

ENGLISH

CLASS-5

सत्र 2019-20



DIKSHA एप कैसे डाउनलोड करें?

- विकल्प 1 : अपने मोबाइल ब्राउज़र पर diksha.gov.in/app टाइप करें।
विकल्प 2 : Google Play Store में DIKSHA NCTE ढूँढ़ें एवं डाउनलोड बटन पर tap करें।



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

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



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

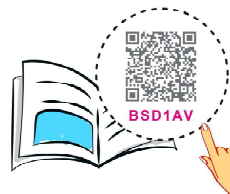


मोबाइल को QR Code पर केन्द्रित करें।

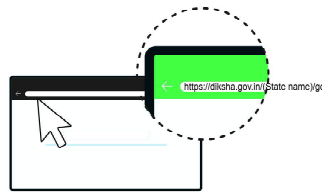


सफल Scan के पश्चात् QR Code से लिंक की गई सूची उपलब्ध होगी।

डेस्कटॉप पर QR Code का उपयोग कर डिजिटल विषय-वस्तु तक कैसे पहुँचें ?



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



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



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



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

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प्रकाशन वर्ष — 2019



मार्गदर्शक

संचालक

एस.सी.ई.आर.टी.छ.ग., रायपुर

संयोजक

डॉ. विद्यावती चन्द्राकर

मुख्य समन्वयक

श्री आर. के. वर्मा

समन्वयक

सुशील राठोड़

लेखन मण्डल

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

सहयोग

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

चित्रांकन

राजेन्द्र सिंह ठाकुर

आवरण पृष्ठ एवं ले-आऊट

रेखराज चौरागड़े

प्रकाशक

छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर (छ.ग.)

मुद्रक

मुद्रित पुस्तकों की संख्या —

आमुख

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

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

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

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

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

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

संचालक

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

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

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

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

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

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

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

संचालक

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़, रायपुर

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/ groups/ individually and encouraged to:</p> <ul style="list-style-type: none"> • discuss and present orally, and then write answers to text-based questions, short descriptive paragraphs. • participate in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard. • look at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning. • prepare speech for morning assembly, group discussions, debates on selected topics, etc. • infer the meaning of unfamiliar words from the context while reading a variety of texts. • refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms. • understand the use of synonyms, such as 'big/ large', 'shut/ close', and antonyms like 'inside/ outside', 'light/dark' from clues in context • relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context. • read independently and silently in English/ Braille, adventure stories, travelogues, folk/fairy tales etc. • find out different forms of writing (informal letters, lists, stories leave application, notice etc.) • learn grammar in a context and integrated manner (such as use of nouns, adverbs; differentiates between simple past and simple present verbs.) • use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc. • take dictation of sort texts such as lists, paragraphs and dialogues. • enrich vocabulary through crossword puzzles, word chain etc. • look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them. • Write a 'mini biography' and 'mini autobiography' 	<p>The learner:</p> <ol style="list-style-type: none"> 1. answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read. 2. recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members. 3. acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!'etc. 4. reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs. 5. conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc. 6. uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions. 7. uses synonyms such as 'big/large', 'shut/ close', and antonyms like 'inside/outside', 'light/dark' from clues in context 8. reads text with comprehension, locates details and sequence of events. 9. connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences. 10. takes dictation for different purposes, such as lists, paragraphs, dialogues etc. 11. uses the dictionary for reference 12. identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs. 13. writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers. 14. writes a 'mini biography' and 'mini autobiography' 15. writes informal letters, messages and e-mails. 16. reads print in the surroundings (advertisements, directions, names of places etc), understands and answers queries 17. attempts to write creatively (stories, poems, posters, etc) 18. writes and speaks on peace, equality etc suggesting personal views 19. appreciates either verbally / in writing the variety in food, dress, customs and festivals as read /heard in his/her day-to day life, in storybook/ heard in narratives/ seen in videos, films etc.

