<table>
<thead>
<tr>
<th>Say 'a' to 'r' in 10 seconds.</th>
<th>Tell 5 words that begin with 'a'.</th>
<th>Tell 5 words that begin with 'e'.</th>
<th>Tell 5 words that begin with 'r'.</th>
<th>Say 1 to 20 in 10 seconds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frame a question that begins with 'What'.</td>
<td>Do what you like (in English).</td>
<td>Sing an English song.</td>
<td>Frame a question that begins with 'Who'.</td>
<td>Frame a question that begins with 'How'.</td>
</tr>
<tr>
<td>Tell 5 words that begin with 'n'.</td>
<td>Tell 4 words that begin with 'th'.</td>
<td>Tell 5 words that begin with 'b'.</td>
<td>Tell 5 words that begin with 'w'.</td>
<td>Tell 5 words that begin with 'm'.</td>
</tr>
<tr>
<td>Tell 5 words that end with 'k'.</td>
<td>Speak fast in English for 10 seconds.</td>
<td>Tell 5 words that begin with 'n'.</td>
<td>Tell 5 words that begin with 't'.</td>
<td>Tell 5 words that begin with 'm'.</td>
</tr>
<tr>
<td>Tell 5 words that begin with 'p'.</td>
<td>Make a sentence that has 'and'.</td>
<td>Tell 5 words that begin with 'W'.</td>
<td>Tell 5 words that begin with 'i'.</td>
<td>Tell 5 words that begin with 'u'.</td>
</tr>
<tr>
<td>Frame a question that begins with 'Where'.</td>
<td>Frame a question that begins with 'When'.</td>
<td>Frame a question that begins with 'Why'.</td>
<td>Tell 4 words that begin with 'st'.</td>
<td>Tell 5 words that begin with 'f'.</td>
</tr>
</tbody>
</table>
भारत का संविधान
भाग 4 क

२० कर्त्तव्य

अनुक्रेण ५१ क

२० कर्त्तव्य— भारत के प्रथम नगरितिक का यह कर्तव्य होगा कि यह —
(४) संविधान का पालन करो और उसके आदेशों, संयमों, राष्ट्रीय जन और राष्ट्रीय जीवन का आदर करो;
(५) स्वतंत्रता के लिए, हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदेशों को हमारे मस्तों में संबंधित रखें और उसका पालन करें;
(६) भारत की प्रमुखता, एकता और आंध्रता की रक्षा करो और उसे अभिनुषण रखें;
(७) इतिहास की रचना के अधिन वे जाने पर राष्ट्र की रचना करें;
(८) भारत के सभी लोगों में समर्पण और स्वभाव प्राचीन का पालन का निर्माण करो जो धर्म, भाषा और प्रतिष्ठा र संस्कृति पर आधारित हो सभी समूहों से पैदा हो, ऐसी प्रथायें का लय करो जो स्वभाव के सम्मान के अंतर्गत हैं;
(९) हमारी सामाजिक संस्कृति की गैर-सामाजिक परिवहन का महत्त्व समझौं और उसका परिवर्तन करें;
(१०) प्रभावी परिवहन की, जिसके अन्तर्गत नृत्य, दर्शन, नृत्य और व्यक्तिगत रूप से रंग, भाषा और राजनीति का लय करें और उसका संबंधित करें तथा प्रभावित करें प्रभाव के अंतर्गत रहें;
(११) वैश्विक समूहों, मानववाद और साहित्य के निर्धार तथा भाषा का पालन का विकास करें;
(१२) समर्पित रूप से सुधारित रखें और हिंदू मे उद्देश रहें;
(१३) व्यक्तित्व के सामाजिक परिवहनों के सभी गृहों में मूल्य की ओर बढ़ते का सता प्राप्त करें जिसे हमारे राष्ट्रीय निवेदन बढ़ाए हुए, प्रवाह और उल्लभ की नई औंसैनिकों को भी रखें;
(१४) यदि स्वतंत्रता-प्रदर्शन में संगठन है, तब वर्ष से चौथा वर्ष तक की आयु चाले अपने, परासिंधि, बालक या प्रतिष्ठित के संबंध रंग के अन्य प्रश्न करें।
Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

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

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

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

Panjāba-Sindhu-Gujarāta-Marāṭhā
Drāvida-Utkala-Banga

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

Tava subha nāmē jāgē, tava subha āsīsa māgē,
gāhē tava jaya-gāthā,

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

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

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

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

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

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

The Right of Children to Free and Compulsory Education Act, 2009 and National Curriculum Framework 2005 are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this My English Book Five 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 Five 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 fifth standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

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

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

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

Date: 5 March 2015
14 Phalgun 1936

अंग्रेजी उच्चारण के बारे में ......

इस पुस्तक में देखने लिपि की सहायता से अंग्रेजी के उच्चारण दर्शाए गए हैं। उन उच्चारणों के लिए ब्रिटिश अथवा अमेरिकी उच्चारण का आदर्श नहीं रखा गया है। अतिरिक्त विभिन्न भारतीय लोगों के उच्चारण को मानक और यथासंभव अंग्रेजी भाषा से सामग्री रखने वाले उच्चारणों को दिखाया गया है। लेकिन उच्चारणों में वे परर्तिम स्वीकार नहीं किए गए हैं, किसी अंग्रेजी भाषा की समानदाय का व्यक्ति उत्तर नहीं देता है। इस उद्देश्य से अंग्रेजी चिकित्सक के उच्चारण भी दिखाया गया है। अंग्रेजी के t, d, th, f, v, w के उच्चारण भारतीय भाषाओं में मिन्ह हैं। उन्हें अलग-अलग दर्शिया का प्रयोग नहीं किया गया है। शब्दों का उचित उच्चारण करने के लिए अंग्रेजी के व्याप्ताए (stress) को समझना और सीखना आवश्यक है। वे बाहर प्रायोगिक विकल्प तो अंग्रेजी में संगीत से तीन से सक्षमकर्ता । इस पुस्तक के ध्वनि लेखन में प्रमुख ध्वनि चित्रों को निन्म तालिका में दर्शाया गया है। उनका संबंध लेखक पुस्तक में दिया अनुसार शब्दों का उच्चारण को।

उच्चारण सीखने के लिए ध्वनि लेखन उपयोग साधन है परंतु ध्वनि में रखे कि किस उच्चारण के लिए प्रथम प्रयोग करना आवश्यक है।
शिक्षकों के साथ वार्तालाप

- प्रत्येक घटक तथा प्रश्नों के प्रारंभ में दी गई सूचनाओं अथवा ‘evaluation code’ को पढ़कर उस अनुभव जो किस प्रकार उपयोग में लाना है; इसकी ओर ध्यान दें।

- विद्यार्थी सुनकर और पढ़कर जितना अंग्रेजी समझने; वह सब बोल/पढ़ा सकेंगे; इससे नहीं है। तात्पर्य बाचक के लिए दी गई कृतियों और भाषण-लेखन की कृतियों के काल्पनिक स्तर में व्याख्यातिक रूप से अंतर होगा; यह ध्यान में रखें।

- विद्यार्थी अपने मन से अंग्रेजी में बोलने का प्रयास करते हैं तो उनकी तुलियाँ दर्शाने के लिए बीच में ही रोककर/टोककर उन्हें हतोत्साहित न करें।

- देखें कि खेल, संवाद, नाटक-वाचन के अभ्यास में सभी विद्यार्थी प्रतिभा ले रहे हैं।

- प्रत्येक विद्यार्थी प्रत्येक परियोजना और उपाध्येय पूर्ण करेंगे, इसकी साक्षात्कार रखें।

- अंग्रेजी के कालांश में कविता प्रत्यूति, संस्करण संवाद और भाषण प्रत्यूति की प्रतिरोधिताएँ नियमित रूप से ले। विद्यार्थियों के अभिप्रयास जानकार प्रतिरोधिताओं के परिणामस्वरूप तुरंत घोषित करें और अच्छा प्रदर्शन करते हुए विद्यार्थियों की कक्षा में ही मार्गदर्शन करें। यह भी देखें कि मार्गदर्शन का लाभ सभी को मिलेगा।

- इस पुस्तक के अधिकांश पृष्ठों के नीचे सुलेखन के अभ्यास हेतु रोगियों अंतर्गत में कुछ शब्दसूचक या वाचन दिए गए हैं। उनका अभ्यास त्यास लें। एक समय में एक-एक पत्र का वाचन करें। उस पत्र का ५ बार सूची-लिखित करें। लेखन का लाभ लाने के लिए चहे।

- विद्यार्थी अंग्रेजी संक्षेप बाबू की भी लिखित काम करें। उसकी कक्षा/विद्यार्थी का नियमित रूप से प्रदर्शनी लें। प्रदर्शनी में अंक मालूम करें। एक समय में एक-एक पत्र का वाचन करें।

- इस स्तर पर विद्यार्थियों को व्याख्यातिक व्याख्याएँ, नियम आदि औपचारिक घटक पढ़ना पादर्शक के अनुसार अपेक्षित नहीं है परंतु अनगर अलग भाषाई घटक का उपयोग करें और भाषाई घटक का सामान्य बोध निर्माण करने के लिए इस पादर्शकता में (देखें; पृष्ठ ८८) अनेक मौजूद और लिखित कृतियों दी गई हैं। उनका भीतिक एवं लिखित रूपों में अभ्यास करें।

- पर्याप्त तैयारी करने ही कक्षा में अंग्रेजी का उपयोग करना शिक्षक के लिए आवश्यक है। शिक्षक के बोलने समय गतता होने पर अपना उत्तर रहने पर विद्यार्थी भी जुटियाँ करें। इसी ध्यान में रखकर शिक्षकों को अधिक सजग रहना चाहिए।

### Evaluation Code

- **01** Recite/Sing
- **02** Read and act/no/classify, etc.
- **03** Games
- **04** Read aloud • words • sentences • passages
- **05** Read with/after the teacher
- **06** Conversation
- **07** Look, remember and tell • words • sentences
- **08** Look at the pictures/map and tell
- **09** Listen/Read and rearrange
- **10** Listen/Read and tell
- **11** Listen/Read and answer
- **12** Listen/Read and make inferences
- **13** Listen/Read and enact (Role-play)
- **14** Listen/Read and Speak /
  Prepare and present a speech (Guided speech)
- **15** Speak on your own

### W

- **W1** Write all the letters of the alphabet correctly in a good hand
- **W2** Arrange words in alphabetical order
- **W3** Look, think and write
- **W4** Find the words in a text and write them
- **W5** Change the words in a sentence
- **W6** Rearrange in a proper order
- **W7** Read the text and write the answer
- **W8** Draw maps, diagrams, etc.
- **W9** Listen/Read and write/
  Read and complete (Guided writing)
- **W10** Copy in a good hand
- **W11** Read and make inferences
- **W12** Read and classify
- **W13** Write on your own

### P

- **P1** Prepare word-cards
- **P2** Dictionary/Reference work
- **P3** Interviews : (a) Asking questions
  (b) Answering questions (c) Recording information
- **P4** Pen-friends
- **P5** Collection of English texts
- **P6** Dramatize stories/Enact a song, play, etc.
- **P7** Question Bank
- **P8** Retell/rewrite in your mother tongue

