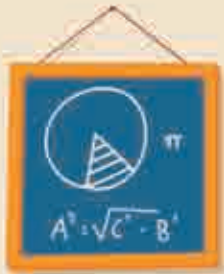


PENGUIN



CONVERSE WITH FUN

Conversations for Understanding



Part

3

SITUATIONAL CONVERSATIONS
INTERACTIVE EXERCISES
LANGUAGE TIPS
ONLINE RESOURCES

Written by :
Shipra Sharma

Hi

Hello Sam how
are you

I am fine and
you...

Hi



New Edition :

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NEP 2020 FEATURES

The National Education Policy 2020 is determined to modify and broaden the approach of the learners so as to uproot the weaknesses whatsoever. This policy proposes the revision and revamping of all aspects of the education structure to create a new system that is aligned with the aspirational goals of the 21st century education.

Important Elements of NEP

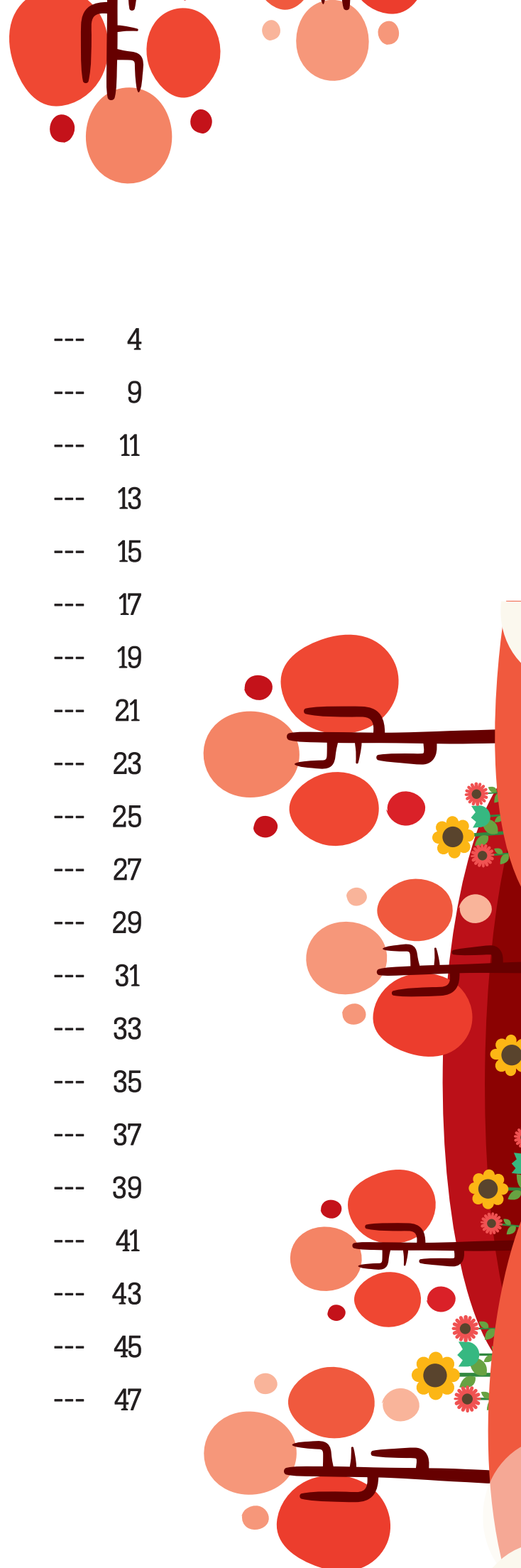
- **SDGs for Qualitative Education:** Sustainable Development Goals for Qualitative Education introduces the learners to a most practical and valuable education system so as to quench their thirst of learning and career-building.
- **Cross-Cultural Learning:** It is a pedagogy that increases one's understanding of one's own culture in contrast to another's.
- **The 4Cs : Core Learning `Skills :** Critical Thinking, Creativity, Collaboration, and Communication are the 4Cs of the 21st Century Skills.
- **Multiple Intelligence:** The persons having systematized knowledge mainly consider multifarious prudence. Multiple Intelligence allows us to think about different types of mental strengths and abilities.
- **Critical and Analytical Thinking:** It includes four processes (i) One has an experience of it, (ii) followed by one's reaction to it. Then is (iii) one's concept about it and finally (iv) application of this experience in onward such events.
- **Adaptive Education :** Adaptive learning offers students more control over their learning process, making them feel more empowered.
- **Life Skills :** These enable one to be always gentle and vocational reflecting human values, dutifulness, sentiments etc. These are the basic traits a learner must possess to make his/her learning proper and creative.
- **Development of Traditional Knowledge :** Traditional knowledge is the knowledge, know-how, skills and practices that are developed, sustained and passed on from generation to generation.





Contents

1. Vocabulary of Daily Usage	---	4
2. Introducing My Classroom	---	9
3. Knowledge of Safety Rules	---	11
4. Talk About Helpers' Job	---	13
5. Talk About Internal Body parts	---	15
6. Enjoying in a Park	---	17
▶ Revision Sheet-1	---	19
7. Our Festival Diwali	---	21
8. Our National Festivals	---	23
9. Usage of Different Things	---	25
10. Celebrating Birthday Party	---	27
11. Talk about Weather	---	29
▶ Revision Sheet-2	---	31
12. Talk About the Earth	---	33
13. Talk About Table Manners	---	35
14. Talk About Games and Sports	---	37
15. Visiting Tourist Places	---	39
16. Enjoying Sunday	---	41
17. Talk About Time	---	43
18. Knowing Our Tri-Colour	---	45
▶ Revision Sheet 3	---	47





1

VOCABULARY OF DAILY USAGE

Flowers (फूल)



Daisy	(डेजी)	—	गुलबहार	Lotus	(लोटस)	—	कमल
lily	(लिली)	—	कुमुद	Rose	(रोज़)	—	गुलाब
Sunflower	(सनफ्लार)	—	सूरजमुखी	Marigold	(मेरीगोल्ड)	—	गेंदा
Tulip	(ट्यूलिप)	—	ट्यूलिप	Hibiscus	(हिबिसकस)	—	गुड़हल

Animals & their Young Ones (कुछ जानवर उनके बच्चों के साथ)



Dog	(डॉग)	—	कुत्ता	Puppy	(पपी)	—	पिल्ला
Cat	(कैट)	—	बिल्ली	kitten	(किटन)	—	बिलौटा
Duck	(डक)	—	बत्तख	Duckling	(डकलिंग)	—	बत्तख का बच्चा
Frog	(फ्रॉग)	—	मेंढक	Tadpole	(टैडपोल)	—	मेंढक का बच्चा
Deer	(डियर)	—	हिरण	Fawn	(फ्रॉन)	—	हिरण का बच्चा
Goat	(गोट)	—	बकरी	Lamb	(लैम्ब)	—	मेमना



4

CONVERSATION-3

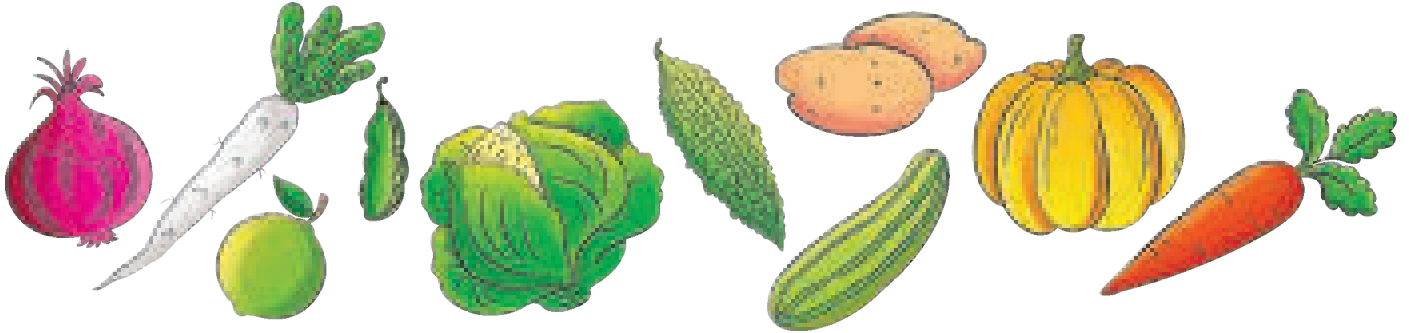
Rabbit	(रैबिट)	—	खरगोश	Kit	(किट)	—	नन्हा खरगोश
lion	(लायन)	—	शेर	Cub	(कब)	—	शेर का बच्चा
Cow	(काउ)	—	गाय	Colf	(काफ़)	—	बछड़ा
Fish	(फिश)	—	मछली	Baby Fish	(बेबी फिश)	—	मछली का बच्चा

Fruites (फ़ल)



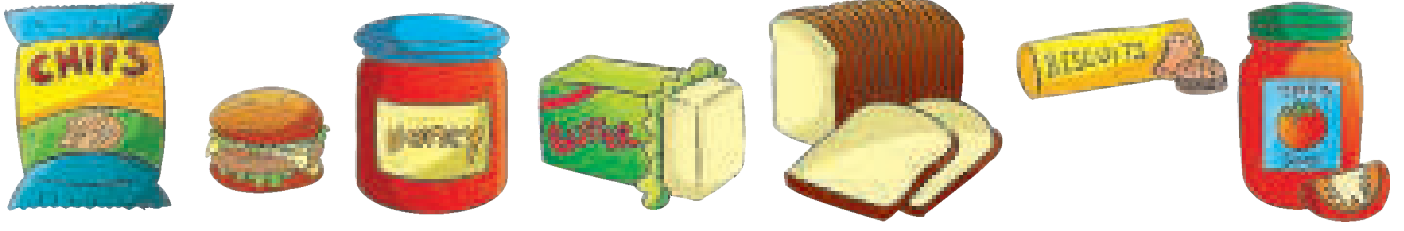
Mango	(मैंगो)	—	आम	Papaya	(पपाया)	—	पपीता
Orange	(ऑरेंज)	—	संतरा	Coconut	(कोकोनट)	—	नारियल
Grapes	(ग्रेप्स)	—	अंगूर	Apple	(एप्पल)	—	सेब
Guava	(गुआवा)	—	अमरूद	Cherry	(चेरी)	—	चेरी
Banana	(बनाना)	—	केला	Melon	(मैलन)	—	खरबूजा
Watermelon	(वाटरमेलन)	—	तरबूज	Strawberry	(स्ट्रॉबैरी)	—	स्ट्रॉबैरी

