

Listen and repeat. Read aloud and sing. सुनो और दोहराओ । मुखर वाचन करो और गाओ ।



Unit One





... join hands together



We'll all join in a circle, We'll all join in a circle, We'll all join in a circle, And sing a song or two.



... clap hands together



... dance together

We'll all sit down together, We'll all sit down together, We'll all be quiet together, Now our singing is through.

> बील् 'ऑऽल् 'जॉइन् इन् अ 'सऽक्ल् ॲन् 'सिंग् अ 'साँग् ऑर् 'टू

वील् 'ऑऽल् बी 'क्वायट् टु'गेदऽ नाव् आवर् 'सिंगिंग् इझ् 'थ्रूऽ



... turn round together



... sit down together



... be quiet together

विद्यार्थियों के गुट बनाकर अथवा पूरी कक्षा को वृत्त में खड़ा करके यह गाना लय में गवा लें। प्रथम पद में 'join in a circle' के स्थान पर चित्रों में दिखाए गए तथा अन्य पर्यायों का उपयोग करें। अलग-अलग 'actions' के अलग-अलग पद पूर्ण होने पर अंतिम पद लें।

UNIT 1 1



1. Listen carefully and act.

ध्यान से सुनो और उसके अनुसार कृति करो।



Teacher:

Form groups of ten.

Each group should stand in a circle.

One child in the circle will say, 'One'.

The second child will say, 'Two'.

The third child will say, 'Three'.

Continue like this up to the tenth child, who will say, 'Ten'.

Now say the numbers faster and faster.

1 से 10 की भाँति 100 तक के कोई भी दस अंक विद्यार्थी अंग्रेजी में क्रम से और फटाफट बोलें, इस प्रकार का अभ्यास करवा लें ।









Now 2, 4, 6, 8 and 10 will step inside. They will form another circle inside. The two circles will stand facing each other. Children facing each other will shake hands.

> Now the inner/outer circle will turn right and start moving.

Walk on till you come to the next child and shake hands with him or her.

Then walk on and shake hands with the next child.

Stop when you come back to your first partner.

Give each other a high-five.







एक बार अंदर के और एक बार बाहर के वृत्त पर खड़े विद्यार्थियों को घूमकर क्रम से नई जोड़ियाँ बनाकर फिर से पहले जोड़ीदार के पास आना है । ये सभी टप्पे गडबडी-हडबडी न करते हुए सभी विद्यार्थी सहज रूप से कर सकें, तब तक अभ्यास करवा लें ।



2. Listen, learn and speak.

सुनो, सीखो और बोलो ।



Teacher: Now we will use these two circles to practise English dialogues, in five different pairs. Ready?

Dialogue 1

A: Hello.

B: Hello.

A: How are you?

B: I'm fine. Thank you.
How are you?

A: Fine. Thanks.

Dialogue 3

A: Where do you live?

B: I live in Ambajogai.

A: Where in Ambajogai?

B: Near Yogeshwari temple.

Behind the Tehsil office /

in Guruwar Peth /

on Mandi Bazar Road

विद्यार्थी दो वृत्तों में आमने-सामने खड़े रहकर बातचीत करें। इसके पश्चात एक वृत्त के विद्यार्थी अगले जोड़ीदार के पास जाएँ और फिर से उन्हीं संवादों का अभ्यास करें। पूरा वृत्त घूमने तक ऐसा करें। नीली चौखट के शब्दों के स्थान पर विद्यार्थी स्वयं की जानकारी देंगे।



Dialogue 2

A: What's your name?

B: Ravi. Tell me your name, please.

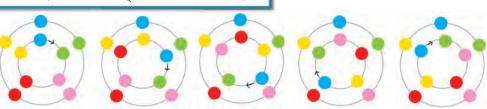
A: Chandrashekhar. You can call me Chandu.

Dialogue 4

A: Bye, bye.
Have a nice day.

B: Bye. See you.