विषय-सूची

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LESSON - 1

THE BALLOON MAN



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

A young man came to him and said, “What’s the matter? You look sad.”

The balloon seller said, “Yes. I’m here to sell the balloons but no one is buying them today. “Don’t worry. I have come to buy them and I want all the balloons.” The young man bought all the balloons. Then he gave them to the children. The children were very happy. This young man was **‘Chacha Nehru’**.



I. New words

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

II. Read and write

Answer these questions :

- (1) What does Ramu sell?
- (2) Why was the balloon man sad?
- (3) Who bought all the balloons?

III. Say aloud

balloon, goes, village, orange, bought, today

IV. Let's talk

- (1) Do you like colourful balloons?
- (2) Where do you use them?
- (3) Name the colour of the balloon you would buy for yourself.

V. Vocabulary

(A) Choose the correct spellings :

yuong yonug young yung
balon baloon balolon balloon
yellow yellow yellou ylleow
bought boghut buoght bouhgt.

(B) Complete the following sentences using these words.

(colourful, balloons, old, happy, today)

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



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

VI. Structures in context

(A) Underline the correct word in the given sentences.

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

(B) Make negative sentences :

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

(C) Make interrogative sentences :

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

VII. Fun time

Riddles

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

5. IN A DICTIONARY

4. ALL MONTHS

3. TWO : IF YOU TAKE TWO THEN YOU WILL HAVE TWO.

2. BOTTLE

ANSWERS. 1. CLOCK

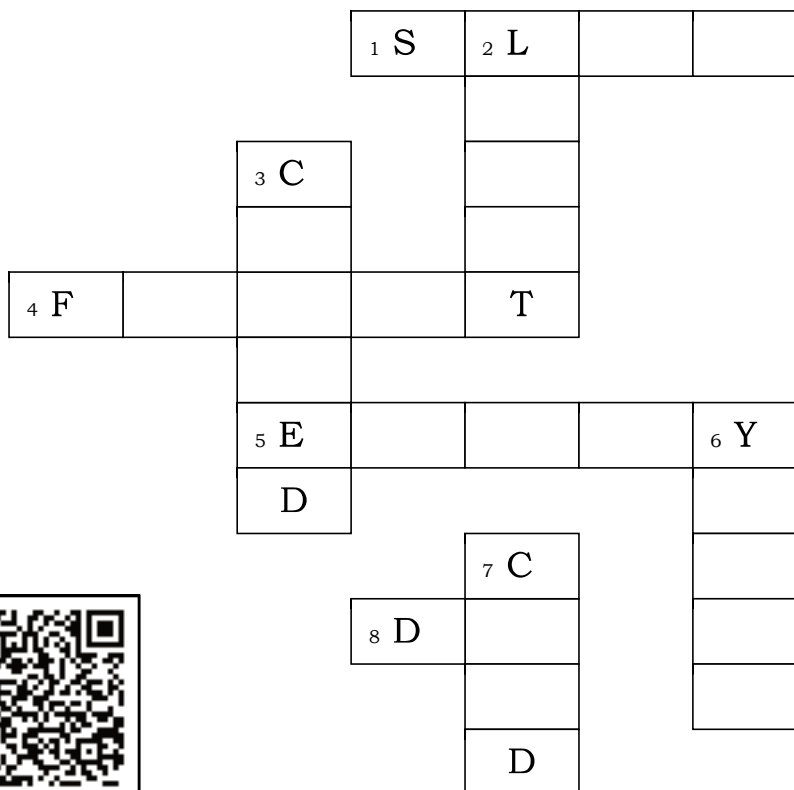
Complete the crossword with the opposite of the given words.

Across

- | | |
|---|------|
| 1 | Fast |
| 4 | Back |
| 5 | Late |
| 8 | Up |

Down

- | | |
|---|------|
| 2 | Dark |
| 3 | Open |
| 6 | Old |
| 7 | Hot |



LESSON - 2

SATTU GOES SHOPPING



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

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

Sattu : I have done my homework

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



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



Raju : Hello Sattu, where are you going ?

