Incentives given by the T.S. Government to the students of Government School: 2 pair of Uniform, Text Books and Mid day meal					
Mid day meal details	Rice	Pulses	Vegetables	Oil	Others (Eggs, Banana etc..)
Primary Stage	100 gm	30 gm	75 gm	5 gm	Twice a week
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School Related complaints Toll Free Number: 1800 4253 525 | Teacher grievances Toll Free Number: 040-23231972, 040-23231194

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FREE

MY ENGLISH WORLD

CLASS IV

Published by
THE GOVERNMENT OF TELANGANA
Department of School Education

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About me...

My name : .....

My family members' names : .....

.....

My date of birth : .....

My village/ town : .....

My school : .....

My class : .....

My favourite food : .....

My favourite TV Show : .....

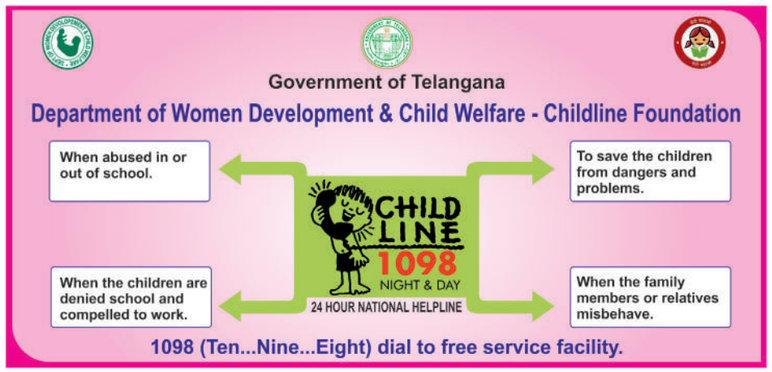
My favourite thing to do in school : .....

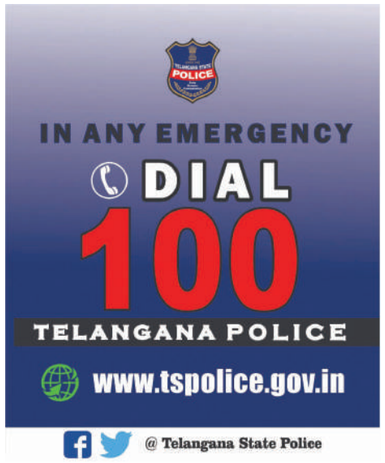
My favourite game : .....

My favourite colour : .....

My pet's name : .....

When I grow up I want to be : .....





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MY ENGLISH WORLD
Class IV

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Preface

The State Council of Educational Research and Training has developed the State Curriculum Framework - 2011 and Position Papers in tune with the National Curriculum Framework - 2005 and the Right to Education Act - 2009. Accordingly a new set of textbooks has been designed to be introduced in a phased manner. In the year 2012-13, the first of this series of textbooks has been developed for classes I, II, III, VI, and VII. Practising teachers have been involved in the production of the books along with the state level and national level experts.

Hitherto, English was introduced in Non-English Medium Schools in class III. The State Government introduced English for the first time in class I in 2011-12 in all Non-English Medium Schools. In the year, i.e., 2012-13, English is being introduced in class II in all the Non-English Medium Schools. With this, all the classes from I to X will have English as one of the subjects, irrespective of the medium of instruction. Therefore, in order to have parity among students of English and non- English medium a common English Textbook was introduced in all media from June - 2012. Moreover, since IT enabled learning, multilingualism, and language across the curriculum would greatly enhance the child's learning, it would not be a problem for the non - English medium child to learn English as effectively as the one in English medium does. This single textbook norm is already in practice in many states including Tamil Nadu, Bihar, and Kerala.

This Textbook titled 'MY ENGLISH WORLD' Class IV is prepared based on holistic approach of language learning. The language skills namely listening, speaking, reading, and writing are integrated in the larger context of the themes suggested in NCF - 2005. The activities are designed as per children's knowledge and experiences which ensure their active participation in teaching learning process.

The main aim of teaching English is to help learners evolve themselves as independent users of English. I hope this textbook will help teachers and students achieve this by making the teaching-learning process effective.

Inclusion of Gender Sensitivity and Child Sexual Abuse in School Text Books published by School Education Department with support of UNICEF is taken up to ensure protection of children through various interventions like personal safety rules, gender sensitivity, child sexual abuse, self esteem and life skills. In these areas safety mechanisms and laws related to child protection are taken care of. Hence, the teachers must know about these things and bring awareness among all the stakeholders.

I thank all the institutions and experts at the state and national level, the members of the textbook production committee, the staff members of SCERT and all others who have contributed directly or indirectly for the successful production of this textbook.

Any suggestions for the improvement of this book are welcome.

Director
SCERT., Hyderabad.

12-11-2012
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Class IV

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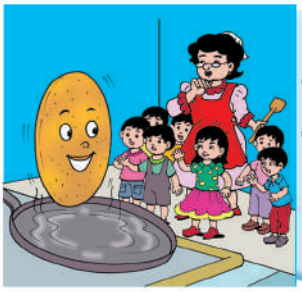

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OUR NATIONAL ANTHEM

- Rabindranath Tagore

Jana-gana-mana-adhinayaka, jaya he
Bharata-bhagya-vidhata.
Punjab-Sindh-Gujarat-Maratha
Dravida-Utkala-Vanga
Vindhya-Himachala-Yamuna-Ganga
Uchchala-Jaladhi-taranga.
Tava shubha name jage,
Tava shubha aasisha mage,
Gahe tava jaya gatha,
Jana-gana-mangala-dayaka jaya he
Bharata-bhagya-vidhata.
Jaya he, jaya he, jaya he,
Jaya jaya jaya, jaya he!

PLEDGE

- Pydimarri Venkata Subba Rao

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. I shall be kind to animals.
To my country and my people, I pledge my devotion.
In their well-being and prosperity alone lies my happiness.

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Bridging Gap Activity
Picture - 1

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing?

Note to the teacher:-

The pictures given for bridging activities are meant for classroom interaction in order to equip the children to acquire basic language competencies and familiarise with the primary discourses i.e., description, conversation and story writing. The transaction process suggested is - whole class, group and individual activity. These pictures can be used for writing descriptions, conversations and stories.

The teacher can also make use of some more pictures which have scope for interaction. The teacher may refer the teacher's handbook for detailed process.

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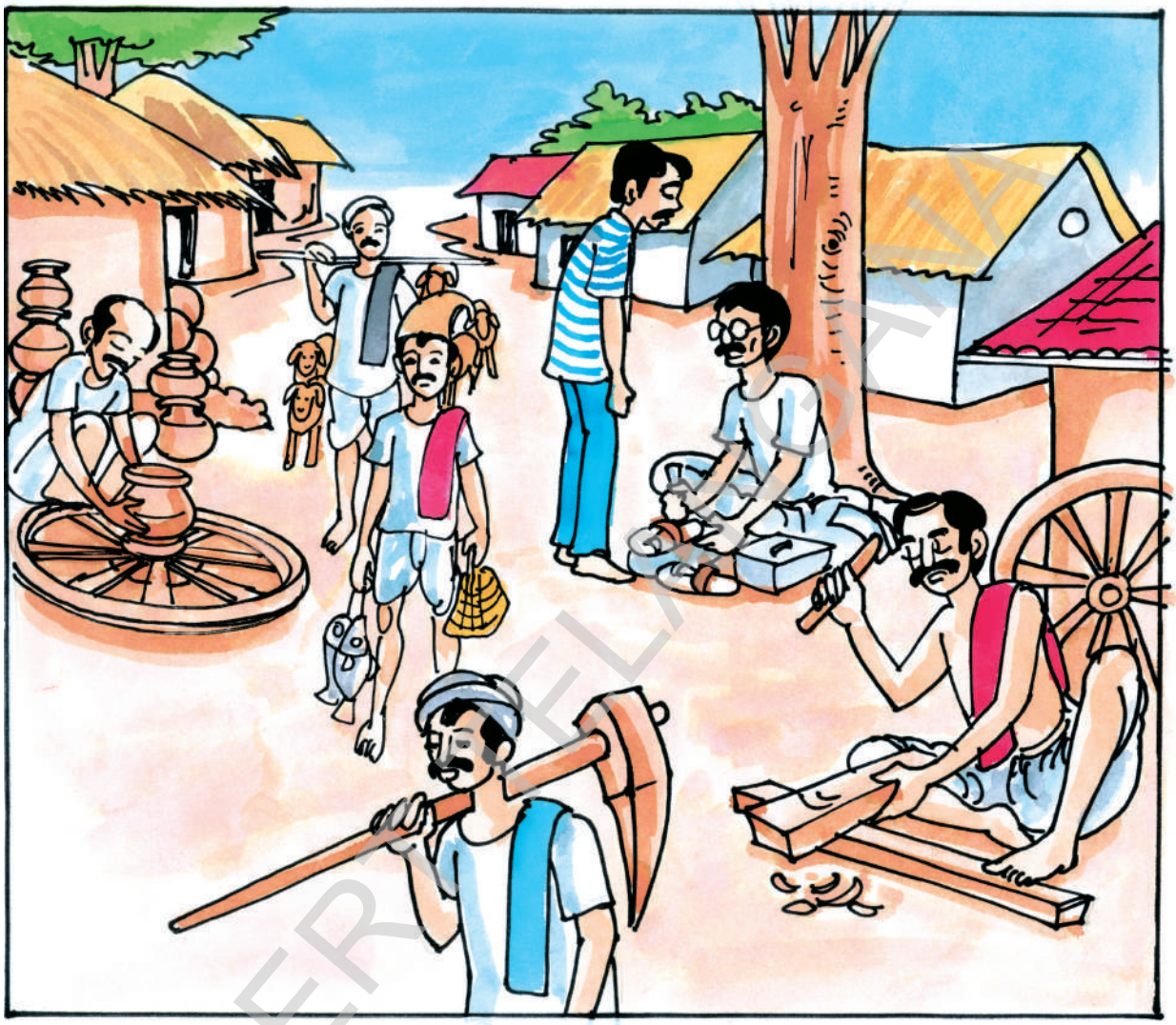
Bridging Gap Activity
Picture - 2



Interactive questions for description:

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing ?

Interactive questions for conversation:

1. Two persons are seen in conversation in the picture. Who are they?
2. Who would speak first?
3. What would the first person say?
4. What would be the second person's response?

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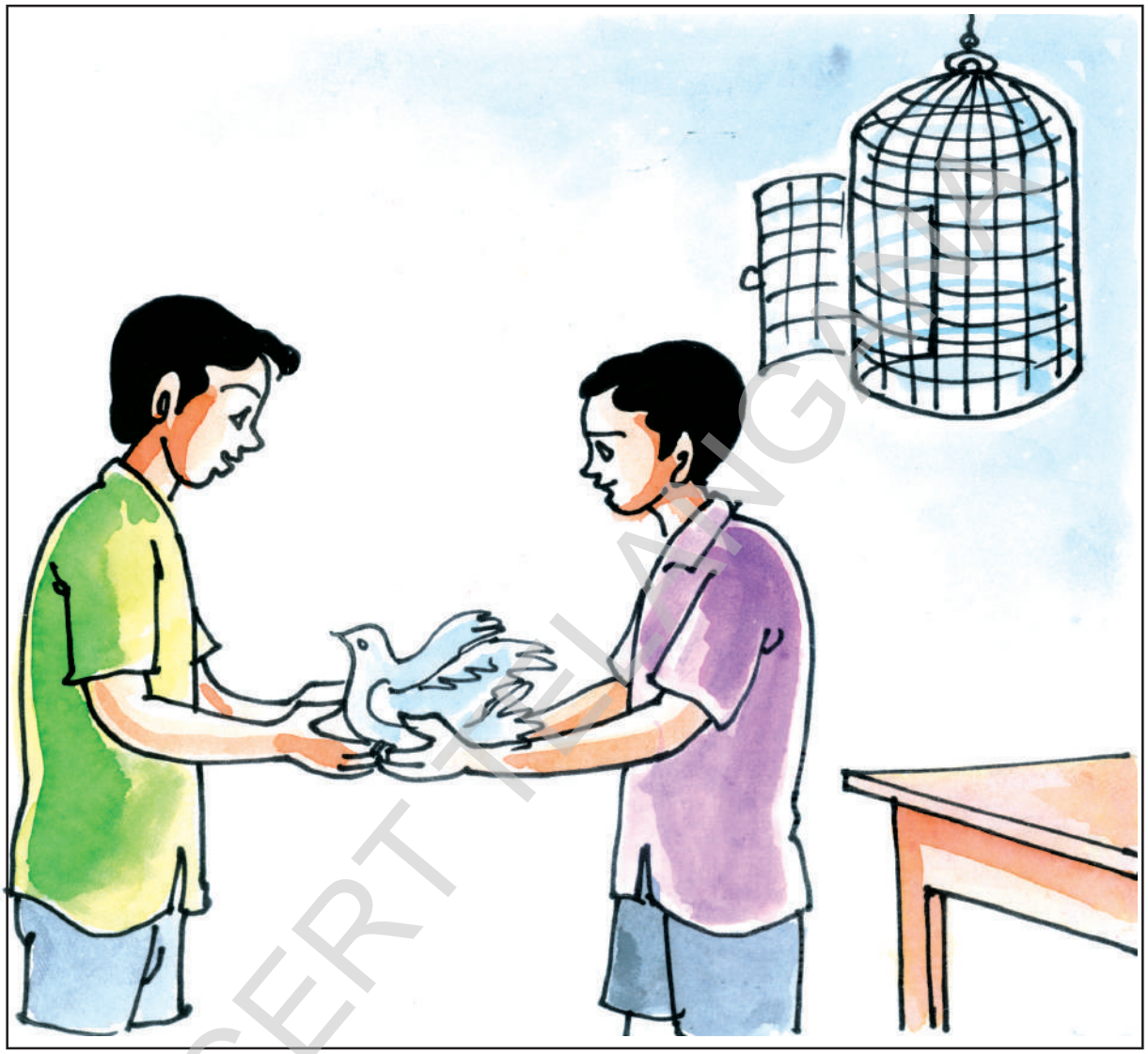
Bridging Gap Activity
Picture - 3



Interactive questions for story:

1. What is happening in the picture?
2. Name the boys.
3. What could be the dialogue between the boys?
4. What would have happened before?
5. What would happen next?
6. Add possible dialouges for each event.
7. What title do you want to give to this story?

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Bridging Gap Activity
Picture - 4

Interactive questions for description:

1. What is the place you see in the picture?
2. What things do you see in the picture?
3. Who are the people you see in the picture?
4. What are they doing?

Interactive questions for conversation:

1. Who are the characters speaking? (select any two characters)
2. Who would speak first?
3. What would the first character say?
4. What would be the second character's response?

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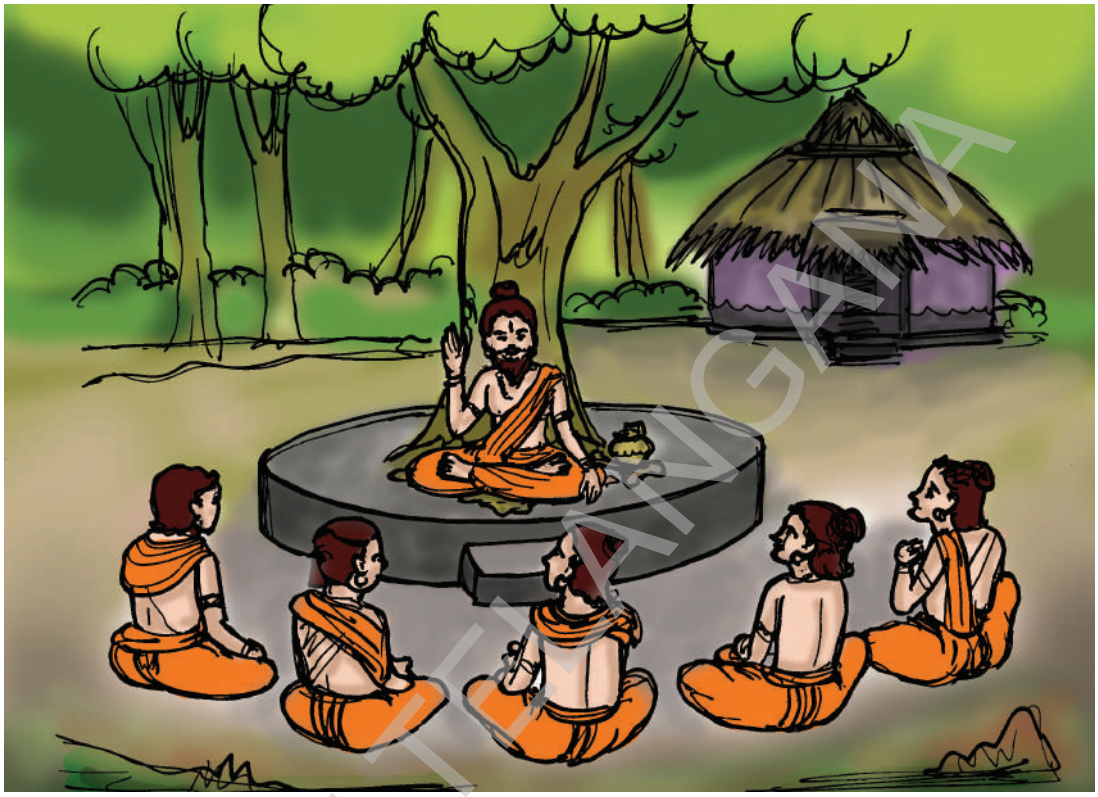
UNIT 1

Ekalavya

Look at the picture and answer the questions given below.



1. Who do you think is the man under the tree? What is he doing?
2. What is the difference between your school and the school you see in the picture?

Listen to your teacher as he/she reads an introduction and answer the questions given below. ***(Note: Listening text is in appendix-1)***

1. What is the passage about?
2. Who was Dronacharya?

   a. a Kaurava c. a guru

   b. a Pandava d. a prince

3. What do you like about your school? Talk about your school in your class.

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A. Reading

Ekalavya

Dronacharya was the royal teacher of the Pandavas and the Kauravas of Hastinapura. He was the master of archery. Arjuna, one of the Pandavas, was his favourite student. Arjuna worked very hard. Dronacharya was very much pleased with Arjuna and said, "I will make you the greatest archer in the world."

Ekalavya was a young and active boy. He was the son of the chief of the jungle tribes of Nishada. One day he watched Dronacharya teaching archery to the princes of Hastinapura in *the gurukula*. Ekalavya wished to learn archery. So he met Dronacharya and fell at his feet.

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He said "O great teacher, I have come to learn archery from you. Kindly take me as your pupil."

Dronacharya was very pleased.

"Who are you?" Dronacharya asked.

"I'm the son of the chief of the jungle tribes of Nishada," said Ekalavya.

"A tribes man?" said Dronacharya, "Don't you know, I teach only the princes? You can go back."

Ekalavya was very disheartened. He obeyed Dronacharya and returned to the forest. There he made a clay image of Dronacharya. He practised archery day and night. In no time, he mastered the art of archery. Now he could shoot arrows even in the dark just by listening to the sound of animals.

One day, Dronacharya, the Pandavas and the Kauravas came to the forest with a dog, for hunting. Suddenly the dog started barking. An arrow came from somewhere and struck the mouth of the dog. Another arrow followed it, and another. Seven arrows came one after the other.

Who might have shot the arrows?

The princes were surprised. One of them said,

"Arjuna! Here is an archer more skilful than you. He has shot arrows into the dog's mouth just by hearing its sound."

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Soon, they saw a young man with a bow and arrows.

"Who are you?" Dronacharya asked.

"Sir, I am Ekalavya, the son of the Nishada Chief."

"Have you shot these arrows at the dog?"

"Yes Sir, I have."

"Who is your *guru*?" said Dronacharya.