Vegetables (सब्जियाँ)



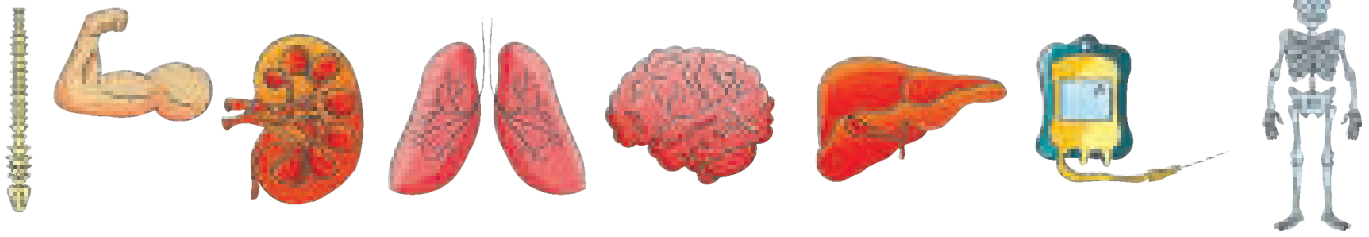
Onion	(अनियन)	—	प्याज	Potato	(पटेटो)	—	आलू
Radish	(रैडिश)	—	मूली	Spinach	(स्पिनच)	—	पालक
Lemon	(लैमन)	—	नींबू	Peas	(पीस)	—	मटर
Cabbage	(कैबेज)	—	बंदगोभी	Pumpkin	(पम्पकिन)	—	कददू
Bitter gourd	(बिटरगॉर्ड)	—	करेला	Carrot	(कैरट)	—	गाजर
Cucumber	(कुकुम्बर)	—	खीरा	Capsicum	(केपसिकम)	—	शिमला मिर्च

Eatables (खाने योग्य)



Chips	(चिप्स)	—	चिप्स	Burger	(बर्गर)	—	बर्गर
Curd	(कर्ड)	—	दही	Honey	(हनी)	—	शहद
Biscuit	(बिस्किट)	—	बिस्कुट	Butter	(बटर)	—	मक्खन
Sauce	(सॉस)	—	सॉस	Sweets	(स्वीट्स)	—	मिठाई
Bread	(ब्रेड)	—	डबलरोटी	Pickle	(पिकल)	—	अचार

Internal Organs (आंतरिक अंग)



Muscle	(मसल)	—	मांसपेशी	Skeleton	(स्केलटन)	—	कंकाल
Spine	(स्पाइन)	—	रीढ़	Liver	(लिवर)	—	जिगर
Kidney	(किडनी)	—	गुर्दा	Brain	(ब्रेन)	—	मस्तिष्क
Lung	(लंग)	—	फेफड़ा	Blood	(ब्लड)	—	खून

Tools (औजार)



Scissors	(सिज़र्स)	—	कैंची	Bolt	(बोल्ट)	—	पेंच
Axe	(एक्स)	—	कुल्हाड़ी	Hammer	(हैमर)	—	हथौड़ा
Nails	(नेल्स)	—	कीलें	Torch	(टार्च)	—	टार्च
Clip	(क्लिप)	—	क्लिप	Spade	(स्पेइड्)	—	कुदाल

Means of Transport (यातायात के साधन)



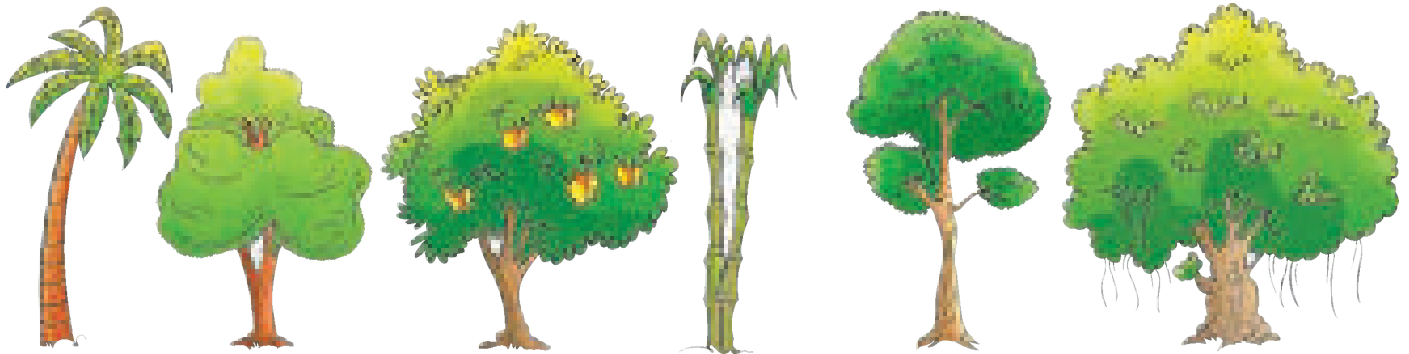
Bicycle	(बाइसिकेल्)	— साइकिल	Train	(ट्रेन)	— रेलगाड़ी
Bus	(बस)	— बस	Truck	(ट्रक)	— ट्रक
Aeroplane	(ऐरोप्लेन)	— विमान	Car	(कार)	— कार

Sports (खेल)



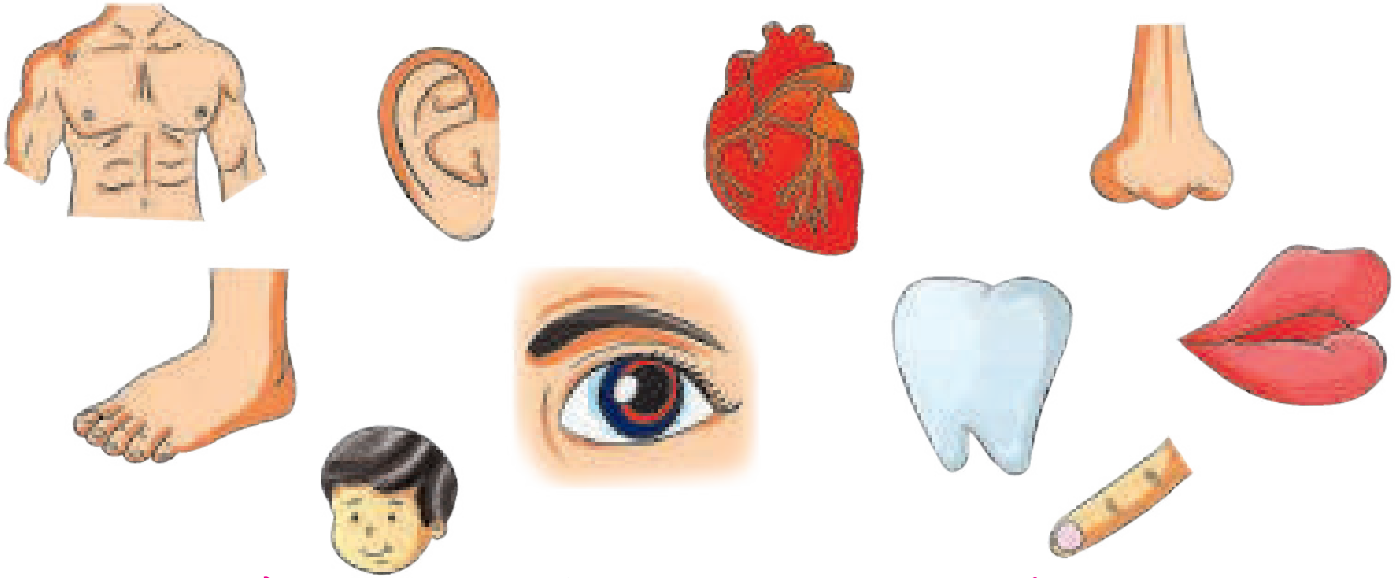
Boxing	(बॉक्सिंग)	— मुक्केबाजी	Carrom	(कैरम)	— कैरम
Chess	(चैस)	— शतरंज	Football	(फुटबॉल)	— फुटबॉल
Cricket	(क्रिकेट)	— क्रिकेट	Wrestling	(रेसलिंग)	— कुश्ती
Ludo	(लूडो)	— लूडो	Hockey	(हॉकि)	— हॉकी

Trees (पेड़)



Palm	(पाम)	— ताड़	Neem	(नीम)	— नीम
Teak	(टीक)	— सागौन	Bamboo	(बेम्बू)	— बांस
Mango	(मैंगो)	— आम	Cedar	(सेडार)	— देवदार
Coconut	(कोकोनट)	— नारियल	Banyan	(बैन्यन)	— बरगद

Parts of Body (शरीर के अंग)



Chest	(चेस्ट)	—	छाती (पुरुष)	Heart	(हार्ट)	—	हृदय
Cheek	(चीक)	—	गाल	Nose	(नोज़)	—	नाक
Face	(फेस)	—	चेहरा	Shoulder	(शोल्डर)	—	कंधा
Foot	(फुट)	—	पाँव	Tongue	(टंग)	—	जीभ
Hair	(हेअर)	—	बाल	Lip	(लिप)	—	होंठ
Calf	(काफ)	—	पिंडली	Mouth	(माउथ)	—	मुँह
Eye	(आई)	—	आँख	Knee	(नी)	—	घुटना
Ear	(ईअर)	—	कान	Hand	(हैन्ड)	—	हाथ
Tooth	(टुथ)	—	दाँत	Finger	(फिंगर)	—	उँगली

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



(A) Write these Hindi letters meaning into English letters.

कुत्ता

आम

प्याज

गुलाब

मेढ़क

अंगूर

आलू

कमल

(B) Write these English letters into Hindi letters.

Ear

Curd

Lung

Axe

Eye

Bread

Liver

Palm





2

INTRODUCING MY CLASSROOM

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) There are four charts in the classroom.
- (b) Is your classroom big?
- (c) It is sky blue in colour.
- (d) What is the colour of classroom?