Sattu : I am going to the market.

Raju : May I come with you ?

Sattu : Yes, you may.

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

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

Sattu : Sattu and Raju go to the green grocer.
Uncle, please give me 2 kilos of spinach.

Shopkeeper : Here you are.

(Sattu and Raju return home)

Sattu : Maa, we bought your things.

Mother : Thank you. Did you get all the things in the list ?

Raju : We couldn't get biscuits.

Mother : Where is the spinach ?

Sattu : Oh, look at the cow..... .

I. New words

green grocer, spinach, shopping list, buy

II. Read and write

(A) Answer these questions :

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

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

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

(v) He bought 2 kilos of spinach.

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

III. Say aloud

vegetable, biscuits, spinach, grocer

IV. Let's talk

- (1) Do you go to market to buy vegetables, fruits or other things? Tell the class the vegetables you buy.
- (2) Do you go alone or with someone?
- (3) Make the list of things you want to buy from the village or city market and read it aloud.

V. Vocabulary

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

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

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

rice
potatoes
pen
sugar
bananas
match box
spinach

kilos	numbers
rice	bananas
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

(C) Match the columns.

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

(D) Which of these are countable?

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

VI. Structures in context

Use 'may' and make five polite requests.

May I	come in?
	go for a walk?

VI. Let's speak and act

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

Make a role play of this lesson.

Customer : Please give me 1 kilo of sugar.

Shopkeeper : Here you are.

Customer : Thank you.

Shopkeeper : You are welcome.

At the grocery shop



1. Good morning, Uncle/ Aunt.



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

Yes, please.



1. I want some grocery items.



2. Do you have the list?



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



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



1. Thank you, Uncle.



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

VII. Fun time

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

I have a



For my cute little



She lives in my



And run after the



She likes a



of milk

And the little



of silk

(B) Say these sentences/phrase repeatedly :

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



VIII. Activity (Words from a word)

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

For example: **TEACHERS**

One letter words : A

Two letter words : AT, HE

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

Four letter words : EACH, CHAT, HEAT,

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

Six letter words : CREATE

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

POTATOES

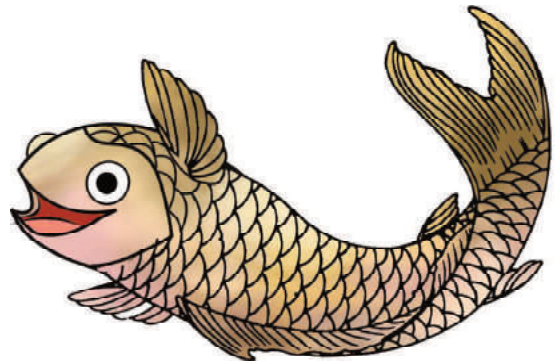
(Note : You can use letters only from the given word. You can use a letter as many times as it comes in the given word.)