Have a nice day



Words from Letters

A

F

K

P



B

G

L

Q

W

H

M

R

X

1. Read aloud the names of the letters on the cards.

कार्डों के अंग्रेजी अक्षरों के नामों का मुखर वाचन करो ।

E

J

0

T

t

Z

Y

D

I

N

S



2. Say the names of the letters 'a' to 'z' in alphabetical order.



3. Form pairs. Say 'a-z' in pairs, in different ways.

* ab - cd, ef - gh, ij - kl, mn - op,



abcdefghijklmno

u v w x y z

r

S

q

p

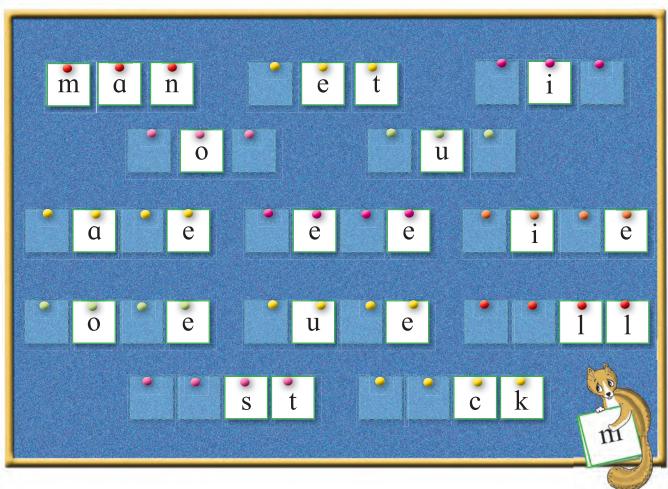


कार्डशीट की खड़ी पट्टी पर 'a' से 'z' अक्षर क्रम से लिखकर 'बुक-मार्क' बनाओ । ऐसे रंगीन 'बुक-मार्क' बनाकर दूसरों को भेंट के रूप में दो ।



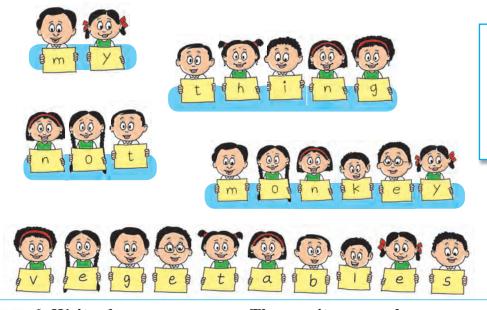
4. Use the letter cards to form words.

अक्षरकार्डों को जोडकर शब्द बनाओ ।



5. Form groups. Try to make the longest word you can.

Present the word in the classroom, holding the cards in the correct order.



6. Write down your name. Then write a word beginning with each letter in your name.

कक्षा के प्रत्येक विद्यार्थी को एक कार्ड दें। विद्यार्थी आपस में विचार-विमर्श करके फटाफट शब्द बनाकर उसके अनुसार गुट में खड़े होंगे; इस प्रकार का खेल खेलवाएँ।

> विद्यार्थियों के गुट बनाकर उन्हें बहुत-से अक्षरकार्डों के संच दें और गुट में शब्द मिलान का खेल लें । बड़ा-से-बड़ा शब्द बनाने हेतु प्रोत्साहन दें ।



GARDEN OF WORDS



a	easily	many	said	time
and	five	more	shall	to
at	gave	not	she	too
began	hand	now	smile	took
but	her	of	smiled	two
came	I	one	some	wanted
come	in	only	take	was
could	it	out	ten	what
cry	liked	put	the	will
do	looked	quickly	there	would

[7] 1. Listen carefully and tick off the words in your chart.

* and * but * one

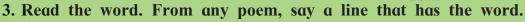
* five * ten * will * liked

* took * crv * it * do * put * there * now

2. Find all the three-letter words and copy them in your notebook.







Example: began: And they began to cry.

