

Let's Learn English

Class - IV



Free Distribution in all Government Schools



State Institute of Educational Research and Training (SEIRT)
Udaipur, Rajasthan



Publisher

Rajasthan State Textbook Board, Jaipur, Rajasthan

Edition : 2016

© SIERT, Udaipur
© Rajasthan State Text Book Board,
Jaipur

Price :

**Printing Paper : RSTB watermark
80 GSM Paper**

**Publisher : Rajasthan State Text Book Board
2-2A, Jhalana Doongri, Jaipur**

Quantity :

Printer :

All Rights Reserved

No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the publisher.

This book is sold subject to the condition that it shall not, by way of trade, be lent, re-sold, hired out or otherwise disposed of without the publisher's consent, in any form of binding or cover other than that in which it is published.

The correct price of this publication is the price printed on this page. Any revised price indicated by a rubber stamp or by sticker or by any other means is incorrect and should be unacceptable.

Any change can only be made by the publisher.

**Financial Support for
Text Book Development
Unicef Rajasthan, Jaipur**

Preface

In the multilingual milieu of India English has occupied the place of lingua franca between the different states of the country. So the knowledge and acquisition of competence in English is the need of the post independent India. The use of the English language in almost all the spheres of life, namely, computers, internet and several other fields has increased this need to a great extent.

The series of the text books titled 'Let's Learn English' is based on the syllabi of English approved by the state government in the light of NCF, 2005.

This text book has been designed to make the students competent in all the areas of learning in the English language. This book helps to develop the four language skills (i.e. listening, speaking, reading and writing) in the learners with the help of 'Textual Activities' designed in it for this purpose. It widens the students' knowledge through a variety of themes interwoven in the lessons in the text book. The themes range from self, family, neighbourhood, society, heroes, patriots to current state and national issues. The book also aims at making the students aware of the diverse genres of the English language by the manner of presentation of its text forms viz. description, story, dialogue, biography, process writing and one-act play which make learning a joyful and exciting experience. It evaluates the learning outcomes of the students with different activities/exercises through pair work and group work.

This text book contains two types of texts — prose and poetry. Both the texts broaden the head and heart of the students. Poetry texts provide them joy.

The themes cover the issues from local to global. They represent cultural ethos with universal values which inculcate the basic human values of love, sacrifice, kindness, cooperation, honesty, gratefulness, patriotism, hard work, tolerance and concern for others, etc. They reflect the rich and colourful culture of Rajasthan. The great personalities of our country and state have been given due place in the text book. There is a message of environment protection. Glossary at the end of the text helps the students overcome their lexical difficulties. This increases their vocabulary also. In this book five activities have been given for the ample practice of language by the students.

Activity-I : It helps to develop and test the students' comprehension of the content and language of the lesson. It includes various types of questions – viz., true, false; yes, no; multiple choice and 'wh' questions, etc.

Activity-II : It helps to test, practise and increase the students' vocabulary through different activities.

Activity-III : This explains the topics of grammar occurring in the text through examples. The rules of grammatical items are deduced after examples. Different types of exercises for practice and test are given in this activity.

Activity-IV : This caters to develop the students' skills of listening and speaking through pronunciation practice of words and answering the questions, etc.



Activity-V : This has been designed to inculcate the writing skill in the students through paragraph writing, letter writing, story writing with the help of given hints, answering the questions and arranging the sentences of a paragraph, etc.

The poems given in the text book are meant to provide pleasure to the students and so they are to be recited with that very objective in mind. The learner with the teacher's guidance should be able to draw the main ideas of the poem. For conducting different language activities varied unstandardised instructions, have been given at the beginning of them with a view to exposing the learners to target language in different ways and thereby enhance their linguistic competence in English.

It is hoped that this book with stimulating and elevating lessons backed up with adequate language activities will help learners learn English with pleasure by their being the centre of teaching-learning process. Suggestions for improvement of text book, if any, will be most welcomed.

SIERT wholeheartedly appreciates all the members of UNICEF and is thankful to Mr. Samuel M., Chief, UNICEF, Jaipur, Dr. Sulagna Roy, Education Specialist for their timely financial support.

We are specially thankful to Mr. Kunjilal Meena, Secretary, Elementary Education, Mr. Naresh Pal Gangwar, Secretary and Commissioner RMSA, Mr. Babu Lal Meena, Director, Elementary Education. Mr. Suwalal, Director Secondary Education, Mr. B.L. Jatawat Commissioner SSA and Rajasthan Council of Elementary Education, Government of Rajasthan for their valuable suggestions and guidance in making this text book better.

We express our heartiest thanks to all the writers, poets, publishers, websites and other resources that have directly or indirectly helped us in shaping this text book.

Director
State Institute of Educational
Research and Training, Udaipur



Textbook Development Team

- Patron : Vinita Bohra, Director, SIERT, Udaipur
- Chief Coordinator : Narayan Lal Prajapat, Deputy Director, SIERT, Udaipur
- Coordinator : Hemlata Menaria, Principal, SIERT, Udaipur
: Sushma Ahari, Lecturer, SIERT, Udaipur
- Core Member : Prof. (Dr.) Suresh Kumar Agrawal, MGS University, Bikaner
- Convener : Damodar Lal Kabra, Retd. Principal, Chittorgarh
- Authors / Editors : Damodar Lal Kabra, Retd. Principal, Chittorgarh
: Dr. Dhiraj Joshi, Teacher, GUPS, Sundergram, Banswara
: Madhav Lal Jat, Retd. Principal, Chittorgarh
: Subhash Chandra Mangal, Principal, GSSS, Shergarh-
Masuda (Ajmer)
: Saroj Kanwar, Principal, GGSSS, Amarsar, Jaipur
: Purushottam Gupta, Principal, GSSS, Khazalpur, Jaipur
: Rajeev Mishra, Principal, GSSS, Dara Stn. Kota
: Rahul Sharma, CRP, DCE, DIET, Kota
: Ashutosh Tuli, Lecturer, SIERT, Udaipur
: Gajendra Kumar Sharma, Lecturer, GSSS, Hindon City
: Devendra Bhardwaj, Lecturer, GSSS, Durgapura, Jaipur
: Aruna Sharma, Sr. Teacher, KGBV, Dabich, Jaipur
: Manoj Dadhich, Sr. Teacher, GSS, Kaliwas (Girwa), Udaipur
: Tarun Mittal, Sr. Teacher, GSS, Thunsra, Baran
: Ramakant Sharma, Teacher, GSSS, Begus, Jaipur
: Poonam Sharma, Teacher, GSSS, Kuchaman City
- Layout & Design : Dr. Jagdish Kumawat, Lecturer, SIERT
- Illustrator : Achal Arvind, Kota
- Technical Support : Hemant Ameta, Lecturer, SIERT, Udaipur
: Abhinav Pandya, SIERT, Udaipur
- Graphic Designing : Schematics Mining Pvt. Ltd., Dehradun, Uttarakhand

Free Distribution



शिक्षकों के लिए

साथियों, कक्षा IV की अंग्रेजी की पाठ्यपुस्तक 'Let's Learn English' आपके हाथ में है। इस पुस्तक का लेखन इसी उद्देश्य के साथ किया गया है कि विद्यार्थियों में अंग्रेजी भाषा के ज्ञान के साथ-साथ अंग्रेजी भाषा के चारों मूलभूत कौशलों—(Listening) सुनना, बोलना (Speaking) पढ़ना (Reading) व लिखना (Writing) का विकास हो सके, जिससे वे इस भाषा में कुशलता के साथ-साथ संप्रेषण कौशल में दक्ष हो सकें।

अंग्रेजी भाषा में शिक्षण में आपकी भूमिका महत्त्वपूर्ण होती है। आपके शिक्षण की प्रभाविता आपकी पूर्व तैयारी एवं आपके कक्षा-कक्ष की स्वस्थ अध्यापन-अधिगम संस्थितियों पर निर्भर है। पाठ्यपुस्तक में समाहित समस्त गतिविधियाँ विद्यार्थियों की समान सहभागिता सुनिश्चित करते हुए सम्पादित की जानी अपेक्षित है। प्रत्येक गतिविधि भाषा के विशिष्ट पक्ष पर आधारित है। अतः समस्त गतिविधियाँ करवाकर आप विद्यार्थियों में वांछित भाषाई एवं संप्रेषण कौशल विकसित कर सकते हैं।

प्रत्येक पाठ प्रारंभ होने से पूर्व वाचन हेतु प्रश्न, कथन या चित्र दिये गए हैं। ये विद्यार्थियों के अनुभव व वातावरण को आपके द्वारा पढ़ाए जाने वाले पाठ से जोड़ते हैं। इस समय उत्तरों को अंग्रेजी में प्राप्त करने पर जोर देने की आवश्यकता नहीं है। विद्यार्थियों से उनकी स्थानीय बोली या हिंदी में भी उत्तर स्वीकार किये जा सकते हैं। बाद में धीरे-धीरे उन्हें अंग्रेजी में उत्तर देने के लिए प्रेरित किया जा सकता है। तत्पश्चात् आप पाठ के गद्यांशों या पद्यांशों को पढ़ें एवं विद्यार्थियों से उन्हें उचित उच्चारण, आरोह-अवरोह (intonation), बलाघात (stress), लय (rhythm), ताल (beat) इत्यादि के साथ कक्षा में व्यक्तिशः व समूह में वाचन करवाएँ।

अधिकांशतः पाठ के अन्त में 5 गतिविधियाँ दी गई हैं। इन गतिविधियों को विद्यार्थियों द्वारा समूह में या छोटे समूह में (जोड़े में) किया जाना अपेक्षित है। आपको कक्षा में विद्यार्थियों को बोलने, पढ़ने व लिखने के अधिकतम अवसर प्रदान करने होंगे, क्योंकि भाषा अधिगम में विद्यार्थियों की जितनी अधिक सहभागिता होगी उतना ही अधिक वे भाषा को समझकर उसमें दक्षता प्राप्त कर सकेंगे। पाठों का हिंदी में कम से कम अनुवाद करके पढ़ाएँ।

पहली गतिविधि पाठ की विषयवस्तु की बोधगम्यता से संबंधित है। इस हेतु विभिन्न प्रकार के प्रश्न दिए गए हैं। विद्यार्थियों द्वारा मौन वाचन के पश्चात् इन प्रश्नों का उत्तर दिया जाना अपेक्षित है। विद्यार्थियों को उत्तर ढूँढ़ने व उत्तर देने में वांछित Structure (व्याकरण के शब्द एवं वाक्य) और Lexical items (शब्द) उपलब्ध करवाएँ। उत्तर देने हेतु उन्हें बार-बार पढ़ने हेतु अवसर प्रदान करें।

दूसरी गतिविधि भाषाई शब्दों के ज्ञान व समझ से संबंधित है। इस हेतु बनाए गए विविध प्रश्नों का प्राथमिक उद्देश्य विद्यार्थियों को शब्द रचना, अर्थ एवं प्रयोग से अवगत करवाना है। इस गतिविधि का दूसरा उद्देश्य विद्यार्थियों के active, passive एवं adhoc

vocabulary के शब्द भण्डार में वृद्धि करना है। आप इस गतिविधि को पूर्ण करने हेतु उनकी सहभागिता सुनिश्चित करें। इस प्रकार विद्यार्थी सीधा हल प्राप्त न कर स्वयं प्रयास करेंगे।

तृतीय गतिविधि पाठ में समाहित व्याकरण के अभ्यास पर आधारित है। आपको व्याकरण के बिन्दुओं की परिभाषा नहीं देनी है। उदाहरणों के माध्यम से व्याकरण के बिन्दुओं को समझाना है जैसा कि उदाहरण में दिया गया है। तत्पश्चात् दिए गए विभिन्न प्रश्नों की सहायता से विद्यार्थियों से अभ्यास करवाना है क्योंकि भाषा को अभ्यास से सीखा जाता है न कि नियमों को सीखाने से। विभिन्न प्रश्नों को Pairs व Group में करवाएँ।