"I am your humble student, Sir," said Ekalavya.

"My student?" exclaimed Dronacharya, "When did I teach you?"

"I made a clay image of you and practised shooting arrows," answered Ekalavya.

Dronacharya was excited and felt proud. But he remembered his promise to Arjuna.

He said, "If you are my student, give me my *Guru Dakshina*!"

"I am ready to give you anything you ask for," replied Ekalavya.

"Then give me your right thumb," said Dronacharya.

If Ekalavya cut his right thumb, he could never shoot arrows again. But, he did not hesitate even for a moment. He took an arrow and cut off his right thumb and placed it at his guru's feet.

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Glossary

disheartened (*v*)	:	to lose hope
archery (*n*)	:	shooting
Nishada chief (*n*)	:	the head of the Nishada tribe
command (*v*)	:	order
humble (*adj*)	:	polite
royal (*adj*)	:	kingly
skilful (*adj*)	:	talented
Guru Dakshina (*n*)	:	something offered to a teacher at the end of the course as a token of respect

Comprehension

I. Answer the following questions.

1. Why did Dronacharya not accept Ekalavya as his student?
2. How did Ekalavya practise archery?
3. What did Dronacharya ask Ekalavya as *Guru Dakshina*? Why?
4. Which character do you like the most- Arjuna, Dronacharya or Ekalavya? Why?

II. Tick the qualities which Ekalavya has.

hard working	humble	lazy	skilful
disobedient	kind	determined	arrogant
devoted	obedient	active	hesitant

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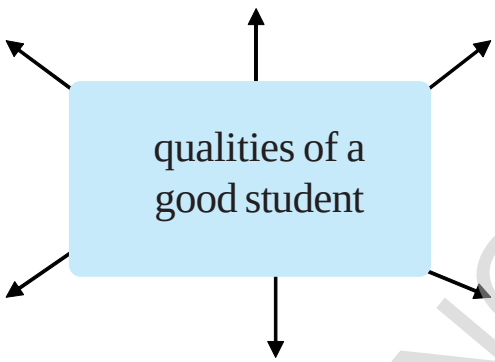
Vocabulary

I. Ekalavya was a humble and obedient student. What other qualities do you think a good student should have? Write them below.



II. In olden days, children used to learn archery, wrestling etc. These days, what things do you learn at school?

Read the following words.

wrestling	painting	Sanskrit	music
archery	reciting	English	crafts
writing	mathematics	Telugu	pottery
reading	science	Hindi	scriptures
fighting	social studies	grammar	dance

Now circle the things which you do/learn at your school. Write them below.

_____

_____

_____

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Grammar

Read the following sentences from the story.

1. **Dronacharya** was the royal **teacher** of the **Pandavas** and the **Kauravas** of **Hastinapura**.
2. **Arjuna** was one of the **Pandavas**.

The words '**Dronacharya**' and '**Arjuna**' are the names of persons. The word '**Hastinapura**' is the name of a place. The words **Pandavas** and **Kauravas** are names of a family group. **Teacher** is the name of a profession. Such words are called naming words (nouns).

A noun is a word that is the name of a person, place, thing (living and non-living things), or an idea.

I. Pick out the naming words (nouns) from the story and write them below.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

II. Read the following sentences from the story.

1. **Ekalavya** was a young and active boy.
2. **He** was the son of the chief of the jungle tribes.
3. The **princes** were surprised.
4. Soon, **they** saw a young man with bow and arrows.

The word '**he**' in the 2nd sentence is used instead of the word '**Ekalavya**' in the 1st sentence. The word '**they**' in the 4th sentence is used instead of the word '**princes**' in the 3rd sentence. Such words which are used

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instead of naming words are called as **pronouns**.

More examples: she, it, his, I, her, him, we etc.

III. Replace the underlined words with the suitable pronouns. (I, we, they, he, she)

1. Pushpa is a good girl.
   ……. likes to help others.

2. Babu is going to school.
   …….. likes school.

3. Subhadra and Rani were reading a story book.
   …… enjoy reading stories.

4. Jyoti says, '……. am a student.'

IV. Read and sing the following song. Replace the underlined words (pronouns) with the names of your friends. Write the song again.

Kids Train

He plays a train _____

She plays a whistle _____

They move away _____

Hide and Seek Game

He plays a thief _____

I play a police _____

We play hide andseek _____

King and Queen Game

He plays a king _____

She plays a queen _____

They play a drama _____

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Writing

I. Read the following sentences taken from the story.

"A tribes man?" said Dronacharya, "Don't you know, I teach only the princes? You can go back." Ekalavya was very disheartened. He obeyed Dronacharya and returned to the forest.

What would Ekalavya be thinking at that time? Write his thoughts below.

_____

_____

_____

_____

II. Ekalavya cut his thumb and offered it to Dronacharya. Then he started walking back home. His father, the King of the jungle tribes of Nishada, saw him. He came running to Ekalavya.

1. What would he ask Ekalavya?
2. What would Ekalavya answer?
3. Write the possible conversation between Ekalavya and his father.

Father : Ekalavya! Why is your hand bleeding?

Ekalavya : _____

Father : _____

Ekalavya : _____

Father : _____

Ekalavya : _____

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Oral Skills

Read the following passage.

Each person is intelligent in different ways. Both boys and girls are equally intelligent and capable of doing any task that they want to do.

They can sing and dance, talk and play, read and write, draw pictures, solve problems, take care of plants and animals, make friends, think about the truth and falsehood, think about God and power of Nature.

We have read about Ekalavya. He was different from others.

How are your family members different from each other?

Speak about your family members and mention 2 things that they are good at doing (skills and intelligences).

Look at the profile given below.

Sl.No	Name	Father's name	Mother's name
1.	Arjuna	Pandu Raju	Kunti
2.	Dhuryodhana	Dhrutharastra	Gandhari

If you were the characters given in the above profile, how would you introduce yourself? Form a pair with your friend and introduce yourself (by taking turns, using I am the son of .../ I am the daughter of .../ I am the sister of ...)

Fun with Words

Add '-or' or '-er' to fill in the missing letters and read them.

1.	emper _ _	1.	wint _ _
2.	doct _ _	2.	farm _ _
3.	mot _ _	3.	rul _ _
4.	mirr _ _	4.	strang _ _
5.	act _ _	5.	spid _ _
6.	raz _ _	6.	steam _ _
7.	sail _ _	7.	dang _ _
8.	tail _ _	8.	winn _ _

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B. Reading

School is Fun

Reading stories is so much fun

Our English book has plenty of them

My friend likes mathematics

Not just problems but also tricks

My brother is fond of drawing

Birds singing and rivers flowing

My sister always plays with clay

Makes pots and toys to play

My cousin plucks leaves and flowers

Presses them between books and papers

Many to do, not just one

In our school learning is fun

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Comprehension

I. Answer the following questions.

1. What different things are children doing in school?
2. Besides reading and writing, what other things do you do in your school?
3. Add more lines to the above poem

   …… is so much fun

   Our English book has plenty of them

   I like ……

   ……

Conventions of Writing

Read the following passage. Make necessary corrections using proper punctuation (capital letter, full stop(.), question mark(?), apostrophe(‘) and spelling). Rewrite the sentences.

1. Who was Ekalavya. ekalavya was a yung and active boy?

   _____

2. He said, ‘Im the son of the chief of Nishadas.’

   _____

Project Work

I. Read the instructions given below and make a paper rabbit of your own.

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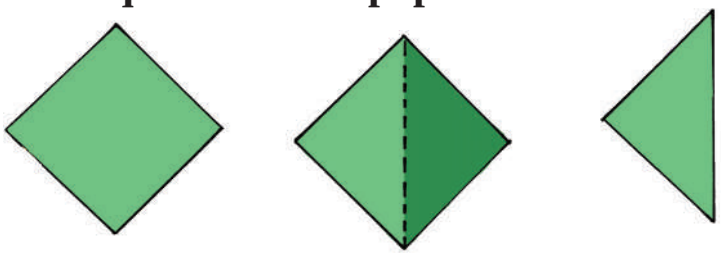
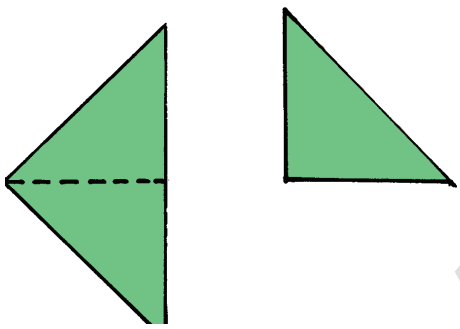
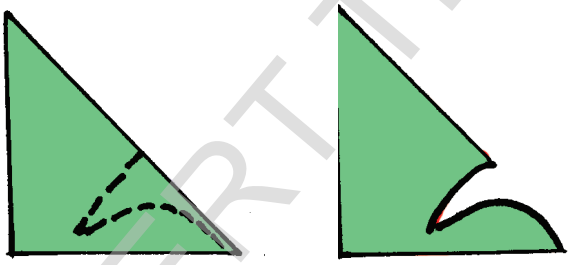
1. Take a square sheet of paper and fold it in half as shown below:



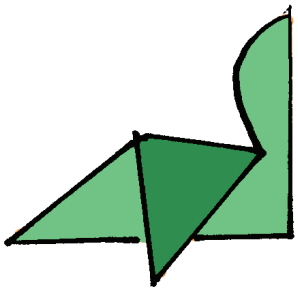
2. Fold the paper again upwards:



3. Cut the paper as shown below:



4. Fold the flaps downwards as shown in the picture:



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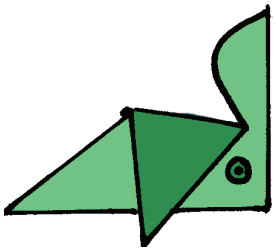
5. Draw its eyes on both sides and expand the pockets to show its ears:



II. Now, write how you have made the paper rabbit.

I took a square sheet of paper.

_____

_____

_____

_____

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the text:			
1.'Ekalavya'.			
I understood the usage of nouns and pronouns.			
I read, understood and enjoyed the poem, 'School is fun'.			
I was able to write:			
1. a description of Ekalavya's thoughts.			
2. a conversation between Ekalavya and his father.			

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UNIT 2

The Pancake

Look at the pictures and answer the questions given below.

1. What is happening in the picture?
2. Name the food items you see in the picture.
3. Which of these food items do you like?

Listen to your teacher as he/she reads the story and answer the questions given below. *(Note: Listening text is in appendix-1)*

1. What day was it?
2. What different things did the children do in the garden?
3. Why did the children stop playing?
4. What would you ask your mother to make when you are hungry?

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A. Reading

The Pancake

Once upon a time there was a good woman who had seven hungry children. One day she was frying a pancake for them. It was a sweet – milk pancake. The seven children were waiting with hungry eyes.

"Oh, give me a bit of pancake, dear mother ," said one of the children.

"Oh, dear, darling mother," said the second child.

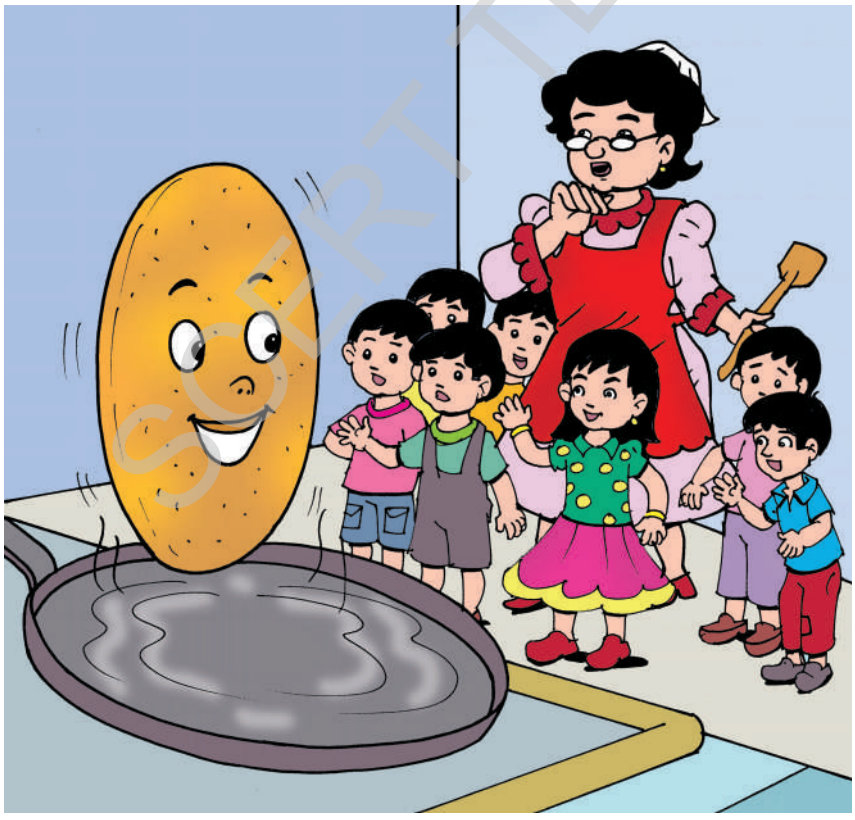
"Oh, dear, darling, good mother," said the third.

"Oh, dear, darling, good, nice mother," said the fourth.

"Oh, dear, darling, pretty, good, nice mother," said the fifth.

"Oh, dear, darling, pretty, good, nice, clever mother," said the sixth.

"Oh, dear, darling, pretty, good, nice, clever, sweet mother," said the seventh.



So they all begged for the pancake, each one more sweetly than the other.

Mother said, "Just wait a bit till it turns itself."

The pancake was quite surprised to hear what she said.

The pancake jumped up in the air and landed on

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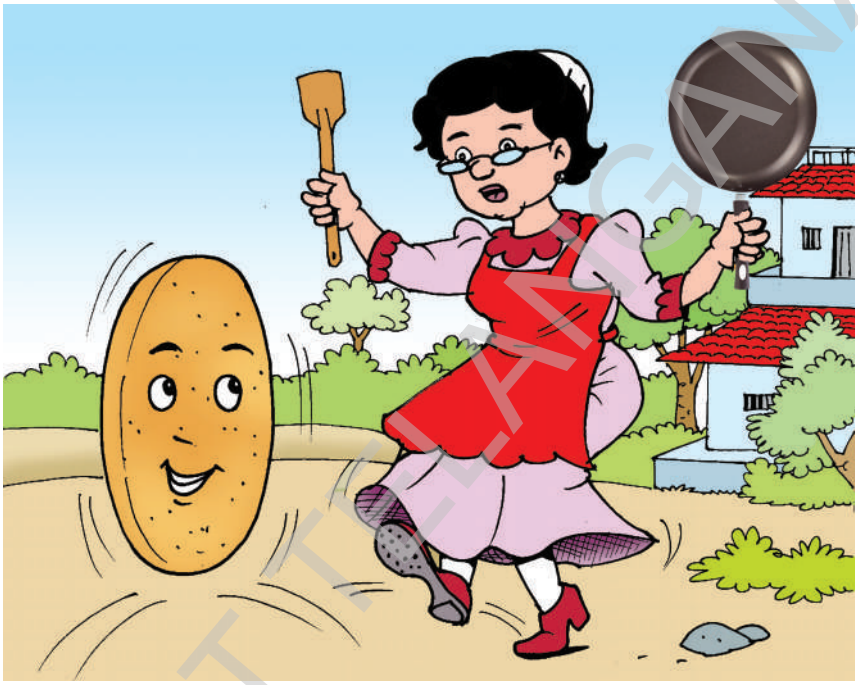
its other side where it sizzled a bit. Then it jumped again, so high that it landed on the floor. Then the pancake rolled out of the door.

"Oh! Pancake! Stop, pancake!" cried the woman, and she chased it with the frying pan in one hand and the ladle in the other. She ran as fast as she could.



"Stop that pancake! Stop that pancake!" shouted mother. But the pancake rolled on and on until the woman could no longer see it.

On the way the pancake met a man.

"Good day, pancake," said the man.

"The same to you, manny – panny," said the pancake.

"Dear pancake, don't roll so fast. Stop a while. Let me take a bite of you."

But the pancake did not stop. It rolled and called out, "I have rolled away from goody-poody, and her seven children. And I shall roll away from you, too, manny-panny!"

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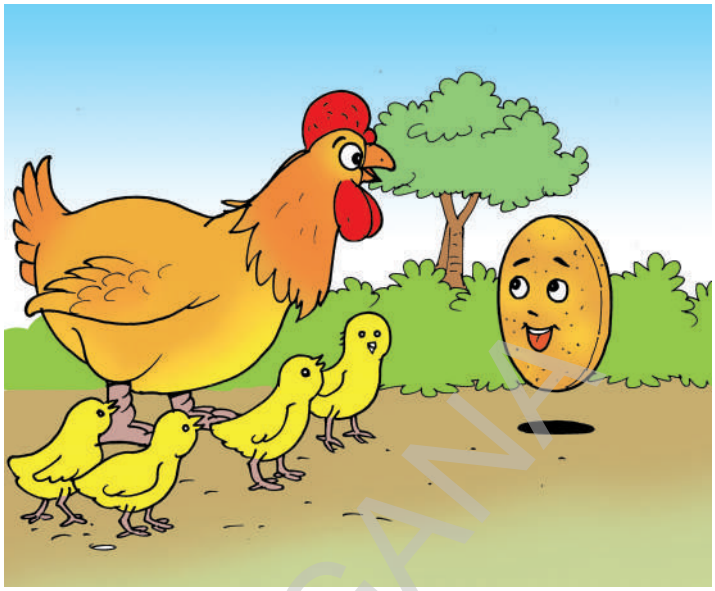
Then the pancake rolled on and on. Now, it met a hen.

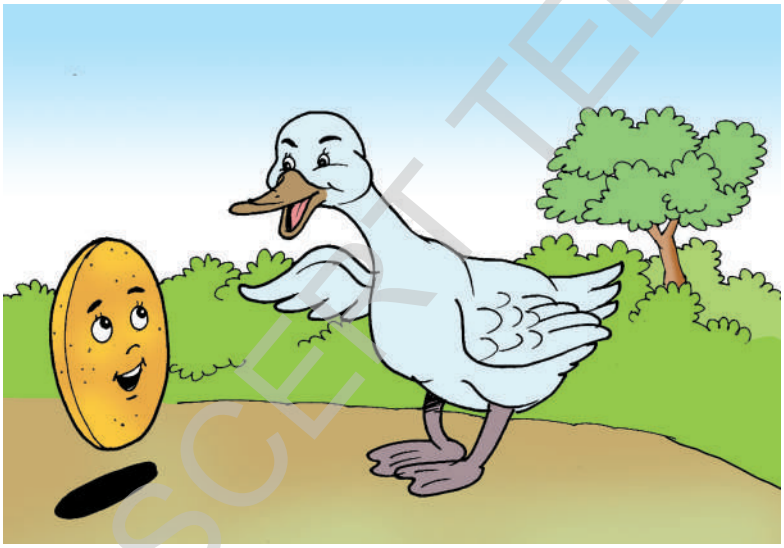


"Goodday, pancake," said the hen.

"The same to you, henny-penny," said the pancake.

"Sweet pancake, don't roll so fast. Please stop for a while. Let me have a peck at you."

But the pancake did not stop. As it rolled, it called out, "I have rolled away from goody-poody, and her seven children, and manny-panny, and I shall roll away from you, too, henny-penny!"



The pancake rolled down the road like a wheel. Then it met a duck.

"Goodday, pancake," said the duck.

"The same to you, ducky-lucky," said the pancake.

"Pancake dear, don't roll away so fast. Wait a bit so that I can eat you up."

But the pancake did not stop. As it rolled, it called out, "I have rolled away from goody-poody, and her seven children, and manny-panny, and henny-penny, and I shall roll away from you, too, ducky-lucky!"

And the pancake rolled along faster than ever.