* and * her * one * some * will



ऊपरी तालिका के प्रत्येक शब्द के लिए 8 x 4 cm अथवा अन्य आकार में मोटे कागज के कार्ड प्रत्येक विदयार्थी से बनवा लें । वे कार्ड विद्यार्थियों के पास रहने दें । अंग्रेजी कालांश के अलावा अन्य समय में भी अकेले अथवा गृट में अनेक आसान खेल इन कार्डों की सहायता से खेलाए जा सकेंगे । प्रत्येक विदयार्थी को स्वयं के लिखे हए शब्द को भली-भाँति बार-बार और अलग-अलग संदर्भ में उपयोग में लाने का अवसर मिलना महत्त्वपूर्ण है । कार्डों के शब्द चार रेखाओं में लिखने की आवश्यकता नहीं है ।

• विद्यार्थियों से तालिका और कार्डों के शब्द पढ़वा लें । 1. शिक्षक पुस्तक में दिए गए क्रम की अपेक्षा अलग क्रम से धीरे-धीरे और एक-एक शब्द बताएँ । विद्यार्थी अपनी पुस्तक में/कार्ड के वे शब्द ढुँढ़ें । 3. विद्यार्थियों ने जिन शब्दों को मौखिक रूप से सीखा है, उन शब्दों की लेखन, वाचन में **उचित संदर्भसहित पुनरावृत्ति हो,** यह इस स्वाध्याय का उद्देश्य है । शब्द सुनकर अथवा कार्ड का शब्द देखकर विद्यार्थी किसी भी कविता में उसी शब्दवाली पंक्ति बोले तो भी चलेगा । (इसके लिए शिक्षकों को तीसरी कक्षा तक हुई सभी कविताएँ अवगत होना आवश्यक है ।) इसके बाद भी विद्यार्थियों के गुट/जोड़ियाँ बनाकर इस स्वाध्याय का नियमित उपयोग करें।

One at a Time



1. Listen carefully and read with me. ध्यान से सुनो और मेरे साथ पढ़ो ।



Priya liked sweets. Her Granny had a jar full of sweets. She gave Priya one sweet at a time. But Priya wanted more. Many, many more.





She quickly put her hand in the jar of sweets. She took one, two, five, ten, many. But her hand was stuck in the jar.

She could not take it out.

She began to cry.

"Oh, what shall I do?"

"Let go of the sweets," said her Granny.





Priya let go of some sweets. Still, her hand would not come out. She let go of some more sweets. Now there was only one in her hand. Her hand came out of the jar easily.



She began to smile, and looked at her Granny. Granny smiled too. Priya said, "Now I will take only one at a time!"



2. Listen and read aloud.



- * Oh, what shall I do?
- * What shall I take?
- * What shall I say?

विद्यार्थियों को प्रत्येक वाक्य अलग-अलग हाव-भाव के साथ प्रस्तुत करने का अवसर दें। अन्य छोटे और सरल वाक्यों का उपयोग करते हुए भी यह अभ्यास करवा लें। ऐसे वाक्य चुनें; जिन वाक्यों से विद्यार्थियों की प्रस्तुति स्वाभाविक लगे।



• Present each sentence to show all these emotions.





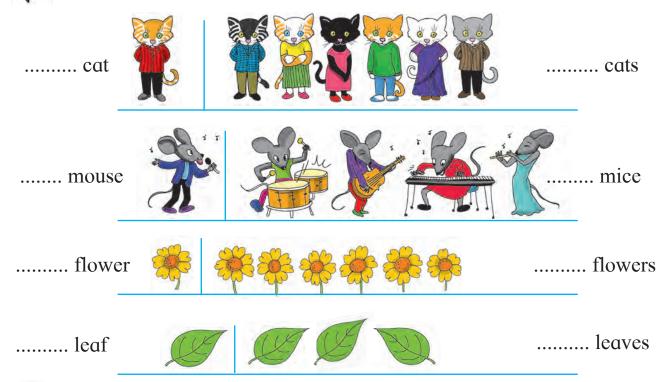
3. Read aloud and remember. Copy the sentences in your notebook.



- * I will eat all vegetables. * I will not waste water.
- * I will help my friends.
 * I will take care of my things.



4. Look at the pictures. Read the words and write 'one' or 'many'.



Four
Things
about me

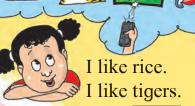


1. Listen and read aloud.

सुनो और मुखर वाचन करो ।







I am Sakshi.
I am nine years old.
I am 130 centimetres tall.
I am in Standard Four.

I like channel.
I like running.

I have a red pen, two blue pencils, an orange sharpener and a white eraser.