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### O

- **O1** Oral
- **O2** Read and act
- **O3** Games
- **O4** Read aloud • words • sentences • passages
- **O5** Read with/after the teacher
- **O6** Conversation
- **O7** Look, remember and tell • words • sentences
- **O8** Look at the pictures/map and tell
- **O9** Listen/Read and rearrange
- **O10** Listen/Read and tell
- **O11** Listen/Read and answer
- **O12** Listen/Read and make inferences
- **O13** Listen/Read and enact (Role-play)
- **O14** Listen/Read and Speak /
  Prepare and present a speech (Guided speech)
- **O15** Speak on your own

### P:

- **P : Project**

**Mूल्यांकन हेतु उपयुक्त होंगे:** ऐसे अलग-अलग मौजूद और लिखित प्रश्नपत्र और परियोजनाओं का वर्गीकरण कोड नंबर के साथ यहाँ दर्शाया गया है। पादर्शकता के प्रत्येक कृति/परियोजना के साथ उसकी समीक्षात्मक कोड नंबर दिया गया है। जीवनात्मक समारोह करते समय शिक्षक ये कोड नंबर ध्यान में रखें; जिससे सर्वाधिक मूल्यांकन करना आसान होगा।
<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></td>
</tr>
<tr>
<td>• discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs</td>
<td>05.17.01 Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.</td>
</tr>
<tr>
<td>• participate in activities which involve English language use, such as role play, enactment, dialogue and dramatisation of stories read and heard</td>
<td>05.17.02 Gives appropriate oral and written responses in various contexts.</td>
</tr>
<tr>
<td>• look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning</td>
<td>05.17.03 Recites poems/songs with proper rhythm and pronunciation and shares games, riddles, stories, etc. with peers and family members.</td>
</tr>
<tr>
<td>• prepare speech for morning assembly, group discussions, debates on selected topics, etc.</td>
<td>05.17.04 Understands questions, requests, commands in games and sports, etc and acts accordingly.</td>
</tr>
<tr>
<td>• infer the meaning of unfamiliar words from the context while reading a variety of texts</td>
<td>05.17.05 Reads for pleasure independently in English storybooks, news items, headlines, advertisements, etc. without difficulty and composes short paragraphs.</td>
</tr>
<tr>
<td>• refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms</td>
<td>05.17.06 Frames different questions on various topics and situations.</td>
</tr>
<tr>
<td>• understand the use of synonyms, such as ‘big/large’, ‘shut/close’, and antonyms like inside/outside, light/dark from clues in context</td>
<td>05.17.07 Uses synonym and antonym given in the textbook.</td>
</tr>
<tr>
<td>• relate ideas, proverbs, sayings and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context</td>
<td>05.17.08 Reads silently with comprehension. Writes event in logical order.</td>
</tr>
<tr>
<td>• read independently and silently in English, adventure stories, travelogues, folk/fairy tales etc.</td>
<td>05.17.09 Writes dictation of words, phrases and sentences for different purposes such as lists, paragraphs, dialogues etc.</td>
</tr>
<tr>
<td>• find out different forms of writing (informal letters, lists, stories, leave application, notice etc.)</td>
<td>05.17.10 Uses various dictionaries, other reference materials for reference. Finds meaning of new words from a dictionary. Looks up the spelling of words in a standard dictionary.</td>
</tr>
<tr>
<td>• learn grammar in a functional, contextual and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs)</td>
<td>05.17.11 Writes paragraphs in English from verbal, visual clues with appropriate punctuation marks. Writes a continuous and meaningful passage.</td>
</tr>
<tr>
<td>• use linkers to indicate connections between words and sentences such as ‘Then’, ‘After that’, etc.</td>
<td>05.17.12 Writes a short biography/auto-biography of a thing, object, or person of their choice.</td>
</tr>
<tr>
<td>• take dictation of sort texts such as lists, paragraphs and dialogues</td>
<td>05.17.13 Appreciates either verbally/in writing the variety of food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks.</td>
</tr>
<tr>
<td>• enrich vocabulary through crossword puzzles, word chain etc.</td>
<td>05.17.14 Recites poems/songs with proper rhythm and pronunciation.</td>
</tr>
<tr>
<td>• look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them</td>
<td>05.17.15 Reads and understands maps, charts and other graphics.</td>
</tr>
<tr>
<td>• write a ‘mini biography’ and ‘mini autobiography’</td>
<td>05.17.16 Writes numbers in figures as well as in words.</td>
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<td></td>
<td>05.17.17 Attempts to write stories, poems creatively.</td>
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<td>05.17.18 Enjoys short skits and plays.</td>
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<td></td>
<td>05.17.19 Understands the details of a story/passage.</td>
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<td></td>
<td>05.17.20 Recites/Sings some songs and poems with action.</td>
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<td>05.17.21 Participates in skits and playlets with interest.</td>
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<td></td>
<td>05.17.22 Reads announcements in a clear, audible voice with proper pronunciation/stress and intonation.</td>
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<td></td>
<td>05.17.23 Writes a description of a given process.</td>
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<tr>
<td></td>
<td>05.17.24 Writes various types of informal letters.</td>
</tr>
</tbody>
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Good morning, good morning,
The best to you this morning!
How are you? How are you?
I hope you are feeling fine
And happy all the time!

The more we get together,
Together, together,
The more we get together,
The happier we'll be.

For your friends are my friends
And my friends are your friends.
The more we get together,
The happier we'll be.

sing  dance  play  sway
1. Observe the picture carefully to find as many words as you can for each of the letters from ‘a’ to ‘z’.

लिखा ध्यान से निरीक्षण करो। ‘a’ से लेकर ‘z’ तक के प्रत्येक अक्षर के लिए उस-उस अक्षर से प्रारंभ होने वाले अधिकार-से-अधिक शब्द चित्र में ढूंढो।
2. How well can you do the tasks given below? Practise till you can do them well.

Can you? Yes, you can!

- Write all the small letters on a single line.
- Write all the small letters on plain paper.
- Write all the small letters in different sizes – very big and very tiny.
- Write all the small letters in fancy shapes.

Can you? Yes, you can!

- Write all the capital letters on a single line.
- Write all the capital letters on plain paper.
- Write all the capital letters in different sizes – very big and very tiny.
- Write all the capital letters in fancy shapes.
1. Look, listen, read with me. Then find the picture that suits the dialogue and give it the proper number.

1: May I come in please, Teacher?
   : Yes. Please come in.

2: Hello. What’s your name?
   : I’m Subhash.
   : I’m in Class Five.
   : And you?
   : I’m in Class Seven.
   : My name is Shubham.
   : You can call me Bunty.
   : Nice to meet you, Bunty.

3: What’s the time?
   : It’s two o’clock.

4: Excuse me, Aunty.
   : Can you please help me find this address?
   : Sure.

5: Excuse me, Uncle.
   : Is this yours?
   : Oh, yes! It’s mine.
   : Thank you so much.

6: Thank you so much for this lovely gift.
   : You are welcome!

7: I’m sorry I broke the cup.
   : Never mind.

8: Where are you going?
   : We are going to the playground.
   : Would you like to come with us?
   : Yes. Please wait for me.
2. Form pairs and practise the above dialogues.

- Thank you.
- I am sorry.
- Never mind.
1. Listen carefully and note down in figures, the four numbers in the story.

The Golden Feather

One day, the Queen was taking a walk in her garden, when she found a big, beautiful golden feather.

Then she met a little man. He said, “If you give me that feather, I will give you three big diamonds.” “Sorry!” said the Queen.

Then she met an old woman. The old woman said, “If you give me that feather, I will give you a necklace of twenty-one pearls.” “Sorry!” said the Queen.

Then she met the King. The King said, “If you give me that feather, I will give you ninety-nine gold coins.” “Sorry!” said the Queen.

Then she met the little prince. He said, “Oh, Mamma! What a bright beautiful feather!” “Take it, my dear,” said the Queen. “Keep it safe.”

2. Listen to the story again and note down the words that begin with ‘w’.

Number Work

twenty-one thirty-two forty-three fifty-four
3. Look, listen and read aloud with me.  
Select any one number and frame a sentence about it.

- They had two daughters.  
- January has thirty-one days.  
- A spider has eight legs.  
- There are seven days in a week.  
- There are eighty-eight pages in this book.  
- My brother made fifty-four runs yesterday.

4. Read aloud and learn.

- They had two daughters.  
- January has thirty-one days.  
- A spider has eight legs.  
- There are seven days in a week.  
- There are eighty-eight pages in this book.  
- My brother made fifty-four runs yesterday.

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<td>seventy</td>
<td>eighty</td>
<td>ninety</td>
<td>hundred</td>
</tr>
</tbody>
</table>

5. Make a big chart of numbers 1 to 100 written in words.

- 100 One hundred  
- 1000 One thousand  
- 10,000 Ten thousand  
- 100,000 A hundred thousand / One lakh  
- 1,000,000 A million / Ten lakh  
- 10,000,000 Ten million / One crore

6. Think of larger numbers and make suitable sentences.

- There are three hundred and sixty-five days in a year.  
- My mother bought a table for five thousand rupees.  
- There are millions of stars in the sky.

- They had two daughters.  
- January has thirty-one days.  
- A spider has eight legs.  
- There are seven days in a week.  
- There are eighty-eight pages in this book.  
- My brother made fifty-four runs yesterday.
There was a farmer, had a dog
And Bingo was his name-O.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O!
And Bingo was his name-O!

There was a farmer, had a dog
And Bingo was his name-O.
(Clap 👏)-I-N-G-O, (Clap 👏)-I-N-G-O, (Clap 👏)-I-N-G-O,
And Bingo was his name-O!

The quick brown fox jumps over a lazy dog.
The quick brown fox jumps over a lazy dog.
The quick brown fox jumps over a
The quick brown fox jumps over
The quick brown fox jumps
The quick brown fox
The quick brown
The quick
The
Name each picture and use it to make a meaningful phrase. Some useful words have been given.

Example: an apple 🍎 'a big red sweet apple'

tall short little small big young old strong
tasty round ripe juicy crunchy

cold hot bright nice clean clever dirty soft hard
bright black white red green blue golden
tasty round ripe juicy crunchy

tall short little small big young old strong
tasty round ripe juicy crunchy

cold hot bright nice clean clever dirty soft hard

Unit One

a tall tree a fat fish a shiny star an old man
- Three race tracks are given below. Try to complete the set of sentences in each track within one minute. You have to use a new word/words in each sentence. The first one to complete a set correctly is the winner.

Sentence Race

• I am _______.
• You are _______.
• We are _______.
• He is _______.
• She is _______.
• It is _______.
• They are _______.

• I like _______.
• You like _______.
• We like _______.
• He likes _______.
• She likes _______.
• It likes _______.
• They like _______.

• I have _______.
• You have _______.
• We have _______.
• He has _______.
• She has _______.
• It has _______.
• They have _______.

I have a sister. She has curly hair.

नीचे ढोड़ के तीन मार्ग दिए गए हैं। प्रथम वाक्य मार्ग पर दिए गए संख्या के वाक्यों को एक मिनट में पूरा करने का प्रयत्न करो। प्रथम वाक्य में नए शब्द का उपयोग करना चाहिए। जो विद्यार्थी/विद्यार्थिनी संख्या अनुकूलन से और सबसे पहले पूरा करेगा/करेगी, वह विजयी होगा/होगी।

रदि विद्यार्थी ‘I am a boy./I am singing./I am happy.’ अथवा ‘It is big./It is a dog./It is raining./It is hopping.’ जैसे अलग-अलग वाक्य बताएं; तब भी उन्हें स्वीकारें।
• Learn, practise and play this game.