चतुर्थ गतिविधि में विद्यार्थियों के सुनने हेतु दिए गए शब्द, वाक्य, Poem गद्यांश आदि सुनाए व पुनः उनसे बुलवाएँ। साथ ही, छोटे छोटे प्रश्न भी पूछे जाएँ एवं उत्तर प्राप्त करने हेतु विद्यार्थियों को प्रेरित किया जाए।

पाँचवीं गतिविधि में विद्यार्थियों को लिखने का अभ्यास देना है। बालकों से वाक्य लिखवाएँ (प्रश्नों के उत्तर के रूप में, शब्दों को वाक्यों में प्रयोग करके, आदि)। दिए गए बिन्दुओं या प्रश्न की सहायता से कक्षा को Groups में बाँटकर पेरोग्राफ लिखवाएँ। मॉडल Paragraph देकर समानांतर पेरोग्राफ या Paragraph के वाक्यों के क्रम तोड़कर उन्हें क्रमानुसार करके पुनः लिखवाया जा सकता है। चित्रों की सहायता से या Outline की सहायता से कहानी लिखवायी जा सकती है। इस तरह से पत्र लेखन, कहानी लेखन, इत्यादि भी करवाया जा सकता है। इन गतिविधियों से बालकों में उनके शब्द भण्डार एवं व्याकरण के ज्ञान को सुदृढ़ करते हुए लिखित अभिव्यक्ति के कौशल को विकसित करने में निपुणता प्राप्त होगी।

विद्यार्थियों को पाठ से संबंधित चित्र या अन्य सामग्री संग्रहित करने का भी प्रयास भाषायी ज्ञान के विकास में अत्यंत लाभकारी हो सकता है। इसमें विद्यार्थियों की पाठ एवं विषय के प्रति अभिरुचि और अभिवृत्ति का विकास होगा।

आपके प्रयासों और विद्यार्थियों की सक्रिय सहभागिता से भाषा शिक्षण एवं अधिगम एक सुखद एवं फलदायी अनुभव बनाया जा सकता है। आप अपने शिक्षण कौशल से विद्यार्थियों में भाषा के कौशलों का विकास कर उन्हें भाषा में कुशल बना सकते हैं। आपका निरन्तर प्रयास व विद्यार्थियों के साथ समुचित सहयोग और मार्गदर्शन उन्हें भाषा के ज्ञान एवं उसमें दक्षता प्रदान करेगा जिसे वे दैनिक जीवन में निष्पादित कर सकेंगे।

Contents

| S.No. | Title | Pg.No. |
|-------|--------------------------------------|---------|
| 1 | A Thank you Prayer | 1-7 |
| 2 | Each one is unique | 8-20 |
| 3 | A Brave Tribal Girl | 21-28 |
| 4 | A Visit to the Camel Fair of Pushkar | 29-37 |
| 5 | The Peacock: Our National Bird | 38-49 |
| 6 | Save Water | 50-57 |
| 7 | A Railway Station | 58-65 |
| 8 | Kalpna Chawla: The Star | 66-76 |
| 9 | Ramu and the Mangoes | 77-87 |
| 10 | Mangarh Dham | 88-96 |
| 11 | My Village | 97-103 |
| 12 | Be Kind To Animals | 104-113 |
| 13 | If a Tree could Talk | 114-123 |
| 14 | Nimboo – Paani | 124-127 |
| 15 | This Native Land of Mine | 128-133 |

1

A Thank you Prayer

Discuss

1. What do you say to your friend when he/she helps you?
2. What things do your mother and father do for you?
3. What should we say to our parents for the things they give to us?
4. What should we say to God for the things He gives to us?

Lets read the poem

For milk to drink and food to eat,
For eyes and ears and hands and feet,
Thank you God.

For Mother, Father and their care,
For our house and clothes to wear,
Thank you God.

For Friends with whom I run and play,
For sun and rain and night and day,
Thank you God.

For all the things you give to me,
Help me to always thankful be,
Thank you God.



GLOSSARY:

The Sun: A star that shines in the sky during the day (सूर्य)

The Sun: The light and heat from the sun (धूप या सूर्य की रोशनी व ताप)

Activity - I

A. Answer the following questions:

1. Whom does the poet thank in this poem?
2. Why does the poet thank God in this poem?
3. With whom do you run and play ?
4. What help does the poet want from God?

B. Say whether the following statements are True or False:

1. Our parents take care of us. ()
2. God gives us everything we want. ()
3. The poet says thank you five times in the poem. ()
4. We should thank God for the sun and rain. ()
5. We should thank our parents only for all the things in the world. ()

Activity - II

A. Fill in the blanks with the correct words given in the box:

to breathe, to eat, to see, to wear, to hear, to walk.

1. We have eyes
2. My mother gives me food

3. My father brings clothes
4. We have ears
5. God gives us air
6. I use my feet

B. Write one word for group of words given below:

1. A place where we live in : h___
2. The children with whom you run and play : f_____
3. The supreme being in the world : G__
4. The part of the day when we can't see the sun : n_____

C. Write the opposite of the words given in brackets:

1. We should get up late. (always)
2. The sun shines in (night)
3. Please..... me your pencil. (take)
4. Godus all the things. (takes)
5. He is my (mother)

D. Read the following phrases:

1. eyes and ears
2. hands and feet

In the above examples the two words have been joined with the word 'and'. The word 'and' is used to join two words (nouns, pronouns, verbs, adjectives, etc).

Now select appropriate words from column A and B and join them with 'and'. Then write them in the column C:

| A | B | C |
|------------|----------|------------------|
| 1. day | daughter | 1. day and night |
| 2. the sun | wife | 2..... |
| 3. son | the moon | 3..... |
| 4. father | night | 4..... |
| 5. husband | mother | 5..... |
| 6. sister | butter | 6..... |
| 7. bread | white | 7..... |
| 8. black | brother | 8..... |

E. Study the following words from the poem

eyes, ears, hands, clothes.

The above words refer to two or more than two things/ objects/ persons and they are called the plural forms of the singular nouns i.e. eye, ear, hand, cloth. They have been made plural with the addition of 's' or 'es' to them. Similarly 'feet' is the plural form of 'foot' and likewise 'teeth' is the plural form of 'tooth.'

Now write some other words having plural forms from the poem.

1.
2.
3.
4.

Also write the plural forms of the nouns.

1. tooth
2. foot
3. night
4. day
5. hand
6. nose
7. finger
8. child
9. ray
10. answer book
11. toe
12. shoe

Activity - III

A. The teacher recites the following poem and students listen to it carefully. Then they read the poem together and will answer the questions given below:

I am thankful for the sunshine bright,
For the rain and for the stars at night.
I am thankful for each flower and tree,

And all the beauty that I see.
I am grateful for kind friends and true,
Help me to be a good friend too.

1. To whom is the poet thankful/grateful?
2. For what things is the poet grateful/thankful to?
3. What's the poet's wish in the poem?
4. How do you feel when your friend helps you?

Activity - IV

A. Given below are a few incomplete sentences. Complete them by filling in the blanks.

Example:

We thank God for (a) milk to drink (b) food to eat

1. I thank my father for
(a)(b).....
2. I thank my mother for
(a).....(b).....
3. I thank my friend(s) for
(a).....(b).....
4. I thank my grandfather for
(a).....(b).....
5. I thank my teacher for
(a).....(b).....

Activity - V

Prepare a chart regarding the things 'He' (God) has given to us. Now display it in the class and read it.



2

Each One is Unique

Discuss

1. Whose picture is this?
2. Has he lost his one hand?
3. Let us read the following story. It narrates his achievements in his life.



Devendra Jhajharia

Devendra Jhajharia was born in 1981 and he is from Churu district in Rajasthan. At the age of eight, while climbing a tree he touched a live electric cable. He received medical attention but the doctors had to cut off his left hand. But he was confident and very much interested in sports. He joined a sports academy. In 2002 Jhajharia won the gold medal in Korea. In 2004 Jhajharia qualified for his first summer Paralympics representing India at Athens. At the games he set a new world record in javelin throw

at a distance of 62.15 m and got the gold medal. And he became the only second gold medalist at the Paralympics for his country. His success in Athens honoured him with 2004 Arjuna Award. He received India's prestigious 'Padamshri Award' in March, 2012 from the President of India, becoming the first paralympian to be honoured with the award. He has recently won a silver medal at Doha, Qatar in 2015.

Answer the following questions first orally and then in writing.

1. Where was Devendra Jhajharia born?
2. Why was his hand cut off?
3. For what did he get gold medal in 2004?
4. When was he awarded Padamshri award?

Paralympics: an international athletics competition for the disabled ones.



Let's read another story in the play about a boy, named Ram, who was not able to play games with his friends.

Here is a small play adapted from a story written by the children of Vidya Sagar, an institution for children with special needs in Chennai. The play tells us about Prakash and Ram who study in the same class. Prakash can walk, Ram uses a wheel chair.

Will Ram be included in class games?

- Nitya** : Hi, Ram! Have you finished your homework?
- Ram** : Hi, Nitya, Yes, I've finished it.
- Ashwin** : Give me your homework notebook, Ram. I will put it on the teacher's table to be corrected.
- Ram** : Thank you, Ashwin!
- Ashwin** : Ram! Have you completed your physics project?
- Ram** : Yes. I have made a model of 'Rain Water Harvesting.'
- Nitya** : Ram makes such good models. (bell rings)
- Prakash** : (coming in) Hey, I have come to take you to the playground for lunch.
- Ashwin** : You never forget your best friend, do you?
- Prakash** : How can I forget him? He never forgets me.
- Ram** : It is because of Prakash that I could join his school this year. He told my



- parents that I had to apply for admission to class IV.
- Ashwin** : Okay, okay! We are happy, too! Prakash, join us for a game of cricket after lunch.
- Prakash** : Yes, sure.
- Ram** : Let me join too.
- Prakash** : How can you play, Ram? You can't move on the field or hold a bat! I'll play carrom with you later.
- Ram** : (sighing) Yes, Prakash.
(A month later)
- Amit** : I wonder why Prakash is not on time. We have a big match tomorrow.
- Ashwin** : He said he would come for morning practice but the bell is going to ring now.
(Prakash comes in limping)
- Amit** : What happened Prakash?
- Prakash** : Accident! My father's scooter was hit by an auto and I fell down. He had to take me to the hospital. It's a simple sprain.
- Nitya** : How sad! Now how will you play the match?
- Prakash** : Hey, I can bat. Someone can run for me.

(Amit and Ashwin look at each other)

- Amit : Sorry, Prakash. It's an important match.
- Prakash : Are you telling me, I'm not in the team any more?
- Ashwin : Well! Yes.
- Nitya : Prakash, be reasonable. How can you play with a sprained foot?
- Prakash : Oh! Okay! (All except Prakash go out) [Bell rings] Ram comes in.
- Ram : Hey, Prakash! What happened?
- Prakash : Nothing a small accident. I'll be all right, don't worry.
- Ram : What about the match tomorrow?
- Prakash : I can't play.
- Ram : That's too bad, Prakash. You've practised so hard and now you can't play.
- Prakash : You know how I feel, to watch other people play, when you can't join them, don't you?
- Ram : Yes, I do. I have felt this all my life, Prakash.
- Prakash : I will never let it happen to you again, Ram. We'll all find a way to play together.
- Ram : (Smiling) Thanks, Prakash. That would be good. In the meantime, let's play carrom. (They laugh)

GLOSSARY:

| | |
|-----------------------|--|
| hold | : to keep something in hand (थामना, पकड़ना) |
| forget | : not to remember (भूल जाना) |
| reasonable | : fair/practical and sensible (व्यावहारिक) |
| limping | : walking slowly with difficulty because of injury in the leg (लंगड़ाते हुए) |
| rain water harvesting | : saving and storing rain water (वर्षा के पानी को संचित/संग्रहित करना) |
| sprain | : to injure a joint in your body – especially your wrist or ankle (मोच लगना) |

Activity - I

1. Check your understanding

A. Answer the following questions:

1. What thing did Ram make for his project?
2. Who took Prakash to hospital and why?
3. Who helped Ram in joining the school?
4. Why could not Prakash play the cricket match?
5. How did Prakash realise Ram's pain?