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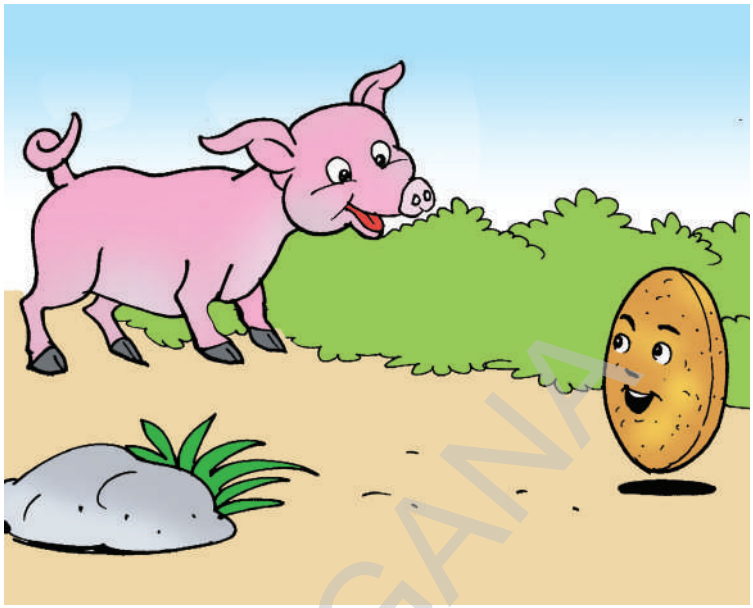
It came to the edge of a forest. There stood a pig.



"Good day, pancake," said the pig.

"The same to you, piggy-wiggy," said the pancake.

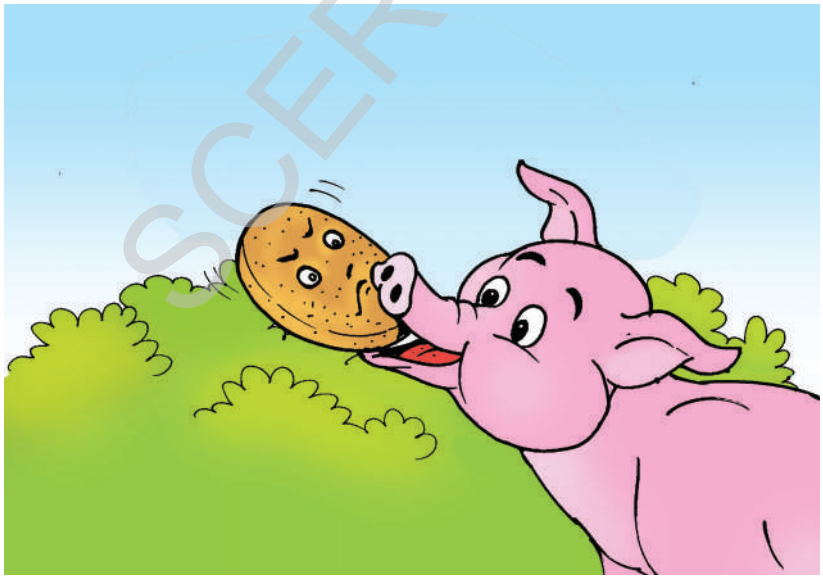
"Don't be in such a hurry," said the pig. "The forest is dangerous. Let's walk together."

The pancake thought, "that might be true." It rolled along, beside the pig for a while. They came to a lake. The pig jumped into the water and began to swim across.

"What about me? What about me?" cried the pancake.

"Oh, you just sit on my nose," said the pig, "I'll carry you across."

So the pancake sat on the pig's long nose.



The pig tossed the pancake up into the air, and – ouf, ouf, ouf – the pig swallowed the pancake in three bites.

Since the pancake went no further, this story can go no further either.

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Glossary

chased (v)	:	ran after somebody in order to catch
ladle (*n*)	:	a large deep spoon with a long handle
tossed (*v*)	:	threw up lightly
swallowed (*v*)	:	ate quickly without chewing

Comprehension

I. Answer the following questions.

1. In the story, each child calls the mother differently as follows.

"Oh, give me a bit of pancake, mother dear."

The first child calls its mother as 'dear, mother.' Now, tell how the other children called her.

2. How would you call your mother to please her?
3. What trick did the pig play to eat the pancake?
4. If you were the pancake, how would you escape from the pig?

II. The pancake calls each animal with a funny name. For example it calls the hen 'henny-penny'. Do you call others with funny names? Do your classmates call you with funny names?

1. How do you feel when a classmates or others make fun of you?

   .....

2. How do you feel when your friend praises your behaviour, calls you kind, friendly or helpful?

   .....

When friends call us using funny names it is important to remember that we do not take pride or feel ashamed of our looks or body structure. Pride and shame comes from our behaviour.

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Vocabulary

I. Read the following words. Circle the words that convey pleasant feelings.

tough	great	dear	soft	fool	cruel
push	nice	kind	hungry	lovable	

II. Write few more words you know, that convey pleasant feelings.

_____ _____ _____ _____

III. Read the story again and pick out words that are opposite in meaning to the underlined words from the story. Write them in the blanks.

1. I tasted a <u>sour</u> orange. _____
2. Raghu narrated a <u>false</u> story to impress his friends. _____
3. How <u>ugly</u> it is! _____
4. She thought of a <u>foolish</u> plan to escape punishment. _____
5. Rajani is always <u>slow</u> in doing her homework. _____

Grammar

I. Read the following sentences taken from the story.

"Oh **darling**, **good** mother," said the third.

The words '**darling**' and '**good**' express the qualities of a mother. Such words which are used to describe the persons, places, things etc. are called describing words. These describing words are called adjectives.

Describing words talk about how they are : colour (red), number (seven), material (wooden), quality (nice), size (small), feel (soft) etc.

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Pick out more examples from the story and write them below.

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

II. Complete the following sentences using appropriate adjectives using the clues given.

1. …….. children were very hungry. (number).
2. She likes ……. balloons. (colour)
3. There is a …….. table at the corner. (material)
4. The tree is too …… to climb. (size).
5. It was winter. Hari bought a …… sweater. (feel and touch)
6. Sita got ……..... marks in exam. She is very happy. (quality)

Writing

I. Suppose the pancake met a dog, what would it say? Write the conversation between the pancake and the dog.

Dog : Good day, pancake!

Pancake : _____

Dog : _____

Pancake : _____

II. Do you know how to prepare tea for your family?

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1. What items (ingredients) do you need? How much (quantity) do you need for a family of six?

a.	Tea powder	Three tea spoons
b.	……..……	……..
c.	……..……	……..
d.	……..……	……..

2. Write the steps you need to make tea. Use the clues given below.

(boil, add, filter, serve)

Step 1 ……

Step 2 ……

Step 3 ……

Step 4 ……

Fun with Words

Fill in the missing letters adding 'oo'. Write the word and read it. Observe the difference.

Sl. no	add 'oo'	word	add 'oo'	word
1.	f _ _ d	food	g _ _ d	good
2.	sp_ _ n		l _ _ k	
3.	r _ _ m		f _ _ t	
4.	n _ _ n		b _ _ k	
5.	br _ _ m		w _ _ d	
6.	t _ _ l		h _ _ k	
7.	sh _ _ t		br _ _ k	

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B. Reading

The Monkeys Go Fasting

A group of monkeys decided to go on a fast one day.

"Before we begin, I think we should keep the food ready with which we'll break the fast," said the monkey chief. The monkeys agreed. The youngsters were sent in search of food. They returned with huge bunches of delicious looking bananas. "I think each of us should keep our share of bananas with us before we begin our fast, so that we don't spend time distributing them after we break our fast. You can imagine how hungry we will all be by then!" said the chief's wife.

The monkeys liked the idea and they collected their share of the bananas.

"Why don't we peel one banana and keep it ready to eat?" said one of the youngsters.

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"Yes, let's do that," agreed a fat monkey. Just a look at the bananas made him hungry.

"All right," said the monkey chief, "We shall peel the bananas, but under no condition should we eat them."

So the monkeys peeled their bananas and carefully kept them ready for eating in the evening. "Can I keep the banana in my mouth? I promise not to eat it till evening, please!" a little monkey asked its father.

"Why don't we all put a banana in our mouth? That way we can chew it immediately when we break the fast," said his father adding, "As long as we don't eat it, it should be fine!"

So, the monkeys put the bananas in their mouths. One by one they eyed each other uncomfortably. You can imagine, within no time, the bananas disappeared down their throats. And that was the end of their fast!

A folktale from Karnataka by Meera Nair

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Comprehension

Answer the following questions.

1. Who spoke the following words and to whom?

S.No.	Sentences spoken	Who spoke	To whom
1.	'Keep the food ready.'		
2.	'Yes, let's do that.'		
3.	'Can I keep the banana in my mouth?'		

2. Do you think the monkeys can go on fast? Why? Why not?

3. As we can see from the story, the monkeys peeled the bananas before eating them. Now suggest the way we eat each of the following fruits and vegetables. Enact them.

orange papaya carrot grapes guava coconut

(Clues: cut, peel, break, as a whole)

Project Work

I. Collect the wrappers of any food items that you eat. Observe the details given on the wrapper and fill the table as shown in the example. Display the wrappers and present your work.

Sl. No.	Name of the food item	Ingredients	Price of the item	Date of Manufacture	Expiry date
1	Biscuits	wheat flour, sugar, oil, milk etc.	Rs. 15	3.05.16	best before 6 months
2					
3					
4					

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II. Make presentation before the other groups in your class based on the following.

1. The items your group likes to eat the most.
2. The costliest and the cheapest items in the table your group has prepared.
3. Why is it important to look at the expiry date of an item?
4. Suppose you bought an item after it's expiry date, what would you do?

Conventions of Writing

Make necessary corrections using capital letter, comma, and fullstop. Rewrite the sentence.

"good day pancake," said the man

_____

How well did I understand this unit?
Read and tick (✓) in the appropriate box:

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1. 'The Pancake'.			
2. 'The Monkeys Go Fasting'.			
I can use describing words while speaking.			
I was able to write:			
1. a conversation between the dog and the pancake.			
2. a recipe to prepare tea.			

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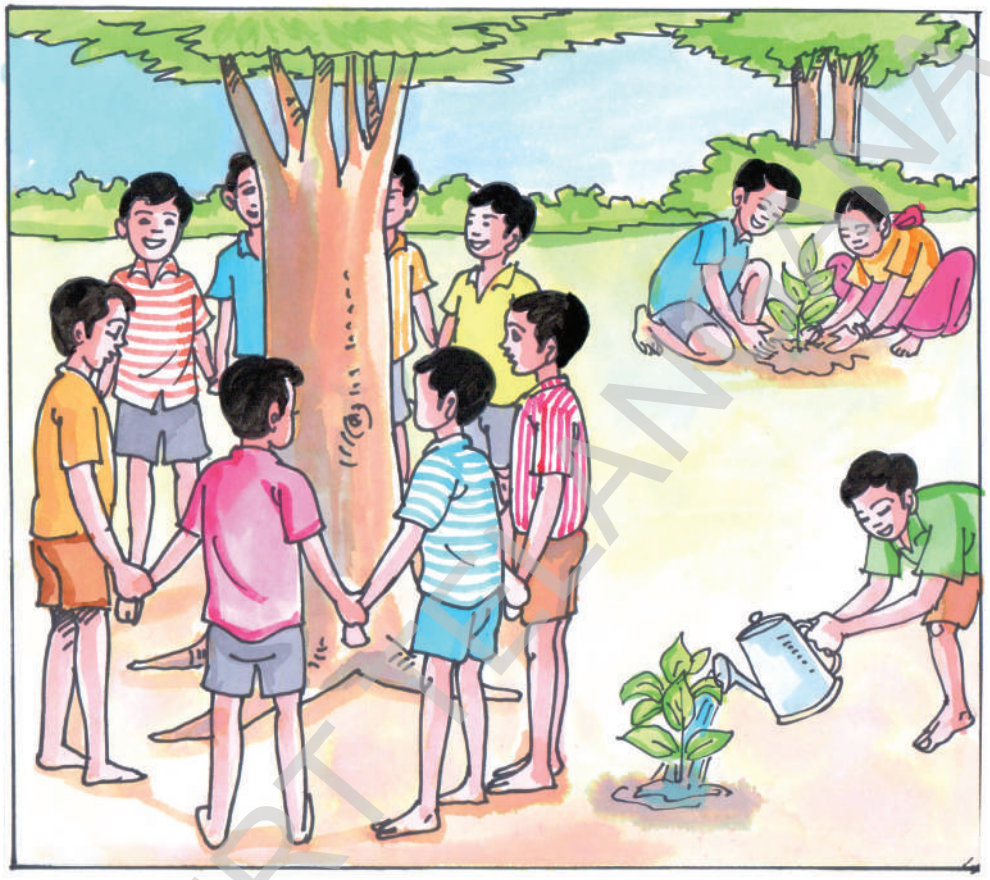
UNIT 3

What is a tree?

Look at the pictures and answer the questions given below.



1. What are the children doing in the picture?
2. Why do you think children formed a human chain around the tree?
3. How are trees useful to us?

Listen to your teacher as he/she reads a narration and answer the questions below. ***(Note: Listening text is in appendix-1)***

1. What did the teacher bring with her?
2. What did the teacher do with the drawings?
3. What are the different parts of a tree?
4. What is a tree?

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A. Reading

What is a tree?

You know Ammu, don't you? She is in class four now. One day she is writing in her notebook. Do you remember Ammu's friend Bittu, the squirrel? He came running to Ammu.

Bittu: What are you writing Ammu?

Ammu: My teacher told to write about 'What is a tree?'

Bittu: For me, a tree is a friend.

Ammu: This is good. Idea! Let's go and ask others.

Ammu and Bittu set out to ask others 'What is a tree?' They meet a farmer on the way.

Ammu: Maama, What is a tree?

Farmer: It is a plough to make my field ready.

They keep going. They meet a fisherman.

Ammu: Kaaka! What is a tree?

Fisherman: It is a boat to carry me across waters.

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Next, Ammu and Bittu meet a homemaker. She has a bundle of sticks on her head.

Ammu: Pinni! What is a tree?

Homemaker: It is firewood to cook meals for my family.

Ammu and Bittu keep going. Now they meet a traveller.

Ammu: Thaatha, what is a tree?

Traveller: It is shade. It is like umbrella for me.

After walking a few steps, Ammu and Bittu see children playing under trees.

Bittu: Ammu look! Your friends are playing there.

All her friends come running. Ammu smiles at them.

Ammu: Friends! What is a tree?

Friends: It is a place for us to play.

Then a mango falls down. All the children look up There are some birds and monkeys on the trees.

Ammu: What is a tree dear?

Parrot: It is a place for me to live. It is my food to eat.

Monkey: Same here dear!

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Ammu and Bittu play with their friends for some time. Then they start walking back home.

Ammu: Now I know what a tree is.

Bittu: It is everything for us.

Ammu: It is our life.

Glossary

homemaker (*n*) : a wife who does work at home

fire wood (*n*) : wood used to make fire

Comprehension

I. Answer the following questions.

1. What was Ammu writing in her notebook? Why?
2. What idea did Ammu get while talking with Bittu?
3. When Ammu asked what a tree is, different people gave different answers. What are they?
   - i. Farmer : .....
   - ii. Fisherman : .....
   - iii. Homemaker : .....
   - iv. Traveller : .....
   - v. Children : .....
   - vi. Parrot : .....
4. What is your answer to the question, 'What is a tree?'

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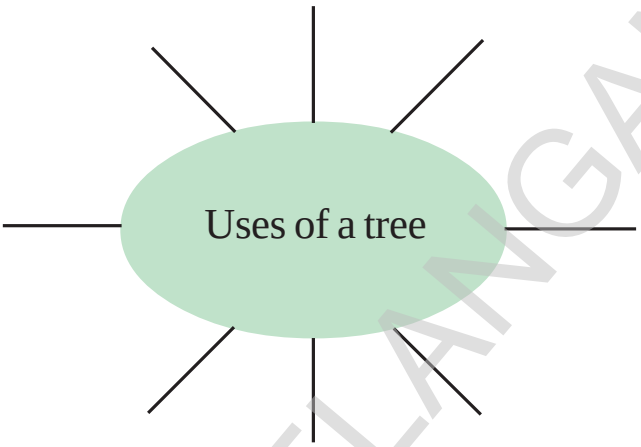
Vocabulary

I. Trees are very important for us. They help us in many ways. How do they help us?

Complete the word web given below.



II. All the parts of trees are useful to us in different ways. Draw the part and write their uses. One is done for you.

Leaf	Fruit	Root	Flower
Name : Neem **Uses :** Medicine, Pestisides, Manure.	**Name :**_____ **Uses :**_____ _____ _____	**Name :**_____ **Uses :** _____ _____ _____	**Name :** _____ **Uses :** _____ _____ _____

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III. Write the names of plants/trees from which you get the following.

Sl. No.	fruits	vegetables	flowers	leafy vegetables
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

Grammar

Look at the pictures given on page 33 & 34. Answer the following questions using the hints given.

1. Where is Ammu sitting in the first picture? (under)

   ……..

2. Where is Bittu standing in the second picture? (beside)

   ……

3. Where is Bittu in the third picture? (between)

   ……..

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4. Where is the stove in the fourth picture? (behind)

……

5. Where are the traveller's belongings in the fifth picture? (in)

……..

6. Where is the monkey in the sixth picture? (on)

…….

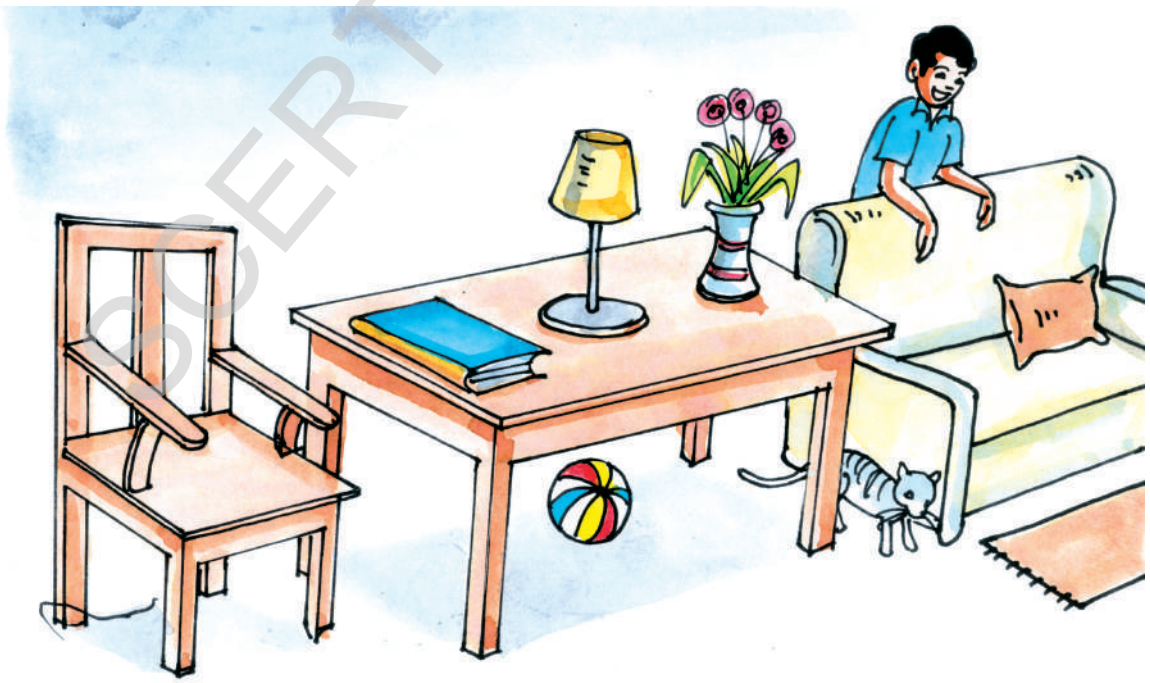
Read the phrases given below and observe the underlined words.

under the tree, **beside** Ammu, **between** Ammu and the fisherman, **behind** the woman, **in** the bundle, **on** the tree.