(a) Complete the sentences in each box to make meaningful questions.

- Am I (green)?
- Are we ________?
- Are you ________?
- Is she ________?
- Is he ________?
- Is it ________?
- Are they ________?

(b) Read aloud the words in each set.

(birds) • parrot • crow • sparrow
- owl • duck • crane

(animals) • squirrel • mouse • elephant
- lion • cat • dog

(vehicles) • bus • motorcar • auto-rickshaw
- motorbike • aeroplane • bicycle

(toys) • ball • balloon • top
- doll • kite • tricycle

(c) Now, make groups of five, including a leader. The leader assigns roles to others from any one set. They guess who they are using suitable ‘yes/no’ questions. Direct questions like ‘Am I a parrot?’ are not allowed.
Talking about Things - 2

1. Read aloud.

- There is a mouse **in** the hat.
- The mouse is **in** the hat.

2. Look at the pictures and frame at least three sentences for each of these words.

- **in**
- **on**
- **under**
- **near**
- **in front of**
- **behind**

- There is a mouse **in** the hat.
- There is a mouse **on** the hat.
- There is a mouse **under** the hat.
- The mouse is **in** the hat.
- The mouse is **on** the hat.
- The mouse is **under** the hat.

There is a mouse in the house.
1. Listen carefully to the leaders ‘A’ and ‘B’ and act.

2. Name the object in the picture and say what all you can do with it.

- Write down any five meaningful commands you can make from ‘A’ and ‘B’.

Example: It’s an apple. / An apple. (We can – )

- Write down any five meaningful commands you can make from ‘A’ and ‘B’.

Example: It’s an apple. / An apple. (We can – )

Eat it. Wash it. Peel it. Cut it.
Slice it. Cook it. Drop it. Catch it.
Throw it. Buy it. Sell it. Pick it up.

Unit One | Stand up and sit down.
1. Read each word in the following table at a glance.

<table>
<thead>
<tr>
<th>a</th>
<th>all</th>
<th>the</th>
<th>an</th>
<th>their</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>them</td>
<td>any</td>
<td>who</td>
<td>me</td>
</tr>
<tr>
<td>my</td>
<td>no</td>
<td>now</td>
<td>your</td>
<td>but</td>
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<td>where</td>
<td>her</td>
<td>every</td>
<td>by</td>
<td>here</td>
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<td>him</td>
<td>his</td>
<td>if</td>
<td>how</td>
<td>many</td>
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<tr>
<td>with</td>
<td>one</td>
<td>what</td>
<td>us</td>
<td>to</td>
</tr>
<tr>
<td>this</td>
<td>there</td>
<td>some</td>
<td>that</td>
<td>only</td>
</tr>
<tr>
<td>of</td>
<td>our</td>
<td>without</td>
<td>then</td>
<td>when</td>
</tr>
</tbody>
</table>

2. Prepare a card for each of these words and put the words in alphabetical order.

3. Find rhyming words from the chart.

4. From the chart, find the words that begin with ‘t’/‘w’.

5. From the chart, find the words that end with ‘o’/‘y’.
1. Listen, repeat and sing.

Cuckoo, Cuckoo, What do you do?
In April I open my bill;
In May I sing all day;
In June I change my tune;
In July Away I fly;
In August Go, go I must.

2. Find the rhyming words in the poem.

3. Listen to the names of months. Tick the ones that are there in this poem.

4. Copy the names of months. Write these names in Marathi alongside.
A little red hen lived on a farm with a cat, a dog and a duck. One day, she found a few grains of wheat.

“Who will sow the wheat?” she said.
“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.
“Very well then,” said the Little Red Hen, “I will.” So she sowed the wheat.

After some time, the wheat grew tall with ears full of grain.
“Who will cut the wheat?” asked the Little Red Hen.
“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.
“Very well then,” said the Little Red Hen, “I will.” So she cut the wheat.

“Now,” she said, “who will thresh the wheat?”
“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.
“Very well then,” said the Little Red Hen, “I will.” So she threshed the wheat.
When the wheat was threshed, she said,
   “Who will grind the wheat?”
“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.
“Very well then,” said the Little Red Hen,
   “I will.” So she ground the wheat.

When the wheat was ground into flour, she said,
   “Who will bake the bread?”
“Not I,” said the duck.
“Not I,” said the cat.
“Not I,” said the dog.
“Very well then,” said the Little Red Hen,
   “I will.” And she baked a lovely loaf of bread.

Then she said, “Who will eat the bread?”
“Oh! I will,” said the duck.
“Oh! I will,” said the cat.
“Oh! I will,” said the dog.
“Oh, no, you won’t!”
   said the Little Red Hen. “I will.”

And she called her chicks and they all ate up the lovely loaf of bread.

2. Number the pictures to put them in the proper order. Try to write a sentence about each.

   Then she said, “Who will eat the bread?”
   “Oh! I will,” said the duck.
   “Oh! I will,” said the cat.
   “Oh! I will,” said the dog.
   “Oh, no, you won’t!”
   said the Little Red Hen. “I will.”

   And she called her chicks and they all ate up the lovely loaf of bread.

   When the wheat was threshed, she said,
       “Who will grind the wheat?”
   “Not I,” said the duck.
   “Not I,” said the cat.
   “Not I,” said the dog.
   “Very well then,” said the Little Red Hen,
       “I will.” So she ground the wheat.

   When the wheat was ground into flour, she said,
       “Who will bake the bread?”
   “Not I,” said the duck.
   “Not I,” said the cat.
   “Not I,” said the dog.
   “Very well then,” said the Little Red Hen,
       “I will.” And she baked a lovely loaf of bread.

   Then she said, “Who will eat the bread?”
   “Oh! I will,” said the duck.
   “Oh! I will,” said the cat.
   “Oh! I will,” said the dog.
   “Oh, no, you won’t!”
   said the Little Red Hen. “I will.”
3. Look at the picture. Read what it shows and say what will happen. Write down your answer.

Mr Clean does not like the scribbling on the wall. What will he do?

Mr Knocker wants to enter this house. What will he do?

Manisha is hungry. What will she do?

Manish is thirsty. What will he do?

Dolly falls and hurts her knee. What will her friends do?

Mr and Mrs Engineer are busy. Sheru wants to play. What will happen?

It is about to rain. What will they do?

Sundara is grazing.

Vanitakaku has put the clothes on the clothes-line to dry.

Daji is going to water the plants.

Sunil is getting ready for school.
4. Say what the people and animals in the picture are doing, and then answer the question.

(a) Subhan is taking guavas to the market ...

(b) Champa is selling flowers at the bus-stop ...

(c) Sonu and Monu are busy watching TV ...

(d) Magan and his gardener are looking for Magan’s ring ...

- Who took the guavas?
- Who bought the flowers?
- Who drank the milk?
- Who found the ring?

5. Use the pictures to frame other questions beginning with ‘Who’. (At least 5.)
1. Listen, repeat, sing and enact.

- Found a peanut, found a peanut,
  Found a peanut just now.
  Just now, I found a peanut,
  Found a peanut just now.

- Cracked it open, cracked it open,
  Cracked it open just now.
  Just now, I cracked it open,
  Cracked it open just now.

- Ate the peanut, ate the peanut,
  Ate the peanut just now.
  Just now, I ate the peanut,
  Ate the peanut just now.

- Got a stomach ache, got a stomach ache,
  Got a stomach ache just now.
  Just now, I got a stomach ache.
  Got a stomach ache just now.

- Call the doctor, call the doctor,
  Call the doctor just now.
  Just now, call the doctor.
  Call the doctor just now.

- Operation, operation,
  Operation just now.
  Just now, operation,
  Operation just now.
Feeling better, feeling better,  
Feeling better just now,  
Just now, I’m feeling better,  
Feeling better just now.

Bye-by-bye Doctor, bye-bye Doctor,  
Bye-by-bye Doctor, just now.  
Just now, bye-bye Doctor,  
Bye-bye Doctor, just now.

2. Read the words. Say what’s wrong with these people. Write down your answers.

- a stomach ache  
- a headache  
- cough and cold  
- fever

Example: This boy has a stomach ache.

3. Form pairs. Use the following sentences to prepare and present different dialogues between ‘A’ and ‘B’.

A: What’s the matter?
B: I have ________.
A: Aren’t you feeling well?
B: I don’t know.
A: What’s wrong?
B: No, it’s all right.
A: Oh! I’m so sorry!
B: All right! Oh!
A: Can I help?
B: Thank you.
A: We must tell the teacher.
B: You must see a doctor.
A: Take rest.
B: Go home.

Unit Two  I’m feeling better now.
Aman was in college. He had many friends, but his best friend was Ronak.

Munna was in the same class.

Ronak is so rich and Aman is poor. How can they be friends?

Aman fell ill. He didn’t go to college for three days.

His friends came to see him.

Next day,

Yesterday, we went to his house. But you didn’t come.

I was busy.

Ronak, where’s your friend Aman?

He’s ill.

Your best friend is ill, and you were busy! I see.

Anyway, you cannot be good friends.

Why?
What sort of a friend is this Ronak? He doesn't come to see you at all.

Oh, but he's the best of friends.

The next day, Munna went to Aman's house.

Thank you for coming, Munna. I'm much better now.

What sort of a friend is this Ronak? He doesn't come to see you at all.

Oh, but he's the best of friends.

How can you say that?

Come, I'll show you.

They walk to a shop near Aman's house.

What! A rich boy like Ronak, working in a shop!

When I fell ill, the shopkeeper said......

Yes, Munna. He's doing my job. I work in this shop in the evening.

If you don't come to work I'll give your job to some other boy.

That's all right.
2. Enact the story.

3. Tell the story in short in your mother tongue and write it down.

4. Using your own ideas, make and write at least 3 other phrases like the following.

- my car
- your friend
- A man’s house
- his money
- her book
- its tail
- our school
- their team
- boys’ hostel
5. Fill in the appropriate dates and days.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Days of the week</th>
</tr>
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<tbody>
<tr>
<td>yesterday</td>
<td>yesterday</td>
</tr>
<tr>
<td>today</td>
<td>today</td>
</tr>
<tr>
<td>tomorrow</td>
<td>tomorrow</td>
</tr>
<tr>
<td>30 April</td>
<td>Monday</td>
</tr>
<tr>
<td>12 January</td>
<td>Wednesday</td>
</tr>
<tr>
<td>7 September</td>
<td>Saturday</td>
</tr>
</tbody>
</table>

6. Find and underline the following words on pages 22 - 24.

- well
- good
- better
- best

7. Find the opposites of the following from pages 22 - 24 and write them down.

- tomorrow: rich
- ill: come
- work: ill

8. Complete the following using any suitable options from those given below.

- I don’t ________________.
- She doesn’t ________________.
- He doesn’t ________________.
- It doesn’t ________________.
- W e don’t ________________.
- You don’t ________________.
- They don’t ________________.

