या किमान १० मित्रांनी/नाते यांनी बांधी करावा. त्यांचे नाव, पत्ते,
फोन नंबर, असल्यास ई-मेल ऑंड्रेस इत्यादी लिहा. त्या बांधीत भर ठावल राहा.
My mobile is ringing.

Look at the pictures, read aloud and enact.

Oh, no!
My mobile is ringing.
Where is it?

On the table? No.

In front of the TV? No.

Behind the bag? No.

Under the chair? No.

Near the basket? No.

In my purse? Yes!

Hello,
Nikita here!
Look at the pictures, read aloud and present the conversation.

Meenakaki : There is a lovely bird in the garden. Can you see it?
Madhukaka : No. Where is it?
Meenakaki : There – ....................

Madhukaka : Oh, yes. I can see it now. What a lovely bird!
Let's speak.

Read the dialogues aloud and practise them.

A: Do you like potatoes?
B: Yes, I do.
A: What other vegetables do you like?
B: I like cabbage.

A: Do you like grapes?
B: No, I don’t. I like oranges.

A: Have you got a green pen?
B: Yes, I have.
A: Can you give it to me, please?
B: Sure. Here it is.

A: Have you got a blue pencil?
B: Yes.
A: Can you give it to me, please?
B: Sorry. I can’t. I need it.
Look at the pictures and match A and B.

A

The children are playing with a ball.

The coconut is falling from a tree.

The girls are walking down the road.

The monkey is climbing a hill.

The boys are swinging from a branch.

The elephant is running to the wall.
Listen carefully and learn to play the game of ‘messages’.
तल्क देऊन ऐका आणि हा खेळ खेळायला शिका.

**Teacher**

Form a group of five.
Come forward and stand facing the class.
Now, I will give you a message.
Each person in the group will pass on the message to the next person.
If he/she makes a mistake, all the children in the class will say, “Oh, no!”
If he/she passes on the message correctly, they will say, “Oh, I see!”
The messages will get longer and longer.
So, be prepared. Let’s start.

---

**Message 1**

**Teacher**

→ Come over to my house.
→ Come over to my house tomorrow.
→ Come over to my house tomorrow at six.
→ Come over to my house tomorrow at six in the evening.
→ Come over to my house tomorrow at six in the evening and bring your brother.

---

**Message 2**

**Teacher**

→ Please don’t talk.
→ Please don’t talk. Sit down.
→ Please don’t talk. Sit down. Sit straight.
→ Please don’t talk. Sit down. Sit straight and fold your hands.
→ Please don’t talk. Sit down. Sit straight and fold your hands.

Now, look at the board.
1. Read aloud and guess the missing words.
* Once there was a .......... .
  He was fat.
* The king had a .......... .
  She was .......... .
* Under the .......... , there was a .......... .
  The frog saw a .......... .
* There were .......... goats near the gate.
  Two of them were .......... . One was .......... .
* The .......... ran out of the .......... .
* All the girls and .......... sat on the .......... .

2. Now write down the sentences.
1. Listen, repeat and sing.

a ate an apple
b bounced a ball.
c cut a carrot and
d dressed a doll.
e eats eggs, and
f falls flat.
g grows grapes and
h hangs a hat.
i is on an island
j jumps and jogs.
k keeps kittens and
l lifts logs.
**m** makes mistakes,
**n** needs a nurse.
**o** obeys orders and
**p** patches a purse.

**q** queued up quickly
**r** rolled and rose.
**s** spoke slowly and
**t** touched his toes.

**u** uses umbrellas
**v** has a violet van.
**w** washes windows
(whenever he can!)
2. Read the following words. 
Find a related word beginning with the same letter.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>all</td>
<td>b</td>
<td>balls</td>
<td>c</td>
<td>cold</td>
<td>d</td>
<td>dirty</td>
</tr>
<tr>
<td>e</td>
<td>every</td>
<td>f</td>
<td>flowers</td>
<td>g</td>
<td>good</td>
<td>h</td>
<td>his</td>
</tr>
<tr>
<td>l</td>
<td>little</td>
<td>m</td>
<td>my</td>
<td>n</td>
<td>new</td>
<td>o</td>
<td>old</td>
</tr>
<tr>
<td>p</td>
<td>pretty</td>
<td>r</td>
<td>rose</td>
<td>s</td>
<td>school</td>
<td>t</td>
<td>table</td>
</tr>
</tbody>
</table>

3. Select the proper words and write the complete sentence.

<table>
<thead>
<tr>
<th>Action</th>
<th>(a) the milk</th>
<th>(b) the soil</th>
<th>(c) the vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lift</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wake</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Rahim and his Camel

(Rahim and his Camel are travelling through the desert.)

Rahim : It is getting dark.
I’m so tired. Let’s stop now.
I’ll put up the tent here.
Then we will rest at night.
(Puts up a tent.)
Good night, Camel.

(After some time...) 

Camel : Master, it is so cold outside.
Can I put my head inside the tent?

Rahim : Yes. Why not?

(After some time...) 

Camel : Master, I want to warm my neck.
Can I put my neck inside?

Rahim : All right.

(After some time...) 

Camel : Master, my forelegs are so cold.
May I put them inside?

Rahim : Yes. You may. But now let me sleep.
(After some time...)

**Camel**: Master, Master, have pity on me.
My chest and my belly and my back are freezing.
I want to put them inside.
Please move aside.

**Rahim**: Oh, bother! *(Moves aside.)*

(After some time...)