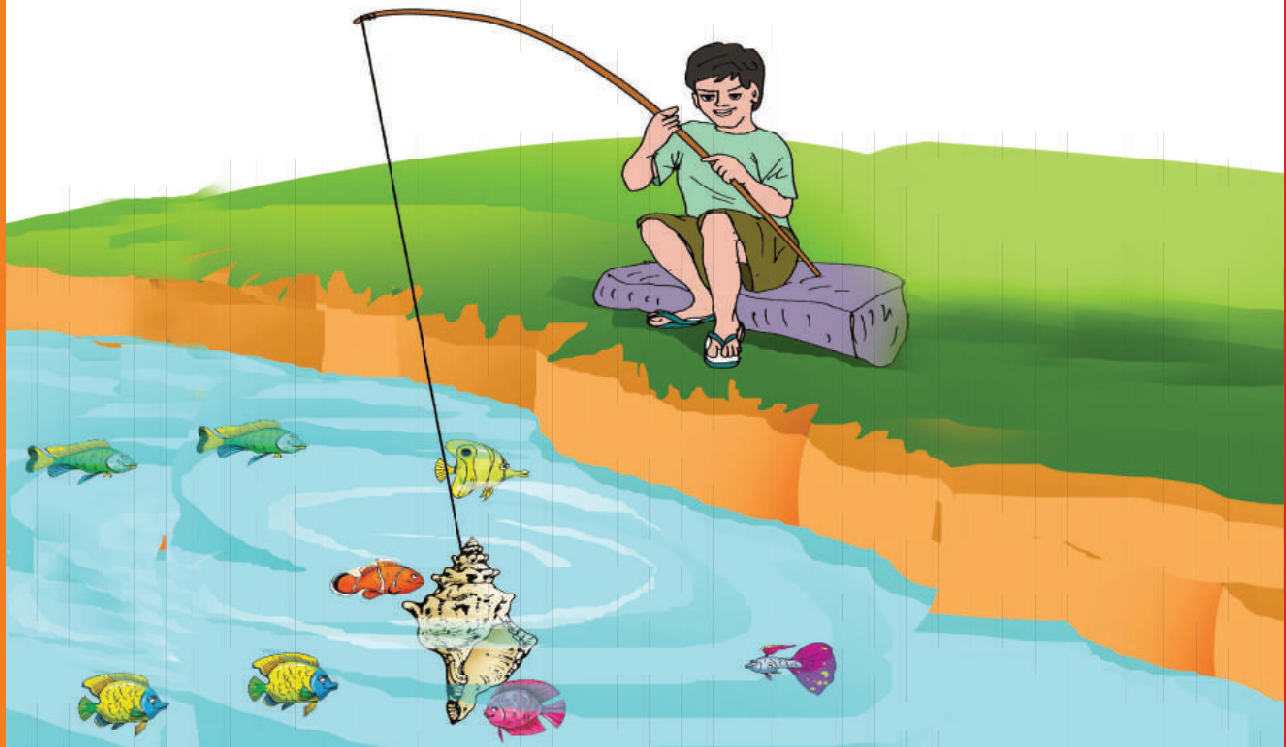
LESSON - 3

THE FISH AND THE DUCK

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



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



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

Ducky Duck saw Bambi and paddled to her.

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

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



I. New words

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

II. Read and write

(A) Answer these questions :

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

(B) Who said:

"What a tasty trap".

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

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

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

III. Say aloud

merrily, shore, juicy, earthworm, paddled, shell

IV. Listen and repeat

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

V. Let's talk

(A) Twist your tongue :

She sells sea shells on the sea shore.

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

- (B)** 1. Was Bambi clever? How can you say that?
 2. Did the duck really want her to be his friend?
 3. What would have happened if Bambi had gone to play with the duck?

VI. Vocabulary

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

(over, near, push, bottom, young)

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

- (B) Movement of animals :**

(swim, fly, crawl, flutter, climb)

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

VII. Structures in context

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

Proper noun	Common noun

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

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

I am very unlucky.

How unlucky I am!

He is very clever.

How clever he is!

This is a beautiful painting.

How beautiful painting this is!

You are very smart.

.....

They are very strong.