B

- (i) telling the colour of classroom.
- (ii) telling the number of charts in the classroom.
- (iii) asking the size of classroom.
- (iv) asking the colour of classroom.

We must know how to talk about our classroom. Present conversation is between a teacher and student.



Teacher – Vinita, is your class room big or small?

Vinita – Mam, my classroom is big.

Teacher – How many door and windows are there in the classroom?

Vinita – There are two doors and four windows in it.

अध्यापिका – विनीता, क्या आपकी कक्षा बड़ी है या छोटी?

विनीता – मैम, मेरी कक्षा बड़ी है।

अध्यापिका – आपकी कक्षा में कितने दरवाजे तथा खिड़कियां हैं?

विनीता – इसमें दो दरवाजे तथा चार खिड़कियां हैं।

Teacher – What is the colour of it?

अध्यापिका – इसका क्या रंग है?

Vinita – It is sky blue in colour.

विनीता – इसका रंग आसमानी है।

Teacher – How many chairs and tables are there in the classroom?

अध्यापिका – कक्षा में कितनी कुर्सियाँ तथा मेजे हैं?

Vinita – There are 20 combined chairs and tables in my class.

विनीता – मेरी कक्षा में बीस संयुक्त कुर्सिया तथा मेजे हैं।

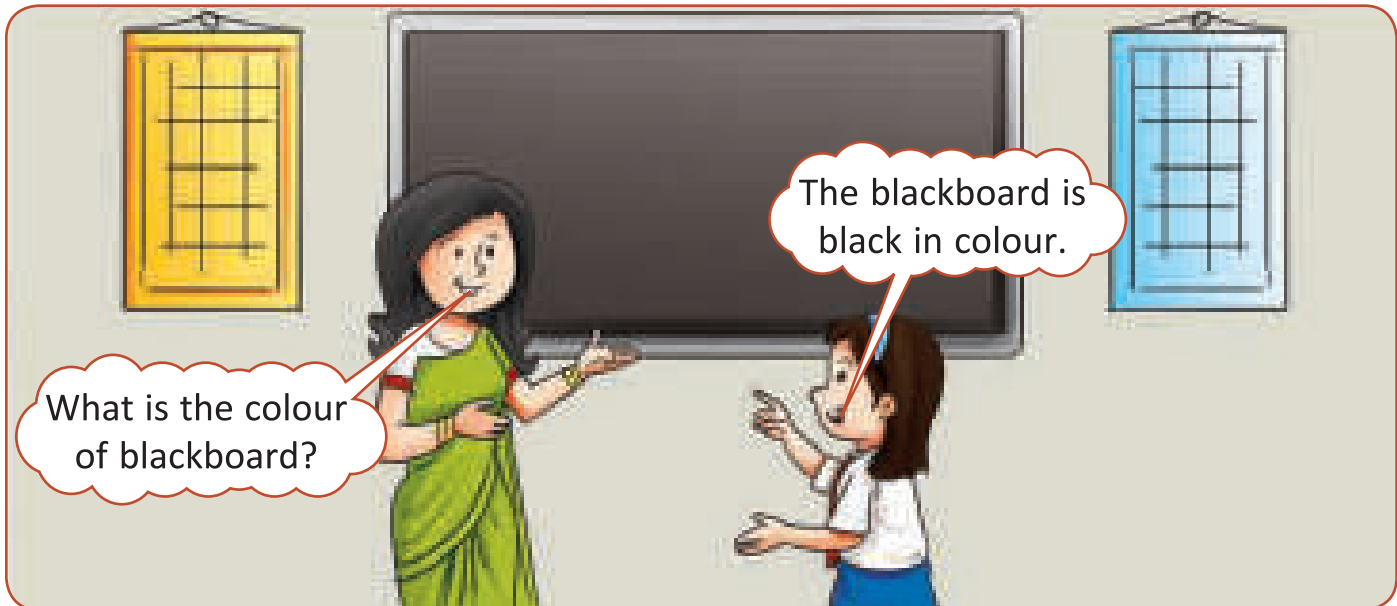
Teacher – How many charts are there in it?

अध्यापिका – इसमें कितने चार्ट है?

Vinita – There are four charts over the walls.

विनीता – इसकी दीवारों पर चार चार्ट हैं।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

chairs

doors

classroom



3

KNOWLEDGE OF SAFETY RULES

Get Ready for Conversation

Match the senses of the sentences—

A

B

- (a) Should we play with sharp object? (i) asking how we cross the road.
(b) We should walk left side. (ii) asking we should playing with a match box.
(c) How should we cross the road? (iii) telling the walking side.
(d) Should we play with a match box? (iv) asking we should playing with sharp object.

Everyone knows very well how necessary the safety rules for all. So we should know how to converse about it.



Mohan – How important are the safety rules for us? **मोहन** – हमारे लिए सुरक्षा के नियम कितने महत्वपूर्ण हैं?

Amar – The safety rules are most important for us. **अमर** – सुरक्षा के नियम हमारे लिए सबसे महत्वपूर्ण है।

Mohan – Should we walk on the left side of the road? **मोहन** – क्या हमें सड़क के बाईं ओर चलना चाहिए?

Amar – Yeah, we should walk on the left side of the road. **अमर** – हाँ, हमें सड़क के बाईं ओर चलना चाहिए।

Mohan – Should we play with a sharp object? **मोहन** – क्या हमें पैनी चीजों से खेलना चाहिए?

Amar – No, we should not play with a sharp object. **अमर** – हमें पैनी चीजों से नहीं खेलना चाहिए।

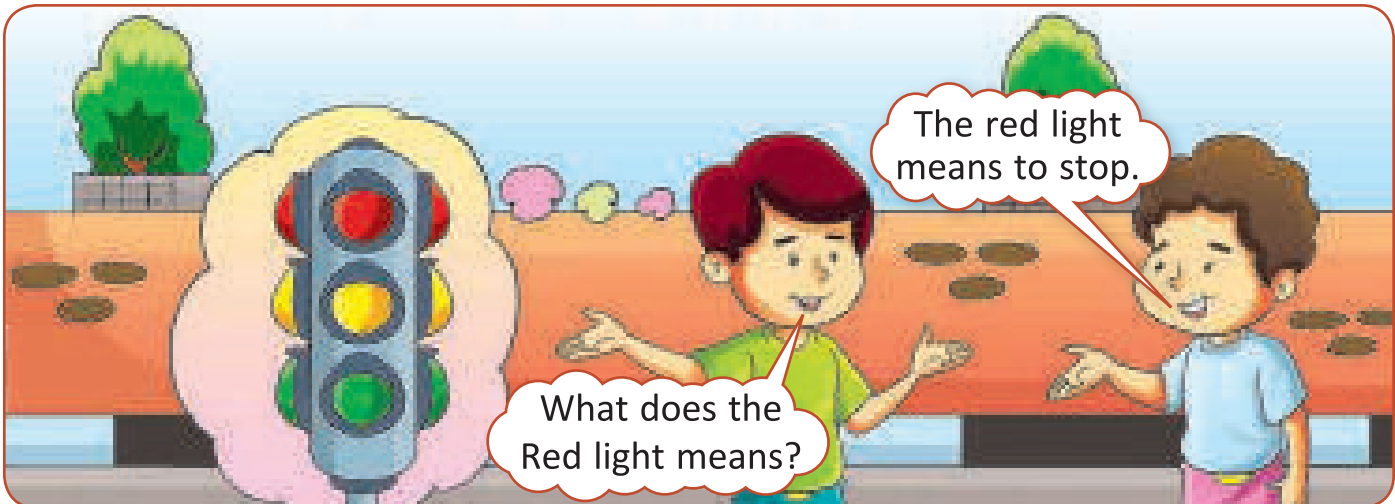
Mohan – Should we play with a match box? **मोहन** – क्या हमें माचिस से खेलना चाहिए।

Amar – No, we should not play with a match box. **अमर** – नहीं, हमें माचिस से नहीं खेलना चाहिए।

Mohan – How should we cross the road? **मोहन** – हमें सड़क पार कैसे करनी चाहिए?

Amar – We should cross the road at zebra crossing. **अमर** – हमें सड़क जेब्रा क्रॉसिंग से पार करनी चाहिए।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Yellow light

Green light



4

TALK ABOUT HELPERS' JOB

Get Ready for Conversation

Match the senses with the sentences—

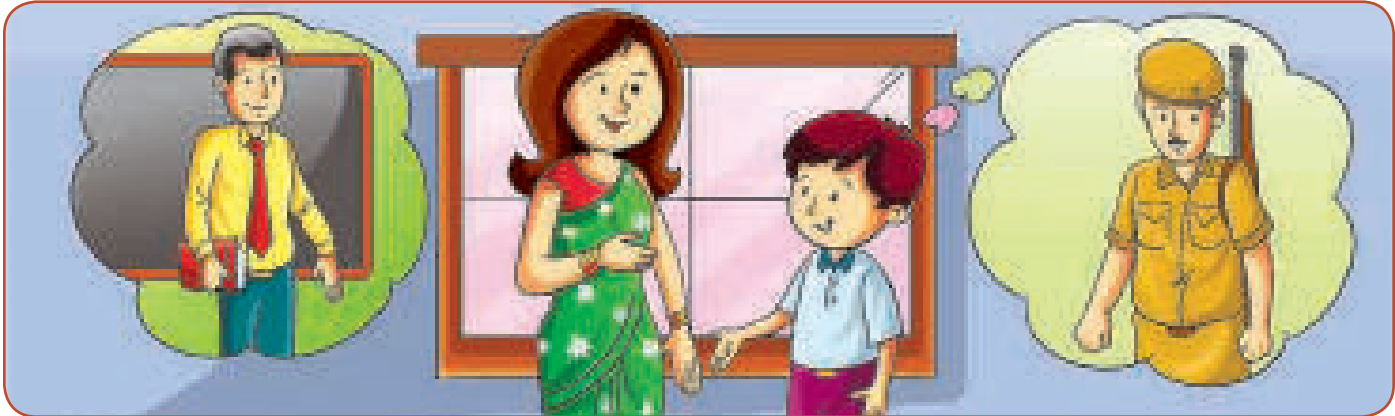
A

- (a) What work does a doctor do?
- (b) A teacher teaches us.
- (c) What does a policeman do?
- (d) A farmer grows crops.