B. Choose the correct option:

1. I wonder why Prakash is not on time. The meaning of the word 'wonder' in this sentence is:
 - a. surprised
 - b. worried
 - c. afraid
 - d. ask myself ()
2. Prakash practised for the..... match to be played the next day.
 - a. hockey
 - b. cricket
 - c. football
 - d. carrom ()
3. Who said these words?
'Be reasonable Prakash.'
 - a. Nitya
 - b. Ashwin
 - c. Amit
 - d. Prakash's Father ()

C. Write T for the true and F for the false sentences given below:

1. Prakash was limping because of a fracture in his leg. ()
2. Prakash fell down because his scooter hit an auto. ()
3. Prakash played the cricket match. ()
4. Ram watched other people play all his life. ()
5. Finally Prakash and Ram played the game of carrom together. ()

Activity - II

A. Choose from the box the opposites of the words given below and write them in the blanks :

remember, small, weep, separately, started, yesterday

- a. big b. laugh
- c. together d. finished.....
- e. tomorrow f. forget

B. Match the words in column A with their meaning in column B:

| A | B |
|------------|---|
| lunch | to injure a joint in your body. |
| sprain | to keep thinking about the happening of something unpleasant. |
| parents | fair, practical and sensible. |
| happen | take place. |
| worry | not special, ordinary |
| reasonable | a meal eaten in the middle of the day. |
| simple | mother and father. |

C. Complete the spellings of the following words by inserting the missing letters in each of them.

1. It is an imp_rt_nt match.
2. He went to h_sp_tal because he was ill.
3. I got adm_ssi_n to class IV in July last.
4. Ramesh is my best fr_end.
5. He got first prize for his m_d_l in physics.

Activity - III

Look at the following sentences given below.

1. Hey, I can bat.
2. You can't move on the field.
3. How can you play with a sprained foot?
4. Someone can run for me.
5. Can I use your phone? Yes, you can.

In the above sentence number 1 and 2 'can' has been used for showing the ability/power to do something.

In sentence number 3 and 4 'can' has been used for showing the possibility of doing something in the present. In sentence 5 'can' has been used for permission (informal).

We use 'can'+ infinitive (can do, can play, etc) for showing the ability, the possibility or the permission to do something, without 'to'.

The negative of 'can' is 'can't' (cannot). We can also use 'be

able to' in place of 'can' but 'can' is more usual.

For example: Are you able to speak any foreign language?
'Can' has only two forms, 'can' (Present) and 'could' (Past).
The negative of 'could' is 'could not'. Could you give me your books? (Request)

Study the following sentences:

1. In my childhood, I could do what I liked.
2. The teacher told me, "You can write a paragraph on any topic of your choice".

A. Fill in the blanks with can/cannot/could as required.

1. Abhinav..... drive but he hasn't got a car.
2. I..... see you on Saturday but I can see you on Sunday morning.
3. My friend is ill so he play with me.
4. Herun because he has a sprain in his ankle.
5. When I was a child I climb a tree.
6. The principal told us that we go on a tour.
7. Accidents happen anywhere.
8. As a tennis player hebeat anybody in his young age.
9. A deaf is a person who hear anything.
10. I have no money so I lend you any money.

B. Rewrite the following sentences using can/cannot /could/could not in place of the underlined words.

1. He is able to speak three languages.
2. His leg has sprained. He is not able to walk properly.
3. As I got late, I was not able to catch the train.
4. Our school team played well but was not able to win.
5. My grandfather was a very clever man. He was able to play chess well.
6. I looked for the book everywhere but I was not able to find it.

Activity - IV

A. Pronounce the following words after your teacher.

1. completed, corrected, divided, decided, invited, rewarded, added, arrived, provided, waited, wasted, acted, protected.
2. games, words, girls, teachers, guns, drums, runs, daughters, cars, maps, charts, chairs, books, bags, laughs, bananas, tomatoes, potatoes.
3. classes, glasses, matches, batches, catches, judges, bridges, boxes, prizes, possesses, brushes, villages, wishes, languages.

Activity - V

A. You are a student of class IV, write five sentences about things you can do. Begin your answer like this.

1. I can run a race.
2. I can
3. swim well.
4. prepare tea.
5. a letter to my friend.

B. Now write five sentences using 'cannot.'

1. I can't sing a song.
2. I swim.
3. They buy anything without money.
4. Westudy in a dirty room.
5. She attend a party without a new dress.

C. Write five sentences each about what you could do and what you could not do in your childhood.

Begin like this: I could walk.....

1.
2.
3.
4.
5.

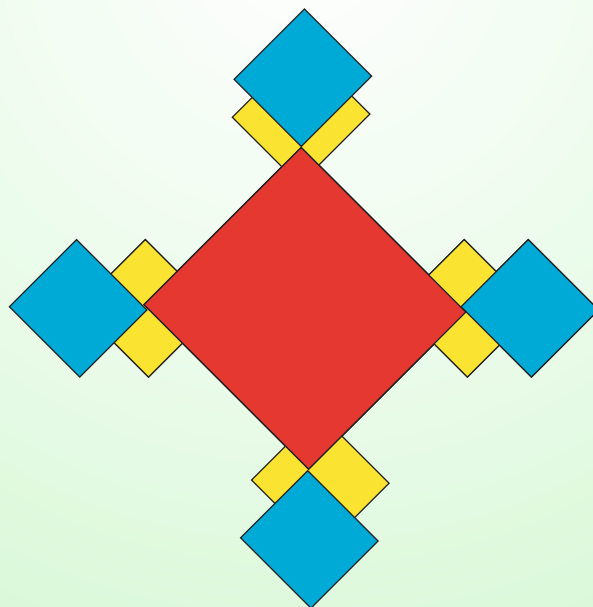


Being it like this: I could not swim

1.
2.
3.
4.
5.

D. Collect the pictures of C.W.S.N. and write about their achievements and then display them in the classroom.

C.W.S.N : Children with special needs.



3

A Brave Tribal Girl

Discuss

1. Are you afraid of anything?
2. What are you afraid of?
3. Is there any brave woman in your neighbourhood?
Now let's read a story about a brave tribal girl.

In a small tribal village in Rajasthan there lived a girl. Her name was Seema. Seema's family was not very poor. They had some land, some cows and buffaloes.

In the same tribal village there lived another girl. Her name was Ritu. She was brave and beautiful. But she was poor. Seema did not like her.

One day, Seema took her cows and buffaloes to the jungle for grazing. Seema liked the quiet place. She saw Ritu under a tree there. She was not happy to see Ritu.



“Hello! Seema.” Ritu said . “Come here! This is a good place.”

Seema did not answer. She walked away. She went to another place. There was thick grass at that place.

Suddenly, Seema heard a sound, '*Hisssss.....Hisssss.....*' She turned round. There was a big python. Seema was frightened.

The python attacked Seema. It coiled itself around Seema's legs. She had great pain. "Oh !Help !" She cried.

Suddenly there was a blow of stick on the python. Seema looked behind. There was Ritu.

“O Ritu ! Save me ! ”. Seema Cried.

“Don't worry,” said Ritu. She struck blow after blow on the python. But the python did not leave Seema. Ritu, then threw away the stick. She caught the python's head and fought with it using her hands. The python now left Seema and attacked Ritu.

“ Run away, Seema! ”Ritu shouted.

“ No, Ritu” said Seema. She stood there. Soon Ritu used all her force and threw the python away.

“Come Seema!” she shouted. Both the girls ran as fast as they could. They reached the grazing cows. Now they were safe. Seema looked at Ritu. There were tears in her eyes.”Ritu, I am sorry. I was very rude to you.”

“It's all right, Seema. We are friends. “ Ritu replied.

Wasn't Ritu a brave girl ? Of course she was. Later, she was awarded for her bravery.



GLOSSARY:

| | |
|-------------------|--|
| attack | : to strike in order to hurt (आक्रमण करना) |
| frightened | : afraid (भयभीत हो गया, ड़र गया) |
| quiet | : peaceful, not noisy (शान्त) |
| award | : prize for bravery (बहादुरी का ईनाम) |
| python | : a large snake that kills animals by squeezing (अजगर) |
| coil | : in the form of a spiral (कुंडली) |
| cry | : shout (चिल्लाना) |
| force | : strength (ताकत) |
| grazing | : the act of feeding on grass, etc. (चरना, घास आदि खाना) |
| land | : solid part of the surface of the earth (भूमि) |
| strike | : hit (चोट मारना) |
| rude | : impolite, unkind (अशिष्ट) |
| suddenly | : by chance (अचानक) |
| tears | : liquid coming out of eyes while weeping (आँसू) |
| worry | : to feel concerned (चिन्ता करना) |

Activity - I

A. Answer the following questions:

1. Who did not like Ritu?
2. Where did Seema take her cows and buffaloes?
3. What attacked Seema? Who saved her?

4. What did Seema say to Ritu?
5. What award did Ritu get?
6. Why were there tears in Seema's eyes?

B. Say whether the following statements are True or False:

1. Seema did not have cows and buffaloes. ()
2. Ritu was rich. ()
3. Seema saw Ritu under a tree. ()
4. Ritu first heard the sound: *Hissss.....* ()
5. The python coiled around cow's legs. ()

C. Read the lesson and answer the following questions in the format given below the questions.

1. Who was brave and beautiful?
2. How was the grass in that place?
3. Who was frightened?
4. How did she fight with the python?
5. Who got the bravery award?

| Q. No. | Paragraph No. | Line No. | From...to.... |
|--------|---------------|----------|---------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |

Activity - II

A. Fill in the blanks with missing letters:

(a) fright...n

(b) br...v...ry

(c) p...thon

(d) c...il

B. Arrange the jumbled letters:

(a) gasrs: _____

(b) sfae: _____

(c) aawy: _____

(d) fsat: _____

C. Fill in the blank using the words given in the box below:

fast, python, worry, award, bravery

1. Don't I am always with you.
2. A tiger runs very
3. Maharana Pratap is known for his all over the country.
4. Charu saw a in the zoo.
5. Saroj got an in the drawing competition in our school.

D. Write down two words starting with each of the following letters example:

- | | | |
|------|-------|-----------|
| 1. b | ball, | bank..... |
| 2. r | ..... | ..... |
| 3. a | ..... | ..... |
| 4. v | ..... | ..... |
| 5. e | ..... | ..... |

6. r
7. y

Activity - III

A. Study the following sentences carefully:

Seema's family was not very poor.

She went to another place.

Now using the underlined words, we can make new sentences.

For Examples:

Seema was not very poor.

1. Rohan was not in the class.
2. The road was not clean.

She went to another place.

1. They went to the Karnimata fair.
2. Neeta went to meet her uncle.

1. Seema did not like her.

- a.
- b.

2. There was a big python.

- a.
- b.

3. Ritu used all her force to throw the python away.

- a.
- b.



4. There were tears in her eyes
- a.
 - b.
5. She got the bravery award for children.
- a.
 - b.

B. Rewrite the following paragraph using proper capital letters.

“ don't worry,” said ritu. She struck blow after blow on the python. but the python did not leave seema. ritu, then threw away the stick.

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

Activity - IV

A. Pronounce the following words correctly:

village, college, knowledge

- 1. buffaloes, cows, family, beautiful.
- 2. pain, rain, train, main, drain, sprain, plain.
- 3. walked, talked, washed, missed, wished, watched.
- 4. sound, ground, bound, found.
- 5. thick, tic, pick, sick, wick.
- 6. took, look, book, shook, wool, fool, good, cook, food, tool, school.

B. Listen to the rhyme recited by the teacher. Then speak it after the teacher :

Little drops of water,
And little grains of sand,
Make this earth a mighty ocean,
And a pleasant land.
Little act of kindness,
And little words of love,
Make this earth Eden,
Like the heaven above.

C. Answer the following questions orally:

1. Who is your fast friend?
2. What is his/her father's name?
3. What is his/her mother's name?
4. Speak a few words about his/her mother's qualities.
5. How does he/she help you?
6. How do you help him/her?