I can draw a hut.
I can read a few English words.
I can sing a song.
I can swim.

Every day, I brush my teeth, take a bath, read for some time and play for some time.



2. Now use the following frames to tell us about yourself. अपने बारे में बोलने के लिए नीचे दी गईं चौखटों का उपयोग करो ।

I am	I like
	<u> </u>
68	(O)

	have	•
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	•••••	
	•••••	
	$\overline{}$,

	I can
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	66

]	Every day,
-	
	OO

ÖÖ









1. Listen, repeat. Read aloud and sing. सुनो, दोहराओ । मुखर वाचन करो और गाओ ।



Oh, where do you come from, You little drops of rain, Pitter-patter, pitter-patter, Down the windowpane?

Tell me, little raindrops, Is that the way you play? Pitter-patter, pitter-patter, All the rainy day?

I sit here at the window;
I've nothing else to do;
Oh, I wish that I could play,
This rainy day, with you!

The little raindrops cannot speak, But 'pitter-patter-pat'
Means 'we can play on this side, Why can't you play on that?'

rom,

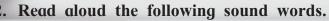
ओऽ 'वेअर् डु यु 'कम् फ्रॉम् यु 'लिट्ल् 'ड्रॉप्स् अब्ह् रिऽन् 'पिटर् पॅटर् 'पिटर पॅटर् 'डाउन् द 'बिन्डोऽपेऽन्

'टेल् मि लिट्ल् 'रेऽन्ड्रॉप्स् इझ् 'दॅट् द 'वेऽ यु 'प्लेऽ 'पिटर् पॅटर् 'पिटर् पॅटर, 'ऑऽल् द 'रेऽनि 'डेऽ

आय् 'सिट् हिअर अट् द 'विन्डोऽ आयव्ह् 'नथिंग् 'एल्स् टु 'डू ओ आय् 'विश् दॅट् 'आय् कुड् 'प्लेऽ दिस् 'रेऽनि 'डेऽ विथ् 'यू द लिट्ल 'रेऽन्डॉप्स् कॅनट् 'स्पीक

बट् 'पिटर् 'पॅटर् 'पॅट् मीन्झ् 'वी कन् 'प्लेऽ ऑन् दिस् 'साइड् बाय् कान्ट् 'यु 'प्लेऽ ऑन् 'दॅट्

bow-wow



* pitter-patter * tring-tring * zoom-zoom

ding-dong * beep-beep-beep * waa-waa-waa

• What other words come to your mind on reading each word ? Write them down.

Example: pitter-patter - rain, raindrops, water, small, fall, cool, etc.



A Guessing Game



Listen carefully. Read the sentences in 'B' with me and play this game. ध्यान से सुनो । 'B' के वाक्य मेरे साथ पढ़ो और यह खेल खेलो ।



चित्र पहचानते समय विद्यार्थियों से 'B' के वाक्यों के स्थान पर प्रश्न भी पूछे जा सकते हैं । जैसे-, Is it white?

Does it quack? etc.



Teacher: Form pairs.

Now, choose any picture from Table A.

Write the English word for it on a small piece of paper and fold it. Let your friend guess the word with the help of the sentences in B. When he/she guesses correctly, show the word.



B

It is white. It quacks.

It grows on a tree.

It shines in the sky. It is hot.

She gives us milk.

It rhymes with 'pup'.

It is green. It flies. They are small.
They bite.

It has four legs and a top.

They fly in the sky.

It has a trunk and two big ears.

We cut vegetables with it.

It has three blades.

In the Park





Listen carefully, read with me and enact. ध्यान से सुनो, मेरे साथ पढ़ो और अभिनय करो ।



Ishan: Come on, little friends!

It's time to go back home.

Come here – and let me count.

There should be nine children in all.

(Counts) 1, 2, 3, 4, 5, 6, 7 and 8.





Where's the ninth child? Let me see again. Isha-Nisha, Babali-Papali, Ricky-Vicky, Gotu-Chhotu—Then who is missing? Oh, I'm so worried! (*A lady passes by.*)

Aunty, please help us.

Please count and tell us how many we are.

Aunty: (Counts) 1, 2, 3, 4, 5, 6, 7, 8 and 9.