B

- (i) telling the job of a farmer.
- (ii) Asking the job of a doctor.
- (iii) telling job of a teacher.
- (iv) asking the job of policeman.

Many professional do their jobs like doctor treats us. How many more helpers asked about them, this coversation shows.



Mother – Do you know different people do their different jobs?

Vikas – Yes, mam, I know about it.

Mother – Ok., tell me, what does a teacher do?

Vikas – A teacher teaches us in school.

Mother – What does a policman do?

Vikas – A policeman protects us from criminals.

मम्मी – क्या तुम जानते हो विभिन्न व्यक्ति अलग-अलग कार्य करते है?

विकास – हाँ, मम्मी, मैं इस विषय में जानता हूँ।

मम्मी – ठीक है, मुझे बताओ, एक अध्यापक क्या करता है?

विकास – एक अध्यापक हमें स्कूल में पढ़ाते हैं।

मम्मी – एक सिपाही क्या करता है?

विकास – एक सिपाही हमारी अपराधियों से रक्षा करता है।

- Mother** – How is a barber helpful to us? **मम्मी** – एक नाई हमारे लिए कैसे सहायक होता है?
- Vikas** – He cuts our hair. **विकास** – वह हमारे बाल काटता है।
- Mother** – How is a cobbler helpful to us? **मम्मी** – एक मोची हमारे लिए कैसे सहायक होता है?
- Vikas** – He mends our shoes etc. **विकास** – वह हमारे जूते आदि की मरम्मत करता है।
- Mother** – What work does a doctor do for us? **मम्मी** – डाक्टर हमारे लिए क्या कार्य करता है?
- Vikas** – He treats us when we get sick. **विकास** – वह हमारा इलाज करता है जब हम बीमार हो जाते हैं।
- Mother** – What work does farmer do for us? **मम्मी** – किसान हमारे लिए क्या कार्य करता है?
- Vikas** – He grows crops for us. **विकास** – वह हमारे लिए फसल उगाता है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

writer

carpenter

gardener



5

TALK ABOUT INTERNAL BODY PARTS

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) How many bones are there in our body?
(b) Where is brain located?
(c) Muscles make our body move.
(d) There are two lungs.

B

- (i) telling the function of muscles.
(ii) asking the number of bones.
(iii) telling the number of lungs.
(iv) asking the location of brain.

What is inside of our body? In this conversation Ayush asking some question to the doctor.



Ayush – Good morning, sir, I have some question to be asked to you.

Doctor – Ok, I will help you.

Ayush – What are internal parts of our body?

Doctor – These are located in our body.

Ayush – Oh! Please tell me, where is our brain located?

Doctor – It is located in our skull.

आयुष – सुप्रभात, श्री मान, मेरे पास आपसे पूछने के लिए कुछ प्रश्न हैं।

चिकित्सक – ठीक, है, मैं आपकी सहायता करूँगा।

आयुष – हमारे शरीर के आंतरिक भाग क्या होते हैं?

चिकित्सक – ये हमारे शरीर के अन्दर स्थित होते हैं।

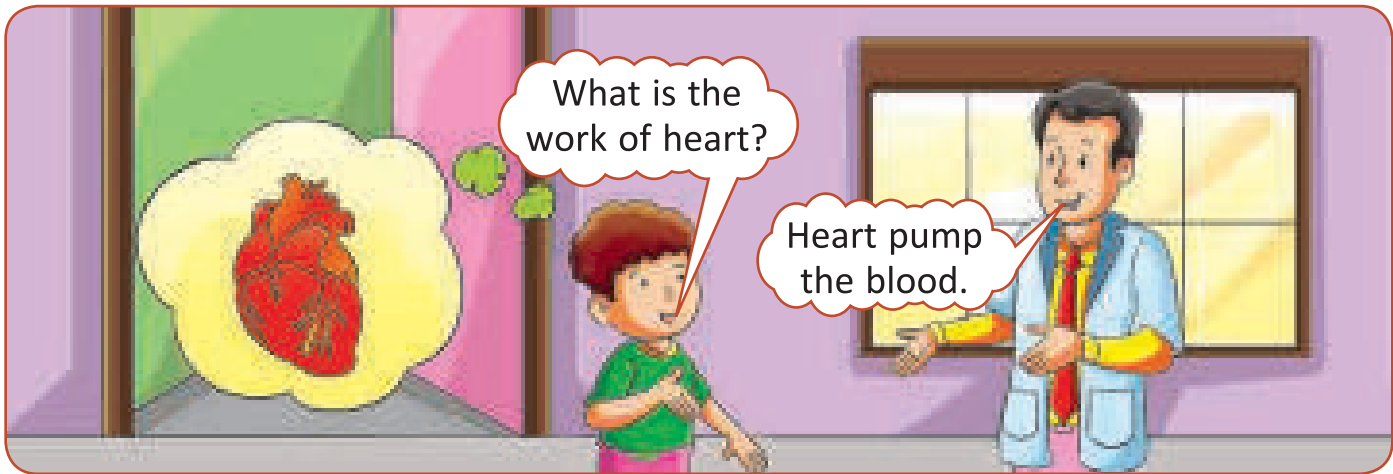
आयुष – ओह! कृपया मुझे बतायें, हमारा दिमाग कहाँ होता है?

चिकित्सक – यह हमारी खोपड़ी में स्थित होता है।



- Ayush** – How many lungs are there in our body? **आयुष** – हमारे शरीर के कितने फेफड़े होते हैं?
- Doctor** – There are two lungs in our body. **चिकित्सक** – हमारे शरीर में दो फेफड़े होते हैं।
- Ayush** – How many bones are there in our body? **आयुष** – हमारे शरीर में कितनी हड्डियाँ होती हैं?
- Doctor** – There are 206 bones in an adult body. **चिकित्सक** – एक वयस्क शरीर में 206 हड्डियाँ होती हैं।
- Ayush** – How do these bones help our body? **आयुष** – ये हड्डियाँ हमारे शरीर की कैसे सहायता करती हैं?
- Doctor** – These support our whole body. **चिकित्सक** – ये हमारे पूरे शरीर को सहारा देती हैं।
- Ayush** – How do the muscles help our body? **आयुष** – मांसपेशियाँ हमारे शरीर को कैसे सहायता करती हैं?
- Doctor** – They make our body to move. **चिकित्सक** – ये हमारे पूरे शरीर को चलाती हैं।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

lungs

brain

kidney



6

ENJOYING IN A PARK

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) There are green plants.
- (b) We feel fresh in the park.
- (c) The children also go to the park.
- (d) Why do the people go to park?

B

- (i) asking reason of going to park.
- (ii) telling children going to park.
- (iii) telling freshness of the park.
- (iv) telling the presence of green plants.

In this conversation between an elder brother and a younger brother who is asking question about a park.



Younger brother – Brother, Is there any park nearby our home?

छोटा भाई – भैया, क्या हमारे घर के आस-पास कोई पार्क है?

Elder brother – Yeah, there is a park nearby our home.

बड़ा भाई – हाँ, हमारे घर के पास एक पार्क है।

Younger brother – Why do the people go to park?

छोटा भाई – लोग पार्क में क्यों जाते हैं?

Elder brother – In fact, we get fresh air over there, we feel fresh.

बड़ा भाई – वास्तव में, हमें वहाँ ताजी हवा मिलती है, हम तरोताजा महसूस करते हैं।



- Younger brother** – Why do the children go there? **छोटा भाई** – बच्चे वहाँ क्यों जाते हैं?
- Elder brother** – The children go there to swing and play. **बड़ा भाई** – बच्चे वहाँ झूलने व खेलने जाते हैं।
- Younger brother** – Why do the young people go there? **छोटा भाई** – युवा लोग वहाँ क्यों जाते हैं?
- Elder brother** – Young people go there to do exercise. **बड़ा भाई** – युवा लोग वहाँ व्यायाम करने जाते हैं।
- Younger brother** – What do we find there as we feel fresh? **छोटा भाई** – हमें वहाँ क्या मिलता है कि हम ताजा महसूस करते हैं?
- Elder brother** – There are green plants and trees. **बड़ा भाई** – वहाँ हरे पेड़-पौधे होते हैं।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Temple

Park

School

Revision Sheet – 1

Based on lesson 1 to 6

Superb



Very Nice



Good



Work Hard



Date

T- Sign.

Answer the following questions :

1. How many doors and windows are there in your classroom?

2. What is the colour of your class?

3. What is blackboard used for?

4. How many charts are there in the classroom?

5. Where should you walk on the road?

6. How should we cross the road?

7. Why should we not play with sharp object?

8. Should we push others while playing?

9. What does a teacher do?

10. How is a cobbler helpful to us?

11. What work does a peon do in the school?

12. How is a postman helpful to us?

13. What are internal parts of our body?

14. How many lungs are there in our body?

15. How do the muscles help our body?

16. Where is the liver located in our body?

17. What is a park?

18. How many bones are there in our body?

19. Why do the children go to park?

20. Why do we feel fresh in a park?



7

OUR FESTIVAL DIWALI

Get Ready for Conversation

Match the senses with the sentences—

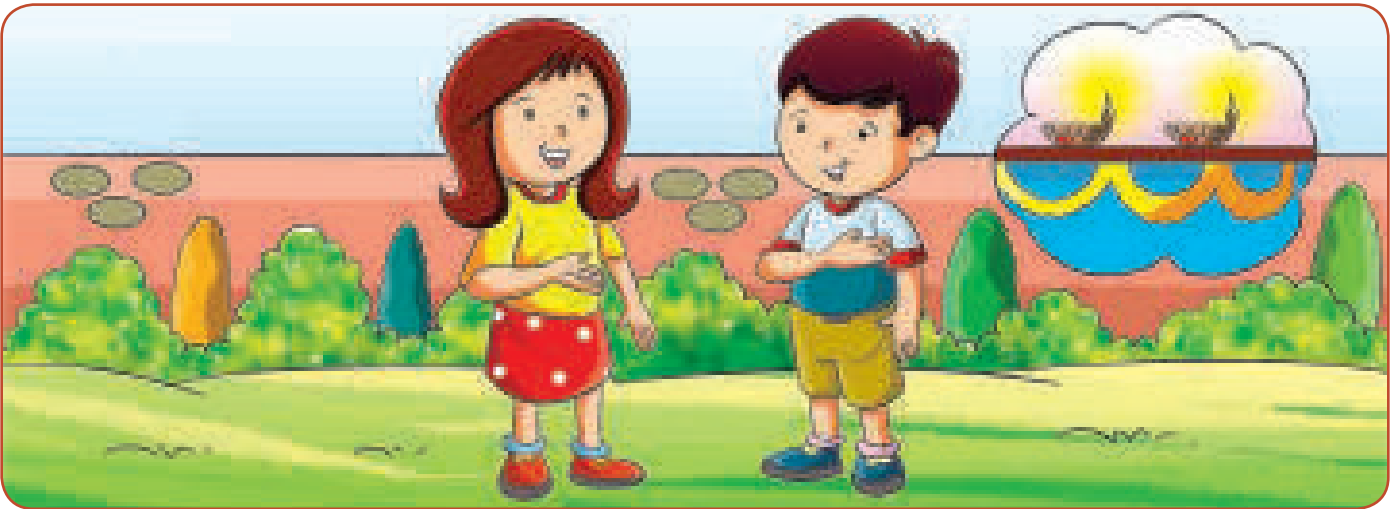
A

- (a) I light firecrackers.
- (b) What type of festival is diwali ?
- (c) How do the people celebrate Diwali?
- (d) The people decorate their houses.