Activity - V

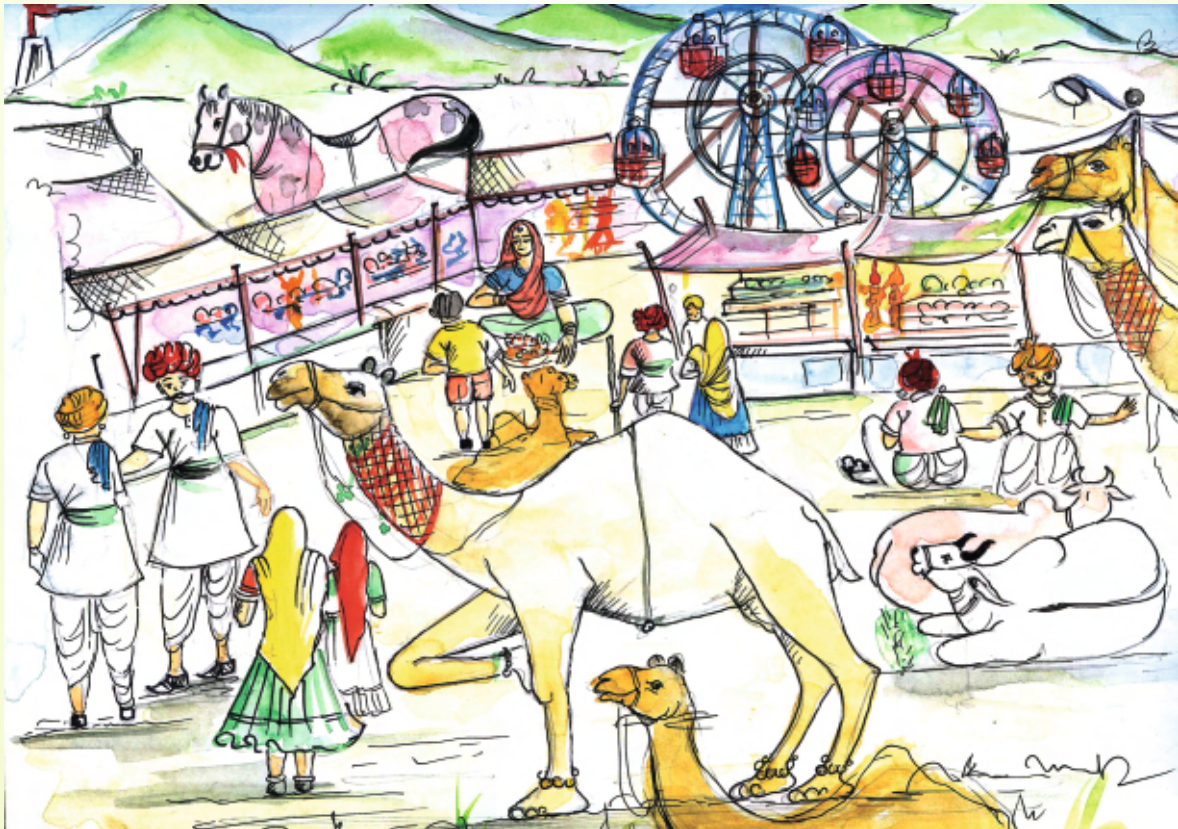
1. Work in pairs and write a paragraph of five lines about any brave person of your area. (begin like this Mr/Mrs is a brave of my town. One day some thieves came to our village. He/She ran after them. Villagers also chased, caught and handed them over to police.
2. Collect pictures of some brave persons of Rajsthan and paste them on a chart. Display the chart in your classroom.
3. Draw a picture of a soldier of our Indian army and colour it.

4

A Visit to the Camel Fair of Pushkar

Discuss

1. What do you see in this picture?
2. What is this picture about?
3. Name the fairs that are held in your area?
4. What do you call the fair in which there are lots of camel?



Last year I went to visit my uncle in Ajmer in the month of *Kartik*(October-November). As I am very much interested in visiting fairs, I asked my uncle to tell me the names of the fairs held in our state. He told me that in our state different fairs are celebrated on different occasions throughout the year. The Beneshwar Dham fair of Dungarpur, the Gangaur fair of Jaipur, the Baba Ramdev fair of Ramdevra (Jaisalmer), the Karnimata, fair of Deshnok (Bikaner), the Jhantala Mata fair of Chittorgarh, the Dussehra fair of Kota and the Camel fair of Pushkar (Ajmer) are some of the well-known fairs of Rajasthan. The Camel fair of Pushkar is held on Kartik Purnima every year. Over 25,000 camels along with other livestock such as oxen, horses, cows, and buffaloes are traded, making this the world's largest camel fair.

Pushkar is also known as a city of temples. There are about 500 temples in this city. Among them the temple of Brahmma is famous all over the country. It is visited by lots of devotees every year. There is the famous Pushkar lake which is visited by thousands of devotees every year to take a holy dip in it. There are lots of rose gardens in which various types of roses are grown and sold.

Cultural shows and exhibition are also organized in this fair to make it lively and enjoyable. '*Matkiphod*', 'Moustache' and Bridal competitions are some of the main attractions of this camel fair. Besides these the camel beauty contest is an

interesting event at this fair. The well decorated camels dance, parade and run. Thousands of native and foreign visitors watch them.

On the Kartik Purnima day, my uncle took me to the grand camel fair. Reaching the fair site, we saw lots of camels, horses, buffaloes, etc. We also saw rows of shops, selling sweets, fruits, eatables, toys, crockery, shoes, pots and pans and jewellery, etc. There were people of almost all the castes and creeds there. They were in their attractive clothes and looked cheerful. Children and adults enjoyed swinging in the merry – go – rounds, watching films, circus and puppet shows. The fair presented a wonderful scene. I bought some toys and sweets for my brother and sister. We all returned home happily.

Really a fair is a place for merry-making, increasing our knowledge about our culture and meeting various people. Everyone should visit fairs whenever they are held in your neighbourhood.

GLOSSARY:

| | |
|-------------------|--|
| celebrated | : organized, held (आयोजन किया गया) |
| devotees | : followers (भक्त, अनुयायी) |
| traded | : sold and bought (ब्यवसाय किया जाना) |
| exhibition | : display of various things of art, craft, painting, etc (प्रदर्शनी) |
| lively | : full of life (जीवन्त) |

| | |
|----------------|---|
| contest | : competition (प्रतियोगिता) |
| native | : of one's own country (देश के, स्वदेश के) |
| foreign | : belonging to other country (विदेश का) |
| rows | : lines, queues (कतारें, पंक्ति) |
| event | : happening (घटना) |
| crockery | : cups, dishes, glasses, mugs, plates, etc. (क्रॉकरी) |
| pots and pans | : utensils (बर्तन) |
| jewellery | : ornaments of gold, silver, etc. (गहने, आभूषण) |
| adults | : a fully grown person (प्रौढ़, वयस्क) |
| swinging | : to move from side to side while hanging from something, (झुलना) |
| neighbourhood | : at the next door (पड़ोस) |
| merri-go-round | : (डोलर, चकरी, झूला) |
| live stock | : farm animals, cattle (पशुधन) |

Activity - I

A. Say whether the following statements are True or False:

1. In our state fairs are held throughout the year. ()
2. Only local people visited the fair. ()
3. Only camels are traded in the fair. ()
4. There were shop selling different things in the fair ()
5. People like the camel dance and parade. ()

B. Answer the following questions:

1. Where is the temple of Lord Brahma situated?
2. How many camels are sold and bought in the camel fair of Pushkar?

3. Where is the Gangaur fair organized?
4. Why do people visit the Pushkar Lake?
5. Write down what Pushkar is famous for.
6. Which is the world's largest fair?

Activity - II

A. Match the words in column A with their meanings in column B:

| A | B |
|------------|----------------------|
| native | well known |
| came back | celebrated |
| followers | charming |
| famous | devotees |
| organized | returned |
| attractive | of one's own country |

B. Complete the blanks by filling in the missing letters:

1. f _ ir
2. p _ ople
3. c _ rc _ s
4. g _ rd _ n
5. m _ ust _ che
6. p _ r _ de

C. Choose the words from the box and fill in the blank in each sentence:

traded, foreign, famous, city, competitions

1. Pushkar is known as a.....of temples.
2. Lots of camel are..... in the Pushkar fair.

3. Jodhpur is a historical city.
4. Many are held during the tournaments.
5. Lots ofas well as native visitors visit the Pushkar fair every year.

D. Arrange the letters in correct order to form meaningful words:

- ceaml :
- wmoen :
- viist :
- dnaec :
- tepmel :

Activity - III

A. Study the following sentence.

1. The camel fair of Pushkar is held on Kartik Purnima every year.
2. Cultural shows, and exhibitions are also organized in this fair.

In these above sentences the objects are the focus of our attention rather than the subjects (doer) .The sentence in which the object comes at the place of the subject is in the passive voice. The above sentences are in the present simple passive voice.

The pattern of the passive sentence is ?

Sub (obj.) + is/ am / are + mv III +(by+ agent (doer/subject)

B. Write sentences with the help of the given words.

road / repaired/ every year.

Example- Roads are repaired every year.

1. vegetables/ sold/ in the market everyday.
2. streets/ cleaned every day morning.
3. English / spoken / in the world.
4. trees/ watered / in the garden.
5. houses/ decorated/ on the Deepawali day.
6. clothes/ sewn/ by the tailors.
7. tea/ prepared/ by my servant.
8. a book / written by an author.
9. the library/ opened daily.

C. Write the correct form of each verb given in bracket.

1. Food.....(cook) by my mother.
2. Houses..... (whitewash) at Deepawali.
3. Many things..... (sell) in the market.
4. Houses..... (build) with bricks and cement.
5. Rubbish..... (throw) into a dustbin.
6. Thieves..... (catch) by the police.

Activity - IV

A. Speak out one word for the group of words spoken by the teacher, the first letter of the word is given.

1. A big town :c.....
2. The city of temples : p.....
3. Twelve months make a : y.....
4. Camels , horses, oxen, cows : l.....

5. Boys, girls, babies, etc : c.....
6. Belonging to our country :n.....

B. Speak the words aloud after your teacher

- | | |
|---------|-------------|
| 1. let | late |
| 2. sell | sail/sale |
| 3. fell | fail |
| 4. hell | hail/hale |
| 5. tell | tail/tale |
| 6. men | main |
| 7. get | gait |
| 8. pen | pain |
| 9. bell | bail/bale |
| 10. wet | wait/weight |

Activity - V

You live in Sundargram village, Every year a fair is held near your village. Write sentences in a paragraph. You may take help of the hints given below.

1. Name of your village.....
2. The place where the fair was held.....
3. How you reached the fair ? (by bus/by train)
4. With whom did you go to visit the fair ?
5. What did you see there at the fair ?
6. How were the people dressed ? (colourful clothes)
7. What did the shops sell ? (many things)
8. What were the people doing ? (buying, toys, sweets,

clothes, pots and pans, fruits, many other things,)

9. Name the things of entertainment there in the fair (circus, merry - go - rounds, puppet shows, dances)
10. What did you buy ? (toys, sweets)
11. When and how did you return home ? (in the evening, by bus)

Paragraph

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

5

The Peacock: Our National Bird



Discuss

1. Name the birds in the above pictures.
2. When do we often see a peacock?
3. What do you know about a peacock?



Birds are creatures that have feathers, wings and a beak. They are warm-blooded creatures and are always ready to fly into

action. In fact, birds are the most powerful fliers of all living beings. However, not all birds can fly very high, and the peacock is one of them.

There are more than 2000 species of birds in our country. Among these, the most beautiful, attractive and brilliantly-coloured one is the peacock. It is also our national bird. It has many colours. This charming bird is a familiar sight all over the country. It belongs to the family of pheasants. The female is called the peahen and the male peacock, collectively both are called peafowl.



The Indian peafowl lives mainly in the humid areas of the country. It is found in large agricultural farms, gardens, groves and forests. It loves clusters of trees and grassy spaces along freshwater ponds, lakes and rivers.