The words '**on, in, under, beside, between, behind**' etc. show the relationship of noun/pronoun to other words in the sentence. Such words are called **prepositions**.

More examples: **through, along, over, into, near, towards** etc.

I. Look at the picture given below. Fill in the blanks with appropriate words (prepositions).



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1. The pillow is …….. the sofa.

2. The ball is ……. the table.

3. The cat is …….. the table.

4. The boy is ……. the sofa.

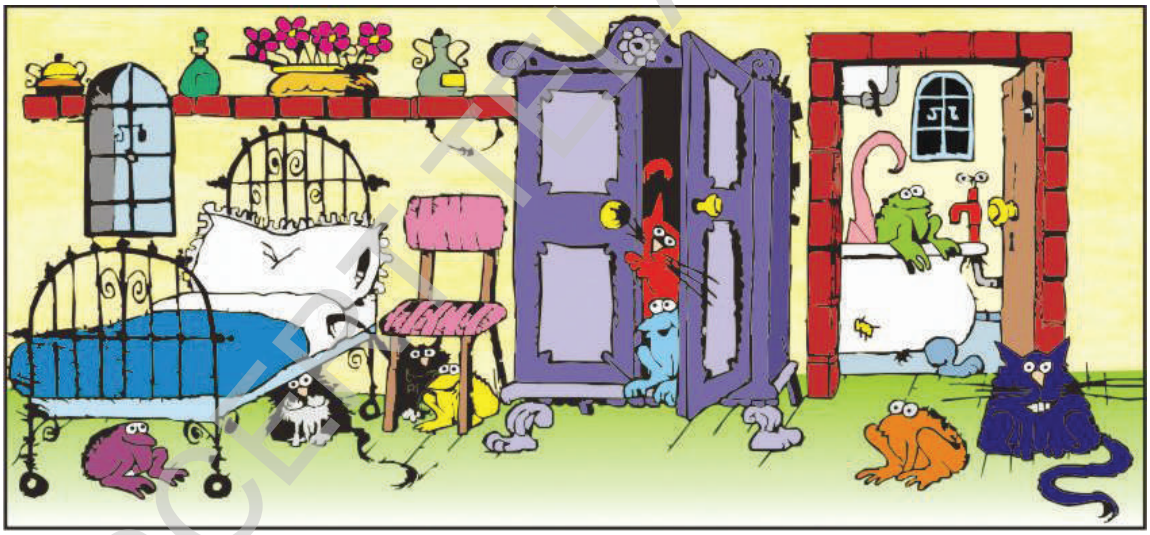
5. The carpet is …….. the floor.

6. The lamp is ……. the table.

7. The flowers are ……. the vase.

8. The table is ……. the chair and the sofa.

II. Look at the picture given below. Write 3-4 sentences using on, in, under, beside etc.



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Writing

I. Ammu and Bittu met different people in the story. If Ammu meets a carpenter, what would she ask him? What would be his reply?

Write the possible conversation between Ammu and the carpenter?

Ammu : _____

Carpenter : _____

Ammu : _____

Carpenter : _____

II. Trees are very useful to us. So you want to grow a tree. Describe the steps to grow a tree. Use the clues given below.

dig soil	sow seeds	water daily
add manure	remove weeds	put up a fence

I like _____. (tree name)

I got _____ seeds with me.

First, I will _____

Next, _____

Then, _____

_____

_____

_____

_____

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Oral Skills

Imagine yourself as any tree you like to be and tell your story.

1. **Introduce yourself.**

   Ex. I'm a mango tree.

2. **Tell your uses.**

3. **What is your message to human beings?**

Present your ideas before the class.

Conventions of Writing

Make necessary corrections using capital letter and question mark (?). Rewrite the sentence.

kaaka! What is a tree.

_____

Fun with Words

Fill in the blanks choosing the right word.

1. The ……. (hair /hare) has a short tail.
2. I don't …… (no/know) to ride a bicycle.
3. There are …….. (two/to) mangoes in the basket.
4. Hari went to the …… (see/sea) shore.
5. He …….. (read/red) the story book.
6. The glass is made of …… (steel/steal).
7. The squirrel's …… (tale/tail) is bushy.

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B. Reading

The Lion King

I am the king of the forest. My kingdom had once been very beautiful. The jungle had been full of tall trees, taller than your tallest buildings. Well, not only tall trees, there had been climbers, bushes, shrubs and grass too. The forest looked beautiful with water springs, pools, hills, valleys and many a wonderful scenery.

Deers, tigers, elephants, bears, monkeys, crocodiles, wolves, peacocks, mynahs, owls, pigeons and many more were

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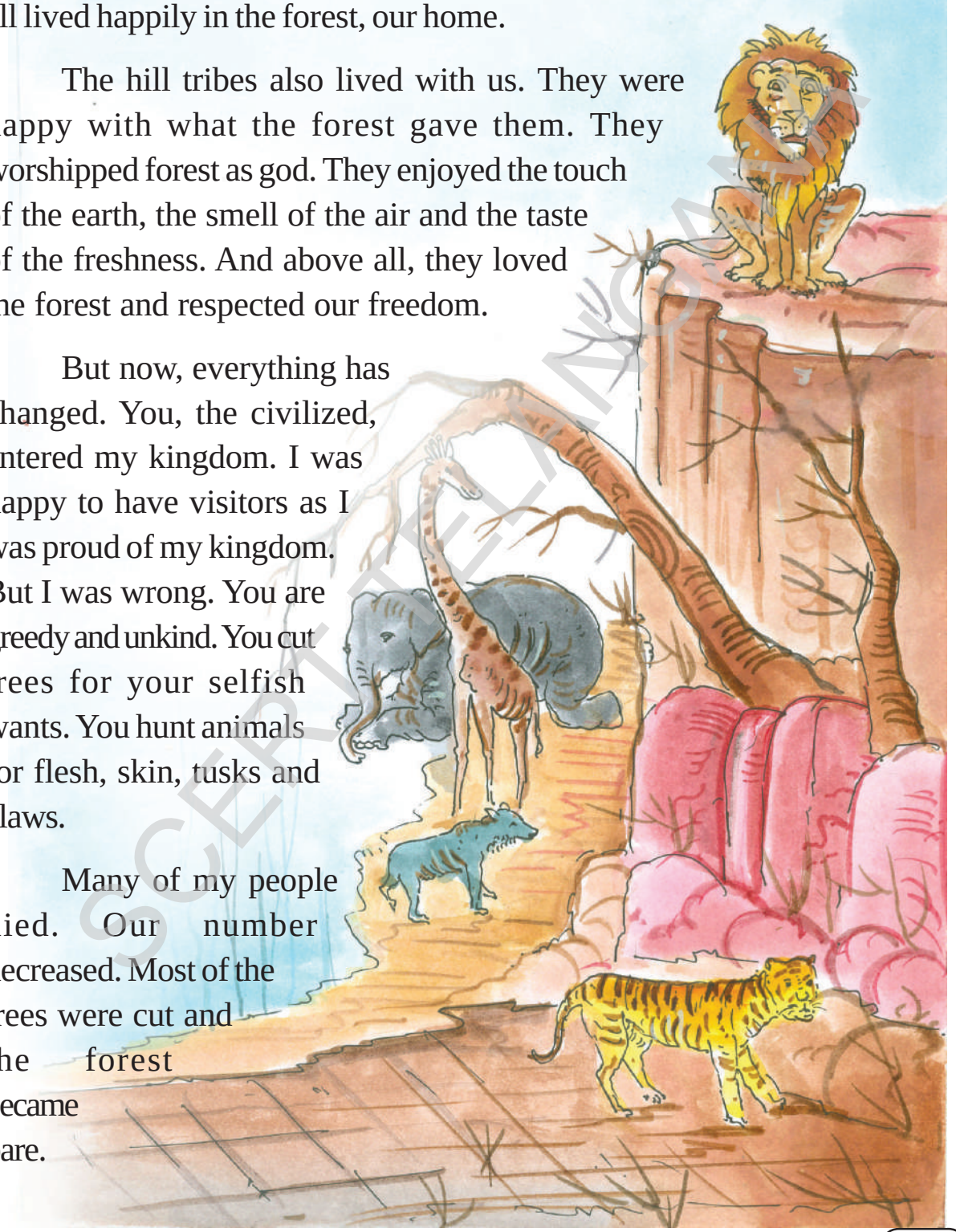
among my people. We had enough food to eat and plenty of water to drink. My birds sang the sweetest songs. My animals ran the longest races. Our children, the cubs, lambs and chicks moved about freely without fear. We all lived happily in the forest, our home.

The hill tribes also lived with us. They were happy with what the forest gave them. They worshipped forest as god. They enjoyed the touch of the earth, the smell of the air and the taste of the freshness. And above all, they loved the forest and respected our freedom.

But now, everything has changed. You, the civilized, entered my kingdom. I was happy to have visitors as I was proud of my kingdom. But I was wrong. You are greedy and unkind. You cut trees for your selfish wants. You hunt animals for flesh, skin, tusks and claws.

Many of my people died. Our number decreased. Most of the trees were cut and the forest became bare.



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Hunters and smugglers attacked my kingdom again and again. You either killed or captured my animals and birds. You robbed our resources. You are merciless. You destroyed the forest, in spite of its benefits.

Even now, I am the king. But what has become to my kingdom and my subjects? Why this sorry state of affairs? Aren't you responsible for that? Aren't you?

Glossary

captured (*v*)	:	took as prisoners
hill tribes (*n*)	:	groups of people living on hills/ in forests
civilized (*adj*)	:	refined
resources (*n*)	:	natural wealth (like water, forests etc.)
benefits (*n*)	:	uses
subjects (*n*)	:	(here) animals that are ruled by the Lion

Comprehension

I. Answer the following questions.

1. How was the forest before the entry of the civilized people?
2. What was the relation between the hill tribes and the forest?
3. How are the civilized people responsible for the destruction of the forest?
4. What steps do we need to take to protect forests?

II. Who did 'The Lion' call with the following names.

a. people ———————— b. children ————————

c. you ———————— d. king ————————

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Project Work

1. **Choose a plant/tree near your home or school. Find out its name and draw it in your notebook.**
2. **Collect some of its fallen leaves and flowers from the ground. Paste or trace them in your notebook.**
3. Write a few lines about your tree.

_____

_____

_____

_____

_____

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the narration, understood and talked about it.			
I read and understood the texts:			
1. 'What is a tree'.			
2. 'The Lion King'.			
I understood the usage of prepositions.			
I was able to write:			
1. a conversation 2. a description			

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UNIT 4

The Miller, His Son and His Donkey

Look at the picture and answer the questions given below.

1. What are the people doing in this picture?
2. What items are available in the market?
3. Have you ever visited a market? What did you buy there?

Listen to your teacher as she/he reads the announcement and answer the questions given below. ***(Note: Listening text is in appendix-1)***

1. What is the announcement about?
2. Circle the information related to the announcement.

   a. great news
   b. buy two get one free
   c. dance programme
   d. low prices
   e. puppet show
   f. this Sunday only

3. Mimic any announcement that you may have heard/ seen.

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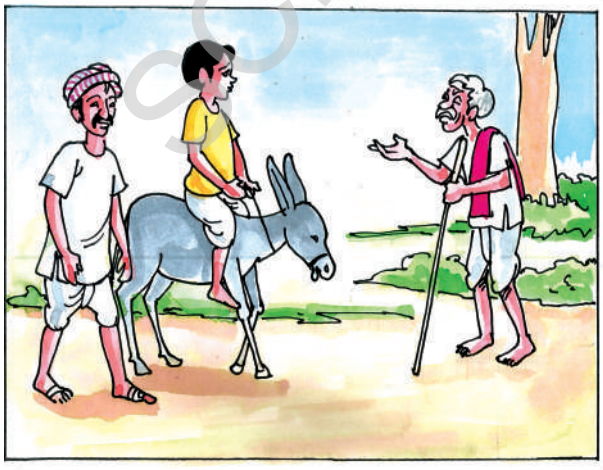
A. Reading

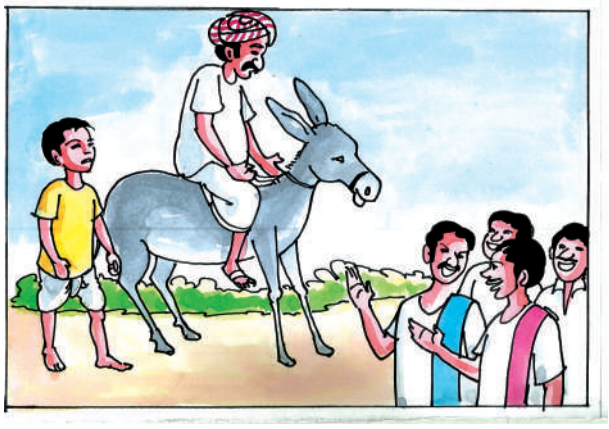
The Miller, His Son and His Donkey

One day a miller and his son drive their donkey to market. Soon a group of girls sees them and breaks out laughing. "Look!" cries one. "Look at those fools! They are walking on foot when the donkey can carry one of them on his back."

This seems to make sense. So the miller lifts his son onto the donkey and marches along happily. They walk for a while until they meet an old man. The old man shouts at the son, "You should be ashamed of yourself, you lazy rascal! You are riding on the donkey when your poor old father has to walk. Get down and let your father rest his old bones."

Red with shame, the boy gets down and makes his father get onto the donkey's back.





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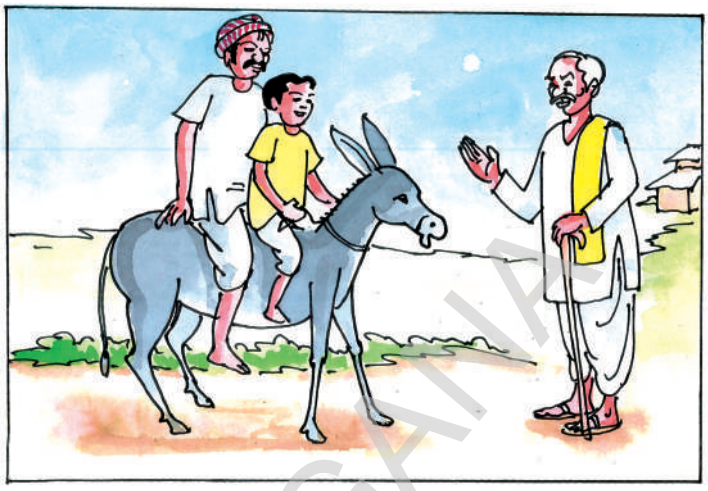
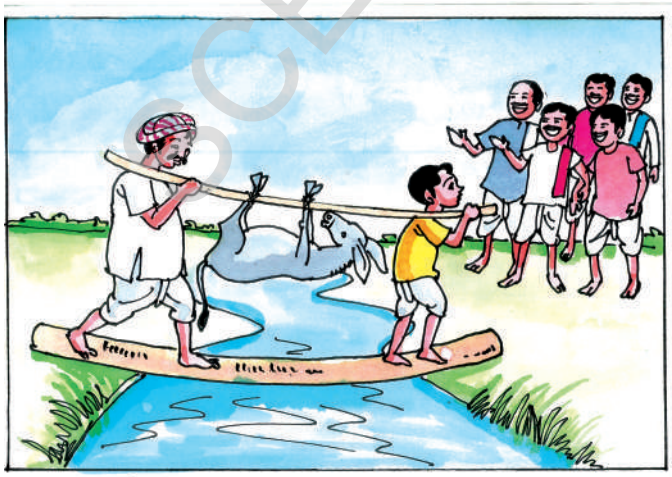
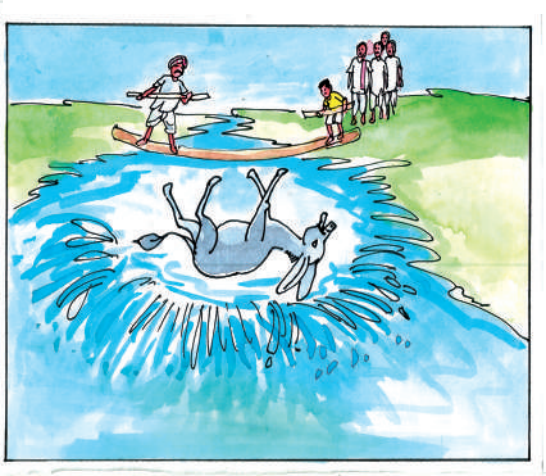
They go a little further. They meet a gang of young fellows who mock at them. "What a cruel old man! There he sits, selfish and comfortable. The poor boy has to stumble along the dusty road." So the miller lifts his son up, and the two of them ride along.



However, before they reach the market place, a townsman stops them. "Have you no feeling for dumb creatures!" he shouts. "The way that you load that little animal is a crime. You two men better carry the poor little animal."

Wanting to do the right thing, the miller and his son get off the donkey. They tie his legs together, sling him on a pole and carry him on their shoulders. Slowly, they reach a river bank on their way. When a crowd at the river bank sees this, they laugh very loudly. The donkey gets frightened, kicks through the ropes that bound him. It falls off the pole into the river.





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Glossary

seems (*v*)	:	looks like
for a while (*adv. phr*)	:	for some time
mock (*v*)	:	make fun of
selfish (*adj*)	:	caring only about oneself
comfortable (*adj*)	:	relaxed
stumble along (*v*)	:	walk unsteadily
townsman (*n*)	:	a person belonging to that village / town
dumb (*adj*)	:	one who cannot speak
sling (*v*)	:	tie and carry
crowd (*n*)	:	a group of people

Comprehension

I. Answer the following questions.

1. The miller and his son tried to please everyone they met. Do you think they were right? Why? Why not?
2. In your opinion, which part of the story is most funny?
3. At the end, the miller and his son carried the donkey on their shoulders. What would you do if you were in their place?
4. The donkey fell into the river. What would have happened to it?

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II. Write the following sentences in the order in which they happen in the story.

a. The miller and his son carried the donkey.

b. The son sat on the donkey and the miller walked.

c. The miller, his son and the donkey were walking.

d. Both the miller and his son sat on the donkey.

e. The miller sat on the donkey and his son walked.

1. …….....

2. …….....

3. …….....

4. …….....

5. …….....

Vocabulary

I. Read the following sentence taken from the story.

'The **least** you can do is, get **down** and let **your** father rest his old **bones.**'

Look, when we remove the first letters of the words in bold, they give new words (east, own, our and one). Can you identify such words from the story?

Look at the following words. Write new words from them by removing the first letter in each case. Find their meanings.

Example: price rice ice

1. stable _____ _____

2. stone _____ _____

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3. blink _____ _____

4. chair _____ _____

5. strain _____ _____

6. cheat _____ _____

II. Find some more such words of this kind and write them in the space given below:

1. _____ _____

2. _____ _____

3. _____ _____

III. Look at the words in bold in the following phrases.

a **group** of girls; a **gang** of young fellows; a **swarm** of bees.

Such words are called Collective Nouns. They refer to a collection of people, things or animals. Here is a list of some more Collective Nouns.

a flight of birds

a crowd of people

a herd of cattle

an army of soldiers

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a bouquet of flowers

a flock of sheep

a fleet of ships

a bunch of grapes

a bundle of sticks

a pack of wolves

Read the following paragraph and fill in the blanks using collective nouns from the list given.

Hari is a shepherd. He packed a roti and a _____ of grapes for lunch. He started from home with his _____ of sheep. He left the sheep to graze and relaxed. He looked up and saw a _____ of birds flying by. There were many colourful flowers around. He picked some flowers and made a _____ for his wife. After lunch, he collected some firewood. He tied them into a _____. In the evening, Hari started back home.