B

- (i) asking the way of celebration.
- (ii) telling about firing crackers.
- (iii) telling about the decoration.
- (iv) asking the kind of festival.

People celebrate the festivals for their religious reasons. Children enjoy a lot on the festival. We should have knowledge how to talk on a festival.



Kavita – Do you like festivals?

Rohan – Yeah, I like festivals. I enjoy the festivals.

Kavita – What type of festival is Diwali?

Rohan – Diwali is the festival of light.

Kavita – How do the people make prepare for Diwali?

कविता – क्या तुम्हे त्यौहार पसन्द हैं?

रोहन – हाँ, मुझे त्यौहार पसन्द हैं, मैं इनका बहुत आनन्द लेता हूँ।

कविता – दिवाली किस प्रकार का त्यौहार है?

रोहन – दिवाली प्रकाश का त्यौहार है।

कविता – लोग दिवाली की तैयारी कैसे करते हैं?

Rohan – People white wash the houses and decorate them before some days of it. **रोहन** – लोग कुछ दिन पूर्व घरों की सफेदी करते हैं तथा इन्हें सजाते हैं।

Kavita – How do they decorate the houses and markets? **कविता** – वे घरों तथा बाजारों को कैसे सजाते हैं?

Rohan – The people decorate the houses and markets with light and flowers etc. **रोहन** – लोग घरों तथा बाजारों को रोशनी तथा फूलों आदि से सजाते हैं।

Kavita – What do you do on the day of Diwali? **कविता** – दिवाली वाले दिन तुम क्या करते हो?

Rohan – In the night I fire the crackers. **रोहन** – मैं रात को पटाखे चलाता हूँ।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Holi

Raksha Bandhan

Christmas



8

OUR NATIONAL FESTIVALS

Get Ready for Conversation

Match the senses with the sentences–

A

- (a) When is the Republic Day celebrated?
- (b) What are our national festivals?
- (c) When is Gandhi Jayanti celebrated?
- (d) Independence day is celebrated on 15th August.

B

- (i) asking about Gandhi Jayanti.
- (ii) telling about the Independence day.
- (iii) asking about the Republic Day.
- (iv) asking our national festival.

It is the conversation about our national festival between a teacher and Amar.



Teacher – Do you know about our national festivals?

Amar – Yeah mam, I know about them. These are the Republic day, the Independence day and Gandhi Jayanti.

अध्यापिका – क्या आप हमारे राष्ट्रीय पर्वों के विषय में जानते हो?

अमर – हाँ मैम, मैं इनके विषय में जानता हूँ। ये गणतन्त्र दिवस, स्वतंत्रता दिवस तथा गाँधी जयन्ती हैं।

- Teacher** – Do you know, when the Republic day is celebrated? **अध्यापिका** – आप जानते हैं कि गणतन्त्र दिवस कब मनाया जाता है?
- Amar** – Yeah, I know that is celebrate on 26th January every year. **अमर** – हाँ, मैं जानता हूँ यह प्रत्येक वर्ष 26 जनवरी को मनाया जाता है।
- Teacher** – When is the Independence day celebrated? **अध्यापिका** – स्वतन्त्रता दिवस कब मनाया जाता है?
- Amar** – The Independence day is celebrated on 15th August every year. **अमर** – स्वतन्त्रता दिवस प्रत्येक वर्ष 15 अगस्त को मनाया जाता है।
- Teacher** – When is Gandhi Jayanti celebrated? **अध्यापिका** – गाँधी जयन्ती कब मनायी जाती है?
- Amar** – Gandhi Jayanti is celebrated on 2nd October every year. **अमर** – गाँधी जयन्ती 2 अक्टूबर को प्रत्येक वर्ष मनाई जाती है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Gandhi Jayanti

Independence Day



9

USAGE OF DIFFERENT THINGS

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) A clock is used for knowing the time.
- (b) What is the use of mobile phone?
- (c) Mobile phone is used for talking.
- (d) What is a soap used for?

B

- (i) asking the use of mobile phone.
- (ii) telling the use of mobile phone.
- (iii) asking the use of a soap.
- (iv) telling the use of clock.

In daily life we use different things like mobile phone, vehicle etc. We must know how should we converse about them.



Teacher – In daily life, different things are used for different purposes.

Student – Yeah mam, I know the uses of different things.

Teacher – Ok, please tell me, what is the use of mobile phone?

अध्यापिका – दैनिक जीवन में, विभिन्न वस्तुएँ विभिन्न उद्देश्यों के लिए उपयोग की जाती हैं।

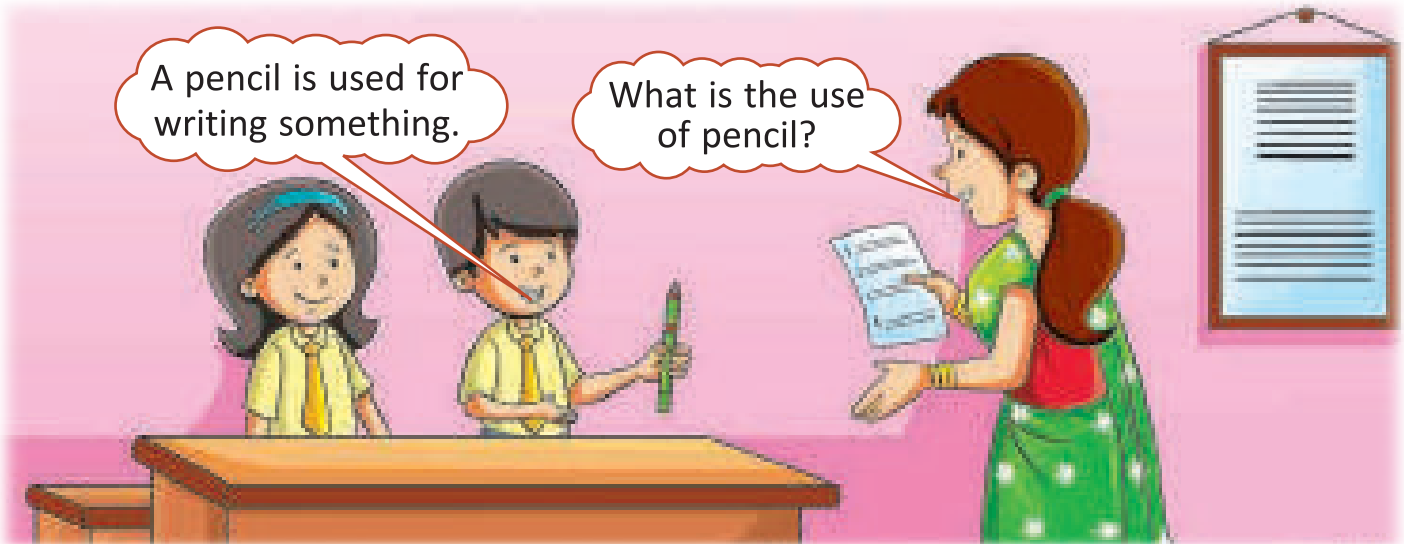
विद्यार्थी – हाँ मैम, मैं वस्तुओं के विभिन्न उपयोग जानता हूँ।

अध्यापिका – ठीक है, कृपया मुझे बताओ, मोबाईल फोन का क्या उपयोग है?



- Student** – Mam, mobile phone is mainly used for talking to another one. **विद्यार्थी** – मैम, मोबाईल फोन मुख्यतः एक दूसरे से बात करने के लिए उपयोग किया जाता है।
- Teacher** – And what is the use of a vehicle? **अध्यापिका** – और एक वाहन का क्या उपयोग है?
- Student** – A vehicle is used to travel from one place to another. **विद्यार्थी** – एक वाहन एक स्थान से दूसरे स्थान की यात्रा करने के काम आता है।
- Teacher** – What is a clock used for? **अध्यापिका** – एक घड़ी किस काम आती है?
- Student** – A clock is used for knowing the time. **विद्यार्थी** – एक घड़ी समय जानने के काम आती है।
- Teacher** – What is a soap used for? **अध्यापिका** – साबुन किस काम आता है?
- Student** – A soap is used for bathing. **विद्यार्थी** – साबुन नहाने के काम आता है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

eraser

sharpener

pencil box



10

CELEBRATING BIRTHDAY PARTY

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) How do you celebrate your birthday?
- (b) I invite my all friends.
- (c) When is your birthday?
- (d) How do you decorate your room?

B

- (i) asking date of birth.
- (ii) asking the way of decorating.
- (iii) telling about the invitation.
- (iv) asking the way of celebrating birthday.

We celebrate our birthday which is a special day for our life. There is a conversation about it.



Mam – Do you celebrate your birthday? **अध्यापिका** – क्या तुम अपना जन्मदिन मनाती हो?