The Peacock is known by many names. The common Sanskrit name for it is Mayura, which means, a killer. It implies that the peacock is a killer of the killer-the snake. The peacock is also called Neelkantha because of its blue neck.

The peacock has iridescent blue- green feathers. It has colourful 'eye' markings of blue, gold red, etc. These feathers are in great demand as they are widely used in making hand fans. In some parts of the country and the world some white peacock are found .They too look very beautiful and attractive.

The peacock has inspired many poets since early days, to compose beautiful poetry

Adapted

Here's a poem written on the peacock. Read and enjoy.

The Peacock

The peacock stands tall and proud,
His blue and green feathers stand out from the crowd.
He unwraps his wings for us all to see,
The beautiful colours so bright and feathery.
As we sit and wait for the peacock's eyes to illuminate,
Feathers so tall and head held high.
What a magnificent bird!
All the other birds cry.

GLOSSARY:

- creature** : living being (प्राणी)
- warm-blooded** : having warm blood all the time (गर्म खूनवाला जीव)
- species** : group of similar types of birds, animals, etc (प्रजातियाँ)
- brilliantly coloured** : with very bright colours (चमकीले रंगों युक्त)
- pheasant** : a large bird that has a long tail (लम्बी पूँछ वाला पक्षी)
- humid** : moist (नमी, आद्रता युक्त)
- grove** : a large number of trees of some particular type growing in an area (कुँज, पेड़ों का झुमट)

| | |
|-------------|--|
| clusters | : small groups (छोटे-छोटे समूह बनाना) |
| implies | : underlying meaning (अर्थ) |
| iridescent | : shining with many different colours when seen from different angles (विभिन्न प्रकाश में अलग-अलग रंग दिखना) |
| compose | : to write a piece of music or something (यहाँ कविता लिखना, आदि) |
| feathery | : soft and delicate feathers (मुलायम पंखों वाला) |
| stand out | : unique (अपने आप में अलग दिखना, अनोखा) |
| illuminate | : brighten with light; to shine (जगमगाना) |
| magnificent | : very beautiful (सुन्दर, शानदार) |

Activity - I

A. Answer the following questions:

1. Which family of birds does the peacock belong to ?
2. What is the name of our National Bird ?
3. Where does the Indian peafowl live ?
4. What is the Sanskrit name for peacock ?
5. What does the name Mayura mean ?
6. Why is the peacock also called Neelakantha ?
7. Why are the peacock feathers in great demand ?

B. Read the following sentence and write T for true and F for false against each :

1. Mayura is the Sanskrit name of a peacock. ()
2. A peacock is called Lakantha. ()
3. A peacock is the killer of snakes. ()
4. A peacock has got only one coloured feathers. ()

5. A peacock can fly very high. ()
6. A peacock's eyes have markings of different colours in them. ()

Activity - II

A. Write the names of the parts of a peacock's body :

1.
2.
3.
4.

B. Write one word for the following group of words :

1. any living being : c _ _ _ _ _
2. anything that attracts us : a _ _ _ _ _
3. an area with a large number of trees in it : g _ _ _ _
4. having soft and delicate feathers : f _ _ _ _ _
5. the opposite of a male is called : f _ _ _ _

C. Match the words in column A with their meanings in column B:

| S.No. | A | S.No. | B |
|-------|-------------|-------|----------------------------|
| 1. | clusters | | a long tailed bird |
| 2. | magnificent | | forming small close groups |
| 3. | illuminate | | brighten with light |
| 4. | pheasant | | very beautiful and grand |

D. Study the following words carefully and say how they are formed:

- 'colourful' and 'powerful'

The word 'colourful' and 'powerful' are formed by adding 'ful' to them; colour+ful= colourful; power+ful = powerful

This word is an adjective. It describes a person,place,thing or an animal.

Form some more words by adding 'ful' to each :

1. wonder ____
2. care ____
3. use ____
4. hope ____
5. harm ____

E. Arrange the letters of the words given in column A to form a meaningful words and write them in column B:

| A | B |
|------------|-------|
| 1. coulor | |
| 2. cntrouy | |
| 3. poeackc | |
| 4. baek | |
| 5. teres | |
| 6. garss | |

Activity - III

A. Study the following sentences in the table given below :

| | A | B |
|---|---------------|---|
| 1 | Harish | plays football. |
| 2 | My brother | is writing a letter. |
| 3 | Chittorgarh | is a historical city. |
| 4 | They | have done their homework. |
| 5 | Many soldiers | died for the protection of our country. |
| 6 | Children | like to listen to comic stories. |
| 7 | Dinesh | will buy a new car. |
| 8 | Women | look after the home affairs. |

The words in the left-hand column are names of persons or things or pronouns. They tell us 'what' or 'who' we are talking about. They are called subjects. They are the subject of the parts of the sentences given in the column 'B' here. The words in the column 'B' tell us something about the subject and they are called the **predicate**.

A **subject** is a person or a thing that we want to talk about. It is always a noun or a pronoun. A subject may contain one word or many words.

B. Work in pairs. Read the sentences and circle the subject and underline the predicate in each. One has been done for you:

Example: Tanmay is my grandson.

1. Pragati is a brilliant girl.
2. Chennai is the capital of Tamil Nadu.
3. All the offices are closed today.
4. This book is very interesting.
5. We are playing *kho-kho*.
6. The doctor examined the injured man.
7. Sunday is a holiday.
8. Many people were washed away in the floods.
9. Yogesh bought an ice cream.
10. A cow gives us milk.

C. Complete these sentences by adding a suitable subject to each. It may consist of one word or a group of words:

1.were unable to cross the street.
2.took part in the race.
3.praised the students.
4.came out of the house.
5.wants to become a pilot.

Activity - IV

A. Speak out the following words after your teacher:

1. fly, buy, try, cry, sky, high.
2. all, tall, ball, small, wall, call.

- 3. lake, take, page, make.
- 4. blue, true, hue, due, few, dew, grew.

B. Work in pairs and speak out the names of the birds you find in your surroundings. Also speak about their habits and characteristics.

Activity - V

Writing a web chart

Work in pairs. Complete the given web chart by filling in all the details from the lesson.

Belongs to the family of

.....

.....

| | | |
|---------------|---|-------------------------------|
| Male |  | Where they are found in India |
| Female ..... |  | ..... |
| Sanskrit name | | Feathers used for |
| ..... | Peafowl | ..... |
| | Lives in | |
| | | |

B. Rearrange the sentences in the correct order to make a meaningful paragraph:

1. Birds are the creatures that are always ready to fly into action.
2. Birds are creatures that have feathers, wings and beaks.
3. Birds are the most powerful fliers of all living beings.
4. Most birds can fly very high in the sky but a peacock cannot do so.
5. The peacock is our national bird.
6. This charming bird is a familiar sight all over the country.
7. It is the most beautiful, attractive and brilliantly coloured one.
8. It belongs to the family of pheasants.
9. The male is called a peacock.
10. Collectively both are called peafowl.
11. The female is called a peahen.

.....

.....

.....

.....

.....

.....

.....

.....

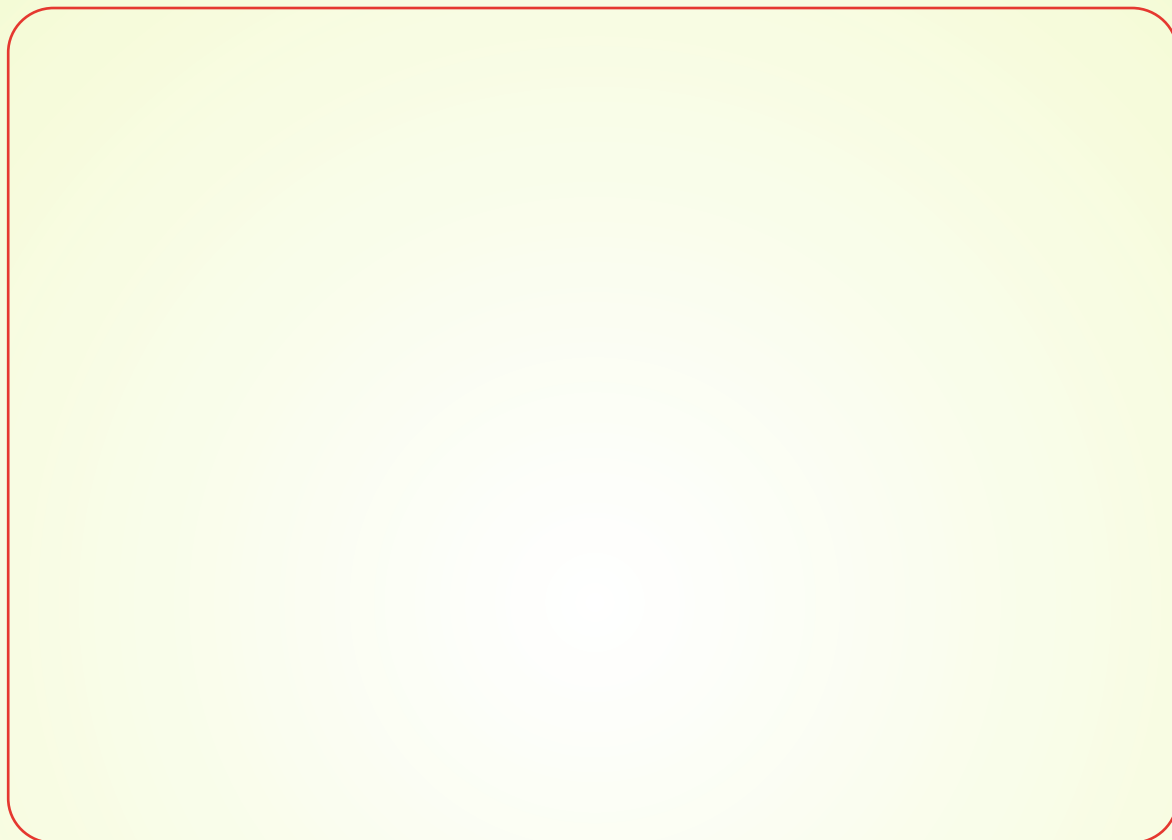
.....

.....

.....

Activity - VI

A. Draw a picture of a peacock and colour it.



6

Save Water

Discuss

1. What things do we need to live?
2. Where do we get water from?
3. How do you think people waste water?
4. Do we save water?



Let's read the poem

Water, Water all around,
Save every drop that can be found!

Wasting water isn't good,
So you never should.

Never let your taps run,
Turn them off as soon as you're done.
Don't waste time in the shower,
Your harvested water should be used on a flower.

Wash your car in the rain,
So not as much water will go down the drain.
Use a little brick in the toilet when you flush,
So the water won't go down in a gush.

You must realise water is good!!
So save as everyone knows we should!!

Anonymous

GLOSSARY:

- tap** : stop cock (नल)
waste : to use unnecessarily व्यर्थ में नष्ट करना।
harvested : collected (संचित)
turn off : stop flow of water (जल प्रवाह रोकना)
gush : fast flow (तेज बहाव)
you're done : you have finished (आपने काम में ले लिया है)

Activity - I

A. Answer the following questions:

1. What do we find in the rivers, lakes and ponds?
2. For what activities is water used?
3. Do you keep the tap on when you brush your teeth or bathe?
4. Does your mother keep the tap on while washing the utensils?
5. Does your father waste water while shaving?

B. Write T for the true statement and F for the false statement against each of the sentences given below:

1. We should save every drop of water. ()
2. Never let the taps run. ()
3. Water should be harvested. ()
4. People should use the shower for bath. ()
5. People can wash their cars with the water from taps. ()

Activity - II

A. Write the opposites of the bracketed words in the blanks given in the sentences:

1. We should water. (waste)
2. It is to waste water. (good)
3. We should reach school in time. (never)
4. I have my watch.(lost)

B. Write one word for each of the given group of words. The first letter of the word has been given:

1. A four wheeled vehicle we travel in : c _ _
2. An instrument from which we get water : t _ _
3. The water we get in the form of drops from the clouds : r _ _

Activity - III

Study the following sentences:

1. Save every drop that can be found.
 2. Wash your car in rain.
 3. Never let your taps run.
 4. Don't waste time in a shower.
 - Do you find the subjects (doers) in these sentences?
 - How do these sentences begin?
 - What types are these sentences?
1. Sentences 1, 2, 3 and 4 are the command sentences.
 2. But in sentences 1 and 2 the command is positive.
 3. Similarly in sentences 3 and 4 the command is negative.