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Grammar

I. Read the following paragraph taken from the story.

One day, a miller and his son **drive** their donkey to the market. Soon a group of girls **sees** them and breaks out **laughing**. "Look!" **cries** one. "Look at those fools! How silly they are to be **walking** on foot when the donkey can **carry** one of them on his back."

The words **drive**, **see**, **laugh**, **cry**, **walk**, **carry** etc. speak about the actions various characters are doing in the story. Such words are called as **verbs** or **action words** or **doing words**.

I. Read the following words. Circle the verbs (action words).

walk	kitten	say	paper	eat	blanket
water	fly	book	stop	mouse	sang
clicked	pig	writes			

II. Complete the following sentences using the verbs from the above list.

1. I …….. an apple every day.
2. Let's ……..for some ice-cream.
3. We ……. our picture at Golconda Fort.
4. Trisha …….. letters to her cousin.
5. We …… to the playground after school.
6. The singer …….. a sad song.

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III. Match the following:

	A	B	
1.	hair	plaiting	( )
2.	teeth	drinking	( )
3.	pen	mopping	( )
4.	juice	brushing	( )
5.	mop	writing	( )

IV. Read some more actions given below. Underline the actions you do regularly.

1. filling water	2. folding clothes	3. wearing shirt
4. making tea	5. ironing clothes	6. feeding grains
7. watering plants	8. plucking flowers	9. drinking water
10. combing hair	11. brushing teeth	12. taking bath

Writing

I. Write a small paragraph on what you do (using action words) on a holiday.

……..

……..

……..

……..

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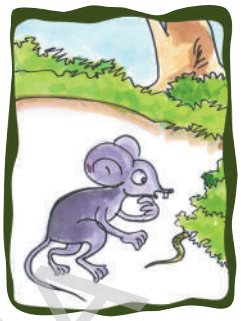
II. Look at the picture given.

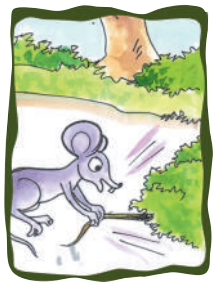


1. Who do you see in the picture?

   What did the mouse see?

   ……

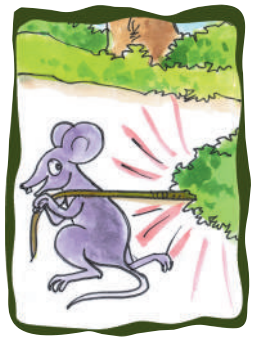
   ……



2. What is the mouse doing ?

   ……

   ……



3. What do you think would happen next?

   ……

4. What would happen finally?

   ……

Now write the story below.

_____

_____

_____

_____

_____

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Oral Skills

Read the story "The Miller, his Son and his Donkey" once again. Convert it into a play.

The following questions may help you.

- Where is the action taking place?
- Who are the characters in the story?
- What is their position? Where are they standing / sitting?
- What should be their actions / movements?
- What words do they speak?

Assign characters, practise the dialogues and enact the play in your classroom.

Conventions of Writing

Make necessary corrections using capital letter, comma (,), correct spelling, fullstop (.) and question mark (?). Rewrite the sentence.

1. you should be ashamed of yourself you lazy rascal.

   _____

2. There he sits, shelfish and komfortable.

   _____

3. it falls off the pole into the river

   _____

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B. Reading

Be Happy

Smile and laugh
Everyone's with you

Shriek and cry
No one is near you

Be brave and dare
The world's behind you

If meek and dull
It runs away from you

Be happy and good
Your friends are many

Be sad always
There remains nobody

Comprehension

I. Answer the following questions.

1. What qualities do people like in others?
2. What qualities do people dislike in others?
3. What kind of a person do you want to be? Why?

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Project Work

Work in Groups

In the story, the miller and his son followed every one's advice and you have seen the end they met.

Ask and answer the following questions and prepare your group's profile.

1. Whose advice do you follow (at home / at school)?
2. Why do you follow his / her advice?

I. Now fill in the following table which gives the profile of your group.

Sl. No	Name of the classmate	Whose advice do they follow at home?	Whose advice do they follow at school?
1			
2			
3			
4			
5			

II. Present your profile in class. Listen to others' presentations also.

Whose advice do most of the members of your group follow? Give reasons.

Most of our group members follow the advice of _____.

1. _____
2. _____
3. _____
4. _____

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Fun with words

Can you do the following?

1.	with your hands	clapping, snapping, knocking
2.	with your legs	walking, jogging, jumping
3.	with your eyes	blinking, winking, staring
4.	with your mouth	yawning, eating, smiling
5.	with your nose	sneezing, blowing, smelling

How well did I understand this unit?
Read and tick (✓) in the appropriate box:

Indicators	Yes	Somewhat	No
I listened to the announcement, understood and talked about it.			
I read and understood the text:			
1.'The Miller, His Son and His Donkey'.			
I understood the usage of verbs.			
I read, understood and enjoyed the poem, 'Be Happy'.			
I was able to write:			
1. a description on my routine.			
2. a story			

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UNIT 5

Fudi's Desert Journey

Look at the picture and answer the questions given below.

1. Where is the man standing? What is he trying to do?
2. What difficulties do people face in these situations?
3. Why do people travel on a camel?

Listen to your teacher as he/she reads the conversation and answer the questions given below. ***(Note: Listening text is in appendix-1)***

1. What is the conversation about?
2. Whose name was chosen for the child's name?
3. How did you get your name?

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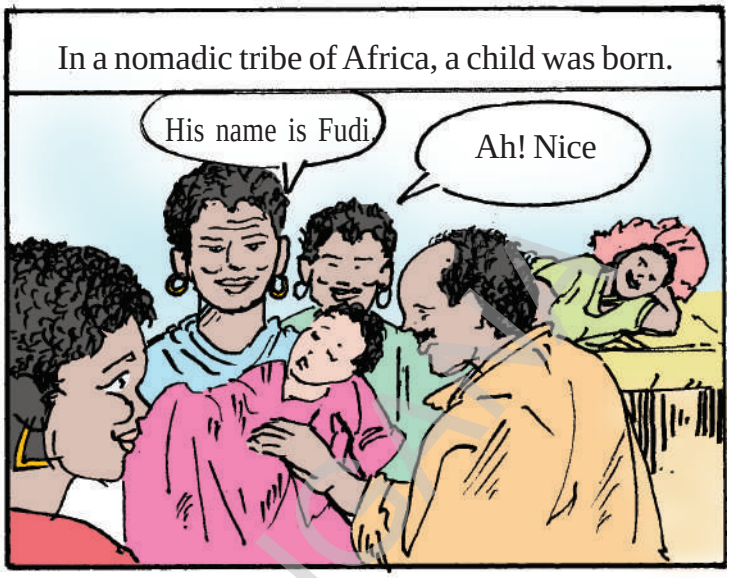
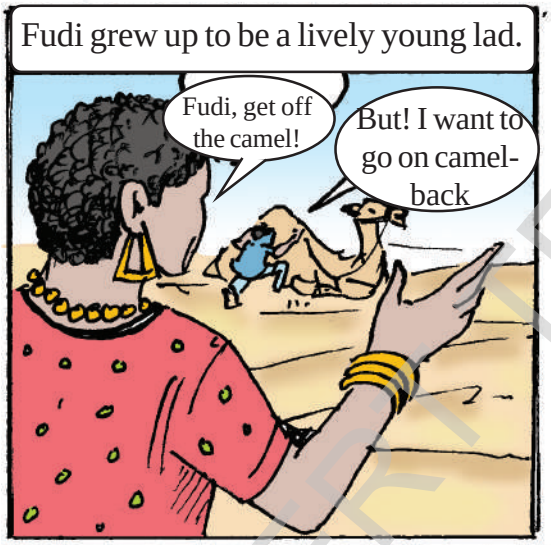
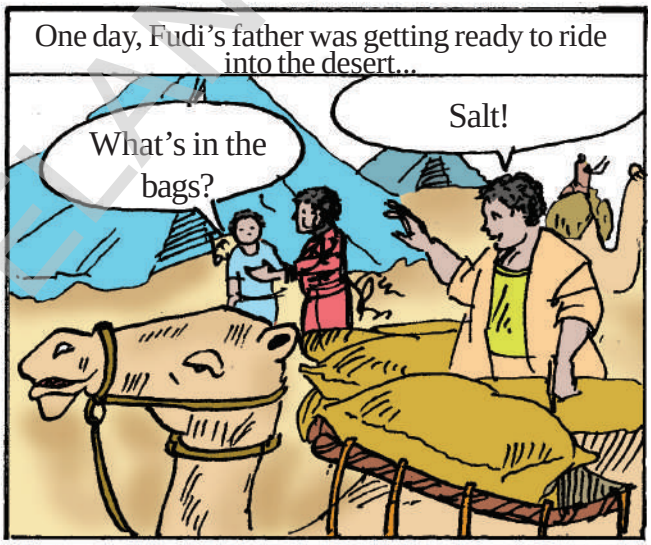
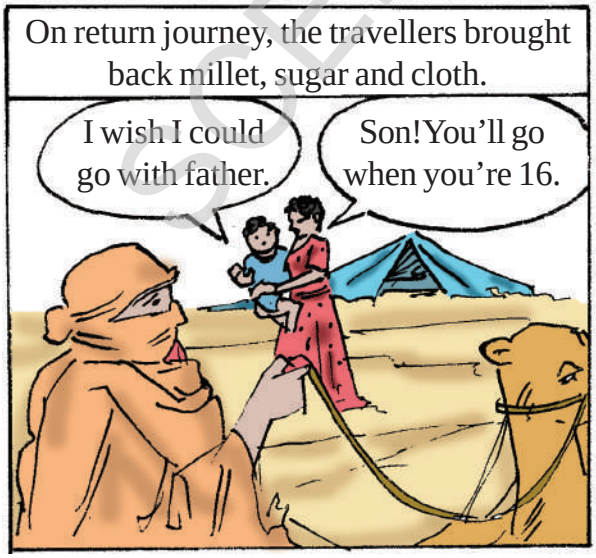
A. Reading

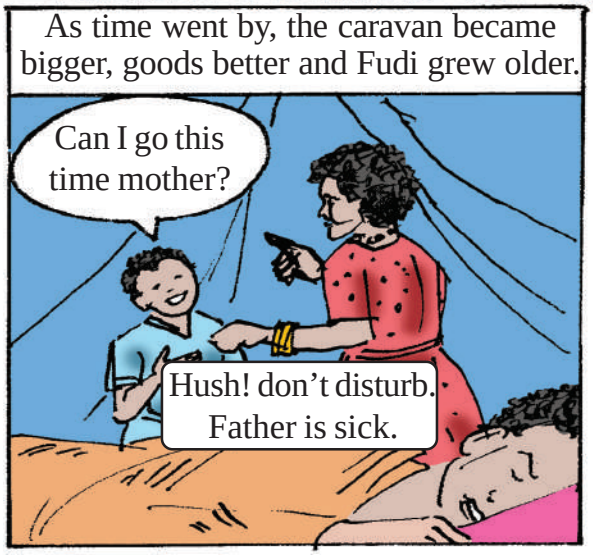
FUDI'S DESERT JOURNEY











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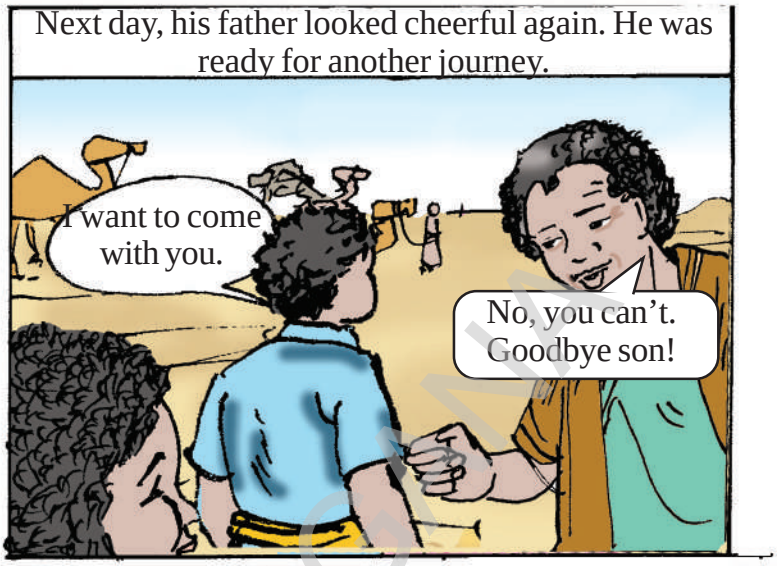

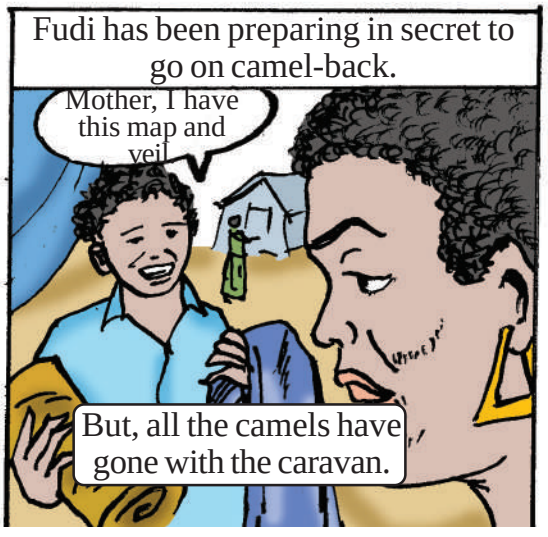

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The oldest camel was left behind as he was weak.

Fudi, he is so old and weak

But, he is the best.

Using the map and compass Fudi set out. The sun became hotter and the wind blew faster.

My clothes are all sticky and sweaty.

On the way he saw a strange sight.

What's that? Looks like a spinning top!

It was a spinning wind storm.

The force of the storm swept him off the camel.

After some time he found himself under a pile of sand.

Fudi got up with effort and realized that his map and compass were lost.

What to do? Father told to follow the sun when we are lost.

Fudi started again but unsure of his path.

Suddenly, they started sinking down.

Why are we sinking down! Whooooooooh!

They had hit a patch of quick sand that sucked them in.

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The camel sunk deeper. Fudi managed to jump out.

Oh no! Now, how do I rescue the camel?

Fudi piled the saddle bags behind the camel.

Get up dear!

Atlast, the camel came out of the sand and moved forward.

A little ahead, two horse riders came storming towards Fudi.

Oh no! Desert pirates.

Stop! What do you have on you?

Fudi made the camel turn around.

Come on, let's go!

The camel sensed the urgency and galloped

Fudi spotted the quick sand patch and cleverly led the pirates into it.

Come

The horses stopped suddenly and...

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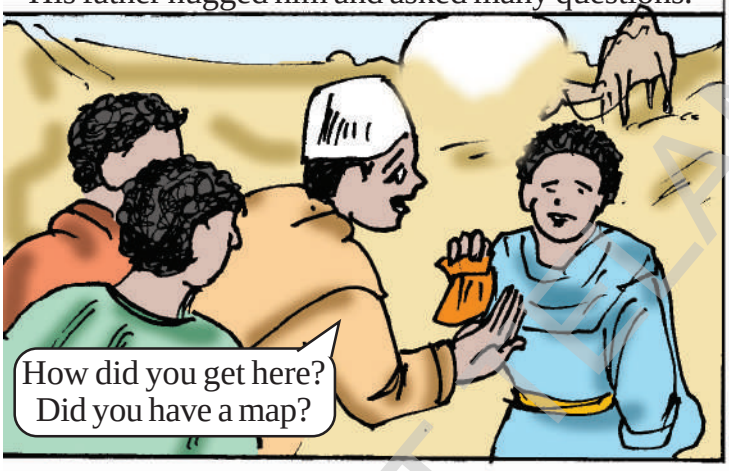
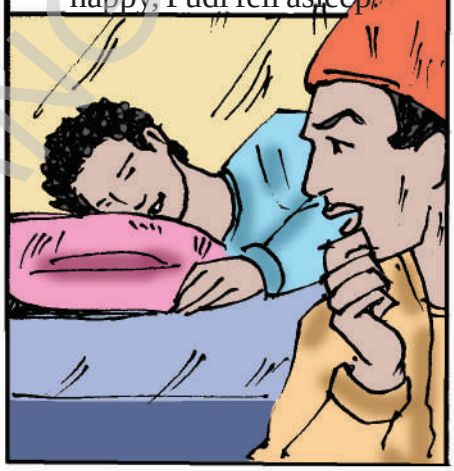
The pirates tumbled into the sand and sank deep.

Six hours later Fudi spotted an oasis far away. He could see palm trees and hear welcoming sound of spring water. It was not a mirage. Finally he had reached the caravan.

He found his father and handed over the medicines. His father hugged him and asked many questions.



But he got no answer. Tired and happy, Fudi fell asleep.



Glossary

tribe (*n*) : family, a group of people

caravan (n) : a group of people travelling together in a desert

pouch (*n*) : a small bag

rescue(*v*) : save from danger

pirates (*n*) : robbers at sea or in a desert

gallop (*v*) : run like a horse

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mirage (*n*) : false appearance of a pool of water in a desert

quick sand (*n*) : deep wet sand into which heavy objects sink easily

oasis (*n*) : an area in a desert where there is water and plants

compass (*n*) : an instrument for finding directions

Comprehension

I. Answer the following questions.

1. What did Fudi always want to do?
2. How did Fudi get a chance to go on a camel back?
3. How did Fudi prepare himself even before he got a chance to go on camel back?
4. What difficulties did Fudi face during his travel?
5. How was the old camel helpful to Fudi during his journey?

II. Who said these words to whom? One is done for you.

Sl. No.	Sentences spoken	Who spoke	To whom
1.	"His name is Fudi."	Grand ma	Family
2.	"What's in the bags, father?"		
3.	"Look! Your father forgot these!"		
4.	"You will go son, when you are sixteen."		
5.	"Don't worry, mother! I will go."		
6.	"How did you get here?"		

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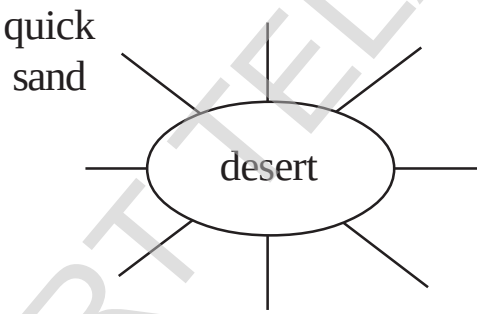
III. Fudi faced many difficulties during his travel. Here is a list of those difficulties. Arrange them in the order in which they took place. One is done for you.

- A spinning windstorm swept Fudi away. ( )
- A gang of pirates tried to attack Fudi. ( )
- Fudi lost his map and compass. ( )
- A patch of quick sand softly sucked Fudi in. ( )

Vocabulary

I. Fudi was born in a nomadic tribe of Africa. He lived in a desert.

Write all the words/phrases related to the desert from the story.



II. Write a word or phrase for each of the following descriptions.

(compass, pirates, caravan, oasis, veil)

1. A group of people travelling together in a desert _____
2. A piece of cloth worn over the face for protection _____
3. A person who robs others or commits violence at sea or in a desert _____
4. An instrument for finding directions _____

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Grammar

I. Read the following sentence from the story.

"As the time went by, the caravan became **bigger**, the goods **better** and Fudi grew **older.**"

The words **'bigger, better** and **older'** are used to compare two things in terms of the same qualities/properties. The word **'bigger'** talks about size, **'better'** talks about quality and **'older'** talks about age.

These words are formed by adding **'-er'** or by doubling the last letter and then adding **'-er'** to the describing words to get the comparative forms. Some times a new word may also be used as a comparative.

example: old - older

big - bigger

good - better

Find some more comparatives from the story and write them in your note book.