<table>
<thead>
<tr>
<th>know</th>
<th>watch TV</th>
<th>work here</th>
<th>want it</th>
<th>grow tall</th>
<th>fall ill</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat vegetables</td>
<td>jump high</td>
<td>get angry</td>
<td>have a sister</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Listen to my question and complete it at once.

- Where’s my ___________?
- Where’s our ___________?
- Where’s your ___________?
- Where’s ___________?

W3  O10  W4  W3  W9  P8  W10
1. Listen carefully and enact in a pair.

Hello, Namita. Are you busy?
Shall we go out to play?

Hey, what's wrong with you?
Are you angry with me?
Can I take your pen?

Where is it?
Where's Mitali?
Where's Shama?

On the playground?
In the office?
Then I think I'll go to her.

2. Say what Namita might say in each of the above pictures.

3. Form pairs and play the game of ‘Keeping Quiet’ by taking turns at asking questions.
4. Match the actions and their meaning. Write the appropriate speech near each picture.

4. Match the actions and their meaning. Write the appropriate speech near each picture.

Come here.

I can't hear you.

It's very good.

I don't know.

I don't like it.

Let me think.

Are you ready?

What a big surprise!

Are you crazy?

What's wrong?

5. Form pairs or groups. Use the following sentences before/after any of those given above to make short meaningful dialogues.

- This card is for you.
- Excuse me.
- Did you read this book?

- Where are you?
- Wait, I'm coming.
- Really?

- Thank you very much.
- I'm sorry.
- Nothing. Everything is fine.

I don't know.

Let me think.
1. Form pairs and interview your partner using the questions given here. Your friend will give his/her own answers.

**Interviews**

What's your full name?

What subjects do you like?

What games do you play?

• hopscotch • tag
• hide and seek
• kho-kho

What's your favourite dish?

Tell me your address.

What's your hobby?

• singing • dancing
• climbing hills
• drawing pictures
• playing the drum
• eating • sleeping
• whistling • reading
• collecting stamps/beads/feathers/....
• swimming

Tell me a few things about yourself –
what you can do, what you like to do, what you want to learn, etc.

• I can whistle. • I can swim.
• I want to learn karate.

Oh, I see! Is that so? How nice.
2. Read the specimen given below. Now write your friend’s profile using his/her answers.

Meet my Friend

Name: Radhika Prakash Deshmukh
Address: 31, Navi Peth, Navegaon
Games she plays: kho-kho, langdi
Her favourite subject: English
Her favourite dish: puran poli
Her hobby: collecting coloured stones.

Radhika can sing and whistle.
She can swim. She likes to ride a bicycle.
She wants to learn karate.

1. Start at the centre. Make as many meaningful sentences as you can, using words in the neighbouring boxes.

Example: Let’s work quickly.

biscuits carefully the fruits the books every day
it eat colour study the animals
now drink Let’s wash the plants
slowly go play work quickly
away home cricket well hard

2. Write down ten of the sentences you make.

3. Instead of Let’s, use Let me at the beginning and make meaningful sentences.
1. Prepare the following lists. Do not repeat the same word in any two lists. Refer to a dictionary wherever necessary.

- Things you see in the classroom.  
  (At least 10 items)

- Things you see at home.  
  (At least 15 items)

- Things you see in a park/garden.  
  (At least 15 items)

- Things you see at a market.  
  (At least 20 items)

- Things you may see in a jungle.  
  (At least 20 items)

- Things you see in your imagination.  
  (At least 20 items)

2. Put the items in each list in alphabetical order.

3. Put the items in all the lists together and put them in alphabetical order. Against each word, note in short, the list to which it belongs.
1. Listen, repeat, learn and recite.

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

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

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

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

- James S. Tippett

2. Find and label the following in the picture.

mountain, plain, river, river bank, bridge.
In a grove of mango trees, there was one little babul tree.

The little tree was pretty, but it was not happy. One day it said,

“I do wish I had big leaves!
All the other trees have big leaves.
My thorns are sharp and stiff.
Children do not like me.”

Next day, when the little tree woke up, it had big leaves. It was just like the mango trees.

“Now I am happy,” it said.
But a goat came along and ate up all the big leaves.

“Oh, dear!” said the babul tree.
“I wish I had gold leaves.
Goats do not eat gold leaves.”

Next day, when the little tree woke up, it had gold leaves.

“How happy I am!” it said.
But a thief came along and stole all the gold leaves.

“Oh dear!” said the babul tree.
“I wish I had glass leaves.
Thieves do not steal glass leaves.”
Next day, when the little tree woke up, it had glass leaves.
“How happy I am!
See my leaves shine in the sun.”
But a strong wind sprang up.
“Woo-oo!” said the wind.
And it broke all the glass leaves.
“Oh, dear!” said the babul tree.
“I wish I had my thorns and small leaves again.
Goats do not eat them all up.
Thieves do not steal them.
The wind will do them no harm.”
Then the tree went to sleep.

Next day, when it woke up, it had all its thorns and small green leaves again.
“Oh, I never was so happy!” said the little babul tree.
3. Read the following sentences carefully.

- Children do not like thorns.  
- Children like flowers.

(a) Drop ‘do not/does not’ in the following and frame meaningful sentences. You may have to change the highlighted words.

- Goats do not eat gold leaves.
- Thieves do not steal glass leaves.
- She does not like grapes.
- He does not play cricket.
- A lion does not eat grass.

(b) Now use ‘do not/does not’ appropriately in the following and frame meaningful sentences.

- I like mangoes.
- You travel by bus.
- He gets up at 7.30.
- A rabbit has a short tail.
- She uses a black pen.

4. Complete the following sentences using your ideas.

- I wish I had ____________.
- I wish I could ____________.

3. (a) और (b) में स्वीकार्यक और नकार्यक वाक्यों का उपयोग करता है। इसलिए do not/does not का उपयोग किए जाने का अभ्यास होगा। उसी समय वाक्य अर्थपूर्ण होने के लिए वाक्य के अन्य शब्दों को भी बदलना होगा। ये दोनों बातें अभ्यास के समय विद्यार्थियों के ध्यान में लाएं।
- Read aloud and copy the phrases in your notebook.

- a flight of birds
- a flock of geese
- a flock of sheep
- a grove of trees
- a pack of dogs
- a swarm of bees
- a colony of ants
- a herd of cattle
- a group of children
- a team of players
- a crowd of people
- a bundle of clothes
- a bundle of sticks
- a bunch of flowers
- a bunch of keys
- a bunch of grapes
Our body has many parts. All parts are special. Read the following facts to learn how special they are.

1. Listen carefully and read with me.

1. The brain keeps working even when you are sleeping.
2. We have two eyes but we see one picture.
3. Our nose can remember 50,000 different scents/smells.
4. The air from our sneeze can travel at a speed of about 160 kilometres per hour. When we cough, the air from our cough travels at about 95 kilometres per hour.
5. Babies have around 300 bones in their body. As they grow up, the bones fuse together. Grown-ups have fewer bones than babies. There are 206 bones in their body.
6. Babies have around 300 bones in their body. As they grow up, the bones fuse together. Grown-ups have fewer bones than babies. There are 206 bones in their body.
7. The body repairs itself. If the skin is cut or injured, blood starts flowing. After a little while, it clots. A scab forms on the cut. After a few days, the scab falls off. There is new skin under the scab.
8. A broken bone grows again and repairs itself.
9. Doctors use a plaster-cast to help it grow properly.

A sound mind in a sound body.
2. Listen carefully, read and remember.

Our body is so wonderful. We must take care of our body.

We should eat well at regular times.

We should eat fruits and vegetables.

We should drink enough water.

We should take enough exercise.

We should get enough sleep.

We should keep our body and hair clean.

We should cut our nails regularly.

We should cover our mouth when we cough or sneeze.

We should wear clean clothes every day.

3. Write ‘Good Health’ and ‘Hygiene’ messages on big sheets of paper and hold an exhibition in your classroom.

Examples:

Eat well. Eat at regular times! Wear clean clothes.

Unit Three

Health is wealth.
Once upon a time, there was a girl called Alyonushka. Alyonushka lived with her father, mother and baby brother Ivanushka.

One day, Mother said to Alyonushka, “Daughter, we are going out to work. Be a good girl and look after your baby brother.”

Father and Mother went away. Soon, Alyonushka forgot all that her mother had said. She seated her baby brother on the grass, ran out to her friends and began to play with them. She clean forgot to look after her baby brother.

Suddenly, a flock of geese came flying. They swooped down, picked up her baby brother and flew away with him.

“Look, Alyonushka!” cried one of the children. “The geese are flying away with your baby brother.”

“Stop, stop, you wicked birds,” said Alyonushka.

But it was no use. She ran after the birds. The birds flew faster and faster and were soon out of sight.

Poor Alyonushka! What could she do! She sobbed and wept. But then she got up and said, “I must bring back my baby brother.”

Away ran Alyonushka to where the birds had flown. She ran and ran till she came to an oven.

“Oven, Oven, tell me where the geese have flown.”

“Eat a slice of my wheat bread first,” said the oven.

“What, eat a slice of wheat bread! At home, we don’t eat even wheat cakes.”

So the oven kept quiet. Alyonushka ran on. But then she turned back and said, “I am sorry, Oven. I’d like to taste your wheat bread.”
Alyonushka ate a slice of the wheat bread and the oven showed her the way. She thanked the oven and ran on.

Soon she came to an apple tree.

"Apple Tree, Apple Tree, tell me where the geese have flown."

"Eat one of my wild apples first," said the apple tree.

"What, me eat a wild apple? At home, we don’t eat even garden apples."

So the apple tree kept quiet. Alyonushka ran on. But then she turned back and said, “I am sorry, Apple Tree. I’d like to taste your apples.”

She ate a wild apple, and the apple tree showed her the way. She thanked the apple tree and ran on.

Soon she came to the milk river.

"Milk River, Milk River, please tell me where the geese have gone."

"Have some milk, first," said the milk river.

Alyonushka thought, “Have milk! At home, I don’t touch even cream.” But then she thought, “No, I must not say that.”

So she had some milk and the milk river showed her the way. She thanked the milk river and ran on.

She ran over the fields and through the woods. At the edge of a wood,
she saw a hut on hen’s feet, turning round and round. Inside the hut sat Baba Yaga, the witch. And as the hut turned, Alyonushka saw Ivanushka, sleeping in a corner.

Alyonushka was frightened. But what could she do! She went inside the hut. “Who are you?” asked Baba Yaga. “And why have you come?”

“I am Alyonushka and I have come to take my baby brother,” said she and picked up her baby brother.

“Come to take your baby brother? He-he-he!” laughed Baba Yaga. “I have got your baby brother, and now I have got you, too!”

“Oh, no, you haven’t!” said Alyonushka. Holding Ivanushka, she jumped out of the hut and began to run back home again.

Then Baba Yaga the witch called up the geese. “Go after the children and bring them back to me,” she shouted. The geese went flying after the children.

Alyonushka ran and ran till she came to the milk river.

“Milk River, Milk River, hide us, please.” Quickly, the milk river hid the children. The geese couldn’t find them and turned back.

Alyonushka began to run again. But the geese saw the children and came after them. Holding her brother, Alyonushka ran and ran till she came to the apple tree.

“Apple Tree, Apple Tree, hide us, please.” Quickly, the apple tree hid the children in its branches. The geese couldn’t find them and turned back.
Alyonushka began to run again. But the geese saw the children and flew after them. Holding her brother, Alyonushka ran and ran till she came to the oven.