The affirmative commands begin with the Main verb in its first form. The subject which is usually the second person (you) is hidden. The negative commands usually begin with either 'Don't (Do not)'/Never' followed by the first form of the main verb. The subject is usually the second person (you) and it is hidden. Besides the commands we can express our requests/obligations by using/writing such sentences.

A. Read the following sentences and write the command sentences for them.

1. You should reach school in time.
Reach school in time.
2. You should pay attention to your work.
.....
3. You are ordered to play games in the evening.
.....
4. I request you to get up early in the morning.
.....
5. I suggest you to watch T.V. in your free time.
.....

B. Read the following sentences and write the command sentences, using 'Don't' for them.

1. I advise you not to waste time.
Don't waste time.
2. You should not be late for the school.
.....
3. You are advised not to watch T.V. too much.
.....
4. I advise you not to quarrel with your friends.
.....

Activity - IV

Read the similar kind of the poem and answer the questions.

We washed it in lots of ways,
Like a bath instead of a shower,
Watering the plants on sunny days,

Leaving the tap on full power.
To save the world now we must act
And use our water well,
Change our ways, or we will pay,
In this beautiful world we want to dwell,
Saving water is very good, everybody should say.

Anonymous

dwell : to live (रहना)
sunny : very hot (गर्म धूपदार)

A. Answer the following questions:

1. What should we do if we want to live in this world?
2. Mention two ways in which people waste water.
3. We wasted it in lots of ways.

The word 'it' here stands for

(a) water (b) dust (c) air (d) stone

4. Everybody should water.

(a) change (b) throw away (c) waste (d) save ()

B. After reading the poem speak out the rhyming words:

e.g. ways, days;,

C. Add two more words and speak:

1. ways, days,
2. shower, power,
3. well, dwell,

Activity - V

A. Having read the poem and looking at the poster, write five sentences each on :

- What we should do to save water -
- What we should not do to waste water -

Begin your answer like this:

1. We should save every drop.
 2.
 3.
 4.
 5.
1. We should not waste water.
 2.
 3.
 4.
 5.

B. Write ten sentences how people use water every day:

You may use the following words in your answer.

use, water, drinking, cooking, washing, bathing, sweeping the floor, watering plants, trees, irrigating fields, growing vegetables, wheat, maize, barley, etc

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



7

A Railway Station

Discuss

1. Do you like holidays ?
2. Where do you go in holidays ?
3. With whom do you go there ?
4. How do you go there ?
5. Have you seen a railway station ?



Last Thursday, Riti and Tarun went to the railway station to receive their uncle. They went there with their father. Their father bought three platform tickets. They saw that people were

standing in a queue at the ticket window to buy tickets. The booking clerk was issuing tickets to them. Their father entered the platform with both of them. They saw many coolies in their uniform. The coolies were carrying the passengers' luggage.

There was a TC (ticket - collector) too. He was checking tickets. There were many vendors too. They were selling *poha*, *samosa*, chips, fruits, biscuits, popcorn, sandwich and sweets. Their father bought a packet of chips and some popcorn for the children. They walked on eating them. They threw the wrappers into the dustbin. Tarun also picked some plastic bags from the floor and dropped them into the dustbin. They also listened to announcements about the arrival and departure of trains.

They saw a big clock there. It was 1.00 p.m. by the clock. There was a book shop also. Some people were buying books and magazines of their interests. There was a man there with two flags in his hand- one was red and the other was green. The father told them that the man was the guard. They saw a train coming. It had a diesel engine and twenty coaches. The train departed after five minutes. They saw hawkers who were selling newspapers and magazines.

The porters were pushing carts near the goods train. Riti asked Tarun, "Are these coaches?" Tarun said to her, "These are wagons."

Suddenly they heard a long whistle of the train. They

stood at a distance from the track and waited for their uncle's train to stop. The train arrived on time. They saw their uncle and received him with joy. They touched their uncle's feet and the uncle blessed them. He also gave them chocolates. The father also blessed the uncle. They all set out for home happily. The children enjoyed a lot at the railway station.

GLOSSARY:

| | |
|---------------------|--|
| receive | : to welcome (स्वागत करना) |
| luggage | : bags, suitcases, etc that one carries while travelling (सामान) |
| vendor | : a person who is selling something (विक्रेता) |
| wrapper | : cover (लपेटने का कागज) |
| announcement | : an act of telling people about something. (घोषणा) |
| coach | : compartment (यात्रियों के बैठने का डिब्बा) |
| hawker | : one who sells things by going from one place to the other (फेरीवाला) |
| goods train | : a train that carries things, products, etc. (मालगाड़ी) |
| track | : path or lined up route (रास्ता) |
| arrival | : act of reaching a place (पहुँच) |
| departure | : act of leaving a place (रवानगी) |
| blessed | : showered good wishes (आशीर्वाद दिया) |
| wagon | : an open section of a railway train used for carrying goods or animals (मालगाड़ी का डिब्बा) |

Activity - I

A. Answer the following questions:

1. Who were carrying the passengers' luggage?
2. What did Tarun and Riti eat at the railway station?
3. Why did they throw the wrapper into the dustbin?
4. How many tickets did the father buy? Also tell why?
5. Why did they stand at a distance from the track?

B. Say whether the following statements are true or false:

1. People were not standing in a queue. ()
2. The TC was checking tickets. ()
3. The train was late. ()
4. The children bought biscuits. ()
5. The coolies were in their uniform. ()

C. Write who was/were doing these activities:

- pushing carts.
..... selling poha, chips, etc.
..... buying books.
..... carrying luggage.
..... selling books and magazines.
..... checking tickets.

Activity - II

A. Fill in the blanks with missing letters:

- (a) rec__ve (b) lug_age
(c) pas_eng_r (d) dep_rt_re

(a) avriral (b) dibustn (c) bsles (d) wgaogn

C. Write name for five vehicles. The first letter of each word is given below:

(a) b.....(b) t..... (c) b..... (d) m.....
(e) c.....

D. Write one word for the following group of words:

1. A person who sells fruits, biscuits, etc: v_____
2. A person who carries other passengers' luggage: c_____
3. People standing in a long line: q_____
4. An instrument showing time c_____

E. Arrange the following words given in the box according to their order in the dictionary. Write them in your note book:

station, dustbin, eat, ticket, wagon, hawker, buy, train,
magazine, green

Activity - III

Study the following sentences:

1. People were standing in a queue at the booking window.
2. The coolies were carrying passengers' luggage.
3. The booking clerk was issuing tickets to them.

In the above sentence we notice that the activities were taking place at a certain time in the past. In order to describe the activities taking place in the past we use the past continuous tense with help of was/were+ V¹(ing) +....

1. He was sitting in the room (Affirmative)

Sentence pattern:

S + was/were + V¹(ing) + object

2. He was not sitting in the room (Negative)

Sentence pattern:

S + was/were + not + V¹(ing) object +

3. Was he sitting in the room (Interrogative) ?

Sentence pattern:

Was/Were + sub + V¹(ing) object + ?

A. Rewrite the sentences according to the directions given in the brackets.

1. (a) He was singing a song. (Affirmative)
(b) (Negative)
(c) (Interrogative)
2. (a) Children were playing in the garden. (Affirmative)
(b) (Negative)
(c) (Interrogative)
3. (a) (Affirmative)
(b) I was not doing my home work. (Negative)
(c) (Affirmative)
4. (a) (Interrogative)
(b) (Negative)
(c) Were the children quarrelling? (Interrogative)
5. (a) (Affirmative)
(b) The cattle were not grazing in the field. (Negative)
(c) (Interrogative)

B. Arrange the words in correct order to make a meaningful sentence.

- (a) drinking tea/We/were/at 7.00 a.m.
- (b) The boys/a noise/were/in the class/making.
- (c) was teaching/The teacher/ English/in the class.
- (d) Were /playing/the children/*kho-kho*/in the ground?
- (e) What/doing/you/were/when the phone rang?

Activity - IV

Ask each student to speak two sentences about the activities that he/she and the members of his/her family were doing in the evening yesterday.

(He / She may take help of the words given in the brackets.)

I was doing my homework. My mother
(cook)food. My sister (play)
My father (watch) T.V. My
grandmother.....(sing) hymns. Our
servant.....arranging things in the drawing room.

Activity - V

Write a paragraph about the activities that were taking place in your school yesterday when you reached there. You may use the words given in the box below.

teacher taking attendance, some boys standing at the gate, boys and girls saying prayer, the headmaster talking to the teachers, the peons cleaning the room, some children playing, some children making a noise.

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

8

Kalpna Chawla: The Star

Discuss

1. Who was the first person to travel into space?
2. Who was the first Indian to travel into space?
3. Who was the first Indian woman to go into space?



Kalpna Chawla, the first Indian woman astronaut, was bold enough to make her career in aeronautics. She was a source of inspiration to her friends and colleagues. She is a role model for many young Indian girls and women. This is an imaginary interview conducted in her own school.

Children : Good morning, madam! We are from Tagore School, Karnal. We would like to ask you a few questions before you leave for your space mission.

Kalpana : Good morning children! Sure. Go ahead.

Navya : Please tell us about your childhood.

Kalpana : Well! I was born on 1 July 1961 in Karnal, Haryana. I had always dreamt about flying when I was a child. In fact, I thought of going farther than the pilots and wanted to become an astronaut at the age of thirteen.

Shubham : Do tell us more about yourself.

Kalpana : (laughing) Well! I am a strict vegetarian. I respect my teachers. I like reading, flying, and bird-watching.

Anand : What did you study to become an astronaut?

Kalpana : After passing Higher Secondary Examination from Tagore school, Karnal in 1976 I joined the Punjab Engineering College, Chandigarh for my Bachelor's Degree in Aeronautical Engineering in 1982. I then went to the University of Texas, USA for my Master's Degree in Aerospace Engineering in 1984. I earned my Ph.D in the same subject from the University of Colorado,

USA in 1988.

Yash : How did you join NASA?

Kalpana : That's an interesting story. Initially I had joined NASA as a research scientist in 1995 and worked for them at the Ames Research Centre. But then, inspired by the Indian pilot J.R.D. Tata, I tried hard and was ultimately selected for my first flight in 1986.

Rohan : How was your first space mission?

Kalpana : I took off my first space mission in the Space shuttle Columbia on 19 November 1997. The flight was called STS-87. I worked with my six-member space crew as a mission specialist and prime robotic arm operator. I enjoyed every moment of it.

Shubham : Thank you, Madam.

Kalpana : You're welcome.

NASA : National Aeronautics and Space Administration. NASA is a U.S. government organization that carries out research into space and organizes space travel.

ISRO : Indian Space and Research Organization is our government organisation that carries out researches into space and organizes space travel and launches satellites into space.

GLOSSARY:

| | |
|----------------|---|
| took off | : got ready to fly (उड़ान भरी) |
| crew | : persons working on a ship or plane (जहाज, विमान आदि के सभी कर्मचारी) |
| unfortunately | : unluckily (दुर्भाग्यवश) |
| prior | : previous time (पूर्व) |
| spacecraft | : a rocket (अन्तरिक्ष यान) |
| snag | : problem (समस्या) |
| perished | : destroyed (नष्ट) |
| grieved | : felt sad (दुखी हुआ) |
| asteroids | : small planets that go around the Sun. (उल्का पिण्ड) |
| planet | : a large star that goes around the sun (ग्रह) |
| mars | : a planet (मंगल) |
| meteorological | : related to weather science (मौसम विज्ञान संबंधी) |
| dormitory | : a building where students can live (छात्रावास) |
| aeronautics | : the science or practice of building and flying aircraft, (विमानविज्ञान) |
| astronaut | :space traveller (अंतरिक्ष यात्री) |
| colleagues | : co-workers (सहकर्मी) |
| ultimately | : finally (आखिर में) |
| mission | : campaign (अभियान) |
| vegetarian | : one who does not eat meat (शाकाहारी) |
| robotic | : related to robot, mechanical (यंत्रमानव शास्त्र से संबंधित / यांत्रिक) |

specialist : expert (विशेषज्ञ)
prime : chief (मुख्य)

Activity - I

A. Answer the following questions in one or two sentences:

1. When and where was Kalpana Chawla born?
2. What were her hobbies?
3. Who inspired her to fly?
4. When did she first fly into space?
5. How many experiments did the crew of Flight STS-107 perform?