II. Read how the boys are boasting. Add appropriate comparatives to complete the conversation.

(bigger, sweeter, longer, taller, faster)

Venu: We have a house_____ than a coconut tree.

Chintu: That's nothing. Our house is _____ than a palace.

Venu: Is that all? We have a tortoise that runs _____ than a horse.

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Chintu: Fine then, we have a donkey that sings_____ than a bird.

Teacher: Stop talking non-sense or I'll make you write a composition _____ than a novel.

Writing

I. At the end of the story, Fudi's father hugged him and asked him a hundred questions. But he got no answer. Fudi fell asleep as he was exhausted. He woke up in the morning.

What will his father ask him and what will Fudi say?

Write the possible conversation below.

Father : _____

Fudi : _____

Father : _____

Fudi : _____

Father : _____

II. Write a description of any place or village you have visited. You may use the following clues.

1. Which place/village did you visit? When was it?

_____

2. What did you see there?

_____

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3. What did you like there?

_____

4. Did you notice anything special there? What was it?

_____

Now write the description in your notebook.

Oral Skills

People make preparations before going to a place. Suppose, you like to go to a zoo.

Now, sit in pairs.

Enact the possible conversation with your friend about how you would prepare for going to a zoo.

How will you prepare yourself to go to a zoo? What care you need to take? What things you want to take? Whom do you want to go with?

Fun with Words

Read the following words and observe the pronunciation.

see, sea	c	tea	t
be, bee	b	pea	p
queue	q	or, are	r
yes	s	eye	i
why	y	oh	o
you	u	ex	x

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B. Reading

Travelling, Travelling

Row, row, row your boat,
Gently round the lake.
Travelling, travelling on the water,
Boats are what you take.

Drive, drive, drive your car,
Have a merry cruise.
Travelling, travelling on the road,
Cars are what you use.

Fly, fly, fly your plane,
High up in the air.
Travelling, travelling through the sky,
Planes will get you there.

Chug, chug, chug your train,
Chug along the track.
Travelling, travelling on the rails,
Trains go there and back.

Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!

-Anonymous

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Comprehension

I. Answer the following questions.

1. Who do you think the poet is? Why?
2. How is travelling fun?
3. How would you like to travel? Why?

II. Match the phrases given below with the appropriate phrases given in the box. You may choose as many possible ways as you think right. You may add a few more from your experience.

1. Row your boat
2. Fly your plane
3. Drive your car
4. Chug your train
5. Stamp your feet

along the track.
on the ground.
in the air.
round the lake.
for a merry cruise.

Example: Row your boat for a merry cruise. Row your boat round the lake.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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Project Work

I. What are the different places you would like to visit? List their names and complete the following table.

Sl. No.	Place you like to visit	How do you go there?	With whom would you go there?	Importance of the place
1.				
2.				
3.				
4.				
5.				

II. Work in groups and discuss the reasons why you want to visit the above places. Prepare a chart and display in your classroom.

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the conversation, understood and talked about it.			
I have read and understood the text, 'Fudi's Desert Journey.'			
I have understood the usage of comparatives.			
I have understood and enjoyed the song, 'Travelling, Travelling'.			
I was able to write:			
1. a conversation between Fudi and his Father.			
2. a description of a place I have visited.			

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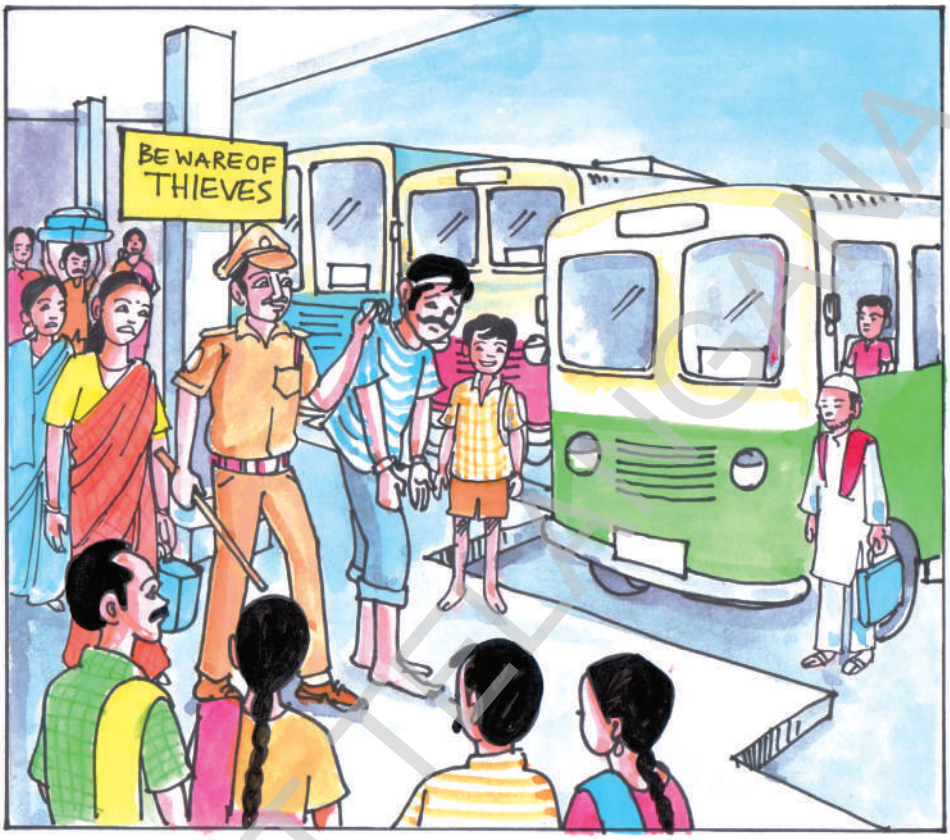
UNIT 6

Honesty

Look at the pictures and answer the questions given below.



1. What is happening in the picture?
2. Why do you think the police handcuffed the man in the picture?
3. When and why do police arrest criminals?

Listen to your teacher as he/she reads a story and answer the questions given below. ***(Note: Listening text is in appendix-1)***

1. Where is Chinna?
2. Who did Chinna see coming?
3. What did Tommy have around its neck?
4. What did Chinna decide to do?

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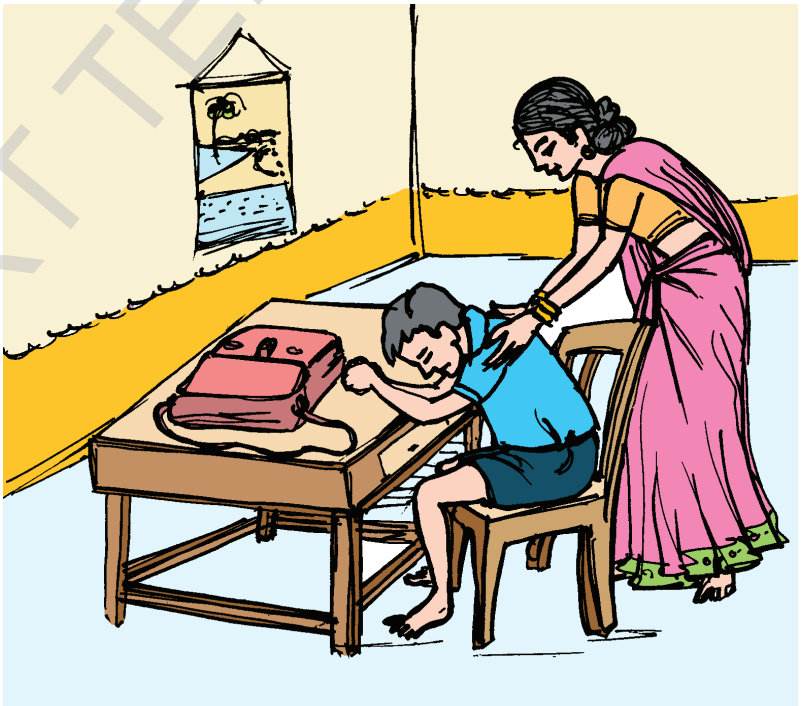
A. Reading

Honesty

While coming back from the school, Chinna went to Chacha's shop. He wanted to buy some bells for his puppy. Chacha showed him some beautiful tinkling bells. Chinna liked them a lot. He put his hand in his pocket and said, "Oh, where is the money grandfather gave me yesterday?" He was shocked. His money was missing. He searched all the pockets but did not find his money. Feeling sad, he gave the bells back to Chacha and started walking home.

Kamala saw Chinna coming home. Chinna kicked his shoes to a corner. Stamping his feet, he went into the study room and dumped the school bag on the table and laid his head on the table.

Kamala, who has been watching all this, came to Chinna. She asked, "What happened Chinna?" Kamala laid her hands gently on his shoulders. At once, Chinna hugged his mother and started crying. After a while, he wiped his tears and told her about the missing money.



"Very sorry dear. It's ok, don't cry. I'll give you money to buy the bells. But, be careful with money hereafter," said Kamala.

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"Sure *Amma*," said Chinna smiling.

"That's like my boy! Cheer up! Now, let's go to the market to buy some fruits and vegetables," said Kamala.

Kamala and Chinna went to the market. They bought apples, mangoes, tomatoes and brinjals. Chinna wanted pine apples too. So they went to the pine apple store.

"What is the cost of the pine apples?" Kamala asked.

"Twenty rupees each," said the fruit seller.

Kamala bought two of them and gave him a fifty rupee note. She told Chinna to take the remaining change and moved on. The fruit seller gave Chinna a twenty rupee note. Chinna ran to his mother.

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"*Amma*, you know, the fruit seller gave ten rupees extra by mistake. Can I buy chocolates with the money?" whispered Chinna.

"Chinna, that's very bad. It is stealing. How did you feel when you found your money missing?"

"Felt very sad and angry!" said Chinna.

"The fruit seller will also feel the same when he comes to know. Now, be a good boy," said Kamala.

Chinna looked at his mother thoughtfully and ran to the fruit seller.

Glossary

gently (*adv.*)	:	softly
wipe (*v*)	:	to clean
hereafter (*adv.*)	:	from now on

Comprehension

I. Answer the following questions.

1. Why was Chinna sad and angry? How did Chinna express his anger?
2. Kamala said, "Chinna, that's very bad. It is stealing…." Was Kamala right? Why?
3. What do you learn from the story?
4. Why was Chinna happy when the fruit seller gave him 10 rupees extra?
5. Why do you think Kamala actually took Chinna to the market?

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II. Read the following sentences and complete them choosing the appropriate option:

1. Chinna wanted to give the tinkling bells to ……
   a. his pet dog b. his mother c. grandfather
2. Chinna was shocked because ……
   a. his money was missing
   b. Chacha did not give bells c. he didn't bring money
3. We must be …… with our money.
   a. careless b. careful c. stingy
4. The fruit seller gave …… extra.
   a. a pineapple b. nothing c. ten rupees
5. At the end, Chinna ran to the fruit seller ……
   a. to ask for more fruits b. to buy more fruits
   c. to give back extra money

Vocabulary

I. The fruit seller gave ten rupees extra. Chinna's mother said, it's like stealing to take extra money. Taking extra money is incorrect. What other things do you feel are incorrect. Add some more expressions.

Cheating is incorrect. Using bad words is incorrect.

_____

_____

_____

_____

_____

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II. Read the following sentence taken from the story.

They bought **apple**s, **mango**es, **tomato**es and **brinjal**s.

Observe the words **apple**s and **brinjal**s.

1. apple - apples 2. brinjal - brinjals

The plural form of the words **apple** and **brinjal** are formed by adding '**-s**'.

Observe the words **mango**es and **tomato**es.

The pulral form of the words **mango** and **tomato** are formed by adding '**-es**'.

Write the plural form of the following.

Sl.No.	add '-s'	add '-es'
1.	market _	potato _ _
2.	shop _	bus _ _
3.	shirt _	box _ _
4.	rupee _	fox _ _
5.	vegetable _	class _ _
6.	fruit _	church _ _

Add few more examples to the above list. Write in your notebook.

Grammar

Read the following sentences taken from the story.

1. He searched all the pockets **but** did not find his money.

   He searched all the pockets.

   He did not find the money.

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2. He seemed to be sad **and** angry.

   He seemed to be sad.

   He seemed to be angry.

In the first sentence, two sentences are combined into one sentence using '**but**'. In the second sentence, two sentences are combined into one sentence using '**and**'. Such words which are used to combine sentences are called as conjunctions. More examples: because, so, or etc.

I. Combine the following sentences using 'and', 'but' etc.

Ex: Ramu took out his book.

Ramu did not write anything.

Ramu took out his book **but** did not write anything.

1. Vimala likes singing.

   Vimala likes dancing.

   ……..

2. Raju ran fast in the race.

   Raju lost the race.

   ……..

3. I will go to the temple first.

   I will then go to my grandpa's house.

   ……..

4. Prasanna took out her water bottle.

   Prasanna did not drink water from it.

   …….

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Writing

I. Chinna was very sad. His money was missing. He came home and started crying. Kamala came and laid her hands on Chinna's shoulders.

Write the possible conversation between Chinna and his mother.

Mother : .....

Chinna : .....

Mother : .....

Chinna : .....

II. Kamala also bought lemons in the market. She went home and made lemon juice for Chinna. Let's write a recipe how to prepare lemon juice.

1. What items (ingredients) do you need to prepare lemon juice? How much (quantity) do you need?

   a. ....

   b. ....

   c. ....

2. Write the steps you need to make lemon juice. Use the clues given below. (cut, squeeze, add, mix, serve)

Step 1 .....

Step 2 .....

Step 3 .....

Step 4 .....

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Oral skills

"Chinna, that's very bad. It is stealing. How did you feel when you found your money missing?"

Narrate an incident in which you found your thing (s) missing. Tell your friends how you felt then.

Conventions of Writing

Read the following passage. Make necessary corrections using proper punctuation {capital letter, full stop(.), comma (,), apostrophe(') and spelling}. Rewrite the sentences.

1. they bought apples mangoes, tomatos and brinjales.
2. Chinna wanted pine apples to?

_____

_____

Fun with Words

Add '-ing' to the following. Read the words. Find the difference.

add '-ing'	add '-ing'
run – ru**nn**ing	eat – ea**t**ing
sit –	clean –
shop –	cry –
rub –	drink –
win –	think –
spin –	stand –

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B. Reading

The Blind Boy

A blind boy sat on the steps of a building with a hat at his feet. He held up a sign board which said:

I am blind. Please help.

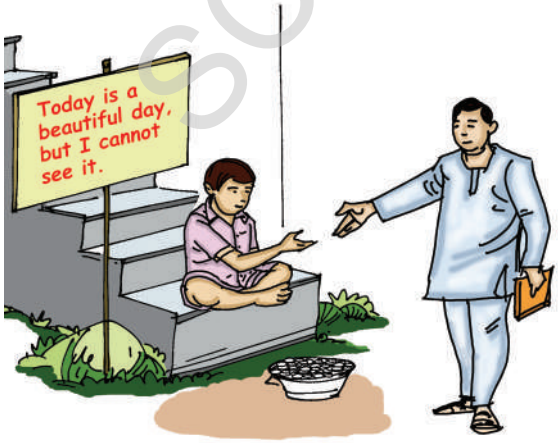
There were only a few coins in the hat. A man was walking by. He took a few coins from his pocket and dropped them into the hat. He then took the sign board, turned it around, and wrote some words. He put the sign board back so that everyone who walked by would see the new words.

Soon the hat began to fill up. A lot more people were giving money to the blind boy.

That afternoon the man who had changed the sign board came to see how things were. The boy recognized his footsteps and asked him.

"Were you the one who changed my sign board this morning? What did you write there?"

The man said, "I only wrote the truth. I said what you said, but in a different way. I wrote:



Today is a beautiful day, but I cannot see it.

Both messages told the people that the boy was blind. But the first one simply said that the boy was blind. The second one told the people that they were blessed not to be blind. Should we be surprised that the second message was more effective?

- Fazeel Gareeboo

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Comprehension

I. Answer the following questions.

1. How did the man help the boy?
2. What is the difference between the first message and the second one?

II. Read the following pairs of sentences. Talk with your friends and decide which sentence is more appropriate.

For making a request:

a. Give me a blue pen.

b. Could you please give me a blue pen?

For giving instructions in a polite way.

a. This school is yours. Keep it clean.

b. Do you think it is wise to throw rubbish in the school premises?

a. Switch off your cell phone.

b. Thank you for not using your cell phone.

Project Work

I. Here are some expressions that are used in several public places.

- Beware of dogs.
- No parking.
- Outside food not allowed.
- Don't go near animals.

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Work in groups and discuss -

1. What does each one mean?

2. Where is each one of them used?

Write a few expressions like the above for the following situations. Prepare sign boards.

- You do not want your classmates to throw waste in the classroom.
- You want the children to stand in a queue.
- You do not want water being wasted at the taps in your school.

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

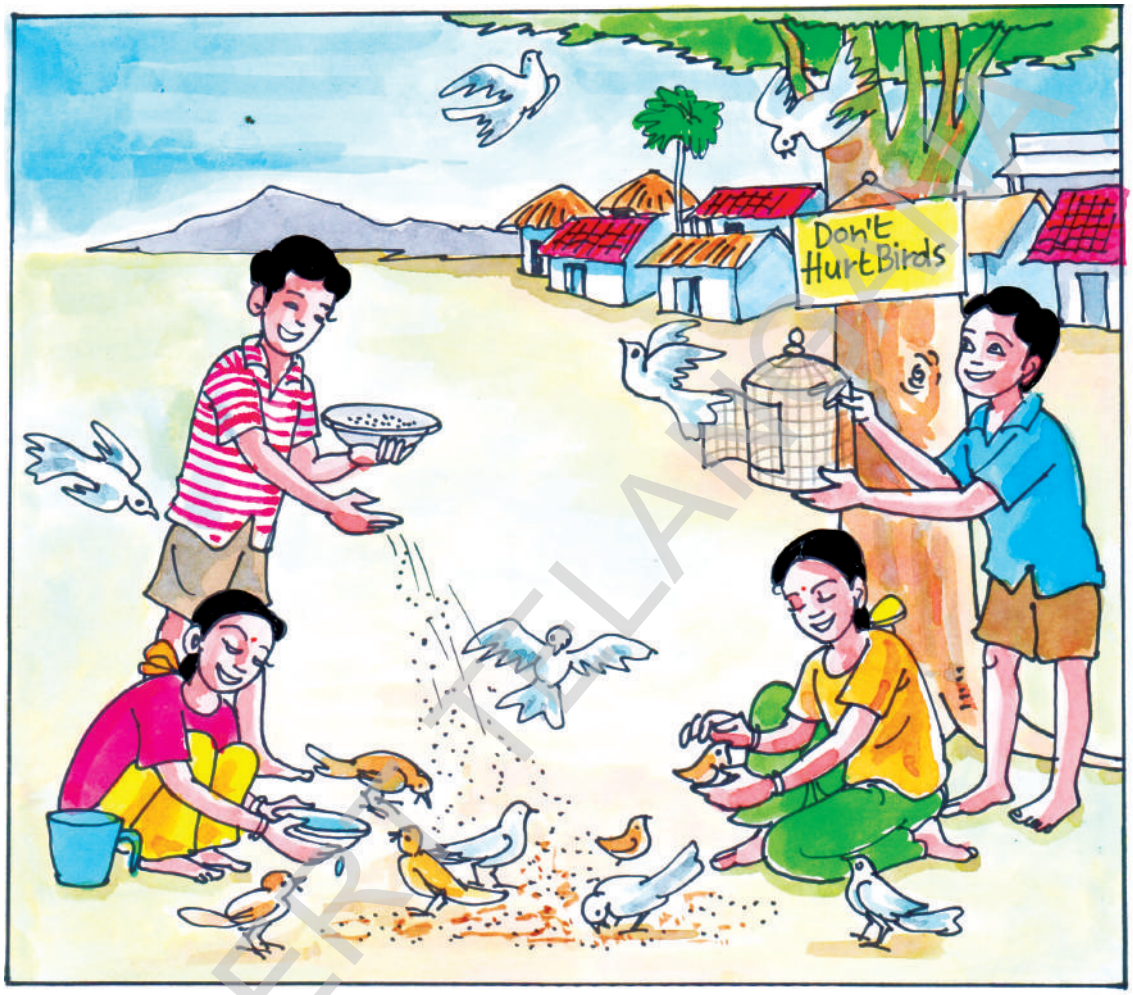
Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1.'Honesty'.			
2.'The Blind Boy'.			
I understood the different uses of 'and', 'but'.			
I was able to write a :			
1. recipe of lemon juice.			
2. conversation			

SCERT TELANGANA

UNIT 7

The Boy and the Catapult

Look at the picture and answer the questions given below.