Sonia – Yeah mam, I celebrate my birthday. **सोनिया** – हाँ मैम मै अपना जन्मदिन मनाती हँ।

Mam – When is your birthday? **अध्यापिका** – आपका जन्मदिन कब होता है?

Sonia – Mam, my birthday is on 11 may. **सोनिया** – मेरा जन्मदिन 11 मई को होता है।

- Mam** – How do you celebrate your birthday? **अध्यापिका** – आप अपना जन्मदिन कैसे मनाते हो?
- Sonia** – I invite my all the friends. **सोनिया** – मैं अपने मित्रों को आमंत्रित करती हूँ।
- Mam** – Do you bring cake on this day? **अध्यापिका** – क्या इस दिन आप केक लाती हो?
- Sonia** – Yeah mam, I bring as it is the most important part of the party. **सोनिया** – हाँ मैम, मैं लाती हूँ क्योंकि यह पार्टी का सबसे महत्वपूर्ण भाग होता है।
- Mam** – How do you decorate your room? **अध्यापिका** – आप अपने कमरे को कैसे सजाती हो?
- Sonia** – I decorate my room with balloons etc. **सोनिया** – मैं अपने कमरे को गुब्बारे आदि से सजाती हूँ।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Diwali

Holi

New Year



11

TALK ABOUT WEATHER

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) What do you like in summer?
- (b) There are clouds in the sky.
- (c) How is the weather in winter?
- (d) I like to take ice-cream.

B

- (i) Telling the choice of ice-cream
- (ii) asking the choice in summer.
- (iii) telling the presence of clouds.
- (iv) asking the kind of weather in winter.

Present conversation is about weather. A teacher is asking some questions and a student is answering. Through this conversation you will know how they talk on weather.



Teacher – Do you like different things in different weather?

Student – Yeah mam, I like different things in different weather.

Teacher – How is the weather in summer?

Student – Weather is very hot in summer. The sun shines very bright whole day.

अध्यापिका – क्या आपको अलग-अलग मौसम में अलग-अलग चीजें पसंद हैं?

विद्यार्थी – हाँ मैम, मुझे अलग-अलग मौसम में अलग-अलग चीजें पसन्द हैं।

अध्यापिका – गर्मी में मौसम कैसा होता है?

विद्यार्थी – गर्मी में मौसम बहुत गर्म होता है। सूर्य पूरे दिन बहुत तेज चमकता है।



- Teacher** – What do you like to take in this weather? **अध्यापिका** – इस मौसम में आप क्या लेना पसन्द करते हो?
- Student** – I like to take cold items like ice-cream, cold drinks and juice etc. **विद्यार्थी** – मुझे आइसक्रीम, शीतल पेय तथा जूस आदि लेना पसन्द है!
- Teacher** – What happens in winter? **अध्यापिका** – सर्दी में क्या होता है?
- Student** – In winter, cool air blows, and people like to sit under the sun. **विद्यार्थी** – सर्दी में ठण्डी हवायें चलती हैं तथा लोग धूप सेकना पसन्द करते हैं।
- Teacher** – What do you like to do in this weather? **अध्यापिका** – इस मौसम में आप क्या करना पसन्द करते हैं?
- Student** – I like to take hot coffee and to wear beautiful woollen dresses. **विद्यार्थी** – मुझे गर्म कॉफी पीना तथा सुन्दर ऊनी कपड़े पहनना पसन्द है।
- Teacher** – How is the weather in the rain? **अध्यापिका** – बरसात में मौसम कैसा होता है?
- Student** – There are clouds in the sky. **विद्यार्थी** – आसमान में बादल होते हैं।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

in summer

in rains

Revision Sheet – 2

Based on lesson 7 to 11

Superb



Very Nice



Good



Work Hard



Date

T- Sign.

Answer the following questions :

1. What type of festival is Diwali?

2. What do the people do before Diwali?

3. On Diwali day what do you do?

4. Which is your favourite festival?

5. What is the use of mobile phone?

6. What is a bucket used for?

7. What is toothbrush used for?

8. What is the use of a book?

9. When is your birthday?

10. Do you celebrate your birthday?

11. How do you celebrate it?

12. Do you get gifts on your birthday?

13. Do you cut and distribute the cake?

14. When is Gandhi Jayanti celebrated?

15. Why is the Independence Day celebrated?

16. When is teachers' day celebrated?

17. How is the weather in summer?

18. What happens in winter?

19. What do you like to do in winter?

20. How do you feel in summer?





12

TALK ABOUT THE EARTH

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) How much part of the earth is water?
(b) What is the name of the highest mountain?
(c) Mercury is the nearest planet to the Earth.
(d) The Earth has one third part of land.

B

- (i) asking the highest mountain.
(ii) telling the nearest planet.
(iii) telling the part of land.

- (iv) asking about the quantity of water.

In this chapter you will find a conversation on our beautiful planet Earth. We must know how we ask the question and answer about it.



Teacher – Do you know Rahul, our Earth is a planet?

Rahul – Yeah mam, our earth is a planet, it revolves around the sun.

Teacher – Which is the highest mountain on earth?

Rahul – Mount Everest is the highest mountain on earth.

अध्यापिका – राहुल, क्या आप जानते हैं, हमारी पृथ्वी एक ग्रह है?

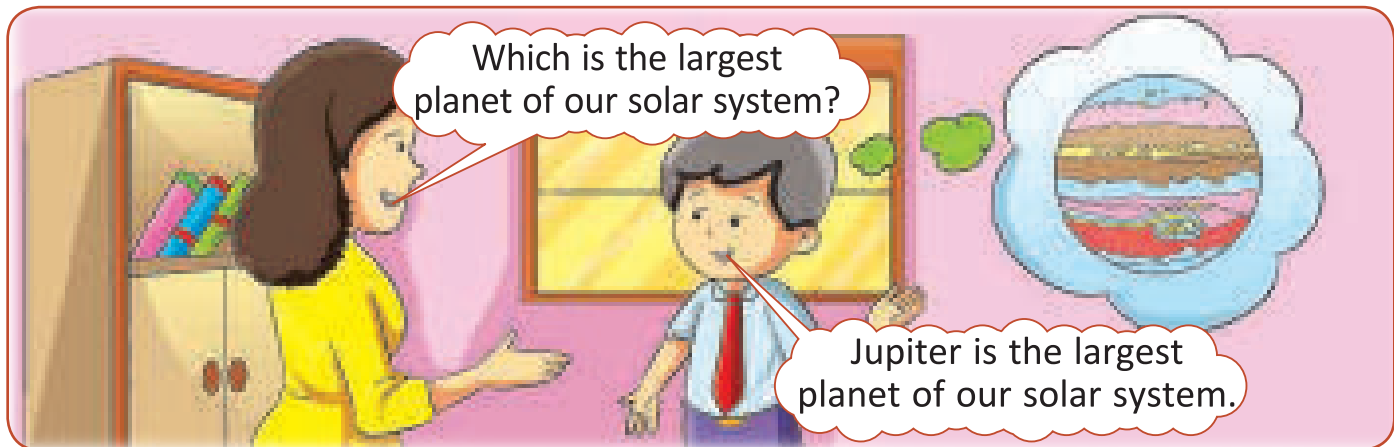
राहुल – हाँ मैम, हमारी पृथ्वी एक ग्रह है यह सूर्य की परिक्रमा करती हैं।

अध्यापिका – पृथ्वी पर सबसे ऊँचा पहाड़ कौन सा है?

राहुल – पृथ्वी पर सबसे ऊँचा पहाड़ माउन्ट एवरेस्ट है।

- Teacher** – Which planet is nearest to the earth? **अध्यापिका** – पृथ्वी के सबसे निकट कौन सा—ग्रह है?
- Rahul** – Mercury is the nearest planet to the earth. **राहुल** – बुध ग्रह पृथ्वी के सबसे निकट है।
- Teacher** – What is the name of the satellite of the earth? **अध्यापिका** – पृथ्वी के उपग्रह का क्या नाम है?
- Rahul** – The moon is the satellite of the earth. **राहुल** – चन्द्रमा पृथ्वी का उपग्रह है।
- Teacher** – How much part of the earth is water? **अध्यापिका** – पृथ्वी के कितने भाग पर पानी है?
- Rahul** – The earth has three fourth part of water. **राहुल** – पृथ्वी पर तीन चौथाई भाग पानी है।
- Teacher** – How much part of the earth is land? **अध्यापिका** – पृथ्वी के कितने भाग पर जमीन है?
- Rahul** – The earth has one third part of land. **राहुल** – पृथ्वी पर ज़मीन का एक तिहाई भाग पर जमीन है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topic.

smallest planet

Moon

Earth



13

TALK ABOUT TABLE MANNERS

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) Do you lick your finger?
- (b) How much food do you take?
- (c) I eat food slowly.
- (d) How do you eat food?

B

- (i) asking the way of eating food.
- (ii) asking whether you lick your finger.
- (iii) asking the quantity of food.
- (iv) telling the way of eating food.

The conversation tells us about the manners while having food on dining table etc.



Teacher – Do you have table manners? **अध्यापिका** – क्या आप खाने की मेज पर उचित व्यवहार करती हो?

Sneha – I have table manners during meals. **स्नेहा** – मैं खाने की मेज पर उचित व्यवहार करती हूँ।

Teacher – When do you start eating meal? **अध्यापिका** – आप भोजन खाना कब आरम्भ करती हो?

Sneha – I start eating meal when all the members come. **स्नेहा** – जब सभी सदस्य आ जाते हैं तो मैं भोजन आरम्भ करती हूँ।

Teacher – How do you eat food? **अध्यापिका** – आप भोजन कैसे करती हो?

- Sneha** – I eat food slowly and chewing well. **स्नेहा** – मैं भोजन धीरे-धीरे तथा अच्छे से चबा कर खाती हूँ।
- Teacher** – How much food do you take in your plate? **अध्यापिका** – आप अपनी प्लेट में कितना भोजन लेती हो?
- Sneha** – I take only required food. **स्नेहा** – मैं आवश्यक भोजन ही लेती हूँ।
- Teacher** – Do you talk during meal? **अध्यापिका** – क्या आप भोजन के बीच बोलती हो?
- Sneha** – No, I don't talk during meal. **नेहा** – नहीं, मैं भोजन के बीच नहीं बोलती।
- Teacher** – Do you lick your fingers while eating food? **अध्यापिका** – क्या आप भोजन खाने के बीच अपनी उँगलियाँ चाटती हो?
- Sneha** – No, I never lick my fingers. **नेहा** – नहीं, मैं कभी अपनी उँगलियाँ नहीं चाटती।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

during eating food

after eating food



14

TALK ABOUT GAMES AND SPORTS

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) What are the outdoor games?
- (b) Why do we play games?
- (c) Ludo, chess are indoor games.
- (d) Where is 'wrestling' played?