“Hide us, please, Oven,” said Alyonushka. Quickly, the oven hid the children. The geese couldn’t find them. They flew round and round and up and down but it was no use. At last, they turned and flew back to Baba Yaga.

Then Alyonushka crawled out of the oven with her baby brother and ran home with him. And before long, Father and Mother came home too.

- Adapted from a Russian fairy tale

2. Now read the story aloud with me.

3. Alyonushka’s story is given below in short. Read it and fill in the blanks.

Alyonushka’s ........... tells her to look after her ....... ....... .

Alyonushka goes out to play with ............. ............. .

The ...... fly away with her baby brother.

Alyonushka meets the ............. ............. .

Alyonushka meets the oven.

........... runs after them.

......... runs ......... milk river.

Alyonushka finds her ...... ...... in Baba Yaga’s hut.

Alyonushka runs off with her ......... ......... .

Alyonushka hides in the .......... .

Alyonushka hides in the .......... ............. .

Alyonushka hides in the milk river.

Alyonushka comes home.
4. Make your own funny names like Baba Yaga. Do they sound like English names?

5. Form groups of 5. Taking turns, retell this story as Alyonushka would tell it. Let the next person continue with the story after about 5-8 lines.

'I am Alyonushka.
I live with my father, mother and baby brother.
One day, my mother said to me, ............'

6. Read aloud and copy.

- a loaf of bread
- a slice of bread
- a lump of butter
- a glass of milk
- a drop of water
- a piece of paper

7. Listen carefully and write each word in the proper column.

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>girl • day • friends • baby • children • birds • oven • slice • cakes • tree • apples • father • feet • geese • hut • home • mother • men.</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
</tr>
<tr>
<td>Many</td>
<td></td>
</tr>
</tbody>
</table>

8. Listen carefully and write the words in the proper column.

<table>
<thead>
<tr>
<th>Teacher:</th>
<th>king • queen • jump • cat • read • walk • fast • red • big • mango • fish • smell • sweet • school • soft • cup • house • go • call • play • shop • office • nice • slowly • peanut • doctor • home • baby • smile • cry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>action</td>
<td></td>
</tr>
<tr>
<td>thing, animal, person, place</td>
<td>description</td>
</tr>
</tbody>
</table>

Little drops make an ocean.
1. Listen, read aloud, learn and recite the poem.

Work while you work,  
Play while you play;  
To be useful and happy,  
That is the way.

All that you do,  
Do with your might;  
Things done by halves  
Are never done right.

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

Moments should never  
Be trifled away;  
So work while you work,  
And play while you play.

– M. A. Stodart

2. Listen to the word carefully. From the poem, find another word that rhymes with it.
   - play  
   - might  
   - well  
   - you  
   - one  
   - should

   Write down these pairs of rhyming words.

3. You have learnt four of these lines in ‘My English Book Four’. Find them.

4. Answer the following questions in one word.
   - What should you do while you study?
   - What should you do while you eat?

5. Use ‘a’ and ‘b’ each, to prepare five questions for your friends. Note down their answers.
   (a) When do you __________?  
   (b) How long do you __________?
Step 1: Introduction

Excuse me. / Hello.
My name is __________. / I am __________.
I am in the fifth standard. / I am in fifth ‘A’.
I am looking for a ‘pen-friend’.
‘Pen-friends’ are friends who write letters to each other regularly.
We have to write letters in English.
Would you like to be my ‘pen-friend’?

No, I’m sorry!

Oh, yes. I would like to be your pen-friend.

All right! / Never mind.

That’s great! / Thanks a lot.

Step 2: Exchanging information

• Please tell me your name and address.
• When is your birthday?
• Tell me about your favourite things.
  • Favourite colour  • Favourite game  • Favourite subject
  • Favourite teacher  • Favourite book  • Favourite movie
  • Favourite TV programme  • Favourite dish
• Who is your best friend in school?
• What is your hobby?
• What do you enjoy the most?
• Tell me about the people in your family.

Be the last one to start a quarrel.

Unit Three
Step 3: Send your ‘pen-friend’ greetings on special occasions like his/her birthday, or festivals throughout the year.

- **Happy Birthday!**
- **Wish you a Happy New Year**
- **Happy Diwali**
- **Wish you all the best**
- **Eid Mubarak**
- **Congratulations!**
- **Merry Christmas**

• Name:
• Address:
• Date of Birth:
• Favourites
  - Colour
  - Game
  - Dish
  - Subject
  - Teacher
  - Book
  - Movie
  - TV Programme
• Family:
• Hobby:
• Enjoys
2. Read the following letters and expressions carefully. Use them to write your own letters.

(a) Some specimen letters:

Date:

Dear .......... ,

How are you? I hope you are fine.

Thank you so much for being my pen-friend. I want to tell you about a superb movie, it is called ............. . I saw it last week. You must see it. I am sure you will like it.

How is everyone in your family? Give my regards to your parents.

Your friend,

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

(b) Some useful expressions:

Give my love to your little sister/brother.

Give my regards to your parents/the elders in your family.

With regards, With lots of love,

Love, See you soon.

Yours sincerely, Yours lovingly, Yours truly,

Please come over to my house on Sunday.
The lion walks on padded paws,
The squirrel leaps from limb to limb,
While flies can crawl straight up a wall,
And seals can dive and swim.
The worm he wiggles all around,
The monkey swings by his tail,
And birds may hop upon the ground,
Or spread their wings and sail.
But boys and girls have much more fun:
They leap and dance and walk and run.

- Author Unknown

1. Listen, repeat, learn and recite.
   सुनो, दोहराओ, सीखो और पढ़कर सुनाओ।

- paws (पॉऽझ्) पंजे।
- limb (लिम्) बड़े पेड़ की टहनी।
- worm (वऽम्) कृलम, कीड़ा।

Unit Four  Fall seven times, stand up eight.
2. Form pairs. Quiz each other with 'one-many'.
Point to any object/picture in this book and
start the quiz.

One lion! Many lions!
Many boys! One boy!

• Write down any five pairs of 'one-many'.

3. Dumb charades
One person acts out any line in the poem
silently. Others guess what it is.

4. List all the action words from the poem
and add other action words to the list.

5. Try to make as many meaningful sentences
as possible using the table below.

<table>
<thead>
<tr>
<th>Rain</th>
<th>falls</th>
<th>from</th>
<th>the sky.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A stone</td>
<td>rolls</td>
<td>down</td>
<td>the hill.</td>
</tr>
<tr>
<td>A river</td>
<td>runs</td>
<td>to</td>
<td>the sea.</td>
</tr>
<tr>
<td>The wind</td>
<td>blows</td>
<td>in</td>
<td>the river.</td>
</tr>
<tr>
<td>Boats</td>
<td>flies</td>
<td>on</td>
<td>the ground.</td>
</tr>
<tr>
<td>Clouds</td>
<td>sail</td>
<td>across</td>
<td></td>
</tr>
<tr>
<td>Smoke</td>
<td>float</td>
<td>up</td>
<td></td>
</tr>
<tr>
<td></td>
<td>sinks</td>
<td>over</td>
<td></td>
</tr>
<tr>
<td></td>
<td>rises</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>spreads</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Read the following words at a glance and
complete the phrase.

at _______ near _______ behind _______ in front of _______

on the left of _______ on the right of _______ next to _______
1. Listen carefully and answer.  
ध्यान से सुनो और उत्तर दो।

2. Play this game outside the classroom.  
यह खेल कक्षा के बाहर खेलो।

3. Play this game, calling out to a group of children rather than one child.  
यह खेल एक विद्यार्थी के बदले अनेक विद्यार्थियों के नाम लेकर खेलें।

Example: Neha, Kapil, Zeenat, where are you?  : We are on the first floor.

4. Play this game asking for things instead of calling out to people.  
व्यक्तिके के स्थान पर वस्तु कहाँ है, यह पूछना का खेल खेलें।

Example: Where’s Namita’s pen?  It’s on her desk.

Unit Four  Do not be afraid to speak.
• Make a collection of English 'texts' and present it as a collage. Label each sample. Describe it orally in your mother tongue.

---

a ticket for a show

Kala Sadhana Presents

DANCE FESTIVAL

21 Oct 2015
6.30 pm

Aradhana Hall, 10-B,
Mayur Colony, Shripur.

rs 150

Wednesday 21 Oct 2015 6.30 pm
No refund / No exchange

rs 150

---

a receipt

Maharashtra Library

Receipt

Receipt No. : 2539

Date 12.3.2015

Received with thanks from ...

Mrs. Pramila Kakade

the amount \textit{two thousand three hundred and twenty only}

........................................... as annual membership fee.

Payment by cash/cheque

---

an advertisement

Exhibition cum Sale
Vastra Emporium

101, South Avene, A region

A wide range of silk and cotton sarees, dresses, dress materials and bedsheets and bedspreads.

26 Oct 2015 to 8 Nov 2015
9.00 AM to 9 PM

Hurry !

10% to 50% discount on every purchase

Attractive offers on purchases above \textit{r}5000

---

a cartoon strip

\textit{Little Eva} May 1952, St. John Publications

(From \textit{Little Eva} May 1952, St. John Publications)
The Clever Turtle

Once, some villagers caught a turtle in the field and took him to their chief. “You must punish this thief!” they said.

“Oh, no!” said the turtle. “Please don’t throw me back in the river. You may hang me, whip me, burn me, or push me from a cliff. But please, please, whatever you do, don’t throw me back in the river!”

“Throw him back in the river!” The chief ordered. The villagers threw the turtle in the river. The turtle laughed and laughed and swam away merrily.

GRIZZLY BEAR

If you ever, ever, ever, meet a grizzly bear,
You must never, never, never ask him where
He is going,
Or what he is doing;
For if you ever, ever dare
To stop a grizzly bear,
You will never meet another grizzly bear.

- Mary Hunter Austin
1. Name the following shapes.

2. Read the following map.

3. Now draw maps of any two of the following using the shapes you know. Prepare an index in English.

- your classroom
- your house
- your school
- any garden
- any town
1. Listen carefully and read after me.

Long, long ago, in the faraway land of Korea, there was a minister. On the right of his house, there lived a blacksmith. On the left, there lived a carpenter.

The blacksmith and the carpenter began their work early in the morning. Tong, tong, tong – the blacksmith beat the iron with his big hammer. Tock, tock, tock, – the carpenter worked with his small hammer. Krrr – krrr – krrr – he used his saw to cut the wood. They worked day and night and made a lot of noise. All that noise disturbed the minister. ‘I must do something about this!’ he thought.
The next day, when the minister went to bed, he thought, ‘Ah! At last I will have some peace. Tomorrow when I get up, I will listen to the sweet sounds of birds. How nice it will be!’

But the next morning, the minister woke up with the sound of tong, tong, tong, tock, tock, tock, krrr, krrr, krrr again. He got annoyed. He called his servants. “Go and see who is making all that noise!”

After some time, the servants came back. They had some news for the minister. The carpenter and the blacksmith had moved their houses — the blacksmith had moved to the carpenter’s house and the carpenter had moved to the blacksmith’s house!

The blacksmith and the carpenter carried on their work in their houses day and night!