1. What are the children doing in the picture?
2. What is written on the sign board hung to the tree?
3. How must we treat birds and animals? Why?

Listen to your teacher and answer the questions given below. *(Note: Listening text is in appendix-1)*

1. Who is Dolly?
2. Why did the boy choose the puppy that could not run fast?
3. Do you think the boy was right in doing so? Justify your answer.

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A. Reading

The Boy and the Catapult

The oddest fellow in my class was Bodh Raj. He always had a catapult in his hand. He was an excellent shooter. He would stand under a tree, take aim and shoot a pebble from the catapult. The next moment a bird would fall down.

I lived with my parents in an old bungalow on the outskirts of the city. Being far from the city, my friends rarely came to visit me. But Bodh Raj found it a good place to hunt.

Behind the house, there was a godown. This room had become a regular place of visit for birds. We hear their cooing all day.

The next time Bodh Raj came, he went straight to the godown. As usual, he had his catapult with him. He noticed that near the ventilator there was a myna's nest.

"The myna's little ones are up there," said Bodh Raj aiming with his catapult.

I noticed two tiny yellow beaks peeping out of the nest.

Bodh Raj raised his catapult and fitted a pebble in it. I wanted to stop him. Suddenly, a

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large shadow moved across the room, blocking the light from the ventilator. It was a big kite.

"This must be the kite's nest," I said.

"No, A kite always makes its nest in a tree. This is a myna's nest."

The chicks began fluttering their wings and shrieking. The kite perched on the beam. The birds' frightened cries filled the air.

"The kite has been coming here every day for his meals," said Bodh Raj suddenly.

Bodh Raj raised his catapult and aimed at the kite.

"Don't hit the kite. It will attack you," I shouted. But Bodh Raj paid no attention. The pebble missed the kite and hit the ceiling instead. The kite spread its wings wide and peered down.

"Let's get out of here or the kite will attack," I said, frightened.

"The kite will eat up the little ones." This sounded rather strange coming from him. Bodh Raj quickly ran and pulled up a table standing against the wall to the place, under the myna's nest. He climbed on the table, gently lifted the nest and slowly stepped down.

"Let's get out of here," he said, and ran towards the door. I followed.

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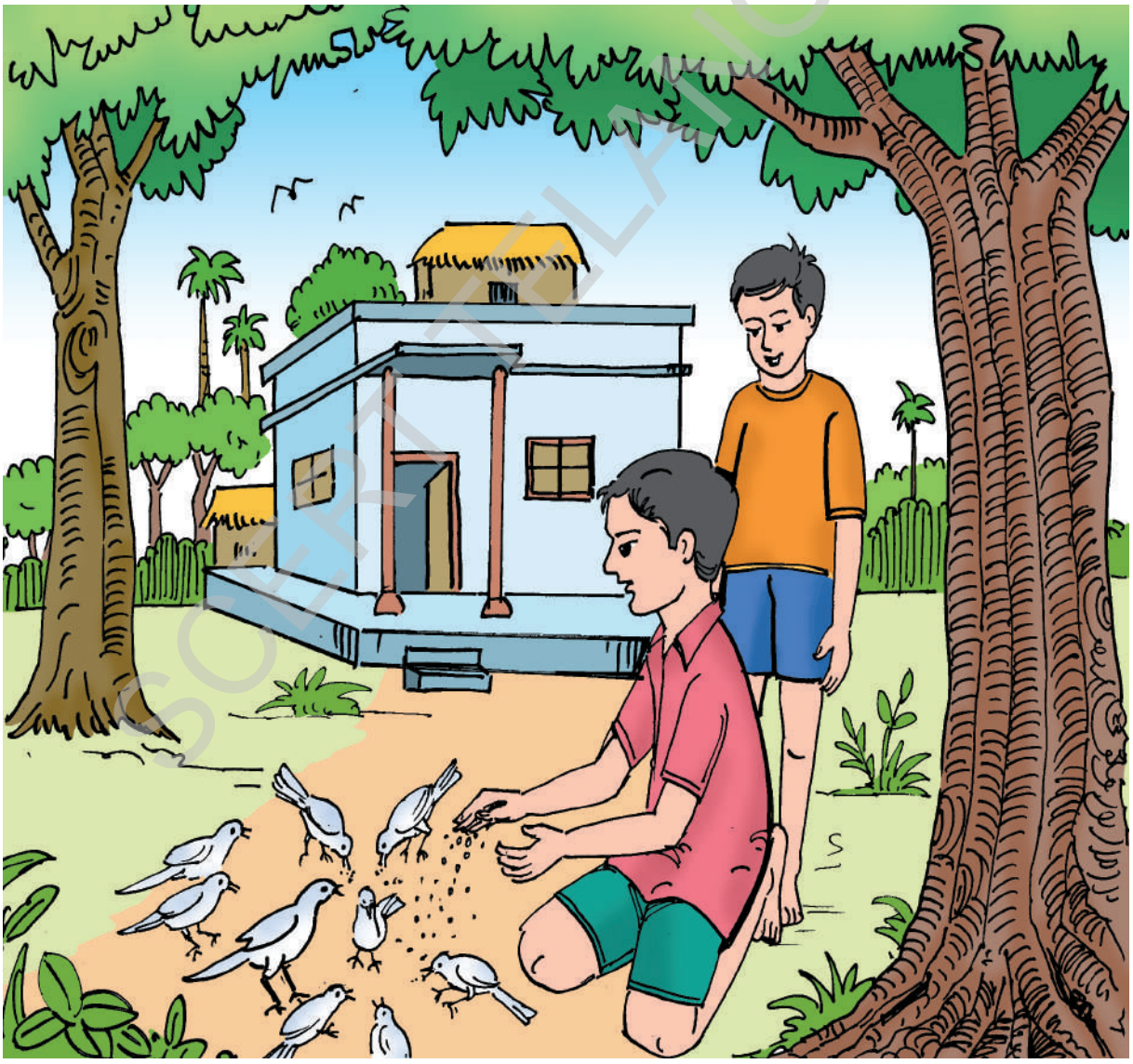
We went into the garage. It had only one door and a small window in the back wall. A beam ran across its width.

He climbed on a box and placed the nest on the beam. The myna's young ones had quietened down. Standing on the box, Bodh Raj peeped into the nest. I thought that he would pick them up. But he said, "Get some water, the chicks are thirsty."

I brought a glass of water. Bodh Raj fed them with drops of water.

When Bodh Raj came the next day, he had neither the catapult nor pebbles. He carried some seeds with him. We fed the myna's young ones and spent time watching them.

- Bhisham Sahni



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Glossary

pebble (*n*)	:	a small smooth round stone
catapult (*n*)	:	a 'Y' shaped stick with a rubber band attached to it and used for shooting stones
excellent (*adj*)	:	very good; of very high quality
peeping (*v*)	:	looking curiously
flutter (*v*)	:	move lightly and quickly
shrieking (*v*)	:	giving a loud high shout
beam (*n*)	:	a long piece of wood which supports the roof
stepped down (*v*)	:	came down
straw (*n*)	:	dry grass
peered (*v*)	:	looked closely or carefully
perched (*v*)	:	landed and stayed on a branch
garage (*n*)	:	a place to keep vehicles

Comprehension

I. Answer the following questions.

1. What made the chicks flutter their wings and shriek loudly?
2. Bodh Raj was very cruel to the birds in the beginning, but in the end he became very kind. What message do you get from this change ?
3. There are two Bodh Rajs in the story. Which one do you like more and why?

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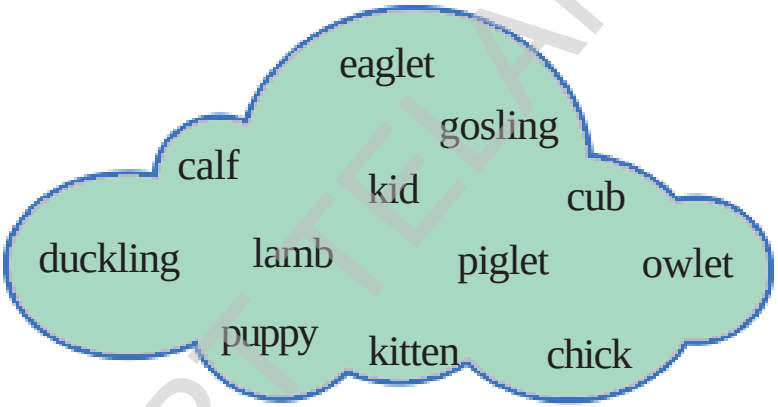
II. Read the following sentences. Write 'true' or 'false' in the brackets.

1. Bodh Raj was an excellent shooter. ( )
2. Bodh Raj used catapult to hurt his friends. ( )
3. There were kite's young ones in the ventilator. ( )
4. Bodh Raj saved Myna's young ones. ( )

Vocabulary

I. Read the following words. These are the names of young ones of animals/birds we know.



Commonly, the young ones (babies) of birds are called as chicks.

Choosing from the above box, fill in the blanks.

The young one of a

1) cat is a _____
2) dog is a _____
3) tiger is a _____
4) eagle is a _____
5) goat is a _____
6) hen is a _____
7) owl is an _____
8) pig is a _____

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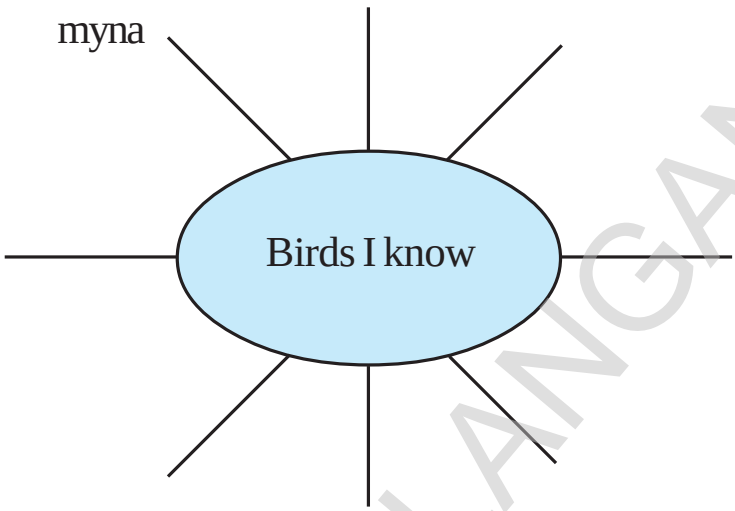
9) cow is a _____ 10) sheep is a _____

11) goose is a _____ 12) duck is a _____

II. Work in groups and complete the concept map given below. One is done for you.



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Grammar

Read the following sentences taken from the story.

- My friends **rarely** came to visit me.
- Bodh Raj **quickly** ran and pulled up a table.

In the first sentence, the word **rarely** talks about the verb **came**. In the second sentence, the word **quickly** talks about the verb **ran**. Such words are called adverbs.

Here are some more examples:

- Raju ran very **fast**.
- He spoke to her **kindly**.
- Come **soon**, the bell is ringing.

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I. Read, sing and enjoy the song.

Let's run slowly
Let's run quickly
Let's have fun

Let's go low
Let's climb high
Let's have fun

Let's write neatly
Let's write nicely
Let's have fun

Let's stamp hard
Let's drink fast
Let's have fun

Let's speak softly
Let's talk sweetly
Let's have fun

Underline the adverbs in the above song and write them below.

1. _____ 2. _____ 3. _____
4. _____ 5. _____ 6. _____
7. _____ 8. _____ 9. _____
10. _____

Oral Skills

Look at the picture given:

What is happening in the picture?

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Can you tell a story about the above picture? Sit in groups and make your story in your group.

Present your story before the class.

Writing

I. Look at the sign boards given below:

1

2

Here are two kinds of sign boards. One with only a message and the other with a picture and message. Now think about the following questions.

1. What does the first sign board say?
2. What is the message in the second sign board?
3. What does the picture suggest in the second sign board?
4. Which words are highlighted in the sign boards? Why?

Read the following.

Bodh Raj visited Bhisham's house often because it was a good place to hunt birds. To avoid the hunting of birds further, Bhisham wanted to put up a sign board.

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Now, prepare a sign board to avoid hunting of birds.

II. Bodh Raj and Bhisham met the next day after the incident.

Now write the conversation between them. You may begin as follows.

Bhisham : Bodh Raj, what have you got in your hands?

Bodh Raj : _____

Bhisham : _____

Bodh Raj : _____

Bhisham : _____

Fun with Words

Fill in the blanks as directed. Read the words aloud.

add '-ee'	add '-ea'
m _ _ t meet	m _ _ t meat
gr _ _ t	gr _ _ t
b _ _ r	b _ _ r
s _ _	s _ _
w _ _ k	w _ _ k
sw _ _ t	sw _ _ t
b _ _ t	b _ _ t

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B. Reading

Bird Talk

"Think…" said the Robin.
"Think …" said the Jay.
Sitting in the garden,
talking one day.

"Think about people.
The way they grow.
They don't have feathers
at all, you know.

They don't eat beetles.
They don't grow wings.
They don't like sitting
on wires and things

"Think!" said the Robin.
"Think!" said the Jay.
"Aren't people funny
to be that way?"

Glossary

Jay (blue jay) : the state bird of Telangana, *palapitta*

beetles (n) : an insect

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Comprehension

Answer the following questions.

1. What are the two birds in the poem?
2. What things can birds do that human beings can't?
3. Who do you think is superior; birds or human beings? Why?
4. What are the birds talking about?
5. The State bird of Telangana is ……
6. The name of our national bird is ……..

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the text:			
'The Boy and the Catapult'.			
I understood usage of adverbs.			
I read, understood and enjoyed the poem, 'Bird talk'.			
I was able to:			
1. prepare a sign board to avoid hunting of birds.			
2. write a conversation between Bhisham and Bodh Raj.			

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UNIT 8

The Unlucky Face

Look at the picture and answer the questions given below.

1. Why do you think the man said, 'You dirty cat'?
2. If you were in the man's position, how would you react?

Listen to your teacher as he/she reads a story and answer the questions given below. ***(Note: Listening text is in appendix-1)***

1. Is Sundar right in cursing Hirachand?
2. Which of the following qualities describe Sundar?

   a. friendly c. believes in baseless things
   b. proud d. revengeful

3. Why do people believe in superstitions? Give atleast two reasons.

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A. Reading

The Unlucky Face

There lived a merchant called Hirachand in Delhi. It was said that anyone who saw his face early in the morning would not eat anything that day. Akbar heard about Hirachand. Akbar wanted to know the truth.

One day, when Akbar was on his way to the dining room Hirachand was brought to him. At the same time a messenger came. The queen was ill. Akbar left Hirachand immediately. He spent the whole morning with his sick wife. When he returned to the dining room, his meal was cold. He ordered a fresh meal. Meanwhile, Akbar began to feel ill.

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The royal doctor was called for.

The doctor told Akbar to rest and not to eat anything for a day.

Akbar said, “But I haven’t eaten anything yet,”

“Whose face did you see this morning?” asked the doctor.

Akbar told the doctor that he had seen the face of Hirachand. “I will put him to death,” he said, “because he made me suffer.”

This news reached Hirachand.

He was shocked that he had been punished. He fell at the emperor’s feet and begged for mercy. But Akbar would not listen. The guard was summoned and Hirachand was immediately dragged off to the prison.

Poor Hirachand wailed aloud in the prison. The guard took pity on him.

Suddenly the guard had an idea. “Let us call Birbal,” he said.

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What was Hirachand's punishment? Do you think it was right?

Hirachand told Birbal what had happened. Birbal said, "Do what I tell you."

It was time for Hirachand to be hanged. The executioner asked him his last wish.

"I would like to see the emperor," said Hirachand. When Akbar came, Hirachand said, "Your Majesty! Is it true that you saw my face and did not eat anything for the day?"

"Yes," said Akbar.

"Your Majesty," said Hirachand, "My fate is worse than yours. I saw your face and I have to die."

"Someone has taught you to say this," said Akbar.

Hirachand said, "I don't know anyone here."

"But you did not think of this plan yourself, did you?" asked Akbar. "You must have met Birbal."

Hirachand agreed that he had met Birbal.

"Birbal has saved me from killing an innocent man," said Akbar and sent Hirachand away with gifts.

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Glossary

emperor (*n*)	:	a man who rules an empire
summoned (*v*)	:	called upon to do something
wailed (*v*)	:	cried
executioner (*n*)	:	a person who carries out an action of killing
fate (*n*)	:	unavoidable event
innocent (*adj*)	:	without sin, pure

Comprehension

I. Answer the following questions.

1. What did Hirachand ask Akbar?
2. What did Hirachand say about his fate?
3. How did Akbar realize his mistake?
4. Do you think Hirachand was innocent? Why?
5. Do you believe in superstitions? Do you think Hirachand's face would bring bad luck to anyone?

II. Read the following sentences and complete them by choosing the appropriate option.

1. The doctor was called _____.

   a. to see Akbar. b. to see the Queen.

2. Akbar ordered a fresh meal because _____.

   a. his meal was not tasty. b. his meal was cold.

3. Akbar fell ill, because _____.

   a. he hadn't eaten anything the whole morning.

   b. he saw Hirachand's face.

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Vocabulary

I. Read the following words and phrases given below.

1. starving	2. eating fruits
3. over eating	4. playing games
5. eating vegetables	6. eating junk food
7. getting up early	8. drinking contaminated water
9. eating contaminated food	10. cutting nails
11.sleeping late	12. sleeping early

Write the above words/phrases under given headings.

Sl.No.	Healthy Habits	Reasons for illness
1.		
2.		
3.		
4.		
5.		
6.		

II. Read the following paragraph. Replace the underlined words with the words from the story, which have the same meaning.

Hirachand was a businessman. Once he was called to Akbar's court. Akbar ordered to kill him. Hirachand begged for his kindness. But Akbar would not hear. Poor Hirachand cried aloud.

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III. Read the descriptions of persons from the story and write their names in the space provided.

1. He was a merchant who lived in Delhi. _____
2. He was the emperor who ruled India. _____
3. He came to the king's court when Akbar fell ill. _____
4. He was ordered to drag Hirachand to be executed. _____
5. He was the wise minister at the King's court. _____

Oral Skills

Work in groups.

Ask one another the questions about what you see in the picture and also answer them. One question is given.

What are the guards doing?

Prepare more questions and present them in the classroom.

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Grammar

I. Look at the following sentence.

Hirachand **told** what **had happened**.

There are two actions suggested by the verbs **'told'** and **'had happened'**. The second verb 'had happened' talks about the action done earlier. The first one talks about the action done later.

Pick out the sentences from the story that describe actions done in the past. Write them in the space provided. Circle the actions that were done earlier than the other actions.

Read the following sentences taken from the story. Circle the action words.

i) Akbar told the doctor that he had seen the face of Hirachand.

ii) He was shocked that he had been punished.

iii) Hirachand agreed that he had met Birbal.

Now complete the table as directed.