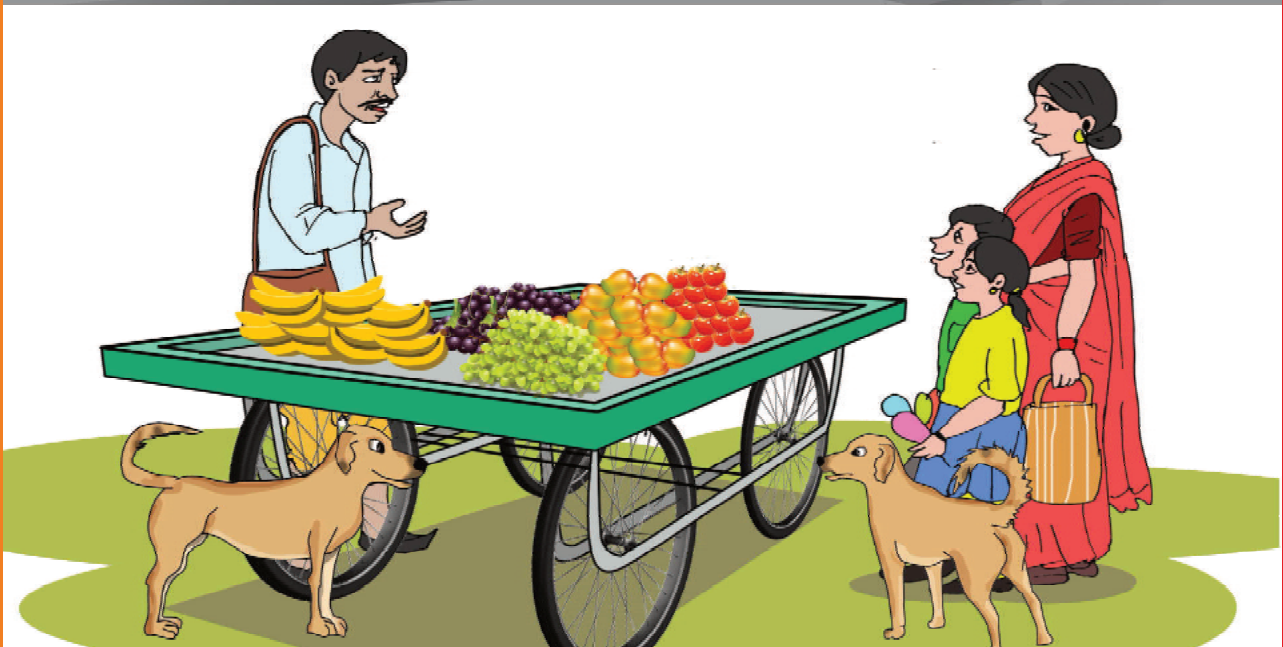
.....

The book is very interesting.

.....

IX. Fun time

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



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

tree,



mango,



parrot,



monkey



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

X. Activity -Word chain

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

M A N

E

T I M E

A

R O A D

O

W

N O R T H



(Do not use proper nouns.)

LESSON - 4

CATS



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



I. New words

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

II. Read and write

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

III. Say aloud

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

IV. Let's talk

1. Do you have any pet animal in your house?
2. If yes, name the pet animal.
What does it eat?
3. Where does it sleep?

V. Vocabulary

(A) Fill in the blanks with suitable words :

(cupboard, edge, empty, fits, drawer)

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

(B) Match the rhyming words:**(A)**

sleep

where

table

chair

box

ledge

cot

(B)

care

keep

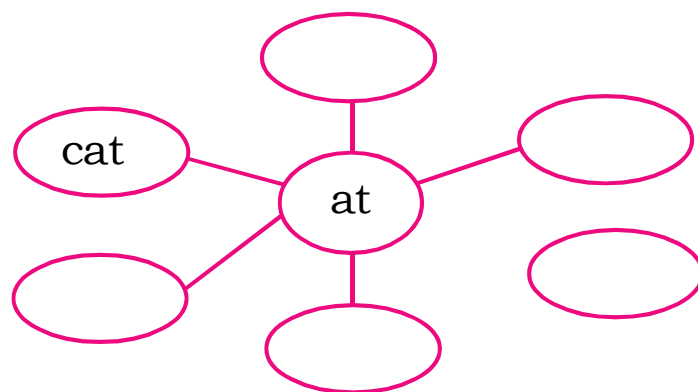
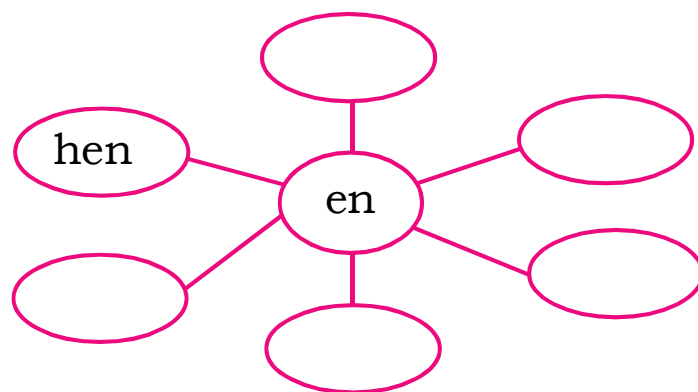
pair