One day, the minister called the blacksmith. “I order you to shift your house somewhere else.” Then he called the carpenter and gave him the same order.

After a few days, the blacksmith went to the minister. “I’m moving my house tomorrow,” he told the minister. The minister was happy. He said, “That’s very kind of you. You are such a good man. Please stay for lunch today.”

Then the carpenter came, “I’m also moving my house tomorrow,” he told the minister. The minister was overjoyed. “Oh, no! You are too kind! Please stay for lunch today.”

The minister offered his neighbours many tasty dishes, sweets and fruits. Then he said goodbye to them.
2. Answer the following questions in one or two words.

(a) Who lived between the blacksmith and the carpenter?
(b) Who used a big hammer?
(c) Who used a small hammer?
(d) Did the blacksmith shift his house?
(e) Did the carpenter shift his house?
(f) Was the minister happy at the end?

3. Listen carefully and answer the riddle.

Pots and pans and spoons and ladles,
I need a stove and sometimes an oven.
Cutting, slicing, steaming, frying –
when I work, your mouth begins
to water.
Who am I?

I use needles and threads
and scissors and buttons
and all sorts of cloth.
I take measurements and
then stitch garments.
Who am I?

4. Listen to each ‘sound word’ and say what makes that sound.

- beep-beep
- drip-drip
- tick-tock
- ding-dong
- swish-swish
- tock-tock
- slurp-slurp
- tring-tring
- crunch-crunch
- zoom-zoom
- ting-ting
- clap-clap

5. Match the three columns and rewrite the table given below.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Tools</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
<td>paints, paintbrushes, crayons, paper, canvas, pencils</td>
<td>draw, paint, sketch, colour, shade</td>
</tr>
<tr>
<td>cook</td>
<td>pots, pans, stove/cooker, knife, spoons, grinder, mixer</td>
<td>write, read aloud, explain, show, ask questions, test, examine, correct, help, encourage</td>
</tr>
<tr>
<td>tailor</td>
<td>screwdriver, drill, spanner, nuts, bolts, screws, hammer, wires</td>
<td>wash, clean, cut, boil, fry, steam, bake, roast, stir, mix, slice</td>
</tr>
<tr>
<td>artist</td>
<td>scissors, tape-measure, thread, needle, sewing-machine,</td>
<td>repair, join, fix, turn, screw, connect, bend, check</td>
</tr>
<tr>
<td>mechanic</td>
<td>chalk, board, duster, pen, computer</td>
<td>sew, measure, cut, stitch, draft, design, fold, hem, trim, decorate</td>
</tr>
</tbody>
</table>

6. Read the following sentences aloud with proper intonation. Using your mother tongue, name the occasions/situations when you will use these sentences.

- I must do something about it.
- That’s very kind of you!
- Please stay for lunch.
- How nice it will be!
1. Use the phrases on the time-line in the given sentences to make meaningful sentences.

- Long, long ago, there lived a king.
- Dinosaurs lived on the earth millions of years ago.
- I gave you a book a little while ago.
- There’s no time like the present.

दिए हुए वाक्यों में कालरेखा के शब्दसुचूि का उपयोग करके अर्थपूर्ण वाक्य बनाओ।
• I was in Std I.
• There were dinosaurs on the earth.
• There lived a king.
• I gave you a book.
• We visited the zoo.
• I am busy.
• I want something to read.
• She needs water.
• I am drawing a picture.
• School starts.
• I will give it back to you.
• He is going to play cricket.
• People will land on Mars.
• We will be in college.
• They will go home.
• We will grow old.
1. Listen, repeat, learn and recite.

Cats purr.
Lions roar.
Owls hoot.
Bears snore.
Cricket creak.
Mice squeak.
Sheep baa.
But I **speak**!

Monkeys chatter.
Cows moo.
Ducks quack.
Pigeons coo.
Pigs squeal.
Horses neigh.
Chickens cluck.
But I **say**!

Flies hum.
Dogs growl.
Bats screech.
Wolves howl.
Frogs croak.
Parrots squawk.
Bees buzz.
But I **talk**!

— Author Unknown

Suit your actions to your words.
2. Read what they are saying when they make that sound.

- I am so warm. I am so happy.
- It is night. Now I can fly.
- I want lots of honey.
- Where are you, my friend?

• Now use your imagination and say what these animals may say.

  - lion
  - mouse
  - sheep
  - monkey
  - horse
  - dog
  - frog
  - bee

3. Rewrite the lines as shown.

(1) First stanza: Cats purr – A cat purrs.
(2) Second stanza: Monkeys chatter – Monkeys are chattering.
(3) Third stanza: Flies hum – Flies were humming.

4. Form pairs. Write complete conversations for the following situations. You may use some of the sentences given below.

- Is your father at home?
- Can I speak to Pitku please?
- Is that Mrs Lion?

  - Hello.  
  - Sorry, wrong number.  
  - Please give her a message.
  - Please ask him to ring me up.  
  - Please speak a little louder.
  - May I know who’s calling?  
  - ............ speaking.  
  - ............ here.
Namaste.
I want to show you a simple musical instrument.
These are all glass bowls. Each bowl has some water in it. This bowl is full of water. This last bowl has very little water in it. Each bowl has more water than the bowl on the left.
Now I’ll tap each bowl gently with this spoon.
Did you hear that? What a musical sound! Do you want to try it? Please be careful. Thank you!

Hello.
I am going to show you how this balloon sticks to the wall without glue.
See, first I rub it on my head. Then I stick it to the wall. Isn’t it fun to watch? There is no trick in this. This happens due to electricity.
Good morning!
I’m going to present an experiment.
You will love to watch this.
This bottle holds some vinegar.
This balloon holds a spoonful of baking soda.
Now I will fit the balloon
on the mouth of the bottle, like this.
Now I will lift the balloon.
Then the soda will fall in the bottle.
and then ...... just watch!
The balloon blows up!
When you mix soda and vinegar,
a gas known as carbon dioxide forms.
The balloon blows up because of the gas.
Thank you for watching my experiment.

I am going to show you
something that looks like magic.
But it’s not magic. It is science.
This is a magnet.
It attracts towards itself,
everything that is made of iron.
Just watch.
It draws the clips through air.
I’ll put the clips in a glass bowl.
It draws the clips through glass.
I’ll pour some water in the bowl.
It draws the clips through water
and through glass.
Do you want to try it?
Try it with paper.
Thank you.
I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies’ skirts across the grass –
   O wind, a-blowing all day long,
   O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all –
   O wind, a-blowing all day long,
   O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
   O wind, a-blowing all day long,
   O wind, that sings so loud a song!

– Robert Louis Stevenson

2. Answer the following questions.
   निम्न प्रश्नों के उत्तर दो।
   - Who blows all day long?
   - Who sings a loud song?
   - Can we see the wind?
   - Can we hear the wind?
   - Which lines are repeated?
   - Can you tell any two things that the wind does? Write them.
Once there was a little boy. He lived in a pretty little cottage. There was a lovely garden around the cottage. Different kinds of plants grew in the garden. So, there was a lot of work to do there – water the plants every day, give manure from time to time, cut and prune the plants at the right time, weed the garden, clean the garden. Everybody in the little boy’s family helped to take care of the garden.

The boy had a very strict uncle. He believed in hard work and discipline. One day the boy was playing around in the house.

“Little boy,” said the uncle, “your garden needs weeding. Don’t play around. Do some work. Go now and weed the garden.”

The little boy did not feel like weeding that day. “I can’t do it,” he said.

“Oh, yes, you can,” said the uncle.

---

1. Listen carefully and read with me.

---

- hard work (हार्ड वर्क) कठोर परिश्रम, मेहनत।
- discipline (डिस्किप्लिन) अनुशासन।

Unit Five

Many hands make light work.
“Well, I don’t want to, not just now,” said the little boy.

“But you must!” said his uncle. “Don’t be naughty, but go at once and do your work! This is an order! Get up and go!”

The little boy felt sad. ‘Uncle is so unfair,’ he thought. His chin began to wobble, he had a lump in his throat. His eyes welled up.

Just then, his mother walked in.

“What’s the matter, little boy?” she asked, “Why do you look so unhappy?”

“Uncle told me to weed the garden,” said the little boy.

“Oh!” said his mother, “What fun that will be! I love to weed, and it is such a fine day! Can I come and help you to weed?”

“Why, yes!” said the boy.

So the boy and his mother went outside. They weeded the garden. They had a very good time together, working and chatting and laughing.

— Adapted from ‘Go!’ and ‘Come!’ by Laura E. Richards

---

2. Read the following words aloud.

- pretty
- little
- cottage
- different
- wobble
- matter
- unhappy
- chatting

3. Answer the following questions.

- How many people are there in the story?
- Who are they?
- What body parts are mentioned in the story?

4. Copy the lines that tell you about the work you do in a garden.
5. Read the sentences and guess the meaning of the words in the boxes.
- Uncle is so unfair.
- His chin began to wobble.


<table>
<thead>
<tr>
<th>Action words</th>
<th>Describing words</th>
</tr>
</thead>
<tbody>
<tr>
<td>go × come</td>
<td>little × big</td>
</tr>
<tr>
<td>give ×</td>
<td>different × same</td>
</tr>
<tr>
<td>ask ×</td>
<td>sad ×</td>
</tr>
<tr>
<td>push ×</td>
<td>clean ×</td>
</tr>
<tr>
<td>throw ×</td>
<td>good ×</td>
</tr>
<tr>
<td>(Add at least 20 more pairs.)</td>
<td>(Add at least 15 more pairs.)</td>
</tr>
</tbody>
</table>

7. Read the word on the vase and try to write as many related words as you can within 3 minutes.

8. Try to make a ‘Word Chain’. Write a word related to a given word. Then write a word that is related to the second word. Add at least 5 words to your chain before you come back to the first word.

Unit Five  ... makes Jack a dull boy.
1. Listen carefully and read with me.

Characters

King Midas  Marygold  A Stranger  A Servant

Scene I
King Midas is sitting in a dark cellar. He is counting his gold.

King: What a lot of gold I have! But I wish I had some more....

A Stranger enters.

Who are you?

Stranger: I am a friend.

King: How did you get in? The door is locked.

Stranger: Locked doors cannot keep me out. What a pile of gold you have there! You must be very rich.

King: But I want more! I want to be richer. It has taken me many years to get all this gold. I want to get more gold quickly.

Stranger: Why do you love it so?

King: Why, everyone loves gold. It makes you rich. I love to sit in this dark cellar and look at all my gold.

Stranger: In your garden are flowers and golden sunshine. They are far more beautiful.

King: Not to me. I like to be here, where everything is made of real gold. I wish that everything I touched would turn to gold.

Stranger: That is a strange wish. Are you sure you want to turn everything you touch to gold?
King: Yes, yes. I’m sure. Everything made of gold! I would be so happy!

Stranger: Then you shall have your wish. Tomorrow morning, at sunrise, you shall have the Golden Touch.

King: Thank you so much, O Stranger!

Stranger: Do not thank me. Perhaps you will be sorry.

King: Oh, no! It’s a dream come true!

Scene II

In the breakfast-room

Servant: Good morning, Princess.

Marygold: Good morning. Where is the King?

Servant: He has gone for a walk in the garden.

Marygold: I have been looking for him. Everything in his bedroom is turned to gold.