B

- (i) asking the place of playing wrestling?
- (ii) asking for outdoor games.
- (iii) asking the reason for playing.
- (iv) telling about indoor games.

All know games and sports are necessary to everybody. We must know how to converse about the different games.



P.T.I Sir – Which games are played inside the house?

Student – Ludo, carrom, chess etc. are played inside the house.

P.T.I Sir – Which games are played outside of the house?

पी.टी. आई अध्यापक – कौन से खेल घर के अन्दर खेले जाते हैं?

विद्यार्थी – लूडो, कैरम, शतरंज आदि घर के अन्दर खेले जाते हैं।

पी.टी. आई अध्यापक – कौन से खेल घर के बाहर खेले जाते हैं?

- Student** – Cricket, hockey, basket ball etc are played outside the house. **विद्यार्थी** – क्रिकेट, हॉकी, बास्केट बॉल आदि घर के बाहर खेले जाते हैं।
- P.T.I Sir** – Why do we play games? **पी.टी. आई अध्यापक** – हम खेल क्यों खेलते हैं?
- Student** – We play games to make us healthy. **विद्यार्थी** – हम खेल स्वस्थ रहने के लिए खेलते हैं।
- P.T.I Sir** – Where is cricket played? **पी.टी. आई अध्यापक** – क्रिकेट कहाँ खेला जाता है?
- Student** – Cricket is played in a big field. **विद्यार्थी** – क्रिकेट एक बड़े मैदान में खेला जाता है।
- P.T.I Sir** – Where is 'wrestling' played? **पी.टी. आई अध्यापक** – 'कुश्ती' कहाँ खेली जाती है?
- Student** – 'Wrestling' is played in the 'ring'. **विद्यार्थी** – 'कुश्ती' अखाड़े में खेली जाती है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Badminton

Boxing

Chess



15

VISITING TOURIST PLACES

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) Tourist place is a place where tourists visit.
- (b) Where is Lotus Temple?
- (c) The Red fort is in Delhi.
- (d) Jaipur is famous for 'Pink City'.

B

- (i) introducing Jaipur.
- (ii) introducing tourist place.
- (iii) asking for location of Lotus Temple.
- (iv) telling location of Red fort.

This conversation is about the tourist places of India. A neighbour is asking questions and a boy is answering of them.



Neighbour— What is a tourist place?

पड़ोसी — पर्यटन स्थल क्या होता है?

Boy — Tourist place is a place of interest where tourists visit.

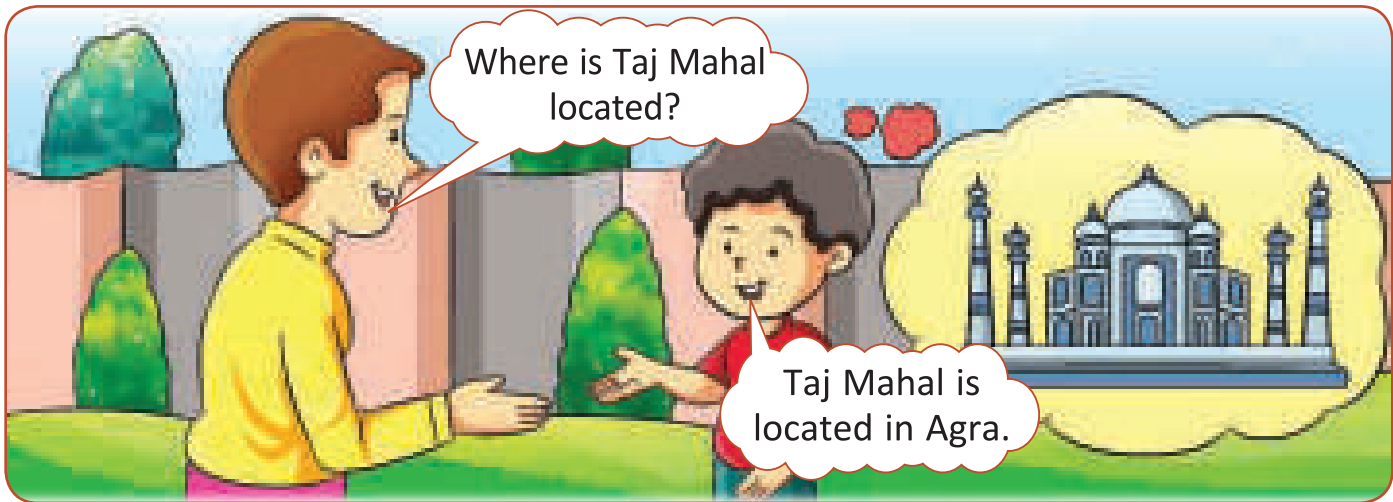
बालक — पर्यटन स्थल रूचिपूर्ण वह स्थान होता है जहाँ पर्यटक जाते हैं।

Neighbour— OK, tell me did you visit some tourist places?

पड़ोसी — ठीक है, मुझे बताओ, क्या तुम कुछ पर्यटक स्थलों पर गये थे?

- Boy** – Yeah I went to some tourist places like the Red fort, Lotus Temple etc.
- बालक** – हाँ, मैं कुछ पर्यटन स्थल जैसे लाल किला, बहाई मंदिर आदि गया था।
- Neighbour**– Where is the Red fort?
- पड़ोसी** – लाल किला कहाँ है?
- Boy** – The Red fort is in our national capital Delhi.
- बालक** – लाल किला हमारी राष्ट्रीय राजधानी दिल्ली में है?
- Neighbour**– Where is Akshardham temple?
- पड़ोसी** – अक्षरधाम मन्दिर कहाँ है।
- Boy** – It is also in Delhi.
- बालक** – यह भी दिल्ली में है।
- Neighbour**– Which city is famous as Pink city?
- पड़ोसी** – कौन-सा शहर 'गुलाबी नगर' के नाम से प्रसिद्ध है?
- Boy** – Jaipur is famous as Pink city.
- बालक** – जयपुर 'गुलाबी नगर' के नाम से प्रसिद्ध है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

India Gate

Qutub Minar

Taj Mahal



16

ENJOYING SUNDAY

Get Ready for Conversation

Match the senses with the sentences—

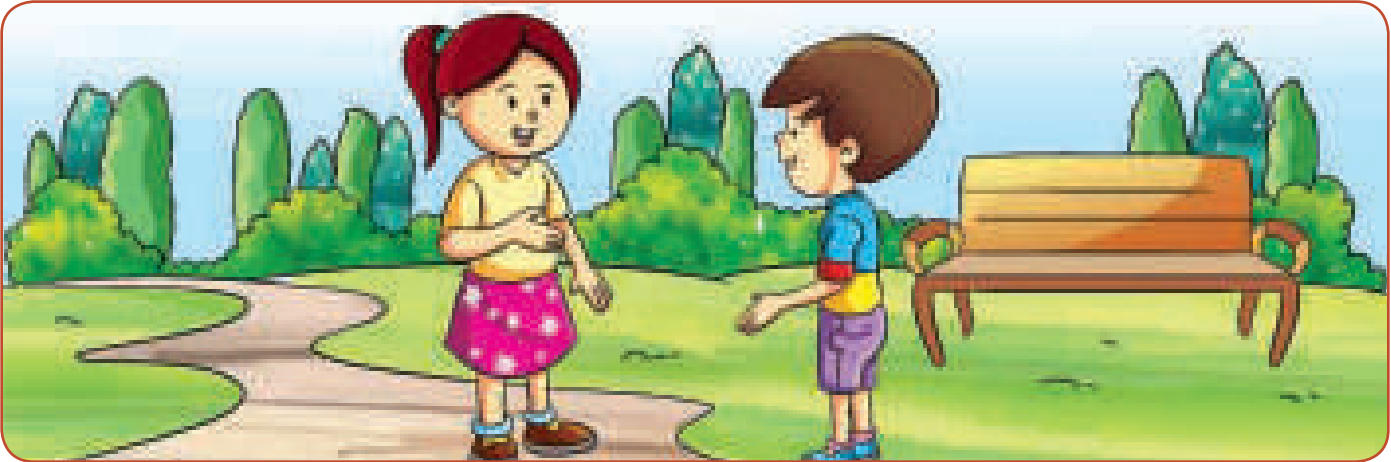
A

- (a) I watch T.V. a lot
- (b) Do you go for a morning walk?
- (c) I play chess with my friend.
- (d) I do my homework at night.

B

- (i) telling the habit of playing chess.
- (ii) telling the habit of watching T.V.
- (iii) telling about the time of home work.
- (iv) asking for morning walk.

The conversation is about how to enjoy the Sunday. Which kind of conversation can be made on this topic, let's see.



Ritika – At what time do you get up on Sunday? **रितिका** – रविवार को तुम कितने बजे उठते हो?

Pankaj – As it is holiday, I get up late. **पंकज** – जैसे कि इस दिन अवकाश होता है, मैं देर से उठता हूँ।

Ritika – Do you go for a morning walk on this day? **रितिका** – क्या इस दिन तुम सुबह सैर के लिए जाते हो?