ox

edge

pot

cable

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

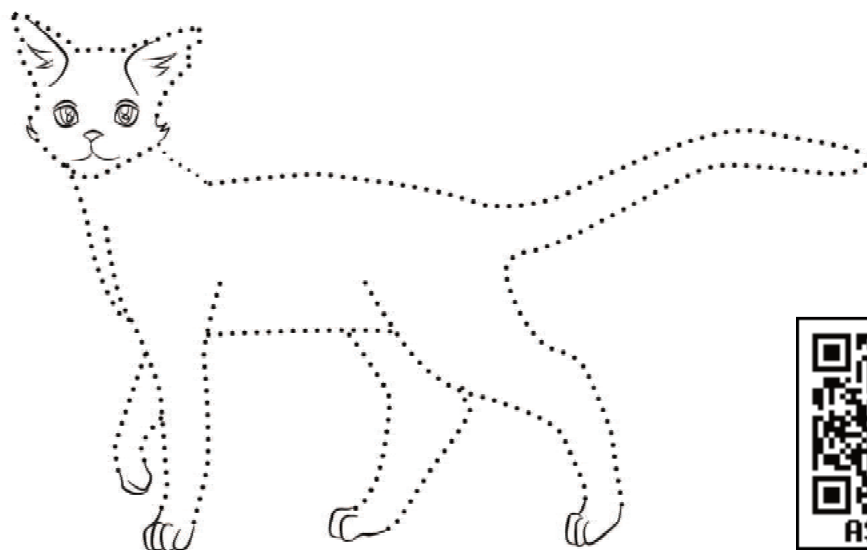
Write the correct phrases below the given pictures



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

VI. Fun time

(A) Colour the cat



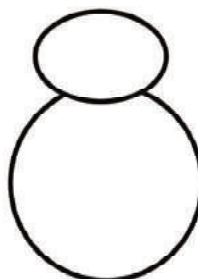
(B) Follow the instructions and draw the cat :

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

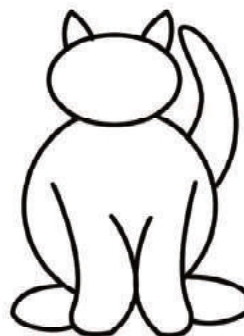
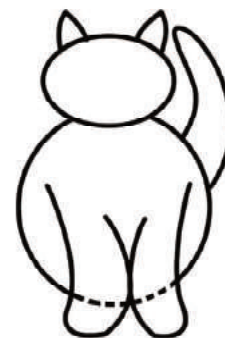
Is your drawing ready?

Say "Meow".

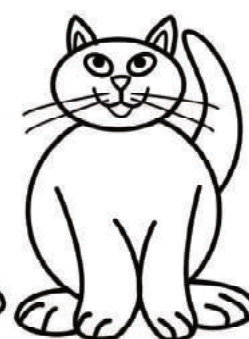
1



2



3



4

LESSON - 5

AT THE PLATFORM



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



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

Joseph : I am hungry too.

Sahil : Me too.

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

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