B. Say whether the following statements are true or false:

1. Kalpana wanted to become a computer engineer. ()
2. Kalpana Chawla is a role model for many young Indian girls and women. ()
3. J.R.D. Tata was a source of inspiration for Kalpana. ()
4. Kalpana did her Ph.D in Aerospace Engineering in 1984. ()

Activity - II

A. Write the opposites of the words given in brackets:

1. Kalpana Chawla on 1 February 2003. (born)
2. My grandmother is (young)
3. Lalit felt in his friend's company. (uncomfortable)
4. Good friends. (evening)

B. Read the sentence:

Please make yourself comfortable.

The word 'comfortable' has been formed by adding 'able' to the word 'comfort'. This word 'comfortable' describes something and it is called an adjective.

Now make more words by adding 'able' to them and write their meanings:

- | | |
|----------------|-----------------|
| 1. read..... | 2. enjoy..... |
| 3. change..... | 4. compare..... |
| 5. sale..... | 6. pity..... |
| 7. drink..... | 8. wash..... |
| 9. eat..... | 10. notice..... |

C. Fill in the blanks the missing letters:

- | | | |
|------------|-------------|-------------|
| 1. mad_m | 2. childr_n | 3. d_gree |
| 4. mil_ion | 5. fl_ght | 6. op_rat_r |

Activity - III

A. Study the following sentences alongwith the underlined words in them:

1. Ankit gets up at 6.00 a.m. daily.
2. We play games at 5.00 p.m. daily.
3. She wanted to be a pilot at the age of thirteen.
4. Ravi passed my Secondary Examination in 1957.
5. Santosh goes for a walk in the morning.
6. Mahesh went on a tour in June last year.

7. Our country become free on 15th August, 1947.
8. She was born on July 1st
9. They'll be here on Monday.

In sentence 1, 2 and 3 the underlined word 'at' refers to a particular time when something happens. In sentence 4,5 and 6 the underlined word 'in' refers to a period during which something happens. In sentence 7,8 and 9 the underlined word 'on' refers to a particular date or day when something happens.

So 'at' is used to refer to a specific time, 'in' is used to refer to a period of time of the day, month, year, etc and 'on' is used to refer to the day, date, etc. when something takes place.

Fill in the blanks with 'at' 'in' or 'on':

1. I take my lunch..... 1.30 p.m.
2. They met me..... the evening.
3. Sunil was born..... 1 March, 2008.
4. The cricket match will be..... the next Sunday.
5. We usually have summer vacation.....June every year.
6. the day of Deepawali we decorate our houses.
7. The accident took place5.00 a.m. yesterday.
8. The Chetak train arrives at the station.....7.00 p.m. everyday.

B. Read the following sentences carefully.

Santa writes neatly.

The boys are waiting outside.

She left early.

The underlined words tell you how, where or when an action takes place. These words are called adverbs. The adverbs add something to the meaning of a verb, an adjective or another adverb.

Now underline the adverbs in the following sentences:

1. She behaved foolishly.
2. We looked for her everywhere.
3. The children laughed loudly.
4. The school will open tomorrow.
5. The soldiers fought bravely.
6. She wrote to me yesterday.
7. He lives here.
8. The old man walked slowly.
9. She ran fast.
10. The bus stops there.

Activity - IV

A. The teacher will read out the paragraph related to Kalpana Chawla and the student will listen to him/her and then answer the following questions:

The space shuttle Columbia Flight STS-107 took off as scheduled. The crew successfully performed eighty experiments in space. Unfortunately, 16 minutes prior to landing, their spacecraft developed a snag. Columbia perished with her crew on 1 February 2003. The whole world grieved at the loss.

Kalpana was awarded several honours after her death.

- A heavenly body (Asteroid 51826) is re-named Kalpana Chawla.
- A hill on the planet Mars is also named after her.
- On her death, her brother Sanjay Chawla, remarked, “To me, my sister is not dead. She is immortal. She is permanent star in the sky”.
- The Prime Minister of India made an announcement on Feb. 5, 2003 to name the meteorological series of Satellites as Kalpana.
- A dormitory was established in 2004 under the name **Kalpana Chawla Hall**, at the University of Texas.
- A super computer was dedicated to Kalpana by NASA.



इस गद्यांश के कठिन शब्दार्थ glossary में दिए गए हैं।

1. Name the shuttle that was destroyed.
2. What did the world grieve at?
3. Name Kalpana Chawla's brother?
4. Which two things have been named after her?
5. Who is immortal?

B. Imagine that you are a reporter of a famous magazine for children. You have to interview one of the children (of your class) as you have come to know that he has attained first place in the District Middle Board Examination.

Complete the interview with the help of the clues given below.

Reporter : Congratulations, Master Deepak. I am from 'The Daily Times.' I would like to ask you a few questions on your brilliant success.

Deepak : Thank you, sir. Please have a seat.

Reporter : Which position did you attain in the District Middle Board Examination?

Deepak :

Reporter : How did you get the first position in District Middle Board Examination ?

Deepak :

Reporter : How did you feel after getting first position ?

Deepak :

Reporter : What did your teachers say to you ?

Deepak : They.....(congratulated).....

Reporter : What did you say to them ?



Deepak : I.....(thanked).....

C. Listen to your teacher and speak after her/him the following words :

1. take, lake, make, ray, way, day, play, away, may
2. live, leave; it, eat; sit, seat; hit, heat; bit, beat; knit, neat.

D. Also speak out some more words which describe things, people, places and animals, etc.

e.g. good, bad, fine, easy, beautiful, tall

- | | |
|--------|--------|
| 1..... | 4..... |
| 2..... | 5..... |
| 3..... | 6..... |

Activity - V

A. You are Rekha, residing at Pratapnagar, Chittorgarh. Write a letter to your friend, Monika, telling her that you are inspired by Kalpana Chawla and want to be an astronaut.

(You may use the following words in your answer; work hard, study Maths, Science, engineer, reputed institute, fly high, in the sky, etc.)

B. Discuss with your teacher about the schemes to promote girl education in Rajasthan.

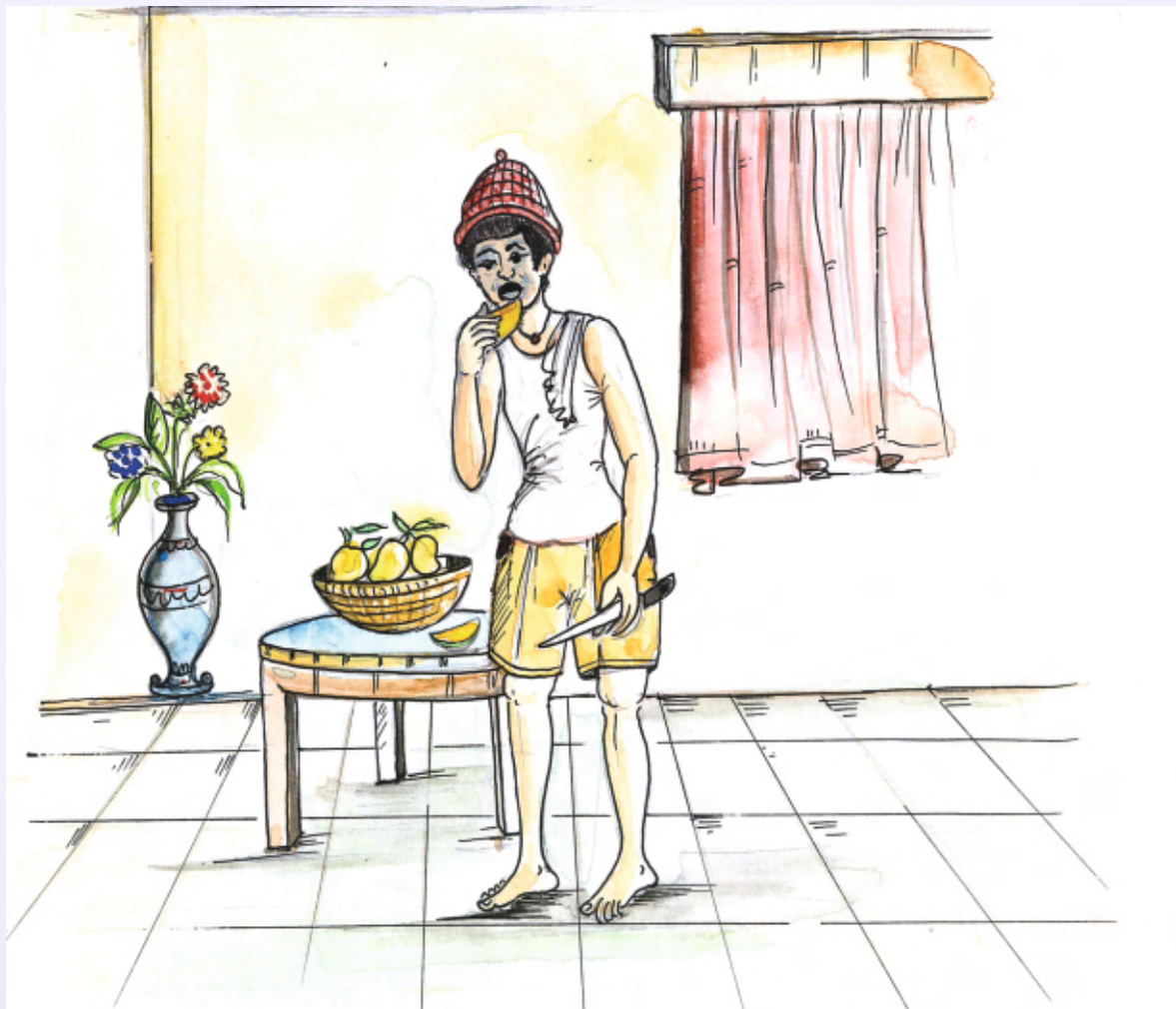
C. Collect pictures and information about Kalpana Chawla and Rakesh Sharma (an Indian astronaut) from newspapers and magazines and paste them in your scrap book. Read the information about them in your class.

9

Ramu and the Mangoes

Discuss

1. Do you like fruits?
2. Which is your favourite fruit?
3. Why do you like it?
4. Which fruits do we eat in the summer season?



A rich man lived in a small town in Rajasthan. One day he brought home two large and juicy mangoes. He gave them to

his servant and said, "Hey Ramu! Take these to the kitchen and cut them. Make two cups of coffee too. A friend of mine will be coming soon. Bring the mangoes and coffee when he comes."

Ramu took the mangoes to the kitchen and cut them with a knife. Then, to make sure they were not sour, he put one piece in his mouth. Ah !how sweet it tasted! "If I eat just one more piece, the master will never know", he thought. He put one more piece into his mouth and then one more. In a few minutes, the plate was empty.

Ramu felt a little frightened. The master was sure to beat him. Just then he heard his master calling, "Ramu, have you cut the mangoes? Keep the coffee ready too. My friend will be here any minute."

Poor Ramu! What was he to do now? He had already eaten up the mangoes. He thought quickly, and got an idea. "Oh master!" he replied, "The knife is blunt. I can't cut the mangoes with it."

"You fool! Why didn't you tell me earlier?" the master shouted. "Bring the knife here. I'll sharpen it, for you."

Ramu took a large and blunt knife from the kitchen and gave it to his master. While the master was busy sharpening it, Ramu quietly went out of the house. He saw his master's friend coming up the road. Ramu ran to meet him. "Sir, sir," he said the friend, "have you had a fight with my master ? He says that he will cut off both your ears !"