Servant: There he is – in the rose garden.

Marygold: Whatever is he doing?

Servant: He is touching all the roses. Now he is coming this way. I will go and get his breakfast. (Leaves.)

King: Good morning, Marygold. See what I have brought for you.

Marygold: A fine yellow rose. (Smells it.) Oh, it has no smell, and the hard petals have pricked my nose. (Starts crying.)

King: What are you crying for? It is a golden rose. All roses in my garden are golden!

Marygold: Are they all like this one?
King: Come on, now. Let's have our breakfast. .... oh!

Marygold: What's the matter? Have you burnt your mouth?

King: This fish has turned to gold. I must try an egg.... oh, that has turned to gold, too. Oh, no! What shall I do now?

Marygold: Tell me, what's the matter?

King: Everything I touch turns to gold. I shall never be able to eat anything.

Marygold: My poor father! Can I help you?

Marygold rushes forward.

King: No, don't touch me. Keep away!

Oh, Marygold, what have you done?

Marygold has turned into a statue of gold.

King: My daughter! My dear, dear Marygold! So full of life! Like a ray of sunshine! She is only a golden doll, now!

The stranger comes in.

Stranger: Well, friend Midas, what do you say now?

King: I am the unhappiest man in the world.
Stranger : Why, you have plenty of gold now.
King : I don’t want this gold. I want my daughter, I want to eat. I want real flowers in my garden. Please take away this Golden Touch.
Stranger : Do you really want me to take away the Golden Touch?
King : I hate it. Take it away.
Stranger : Then go and bathe in the stream that flows through your garden. When that is done, bring back a pitcher of water and sprinkle it upon anything you wish to change back from gold.

Scene III
Marygold is still a statue.
The King is sprinkling water over her head.

King : First I will sprinkle some water over my dear little Marygold.
Marygold : (Comes alive) What are you doing, father? You have sprinkled water on my frock.
King : Let us go into the garden, Marygold. See what a fine morning it is.
Marygold : Yes, let us go and pick some flowers.
King : Come along then, Marygold. I have to sprinkle this on everything that I touched. And then we will get you some roses. Beautiful roses with a lovely smell!

- Adapted from a play by Philip Walsh
1. Listen carefully and read with me.

Where Go the Boats?

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating –
Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

A way down the river
A hundred miles or more,
Other little children
Shall bring my boats ashore.

- R. L. Stevenson

- a-floating (अफ्लोटिंग) तैरने वाली ।
- castles (कास्टल्स) किले/रजवाड़े ।
- foam (फोम) झाग ।
- ashore (अशोर) किनारे पर ।
2. Read the poem aloud or recite it with proper intonation.

3. Find the ‘colour’ words in the poem. Write down at least 10 other colour words you know.

4. The following pictures show how to make a very simple paper boat. Form pairs and learn to make it, trying out each step and discussing it in English. You may find the expressions given below useful.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expressions:**

- How did you do it?
- Show me.
- Let me show you.
- Fold it like this.
- Now unfold it.
- Make a crease.
- Press it down.
- Fold it on the other side.
- Like this?
- No, not like that. Like this.
- Show that again.
- Got it?
- I’ve got that now.
- Yes, you are right.

Unit Five

Ships sail on seas.
Hello, friends.
You see me in the sky every day. 
You say that I rise in the east 
and set in the west.
Did you guess who I am ?
Yes, that’s right ! I am the sun.
Actually, I am a star like other stars you see at night.
But I am close to the earth.
That is why, I look so big and bright.
I give the earth heat and light.
And remember, I don’t go round the earth.
The earth goes round me.

Hello, everybody !
I am the earth.
I am a planet in the solar system.
I am the third planet from the sun.
I spin around myself all the time.
At the same time, I go round the sun.
I take one year to go round the sun.
Much of my surface is covered with water.
If you look at me from space,
I appear blue in colour.
That is why, some people call me 
the blue planet.
There is an envelope of air around me.
Today, I am the only home of plants, animals 
and human beings.
Hello, people on earth!
I am your closest neighbour.
I go round and round the earth.
From the earth, you always see only one side
of me.
You never see the other side
or the other half of me.
People on earth love me.
They write stories and poems about me.
They send spacecraft to study me from close.
Do you know, two astronauts
from earth landed on me once.
Maybe, some day, other people
on earth will also come to visit me.
I am the moon.

2. Guess the meaning of the following words. Look up these words in a dictionary.
   • surface  • space  • envelope  • spacecraft  • astronauts

3. Find the English names of other planets in the solar system and write at least 2 sentences about each.

4. As a group activity, prepare and present short monologues (at least 3-4 lines) of the following characters.
   • A River  • The Wind  • King Midas  • A Cuckoo  • The Little Red Hen

Unit Five  O, look at the moon! She is shining up there!
1. Read what Ishani says and then complete the sentences in the table using your ideas. Write them down.

<table>
<thead>
<tr>
<th>Ishani:</th>
<th>Today</th>
<th>Some day</th>
</tr>
</thead>
<tbody>
<tr>
<td>I get up at 7.30 every day.</td>
<td>Today, I got up at 7.00</td>
<td>Some day, I am going to get up at 5.00</td>
</tr>
<tr>
<td>read books</td>
<td>.......... read a poem</td>
<td>.......... write a book.</td>
</tr>
<tr>
<td>.......... eat vegetables</td>
<td>.......... ate spinach</td>
<td>.......... cook ..........</td>
</tr>
<tr>
<td>.......... listen to music</td>
<td>.......... listened to ......</td>
<td>.......... learn to sing songs.</td>
</tr>
<tr>
<td>.......... walk to school</td>
<td>.... walked to school</td>
<td>.......... come on a bicycle.</td>
</tr>
</tbody>
</table>

2. Read the following sentences.

- The sun always rises in the east.
- The sun never rises in the west.
- We should always speak gently.
- We should never shout.

Now make as many meaningful sentences as you can using the following diagram. Write down any ten of them.

- finish homework.
- eat vegetables.
- drink enough water.
- wash my hands.
- use plastic bags.
- throw garbage on the floor.
- quarrel with my friends.
- waste food.
- check my work.
- waste water.
- tease animals.
- take care of my things.
- turn off a running tap.
- speak politely to teachers.
- switch off lights when I leave a room.

Ishani: I get up at 7.30 every day.
2. Present the poem with proper actions.

3. Say what happens when –
   - you drop a book on the floor.
   - you tear out pages from a book.
   - you put marks and stains on a book’s cover.
   - you throw a book.

4. Say what you will do to make your books happy.

When you drop me on the floor
I get stepped on - my sides are sore;
Torn-out pages make me groan;
I feel dizzy if I’m thrown;
Every mark and every stain
On my covers gives me pain;
Please don’t bend me, if you do
I don’t want to talk to you;
But we will both be friends together,
If you protect me from the weather
And keep me clean so that I look
A tidy, neat and happy book.
A man in Alabama had gone out for a walk. Suddenly, his foot slipped over the mud on the road. His clothes were splashed with mud. He took out his handkerchief and began to clean his clothes. He wiped off all the mud. But he saw that there were stains on his clothes, and what’s more, the stains were blue! The handkerchief, too, had turned blue. He washed the handkerchief. But the blue stains were still there. They could not be washed off.

This man was no ordinary man. He was George Washington Carver, the famous scientist. A true scientist wants to study everything – even mud stains! Carver rushed to his lab and tested the mud stains and the soil. After many tests, he learnt how to make good quality blue paint from the soil. A church in that town needed paint. Carver’s students painted the church with this lovely blue paint. No one could believe that the paint was made from the soil under their feet!

***

George Washington Carver was born in 1861. His parents were slaves. His family worked on a farm in America. He lost both his parents when he was still a baby.

Carver loved plants even as a child. He cared for them. He understood what the plants wanted, what was wrong with them. Soon, people around the farm began to call the young boy ‘plant doctor’.

Young Carver wanted to go to school and then college. But he was a Black boy. Many schools and colleges in those days did not take Black students. Carver did not lose heart. He went from place to place. He found a college where he could study. He studied hard and became a scientist.

***

‘If you love it enough, anything will talk with you.’
After a few months, Carver went to teach at the Tuskegee Institute in Alabama. This Institute was for Black students. Carver worked there all his life.

On the first day, Carver told his students, “Let us start a new project today. We will all go out and collect cans, bottles, boxes, pots and pans which people have thrown away. From these, we will make simple instruments and set up our laboratory.”

And soon, Carver set up his laboratory. In this laboratory, he found new uses for these ‘useless’ things. He showed his students that one does not have to spend a lot of money to do great things.

Carver wanted to help the poor farmers who had small farms in Alabama. He showed them how to get good crops. These farmers grew plants like cotton because there was profit in it. But cotton made the soil poor. Carver told them to grow crops like peanuts and beans. These crops made the soil rich again. The farmers got very good crops. In fact, the crops were so good that the farmers did not know what to do with so much of them!

Again, Carver went to work. He began to look for new uses for these plants. Can you imagine how many uses he found? From peanuts, he made sugar, ink, boot-polish, colours, soap, paper, tiles, butter, plastic, milk, ... as many as 300 things! From sweet potato, he made as many as 118 things. Soon, these crops were in great demand and the farmers were happy.

This great scientist died in 1943. The place where he worked is now turned into a ‘museum’.
2. Find the meaning of the following words from a dictionary.

- stain
- slave
- laboratory
- demand
- museum

3. List the following from the passage.

- food items
- everyday things
- words related with studies

4. Rearrange the following events in the proper order. Use the points to make a chart of the life-sketch of George Washington Carver.

1. Went to teach at the Tuskegee Institute in Alabama
2. Lost his parents
3. Was born in 1861
4. Loved plants as a child
5. People called him ‘plant doctor’
6. Went from place to place to find a college
7. Died in 1943
8. Helped farmers in Alabama to make their soil rich
9. Found many uses for peanuts and sweet potato

5. Write a note on Carver in your mother tongue.

Question Bank

1. Look around, think and frame at least 25 questions.

- How does/do ............... ?
- What do/does ............... ?
- When do/does ............... ?
- Who ......................... ?
- Why do/does/did ............... ?
- Where do/does ............... ?

2. Form groups of five. Compare your questions, and keep adding to your list till each one has a set of 25 different questions. You may make use of the beginnings given above.

Your group will have a ‘Question Bank’ of 125 questions.
You have studied ‘nets’ in mathematics. Copy this ‘cube net’ on a cardsheet. Cut out the net along with the flaps. Fold the flaps inside and make a cube. Unfold. Cut out one more net in the same way. Now write the following words on the net, one word in each square.

**Net 1:**
green pink blue yellow violet orange

**Net 2:**
square circle diamond oval kite rectangle

Now put some glue on the flaps of one net and stick them on to the sides to make a cube. Let the glue dry. Repeat the process to make the other cube. Your dice are ready!

Now make groups of 5-8 and play the game given on the back cover of this book.

**How to play:** Use the ‘board’ given on the back cover. A player throws the dice. See the words on the top sides of the dice, for example, ‘green’ and ‘square’.

The player has to read the action given in the green square and perform it in 1 minute.

Then, he/she gets 1 mark. The star means you get 1 mark without doing anything. The player with the highest marks is the winner!

Now go ahead and play! Wish you all the best!
We all need money to buy things and to pay people who work for us.