Actions done earlier	Actions done later

II. Complete the following paragraph using the hints from the brackets.

Ganesh packed his luggage and went to the railway station. By the time he …… (reach) the station, the train …… (come) to the platform.

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He searched his pocket. There was no ticket. He …… (understand) that he …… (forgot) to bring his ticket. He rang up to his wife. She …… (ask) what …… (happen)? Then she advised him to take the ticket from the internet.

Writing

I. Akbar released Hirachand. He gave him many gifts. Hirachand went home very quickly.

"Look, Papa has come," Mani came running to his father. They hugged each other. What would be the conversation between Hirachand and Mani? Write the conversation and then role-play the same.

Hirachand : _____

Mani : _____

_____

Hirachand : _____

Mani : _____

Hirachand : _____

Mani : _____

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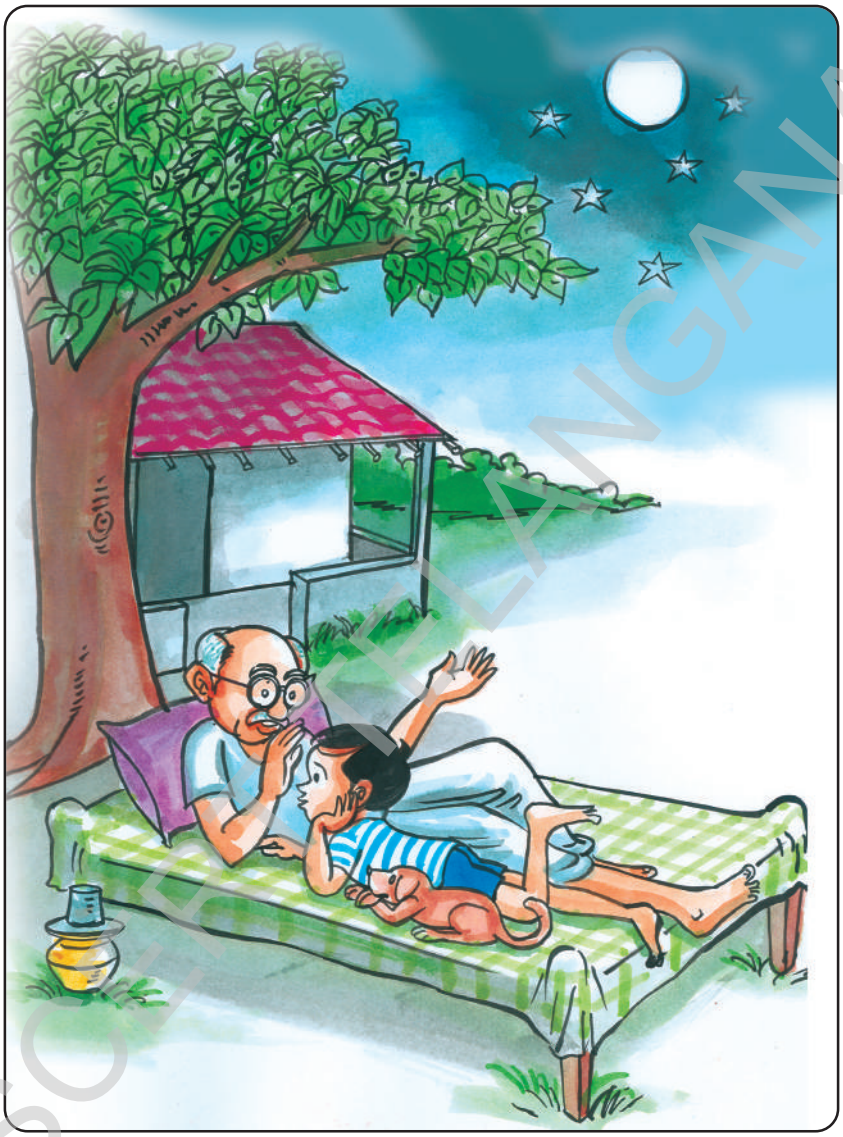
II. Look at the picture given.

What is the place in the picture ? Who do you see in the picture? What is happening in the picture ? Write a story based on this picture.



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Fun with Words

I. Read the sentences taken from the story.

It was said that **anyone** who saw his face would go **without** food that day.

The words '**anyone**' and '**without**' are formed by joining two words. These words are called **compound words.**

any+one – anyone with+out – without

II. Here is a list of words. Match them in as many ways as possible to form compound words.

some	thing	father	fire	no	one	mother
it	grand	what	son	her	self	how
daughter	him	fly	house	butter	where	ever

Examples: 1. something 2. someone 3. _____

4. _____ 5. _____ 6. _____

7. _____ 8. _____ 9. _____

10. _____ 11. _____ 12. _____

III. Add '-sh' or '-ch' to fill in the blanks. Read the words.

1. chur _ _
2. bru _ _
3. Mar _ _
4. wi _ _
5. cat _ _
6. pu _ _
7. fet _ _
8. fla _ _
9. mu _ _
10. wa _ _

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B. Reading

Superstitions Around the World

It is very interesting to know that most superstitions have to do with luck. Some of them are very funny too. Sometimes an unlucky thing in one area is a lucky thing in another area.

In Brazil they believe that walking under a ladder brings bad luck. The Australians believe that breaking a mirror is unlucky.

People in Ireland say that one should never move back and forth an empty rocking chair. In Hawaii, fishermen believe that, bringing bananas on a boat would bring bad luck to them.

Many people say giving or taking anything with left hand brings bad luck. What if a person is a left hander? Some people also believe that evil spirits are nearby if a light blows out. But there might be an open window somewhere.

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Generally people say that sneezing while starting to go to some place makes you reach the place late. What if the person who sneezes is suffering from a cold?

You know that in many parts of the world coming across a black cat is considered bad luck. But in The United Kingdom it is lucky to come across a black cat.

In many parts of the world, Friday is an unlucky day. But, in India most of the people believe that Friday is auspicious.

People in Telugu States do not like to start any new work on a new moon day. But Tamilians believe that it is good to start their special events on a new moon day.

For Chinese, number nine is lucky, while the Japanese consider it very unlucky. Aren't they really funny?

Now can you say what is lucky and what is unlucky?

Comprehension

Answer the following questions.

1. List out some of the superstitions from the passage.
2. What is the funny element about superstitions?
3. List out some superstitions that are popular in your area / family.

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Read the following sentences taken from the essay.

1. Some of them are funny too.
2. What if a person is a left hander?

The 1st sentence makes a statement. Such type of sentences are called **assertive** sentences. The 2nd sentence asks a question. Such type of sentences are called **interrogative** sentences.

Pick out two more statements from the essay and write them below.

1. _____
2. _____

Pick out two more questions from the essay and write them below.

1. _____
2. _____

Look at the picture given. Write 2 statements and 2 questions based on the picture.

1. _____
2. _____
3. _____
4. _____

How well did I understand this unit?
Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the story, understood and talked about it.			
I read and understood the texts:			
1.'The Unlucky Face'.			
2.'Superstitions Around the World'.			
I understood usage of action related to the past.			
I was able to write:			
1. a conversation			
2. Akbar's thoughts.			

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Appendix I
Texts for Listening

Unit 1

Ekalavya

Children, do you want to know how schools in olden days were? I will tell you how they were. Those schools were called gurukulas. The teacher was guru or acharya. The students were shishyas. Do you want to know what subjects they learnt there? Students learnt languages, mathematics, history, geography and arts like fighting, wrestling and shooting arrows.

Long ago there was a guru named Dronacharya. He was a royal teacher. He taught only princes. He was the guru of the Pandavas and the Kauravas. The Pandavas were five namely; Dharma Raja, Bhima, Arjuna, Nakula and Sahadeva. Kauravas were hundred; Duryodhana, Dushasana and so on. Among the shishyas, Arjuna was Dronacharya's favourite student. Do you know why? Arjuna always worked hard. He obeyed his guru and was excellent at shooting.

Unit 2

The Pancake

It was a holiday. All the children went to garden to play. They started playing games. Some children enjoyed playing hide and seek.

Some liked skipping. Some liked hopscotch. They climbed trees. They ate fruit. They jumped. They ran. They chased friends.

All morning, they laughed and played.

Now, it was afternoon.

They were tired. They were hungry. Children stopped playing.

One boy said, “I’m hungry.”

A girl said, “I’m also hungry. Let’s go home.”

“My mother will make dosas for me,” said one child.

They began walking back to their homes.

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Unit 3

What is a tree?

Teacher Sujatha entered the class. She has some drawings in her hand. All the children smiled and greeted her, “Good Morning teacher!” The teacher smiled back and said, “Good Morning Children! Sit down please.”

Ammu got up and asked, “What did you bring for us today?” Sujatha teacher smiled and went near the blackboard. She took out a drawing and stuck it on the board.

“It’s like a stem of a tree.” Said the children. Then she stuck some more drawings on the stem. “Those are like branches,” said Sita.

Then Sujatha teacher stuck a lot of small leaves on the branches.

“Those are leaves,” said the children. “This is a tree,” said Sita.

“This is a tree,” the teacher smiled. “Good. Now tell me, what is a tree?”

Unit 4

The Miller, His Son and His Donkey

It was Saturday. A cart with ringing bells entered the village. Hearing the bells people came out of their houses. They saw the cart which always came to make announcements. It stopped in the middle of the main street and made the announcement.

Brothers and Sisters!

Good news! Great offer only for you! This Sunday only. This Sunday's market is going to be a special one. It has many attractions. Get a variety of things at very low prices. Buy any two things and get one free. Don't miss this Sunday's market. You can not only buy but also sell your goods.

Good news! Great offer only for you and your family. Remember this Sunday.

Don't miss. Don't miss the golden chance.

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Unit 5

Fudi's Desert Journey

Children!

In a nomadic tribe of Africa, there was a happy family. The birth of a child added to the happiness. The child's grandmother took the child into her hands. All the other family members gathered around.

"Wah, how beautiful the child is!"

"Grandma! Look at his eyes. They are shining as bright as stars."

"Aren't they his mother's?"

"Let me touch his fingers… so soft and tiny!"

"Be careful. He is a new born."

"Look at his smile. It's his grandfather's, isn't it?"

"Ha… very charming!"

"Grandma! Why don't you give him a name?"

"I want to give him his grandfather's name."

"FUDI… that's a good idea."

"Fudi… Fudi… look at me."

Unit 6

Honesty

Chinna has a pet dog. Every evening, he takes it to the playground for a walk. One evening, When Chinna was playing with his dog, he saw his friend Bablu coming.

“Hey Bablu! Do you come to this playground every day?” Chinna asked.

Bablu said, ‘No. But today, I came here for the sake of my dog.’

“Where is your dog?” asked Chinna.

Bablu called, “Tommy! Tommy, come here.”

Chinna saw a cute puppy running towards them. There were tinkling bells around the neck of Tommy.

Chinna thought, “Those bells are so nice. I’ll also buy beautiful tinkling bells for my dog.”

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Unit 7

The Boy and The Catapult

A farmer had some puppies to sell. He put his sign board on the edge of his farm. One day a boy Vamsi came to his farm and said, "Mister, I want to buy one of your puppies."

"Well", said the farmer, "These puppies are from a fine breed and cost a good deal of money."

Vamsi pulled out a handful of rupees from his pocket and said, "Is this enough?"

"Sure," said the farmer. He let out a whistle and called, "Here, Dolly!"

Out from the dog house, Dolly ran down the ramp followed by four puppies. Vamsi was delighted on seeing them. He also noticed a little pup trying at its best to catch up.

'I want that one,' Vamsi said pointing to the weakest pup. The farmer knelt down at the boy's side and said, "Son, that puppy cannot run and play with you like other puppies."

“Anyone will buy the other puppies, but I want to buy this one only,” said Vamsi. He took the puppy in his hands and said, “I’ll call you Mitti. Mitti... Mitti...”

Unit 8

The Unlucky Face

"Hirachand! How many times have I told you not to come out early in the morning?" shouted Sundar.

"Why…what happened?" asked Hirachand puzzled.

"Yesterday, my brother saw your face early in the morning and fell ill. He couldn't eat anything throughout the day."

"How am I responsible for that?"

"Aren't you? Wait… I will complain to the king."

"What for?"

"To ask the king to order you not to show your face to people early in the morning."

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Appendix II

About the Textbook

The textbook for class IV has been developed keeping the following as the learning outcomes expected from the learners at the end of the academic year.

Academic Standards

At the end of the academic year the children are expected to achieve certain academic standards. The following are the six broad categories of the Academic Standards.

1. Listening and Responding
2. Reading Comprehension
3. Conventions of Writing
4. Vocabulary
5. Grammar
6. Creative Expression (Oral and Written Discourses)

The children should listen to, read and construct the following discourses both orally and in the written form.

1. Descriptions (objects, persons and places, experiences)
2. Conversations with at least four exchanges related to the context given.
3. Stories / Narrative containing events and dialogues
4. Rhymes / songs
5. Recipe
6. Slogans
7. Posters
8. Letter
9. Skit/drama
10. Short essay

This textbook contains eight theme based units which are within the experiential orbit of the children. Each unit has a listening passage and two reading texts (A) and (B) along with textual exercises covering vocabulary, grammar, writing, project work etc.

Assessment

There are two types of assessments.

1. Formative assessment
2. Summative assessment.

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Formative assessment

Formative assessment is done four times in an academic year. It is based on four tools given below.

1. Observation 2. Notebooks 3. Project work 4. Slip tests.

Formative Assessment is conducted for 50 marks, out of which observation, notebooks and project work are allotted 10 marks each and 20 marks for sliptest.

Teacher has to assess the performance of the learners during each term. This is not a single day activity; it is a cumulative account of what has happened on a day- to-day class room transaction.

Criteria for awarding marks under each tool:

Observation: The oral performance of children related to classroom activities which cover the academic standards i.e., listening and speaking, reading comprehension,oral discourses and their indicators should be considered while awarding marks.

Notebooks: The written performance of children related to conventions of writing, vocabulary, grammar, written discourses and the indicators written should be considered while awarding marks.

Projects: The oral and written performance of children which cover all academic standards should be considered while awarding marks in various stages ie., planning, execution, analysis and interpretation of data, report writing and presentation with feedback.

Slip Test: This test should be conducted without giving any prior notice to children. This test should cover any two / four targeted discourses in each formative assessment. This way all the targeted discourses should be covered. This practice will help children in attempting the written discourses in Summative Tests.

The following are the evidences for awarding marks:

- Teacher's unit cum period plans that reflect children's oral performance.
- Scripts of Slip Test.

Summative Assessment

In an academic year two summative assessments are to be conducted for 50 marks covering all the academic standards. Out of these, 10 marks are allotted for oral test and 40 marks are allotted for written test.

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Learning Outcomes

ENGLISH

CLASS IV

The learner....

- Responds to simple instructions, announcements made in class / school.
- Responds to questions based on day-to-day life experiences: article, story or poem heard or read.
- Enacts different roles in short skits.
- Speaks briefly on familiar topics and experiences of day-to-day life like 'conservation of water; a visit to a zoo; going to a mela; Swachh Bharat etc.
- Presents orally the highlights of a given written text / short speech / narrative / video / film / pictures / photographs etc
- Reads aloud by following proper intonation and pauses.
- Reads sub-titles on TV, titles of books, news headlines, pamphlets and advertisements.
- Reads printed script on the classroom walls, notice board, posters and advertisements.
- Describes orally and in written about the events, places or personal experiences.
- Uses punctuation marks such as question mark (?); comma(,); and full stop (.) appropriately.
- Writes informal letters or messages uses linkers to indicate connections such as, and, but, first', 'next', etc.
- Uses nouns, verbs, adjectives and prepositions in oral and in writing.
- Infers the meaning of unfamiliar words by reading them in context and find them from a dictionary.

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General Service List - Common Words of English
201 to 400 Words

201.	city	233.	member	265.	business
202.	put	234.	until	266.	value
203.	close	235.	far	267.	second
204.	case	236.	night	268.	why
205.	force	237.	always	269.	clear
206.	meet	238.	service	270.	expect
207.	once	239.	away	271.	family
208.	water	240.	report	272.	complete
209.	upon	241.	something	273.	act
210.	war	242.	company	274.	sense
211.	build	243.	week	275.	mind
212.	hear	244.	church	276.	experience
213.	light	245.	toward	277.	art
214.	unite	246.	start	278.	next
215.	live	247.	social	279.	near
216.	every	248.	room	280.	direct
217.	country	249.	figure	281.	car
218.	bring	250.	nature	282.	law
219.	center	251.	though	283.	industry
220.	let	252.	young	284.	important
221.	side	253.	less	285.	girl
222.	try	254.	enough	286.	god
223.	provide	255.	almost	287.	several
224.	continue	256.	read	288.	matter
225.	name	257.	include	289.	usual
226.	certain	258.	president	290.	rather
227.	power	259.	nothing	291.	per
228.	pay	260.	yet	292.	often
229.	result	261.	better	293.	kind
230.	question	262.	big	294.	among
231.	study	263.	boy	295.	white
232.	woman	264.	cost	296.	reason

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297.	action	333.	pass	368.	grow
298.	return	334.	fall	369.	free
299.	foot	335.	note	370.	cause
300.	care	336.	special	371.	serve
301.	simple	337.	talk	372.	age
302.	within	338.	particular	373.	book
303.	love	339.	today	374.	board
304.	human	340.	measure	375.	recent
305.	along	341.	walk	376.	sound
306.	appear	342.	teach	377.	office
307.	doctor	343.	low	378.	cut
308.	believe	344.	hour	379.	step
309.	speak	345.	type	380.	class
310.	active	346.	carry	381.	true
311.	student	347.	rate	382.	history
312.	month	348.	remain	383.	position
313.	drive	349.	full	384.	above
314.	concern	350.	street	385.	strong
315.	best	351.	easy	386.	friend
316.	door	352.	although	387.	necessary
317.	hope	353.	record	388.	add
318.	example	354.	sit	389.	court
319.	inform	355.	determine	390.	deal
320.	body	356.	level	391.	tax
321.	ever	357.	local	392.	support
322.	least	358.	sure	393.	party
323.	probable	359.	receive	394.	whether
324.	understand	360.	thus	395.	either
325.	reach	361.	moment	396.	land
326.	effect	362.	spirit	397.	material
327.	different	363.	train	398.	happen
328.	idea	364.	college	399.	education
329.	whole	365.	religion	400.	death
330.	control	366.	perhaps		
331.	condition	367.	music		
332.	field				

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SAVE THE PLANET EARTH

Reduce, Reuse and Recycle the Materials

Reduce:

- Buy permanent items instead of disposables.
- Buy and use only what you need.
- Buy products with less packaging.
- Buy products that use less toxic chemicals.

Reuse:

- Repair items as much as possible.
- Use durable coffee mugs.
- Use cloth napkins or towels.
- Clean out juice bottles and use them for water.
- Use empty jars to hold leftover food.
- Reuse boxes.
- Purchase refillable pens and pencils.
- Participate in reuse programs.
- Donate extras to people you know or to charity instead of throwing them away.

Recycle:

- Recycle paper (printer paper, newspapers, mail, etc.), plastic, glass bottles, cardboard, and aluminium cans. If your community doesn't collect at the curb, take them to a collection center.
- Compost food scraps, grass and other yard clippings, and dead plants.
- buy recycled products and products that use recycled packaging.

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Proverbs

- It's no use crying over spilt milk.
- Look before you leap.
- He who hesitates is lost.
- Still waters run deep.
- Don't count your chickens before they hatched.
- Don't cross your bridges before they come to you.
- First come, first served.
- Absence makes the heart grow fonder.
- Out of sight, out of mind.
- Make hay while the sun shines.
- Where there's a will there's a way.
- There is no smoke without fire.
- Better late than never.
- Don't put the cart before the horse.
- All that glitters is not gold.
- When in Rome, do as the Romans do.
- A bird in hand is worth two in the bush.

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