**Camel**: My hind legs are shivering and my tail is twitching.
I want to bring them inside.

**Rahim**: But the tent is small.
There is no room for the two of us.

**Camel**: In that case, Master, why don’t you go outside?
*(Pushes Rahim out of the tent.)*

**Rahim**: What a selfish animal!
Why did I let you come inside!

* Copy the following words. खालील शब्द पाहून लिहा.
  - outside
  - forelegs
  - belly
  - head
  - after
  - inside
  - hind legs
  - back
  - tail
  - before

* Label the body parts in the picture of the camel. उंटाच्या चित्रात दिसणाऱ्या त्याच्या अवयवांची नवे इंग्रजीत लिहा.

---

UNIT 6
1. Look and tell.

What are these faces saying?

I am happy.  
I am sad.  
I am tired.  
I feel sleepy.  
I am scared.  
I am angry.  
I feel proud.  
I feel shy.

2. Now read the sentences aloud. Enact what you read.

What are these faces saying?
1. Imagine you are Amit. Listen to each sentence carefully. Then make a face to show what Amit feels.

1. Amit feels like this:
   - Amit lost his pen.
   - A big boy pushed Amit.
   - Amit found his pen.
   - Amit climbed a big hill.
   - Amit saw a tiger.
   - Amit takes an injection.
   - Amit got a prize.
   - Amit is saying, “Good morning!”
   - Amit is saying, “Good night!”
   - Teacher told Amit to sing a song.

2. Copy any three of these sentences and draw proper faces for each.

2. Copy any three of these sentences and draw proper faces for each:

   - Amit lost his pen.
   - A big boy pushed Amit.
   - Amit found his pen.

UNIT 6

Amit
feels like this.
Listen carefully and learn to play this game.
लस्फूर्ति एका आणि हा खेळ वेळथायला शिका.
**Listen, read aloud and use.**

<table>
<thead>
<tr>
<th>A</th>
<th>We are going to see a play.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>When are you going?</td>
</tr>
<tr>
<td>A</td>
<td>Tomorrow.</td>
</tr>
</tbody>
</table>

**Pranav** : Hello, Vaibhav!
Where are you going?
Are you going home?

**Vaibhav** : No, I am going to the market.
Do you want to come with me?

**Aunty** : Hello, children. How are you?

**Isha** : Fine, Aunty. Thanks.

**Uday** : I am reading.

**Aunty** : What’s going on?

**Isha** : I am making a chart.

**Aunty** : That’s nice. And what’s your mother doing?

**Isha** : She is working on her lap-top.
Listen carefully and learn to play this game.
लक्ष्यपूर्वक ऐका आणि हा खेळ खेळायला शिका.

Teacher: Form a circle.
Now I will point to any one of you, and say a word.
You must say a related word in 10 seconds.
Otherwise, you have to say ‘Pass.’
Then I will point to someone else.
If you give a proper word, we will clap for you.
Then you get to point to someone else and say a new word.
And the game will continue.

Ready?

(Teacher points to Smita.)
‘Apple’.

Smita: Sweet.

(Poins to Neha.) Coffee.

Neha: Drink.

(Neha points to Swapnil.) Elephant.

Swapnil: ............

Neha: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1

Swapnil: Pass.

Neha: (Points to Rishi.) Elephant.

Rishi: Big.
Look at the pictures. Listen and read aloud.

This is Amit’s family.

At Amit’s home, there is a lot of work to do, every day.

- Amit
- Amit’s sister
- Amit’s mother
- Amit’s father
- Amit’s grandmother
- Amit’s grandfather

Activities:
- Cooking
- Sweeping
- Washing clothes
- Folding clothes
- Tidying up
- Washing pots and pans
- Washing cups and saucers
Now look at the pictures and say who does the following.

(a) Cooking    (b) Cleaning
(c) Tidying up  (d) Washing clothes
(e) Folding clothes  (f) Washing pots and pans
(g) Washing cups and saucers (h) Sweeping
(i) Bringing vegetables  (j) Bringing things from the market

Work to do at Home

Make a ‘Work to Do’ chart for your home.

<table>
<thead>
<tr>
<th>Work to Do</th>
<th>Who Does it</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What is the work that you help to do? Would you like to give more help? List three things you can do.

See you, later...

Listen and repeat.

See you later, Alligator!

After a while, Crocodile!

In an hour, Sunflower!

Maybe two, Kangaroo!

Time to go, Buffalo!

Bye, Bye, Butterfly!

---

In an hour,
Sunflower!

Maybe two,
Kangaroo!

Time to go,
Buffalo!

Bye, Bye,
Butterfly!
ARTICLE 51A
Fundamental Duties—It shall be the duty of every citizen of India—
(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
(c) to uphold and protect the sovereignty, unity and integrity of India;
(d) to defend the country and render national service when called upon to do so;
(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
(f) to value and preserve the rich heritage of our composite culture;
(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
(i) to safeguard public property and to abjure violence;
(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

E-learning material for the Standards I to XII
Available in Marathi and English medium

Features
- Inclusion of prescribed subjects as per subject scheme.
- Complete E-learning material based on textbook
- In the form of audio-visual
- Presentation of chapterwise content and inclusion of questions as per necessity
- Inclusion of various activities, pictures, figures/diagrams, etc.
- Use of animation for easy and simple learning
- Inclusion of exercises.

E-learning material (Audio-Visual) for the Standards One to Twelve is available through Textbook Bureau, Balbharati for the students of Marathi and English medium.

For purchasing E-learning material...
- Register your demand by scanning the Q.R. Code given above.
- Register your demand for E-learning material by using Google play store and downloading ebalbharati app.
- Visit the following websites of the Textbook Bureau.
www.ebalbharati.in
www.balbharati.in