But what is ‘money’?
Who invented ‘money’?

Today, we see money in the form of coins and notes.

These are the coins and notes we use in India. But different countries use different coins and notes. Their money is known by different names.
In the United States, they use $ dollars.

In England, they use £ pounds.

But long, long ago, people did not use coins and notes. They exchanged one thing for another. This was known as ‘barter’.

It may seem unbelievable, but long ago people even used special stones as money! Imagine how difficult it must have been to carry this money!

People also used bricks of salt, shells and cowries as money in the past.

They gave grain, farm produce, cattle, goats, chickens, etc. in return for things like clothes, tools and implements or as wages.

Then they began to use bits of precious metals like gold, silver and copper as money. It was easier to carry this money around.

Paper money was first used in China about 1000 years ago.

Paper money or notes have no value of their own, but a note is a ‘promise’ to give that much money.

These notes are printed by the government. No one else is allowed to print notes.

You must use your money carefully. You should not write on the notes or tear or crumple the notes, or damage them in any way.

You should also be careful when you spend money. People have to work hard to earn money!

*** (As updated on 09.08.2019)
2. Write a short note on ‘money’ in your mother tongue.

3. Look at the diagram on page 80. It is called a tree diagram because it has ‘branches’. Now read the following and draw a tree diagram to show this information.

Things in our surroundings form two groups – living things and non-living things. Living things are of two kinds, plants and animals. There are two types of plants – flowering plants and non-flowering plants. If we consider animals, we see that some animals lay eggs. They are oviparous animals. Some animals give birth to their young ones. They are viviparous animals.

Find more topics from your Environmental Studies or Mathematics textbooks for drawing tree diagrams. Draw the diagrams and add the words in English.

4. Make meaningful sentences from the following table.

<table>
<thead>
<tr>
<th>She was tired</th>
<th>but</th>
<th>she finished her homework.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She wanted to buy a car</td>
<td></td>
<td>she had no money.</td>
</tr>
<tr>
<td>He was angry</td>
<td></td>
<td>he did not fight.</td>
</tr>
<tr>
<td>He did not know the answer</td>
<td></td>
<td>he did not copy his friend’s answer.</td>
</tr>
<tr>
<td>They did not have money</td>
<td></td>
<td>they lived happily.</td>
</tr>
<tr>
<td>He did not read the book</td>
<td></td>
<td>he knew the story.</td>
</tr>
</tbody>
</table>
Hundreds of stars  
in the pretty sky,
Hundreds of shells  
on the shore together,
Hundreds of birds  
that go singing by,
Hundreds of lambs  
in the sunny weather.

Hundreds of dewdrops  
to greet the dawn,
Hundreds of bees  
in the purple clover,
Hundreds of butterflies  
on the lawn,
But only one mother  
the wide world over.

- George Cooper

1. Listen, repeat and read with me.

2. Recite the poem with proper intonation.

3. Find the meanings of the following from a dictionary.
   - sunny
   - weather
   - dewdrops
   - purple
   - clover

4. What other things can you think of that you see in hundreds?

5. What else can you think of that is only one of its kind?

My mother, my best friend.
1. Look at the following pictures. Read the conversations given on the opposite page. Then match the conversations and the pictures by giving them appropriate numbers.

Avoid plastic bags.

Unit Six
A: Good morning, Aaji. How can I help you?

B: I want to buy rice for the whole year. Show me the varieties you have and tell me the prices.

A: Aaji, this variety is good. Don't worry about the price. It is not very costly.

A: Here are your potatoes. Would you like to buy tomatoes? These are nice and fresh.

B: Sure. Wait. I'll give you another bag for the tomatoes.

A: Grandpa, the bubbles look so lovely! Can we buy the bubble-maker?

B: Why not? Let's buy three. Two for you children and one for me!

A: Hello, Uncle. Mother has sent this list of grocery items for the month. Can you deliver them today?

B: Sure. We'll deliver them today.

A: Do you like roasted corn-cobs?

B: Oh, I love them with salt and lemon-juice.

A: Let's see at what price he is selling them.

A: Have you tried these cakes? They're so delicious.

B: This is a new cake shop, isn't it? But I'm not very fond of cakes.

A: Give me some tomatoes.

B: Where's your bag?

A: I don't have one. Give me a plastic carry-bag.

B: Sorry. I don't keep plastic carry-bags.

A: Please give us two full glasses. And don't put ice in the juice.

B: But, Mamma, I want some ice in my juice.

A: OK, put just a little ice in each glass.

2. Enact these conversations. You may make your own additions or suitable changes in the conversations.
At the time of King Ashoka, a new temple was being built in the capital city. All the people in the capital helped to build the temple. They tried their best to make it strong and beautiful.

Rich people gave their money. Workmen put in their best work. Others helped to prepare the stones, and cut the timber. Everyone helped to build the great temple.

One day, an old man came to offer his help. He was Jaikishan, the stone carver. He carved beautiful figures and designs in stone. Now he was old, and his hands...
shook a little. Yet, he was a good workman. He took great care with his work.

Jaikishan was told to carve the figure of a devadoota in a corner. This corner of the temple was nearly always dark. Here, no one would ever see the devadoota very clearly. People would only see the face of the devadoota clearly.

Jaikishan made a devadoota with a beautiful face. “But this is not enough,” he said. He went on carving. He carved the entire devadoota carefully. He carved very well. The garments of the devadoota were carved in stone, but they looked thin and soft.

One day a man came to that corner. He saw Jaikishan carving the devadoota. He saw how beautiful the carving looked. He saw how carefully and lovingly Jaikishan worked. The man smiled. He asked Jaikishan, “Why do you take such trouble with the garments? No one will see your work in this dark corner. No one will know who did it.”

“That may be,” said old Jaikishan, “But God can see my work even in this dark corner and he knows the workman, too.”

— Adapted from a story by John Martis
Practice makes perfect.

Unit Six

a अथवा an?
- अंग्रेजी में वस्तु, प्राणी, स्थान आदि के प्रारंभ में ‘a’ का प्रयोग करते हैं।
- जैसे : a bag, a white duck, a big hill, a man.
- परंतु आमतौर पर शब्दों का प्रारंभ यदि स्वर द्वारा होता है तो ‘a’ के बदले an का प्रयोग करते हैं।
- जैसे : an ant, an axe, an angry man, an egg, an early bird, an ice cube, an umbrella, an hour (अंचल)

एक से अधिक वस्तुओं; मनुष्यों, प्राणियों, स्थानों आदि को दर्शाने वाले अंग्रेजी शब्दों के अंत में प्रयोग: -S, -ES अथवा -IES अक्षर आते हैं।
- जैसे : cups, birds, bushes, buses, flies, stories.

आंग्रेजी बोलते समय
Hello! Good morning!
Please, Thank you.
Sorry! Excuse me,
Do you mind.....,
It’s all right!
आदि का उपयोग करना अच्छा होता है।

अंग्रेजी वाक्यों के प्रारंभ में हमेशा कैपिटल (capital) अक्षर लिखते हैं।
- नाम का प्रथम अक्षर भी कैपिटल लिखते हैं।

फ्रेंच में होने वाली घटनाओं के बारे में बोलते समय Will अथवा going to का प्रयोग करते हैं।
- जैसे : I’m going. He’s happy.

I am You are He is She is It is We are
I have You have He has She has It has They are
I do You do He does She does It does They do

कुछ शब्दों में से अक्षर हटाए गए हैं; इस दशन के लिए भी ‘’इस चिह्न का प्रयोग करते हैं।
- जैसे : I am late. Am I late?

इस समय की अथवा निर्दिष्ट बारों के बारे में बोलते समय शब्दों की ये जोड़ियाँ अभिन्न हैं।
- जैसे : Meena’s doll, tiger’s tail, children’s books.

- S/ES से समाप्त होने वाले बहुवचनी शब्दों के अंत में केवल ‘’को -‘’s का प्रयोग करते हैं।
- जैसे : Rabbits’ ears, Boys’ School, Girls’ Hostel.

I have/She/It नहीं जैसे उलट-पुलट होने वाले यह जोड़ों के शब्द उलट-पुलट हो जाते हैं।
- जैसे : I’m going. He’s happy.

इस समय की अथवा निर्दिष्ट बारों के बारे में बोलते समय शब्दों की ये जोड़ियाँ अभिन्न हैं।
- जैसे : Midas’ daughter, Midas’s daughter.

इस समय की अथवा निर्दिष्ट बारों के बारे में बोलते समय शब्दों के अंत में -s, -es अथवा -ies अक्षर आते हैं।
- जैसे : cups, birds, bushes, buses, flies, stories.

इस समय की अथवा निर्दिष्ट बारों के बारे में बोलते समय शब्दों के अंत में के -d अथवा -ed का प्रयोग करते हैं।
- जैसे : Meena’s doll, tiger’s tail, children’s books.

आंग्रेजी में होने वाली घटनाओं के बारे में बोलते समय Will अथवा going to का प्रयोग करते हैं।
- जैसे : I’m going. He’s happy.
भारत का संविधान
भाग 4 क

मूल कर्तव्य

अनुखेत 51 क
मूल कर्तव्य— भारत के प्रथम नागरिक का यह कर्तव्य होगा कि वह—
(क) संविधान का पालन करे और उसके आदेशों, संशोधनों, राष्ट्रीय राज्य और राज्यगण का आदेश करे;
(ख) स्वतंत्रता के लिए, हर राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदेशों को इंतजार रखे और उसका पालन करे;
(ग) भारत की प्रमुख, एकता और अखंडता की रक्षा करे और उसे अघुरण रखे;
(घ) देश की रक्षा करे और आत्मनिरंतर रूप से जाने पर राटी की सेवा करे;
(ङ) भारत के सभी लोगों में समर्पित और स्वयं प्रभु की प्रतिष्ठा का निर्माण करे जो धर्म, भाषा और प्रदेश या क्षेत्र पर आधारित सभी प्रशासन संस्थाओं से से पहले, ऐसी प्रशासन का यथार्थ करे जो संस्थाओं के समान के रूप में मान्य है;
(च) हमारी सामाजिक संस्कृति की गौरवन्मानी परंपरा का महत्त्वपूर्ण और उद्भव परिवर्तन करे;
(छ) प्राकृतिक परिवार की, विशेषकर अनंतिक बन, इलाज, नीदि और चेहरा जीवन है, रक्षा करे और उनका संरक्षण करे तथा प्रशासन के विरुद्ध दमन रखे;
(ड) अधिकारिक अधिकारिक, मानववाद और जानकारी तथा सुधार की स्थापना का संवाद देने को विकास करे;
(ढ) सामाजिक संवाद को सुरक्षित रखे और हिसा से दूर रहे;
(ण) व्यक्तित्व और सामाजिक गौरवप्रदीपक के सभी श्रेणियों में अवकाश की ओर बढ़ने का सात प्रवास कर्तव्य को इससे राष्ट्रीय आंदोलन बढ़ाने हेतु प्रवर्तित और उल्लंघन की नई उदासीनता को ध्यान देने;
(न) यदि भाषा-परंपरा का संरक्षक है, तब वर्ष से मौजूद वर्ष तक की आदेश वाले अपने, व्यक्तित्व, बालक या प्रतिष्ठान के लिए विश्व के अमर प्रदेश करे।