Nine. You are nine in all.

Ishan: Oh! Thank you, thank you so much.

So, the naughty child has come back.

Good. Let me count again.

1, 2, 3, 4, 5, 6, 7 and 8!

What! Eight again!

Someone is missing again.

(The other children start giggling. A man passes by.)

Uncle, please help us.

Please count and tell us how many we are.



Uncle: (Counts) 1, 2, 3, 4, 5, 6, 7, 8 and 9.

I see nine children in all.

Ishan: (Sighs.) That's all right then.

Come on, Isha-Nisha, Babali-Papali,
Gotu-Chhotu, Ricky-Vicky.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!

What! This is too much!

The ninth child is missing again!

What a naughty child!

(The other children start giggling.)

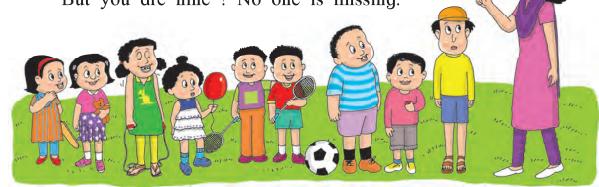
Oh, no! What shall I do? I am the oldest. Everyone will scold me. And I don't even know who is missing. (Didi walks in.)

Didi : Hello, everybody!

Coming back home? Let's go together.

Ishan: Didi, Didi, there's a problem. One of us is missing. First we were nine. Now we are only eight.

Didi: Let me see. 1, 2, 3, 4, 5, 6, 7, 8 and 9! But you are nine! No one is missing.



Ishan: So, that naughty child has come back again! When I count, this naughty child runs away. 1, 2, 3, 4, 5, 6, 7 and 8! See!

Didi : Yes! I see.

And I also see one more child who forgets to count himself!

Ishan : Oh, no! (Laughs.)
How silly of me! (Everyone laughs.)



UNIT 1 13





Listen, read and speak. स्नो, पढ़ो और बोलो।



Teacher:

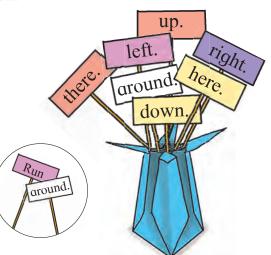
Form pairs.

Select one word from each basket at a time and make meaningful sentences.

Then present at least ten sentences.

For example, 'Run around.'





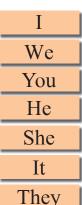
विदयार्थियों की जोडियाँ बनाकर शब्दकार्डों की सहायता से यह खेल खेलाएँ।

Teacher:

Form groups of four.

Choose one word from each tower and make meaningful sentences.

Write the words on big sheets of paper and show your sentences to the class.



found saw got ate

took gave

 \mathfrak{a} an some a few

many

orange. oranges. tiger. tigers.

pencil.

pencils.

इन कृतियों का अभ्यास होने के बाद विद्यार्थियों को अपने मन से शब्द जोड़कर वाक्य बनाने के लिए प्रोत्साहन दें।



•	अंग्रेजी में मौखिक रूप से दी गईं सूचनाएँ समझ में आती हैं ।
•	इस यूनिट की कविताएँ हाव-भावसहित बोलनी आती हैं । 🗌
•	अंग्रेजी में कुछ बातचीत सहजता से करनी आती है । 🗌
•	अंग्रेजी के सभी कैपिटल और स्मॉल अक्षर (a-z) पहचानने
	और पढ़ने आते हैं । 🗌 लिखने आते हैं । 🗌
•	अंग्रेजी के कुछ छोटे शब्द देखकर तथा अपने मन से लिखने
	आते हैं । 🗌

•	इसके पूर्व सीखे हुए अंग्रेजी वाक्य, कविताओं की पंक्तियाँ
	याद करके बतानी आती हैं। 🗌
•	अपने बारे में अंग्रेजी में ३-४ वाक्य बोलने आते हैं ।

अंग्रेजी के संक्षिप्त, सरल वाक्य पढ़ने आते हैं । 🗌 बोलने आते हैं । बनाने आते हैं ।

• थोडे-से अभ्यास के बाद अंग्रेजी नाटक में हिस्सा लेना आता है ।