Pankaj – Yeah, I go to a park with my sister. **पंकज** – हाँ, मैं अपनी बहन के साथ पार्क में जाता हूँ।



- Ritika** – How do you enjoy your Sunday? **रितिका** – तुम रविवार का आनन्द कैसे लेते हो?
- Pankaj** – I watch T.V. alot with my mother and sister. **पंकज** – मैं अपनी मम्मी तथा बहन के साथ टी. वी. देखता हूँ।
- Ritika** – What else do you do? **रितिका** – और क्या करते हो?
- Pankaj** – I go to meet my friend. **पंकज** – मैं अपने मित्र से मिलने जाता हूँ।
- Ritika** – What do you do there? **रितिका** – तुम वहाँ क्या करते हो?
- Pankaj** – I play carrom, ludo or chess with him. **पंकज** – मैं उसके साथ कैरम, लूडो या शतरंज खेलता हूँ।
- Ritika** – What do you do in the evening? **रितिका** – तुम शाम को क्या करते हो?
- Pankaj** – I play with my friends in the park. **पंकज** – मैं शाम को पार्क में मित्रों के साथ खेलता हूँ।
- Ritika** – Do you do your home work or not? **रितिका** – क्या तुम ग्रहकार्य करते हो या नहीं?
- Pankaj** – I do my home work at night. **पंकज** – मैं अपना ग्रह कार्य रात को करता हूँ।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Special Lunch

Special Dinner

Special Snacks

Get Ready for Conversation

Match the senses with the sentences—

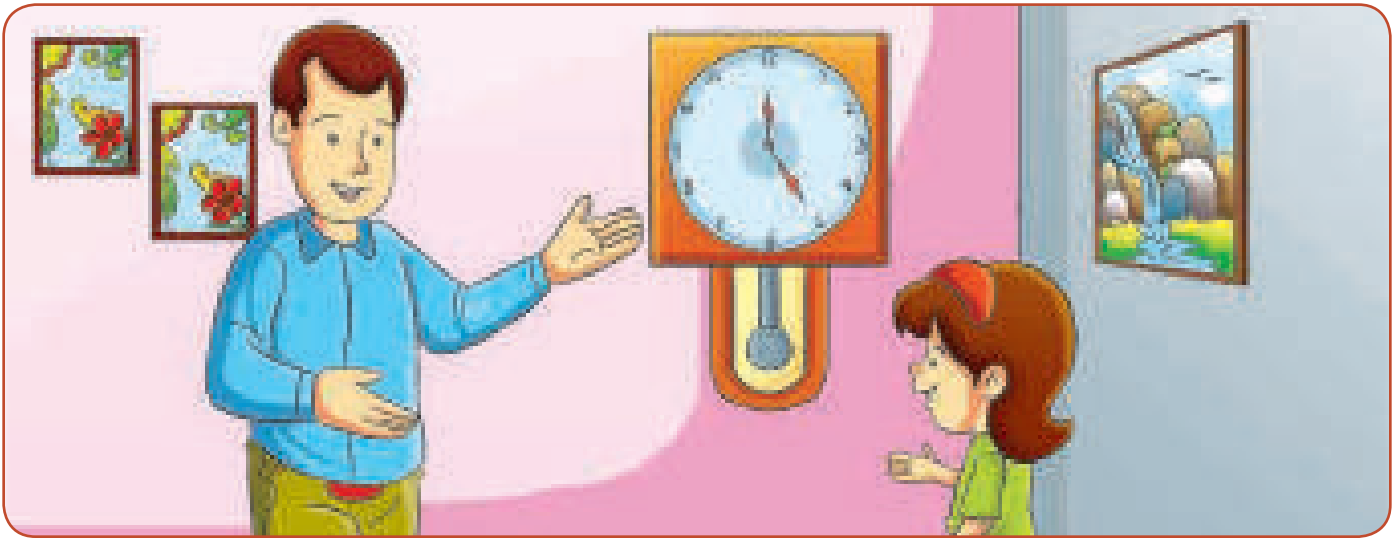
A

- (a) The seconds hand points to seconds.
- (b) How many hands does a clock?
- (c) The big points hours.
- (d) A clock has three hands.

B

- (i) telling the number of hands of a clock.
- (ii) telling the use of big hands.
- (iii) telling the use of seconds hands.
- (iv) asking the numbers of hands of a clock.

The clock tells us to do the right work at right time. So we must know how to talk about time.



Father – Ruchi, Do you know how to read a clock?
पापा – रूचि, क्या तुम घड़ी देखना जानती हो?

Ruchi – Yeah, father, I know very well.
रूचि – हाँ पापा, मैं अच्छे से जानती हूँ।

Father – How many hands does a clock have?
पापा – एक घड़ी में कितनी सुईयाँ होती हैं?

Ruchi – Papa, a clock has three hands.
रूचि – पापा, एक घड़ी में तीन सुईयाँ होती हैं।

Father – What does the second hand point to? **पापा** – सेकण्ड की सुई क्या बताती है?

Ruchi – The seconds hand points to seconds. **रूचि** – सेकण्ड की सुई सेकण्ड के बारे में बताती है।

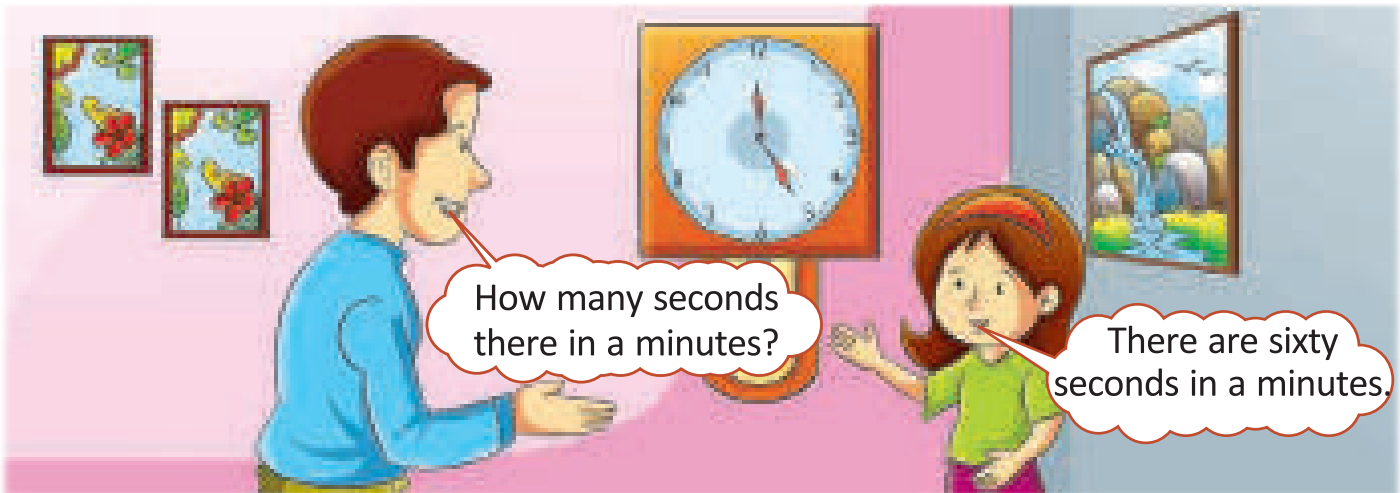
Father – What does the big hand point to? **पापा** – बड़ी सुई क्या बताती है?

Ruchi – The big hand points to minutes. **रूचि** – बड़ी सुई मिनट के विषय में बताती है।

Father – Which hand points to hours? **पापा** – कौन-सी सुई घण्टों के बारे में बताती है?

Ruchi – The small hand of the watch points to hours. **रूचि** – छोटी सुई घण्टों के बारे में बताती है।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

in an hour

in a day



18

KNOWING OUR TRI-COLOUR

Get Ready for Conversation

Match the senses with the sentences—

A

- (a) Why do we call our flag 'Tri-colour?'
- (b) Green colour symbolises prosperity.
- (c) We call national flag is 'Tri-Colour'.
- (d) What does the saffron colour symbolise?

B

- (i) asking the symbol of saffron colour.
- (ii) telling the name of flag.
- (iii) asking the reason.
- (iv) telling the symbol of green colour.

Everybody must be patriotic. So all must know the detail of their national flag. This conversation tells about how we ask questions and give answers.



Mother – All the countries has their national flag. What is the name of our national flag?

मम्मी – सभी देशों का अपना राष्ट्रीय झण्डा होता है। हमारे राष्ट्रीय झण्डे का क्या नाम है?

Son – Mom, the name of our national flag is 'Tri-colour'.

पुत्र – मम्मी, हमारे राष्ट्रीय-झण्डे का नाम 'तिरंगा' है।

Mother – Why do we call it 'Tri-colour'?

मम्मी – हम इसे 'तिरंगा' क्यों कहते हैं?



45

CONVERSATION-3

- Son** – Because it has three colours— **पुत्र** – क्योंकि इसमें तीन रंग होते हैं—केसरिया, saffron, white and green. सफेद तथा हरा।
- Mother** – Nice, what does the saffron colour symbolise? **मम्मी** – अच्छा है, केसरिया रंग का क्या प्रतीक है?
- Son** – It symbolises courage and bravery. **पुत्र** – यह साहस तथा बहादुरी का प्रतीक है।
- Mother** – And, what is white colour for? **मम्मी** – और सफेद किस लिये होता है?
- Son** – It is for peace and truth. **पुत्र** – यह शांति तथा सत्य के लिए है।
- Mother** – Very nice, and what does the green colour symbolise? **मम्मी** – बहुत अच्छा, और हरा रंग किसका प्रतीक है?
- Son** – Green colour symbolises prosperity. **पुत्र** – हरा रंग खुशहाली का प्रतीक है।
- Mother** – Very good, I am proud of you my son. **मम्मी** – बहुत अच्छा, मुझे तुम पर गर्व है मेरे पुत्र।
- Son** – Thank you mom. **पुत्र** – धन्यवाद मम्मी।

STAY FOR PRACTICE (अभ्यास के लिए रुकें)



Now write and converse with your partner over these topics.

Green

White

Chakra

Revision Sheet – 3

Based on lesson 12 to 18

Superb



Very Nice



Good



Work Hard



Date

T- Sign.

Answer the following questions :

1. Is our earth a planet?

2. Which is the highest mountain on the earth?

3. Which is the largest planet of our solar system?

4. Which is the important gas we breathe in?

5. When do you start eating your meal?

6. How do you eat food?

7. What do you do after eating food?

8. Do you talk while eating?

9. Tell me about the outdoor games.

10. Tell me about the indoor games.

11. Why do we play games?

12. Do you push each other while playing?

13. Where is Golf played?

14. What is a tourist place?

15. Where is the Red Fort?

16. Where is the Mughal Garden?

17. Which city is called pink city?

18. At what time do you get up on Sunday?

19. What do you do on Sunday evening ?

20. How do you enjoy your Sunday?