The friend stared in surprise. "Fight?" he said. "We didn't really

have a fight. But yesterday when he came to my house, I put on his *chappals* by mistake. Now why should he want to cut off my ears for a little thing like that?"

"I'm telling you sir, he wants to cut off your ears." Ramu said again. "If you don't believe me, you can see for yourself. But mind, don't let him catch you!"

The friend crept up to an open window and saw the master of the house sharpening a big knife. "My goodness!" he cried. "He really wants to cut off my ears! I had better run away before he sees me." He turned round and ran back the way he had come. Ramu then ran to his master crying, "Master, master, your friend has taken both the mangoes. There he is, running away!"

The master looked up and saw his friend running away at top speed. He rushed out and ran after his friend. "Stop! Stop!", he shouted. "Keep one of them if you like, but let me have the other one." The friend looked back and saw the master running after him with a big knife in one hand. He screamed in terror. Doubling his speed, he vanished in the distance.

The master soon gave up the chase and went back to his house. Calling Ramu, he said, "I never knew how greedy this man was, and a thief too! Thank you for telling me." He then went out and came out with two more large and juicy mangoes. Giving them to Ramu, he said, "Here Ramu, you eat one. And cut the other one for me."

GLOSSARY:

| | |
|------------|---|
| juicy | : full of juice (रस से भरे हुए) |
| sour | : taste like that of lemon (खट्टा) |
| frightened | : afraid (भयभीत) |
| blunt | : not sharp (भोटा) |
| sharpen | : to make sharp (घिसकर तीखा करना) |
| quietly | : peacefully (शांतिपूर्वक) |
| surprise | : wonder (आश्चर्य) |
| put on | : wear, wore (पहनना, पहना) |
| crept up | : moved slowly on one's hands and knees (रेंग कर गया) |
| screamed | : cried loudly (जोर से चीखा) |
| vanished | : disappeared (गायब, अदृश्य हो गया) |
| chase(n) | : an act of running after (पीछा करना) |
| stared | : gazed (घूरा, टकटकी लगाकर देखा) |
| terror | : fear (डर) |
| gave up | : left (त्याग दिया, छोड़ दिया) |

Activity - I

A. Choose the correct option:

1.got an idea.

- | | |
|------------------|-------------------------|
| (a) The rich man | (b) Ramu and his master |
| (c) Ramu | (d) The friend () |

2. The mangoes were :

- | | |
|------------|---------------|
| (a) bitter | (b) tasteless |
| (c) sour | (d) sweet () |

3. Oh my goodness! shows :

- (a) surprise (b) fear (c) anger (d) worry ()

B. Answer the following questions:

1. What was the name of the servant?
2. Who brought the mangoes?
3. Where did the rich man live?
4. What idea came to Ramu's mind?
5. Why did the friend run away?
6. How many mangoes did the master bring in the end?

C. Say Whether the following statements are true or false:

1. Ramu was the rich man's friend. ()
2. The rich man's friend sharpened the knife. ()
3. The friend was frightened. ()
4. The rich man brought two juicy mangoes. ()
5. Ramu was very clever. ()

D. Who said these words to whom:

1. Make two cups of coffee too. _____ to _____.
2. The knife is blunt. _____ to _____.
3. I put on his *chappals* by mistake. _____ to _____.
4. Stop! Stop! _____ to _____.
5. He wants to cut off your ears. _____ to _____.
6. Keep one of them if you like but let me have the other one.
_____ to _____.

E. Complete the following sentences

1. He put one more.....
2. Ramu felt a
3. The friend crept up
4. I never knew how greedy

5. The master looked up and

Activity - II

A. Match the words in column A with their opposites in column B.

| A | B |
|--------|-------|
| sharp | empty |
| sour | enemy |
| gave | big |
| friend | sweet |
| fight | took |
| small | peace |
| always | blunt |
| full | never |

B. Choose the word from the box and fill in the blanks

sharpened, quietly, mistake, catch, top speed, terror

- I put on my friend's *chappal* by.....
- He..... the knife.
- The thief entered the house.....
- Seeing the police the man ran away at.....
- She screamed in
- He ran so fast that no one couldhim.

C. Match the words in column A with their similar meanings in column B.

| A | B |
|--------------|------------|
| afraid | shouted |
| disappeared | frightened |
| answered | replied |
| cried loudly | rushed |
| surprise | wonder |
| ran fast | vanished |

D. Write one word for the group of words:

The first letter of the word is given

1. The parts of the body with which one hears : e__
2. An instrument to cut a thing : k_____
3. An act of quarrelling with some one : f_____
4. A man employed to work for a master : s_____
5. The room in a house for cooking food : k_____
6. A sweet juicy fruit : m_____

Activity - III

Study the following sentences-

1. You had better reach school in time.
2. I had better do my home work regularly.

In the above sentences the words had better have been used to give advice/suggestion. It is similar to 'should'. We can write the above two sentences using '**should**'.

1. You should reach school in time.
2. I should do my home work regularly.

A. Rewrite the following sentences using 'had better'.

e.g. You/work hard.

You had better work hard.

1. She/drink milk
2. He/eat vegetables
3. I/play games
4. They/go for a walk

B. Rewrite the following sentences using should in place of had better:

1. They had better get up early.
.....
2. She had better learn her lessons.
.....
3. We had better take part in games.
.....
4. Ram had better help the poor.
.....

C. Study the following sentences.

1. Rani wrote a letter yesterday. (Affirmative)
2. Rani did not write a letter yesterday. (Negative)

3. Did Rani write a letter yesterday? (Interrogative)

Work in groups and rewrite the sentences as directed against each.

1

- (a) Sita ate rice in the morning last night.(Affirmative)
- (b) Sita _____.(Negative)
- (c) Did sita _____?(Interrogative)

2

- (a) They played games yesterday evening.(Affirmative)
- (b) They _____.(Negative)
- (c) Did _____?(Interrogative)

3

- (a) You drank milk in the morning today.(Affirmative)
- (b) You _____.(Negative)
- (c) Did _____?(Interrogative)

4

- (a) My friend helped me.(Affirmative)
- (b) My friend..... (Negative)
- (c)? (Interrogative)

5

- (a)(Affirmative)
- (b) The maid servant did not cook food. (Negative)
- (c)?(Interrogative)

Activity - IV

A. Speak the following pairs of words together after your teacher and tell their meanings.

| | | | |
|---------|-----|-----|-----|
| said | sad | met | mat |
| head | had | pet | pat |
| lead(n) | lad | bet | bat |
| bed | bad | set | sat |

B. Listen to your teacher's pronunciation of the following pairs of words. Then pronounce the words and say whether their pronunciation is the same or different. Speak out same or different after each pair :

- | | |
|-----------------|-----------------|
| 1. peace, piece | 6. know, now |
| 2. there, their | 7. by, buy |
| 3. here, hear | 8. air, hair |
| 4. ran, rain | 9. ship, sheep |
| 5. sea, see | 10. would, wood |

C. Pronounce these words:

knife, kitchen, window, ears, rushed,
screamed, frightened, heard, empty,
yesterday, goodness, shouted, looked, vanished.

Activity - V

A. Write five sentences in the group of three students about the activities you do in your home every day. You may use these words in your answer:

(get up at 6.00 a.m., brush teeth, take breakfast, bath, wear uniform, arrange the school bag, go to school, on foot, with friends)

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

B. Work in groups of five each and complete the story by writing the correct forms of the verbs given in the paragraph.

Once there ___ (be) a rich man. He ___ (has) a servant. His name ___ (be) Ramu. The servant ___ (be) clever. Once the master ___ (bring) two mangoes. The mangoes ___ (be) sweet and juicy. The servant ___ (eat) all the mangoes. He ___ (tell) his master that the mangoes ___ (be) rotten. The master ___ (believe) him and ___ (buy) two more mangoes. The servant ___ (cut) the mangoes into pieces. Both of them ___ (enjoy) eating them.

10

Mangarh Dham

Discuss

1. Which city of Rajasthan is called the pink city?
2. Name the city of lakes.
3. Do you know about the city of 100 islands in Rajasthan?
4. Have you heard about the Mangarh Dham?



On November 17, 1913, Banswara district of South Rajasthan witnessed a little-known mass killing of around thousands of tribals by the British similar to the Jallianwala Bagh

mass killing in which 329 people were killed in firing.

British forces, supported by the forces of the princely states, opened fire on tribals who had gathered on the Mangarh hillock situated in the Aravali mountains on the Rajasthan-Gujarat border.

The tribals were led by Govind Guru who inspired them to get rid of the slavery of the British rule.

Govind Guru, influenced by social reformers like Dayanand Saraswati started the '*Bhagat movement*' among the tribals asking them to eat vegetarian food and avoid use of tobacco and alcohol.

The movement slowly took a political colour and turned into a movement against the cruel policies of the British.

The tribals began opposing taxes imposed by the British and forced labour imposed by the princely states of Banswara, Santrampur, Dungarpur and Kushalgarh.

Worried by the tribal revolt, the Britishers and princely states decided to crush it.

From October 1913, Govind Guru asked his followers to gather at Mangarh hill from where they would conduct their activities. The British asked them to vacate Mangarh hill by November, but they refused.

In November, the tribals were gathering for a meeting when the British army under Major S Bailey and Captain E Stiley opened fire from cannons and guns on the crowd.

Though there are no official estimates, locals say about

2500 people were killed in cold blood.

Govind Guru was arrested and exiled from the area. He was imprisoned in Hyderabad jail and released in 1919 on grounds of good behavior. But as he was exiled from his homeland, he settled in Limdi in Gujarat where he passed away in 1931.

The site of the mass killing is today known as Mangarh Dham. How great Govind Guru was!

Adapted

GLOSSARY:

| | |
|----------------------|--|
| firing | : continuous shooting from guns, cannons (गोलीबारी तोपों व बन्दूकों को दागना) |
| mass killing | : killing of people on a large scale (नरसंहार) |
| get rid of | : to be free from (छुटकारा पाना) |
| imposed taxes | : levied taxes (कर लगाना) |
| estimates | : general idea about cost, value, size, etc. (अनुमान / गणना) |
| in cold blood | : mercilessly (निर्दयतापूर्वक) |
| passed away | : died (मर गया / मुत्यु हो गई) |
| witness | : watched (आँखों से देखा) |
| exiled | : sent out of one's home land (देश निकाला दिया गया) |
| launched | : began (प्रारंभ किया) |
| conduct | : behaviour (ब्यवहार) |
| cannon | : a very large gun (तोप) |

Activity - I

A. Choose the correct option:

1. When did the mass killing take place at Mangarh?
 - (a). on August 29, 1998
 - (b). on June 6, 1893
 - (c). on November 17, 1918
 - (d). on November 17, 1913 ()

2. Where was Govind Guru imprisoned?
 - (a). in Ahemadabad
 - (b). in Delhi
 - (c). in Hyderabad
 - (d). in Mangarh ()

B. Answer the following questions:

1. Who inspired the tribals?
2. Where is Mangarh situated?
3. What was the name of the movement started by Govind Guru?
4. Why did the tribals revolt against the British rule?
5. When was Govind Guru released from jail?
6. What did Govind Guru ask the tribals to avoid?

C. Match the words in column A with the most suitable words in column B.

| | A | B |
|---|-----------------------|--------------------|
| 1 | Jallia nwala Bagh | Aravali mountains |
| 2 | Mangarh Dham | 329 people killed |
| 3 | Banswara mass killing | Dayanand Saraswati |
| 4 | Govind Guru | November |

D Say whether the following statements are true or false:

- JallianwalaBagh mass killing is also known as the Banswara mass killing. ()
- The British were worried by the tribal revolt. ()
- MangarhDham is in Dungarpur district. ()
- Govind Guru asked the tribals to gather at Mangarh hill. ()
- The princely states supported the British. ()

Activity - II

A. Fill in the blanks with the missing letters :

- | | |
|------------|----------|
| a. sl_v_ry | b. bl__d |
| c. c_n_on | d. ex_le |

B. Fill in the blanks with the suitable words given in the box below:

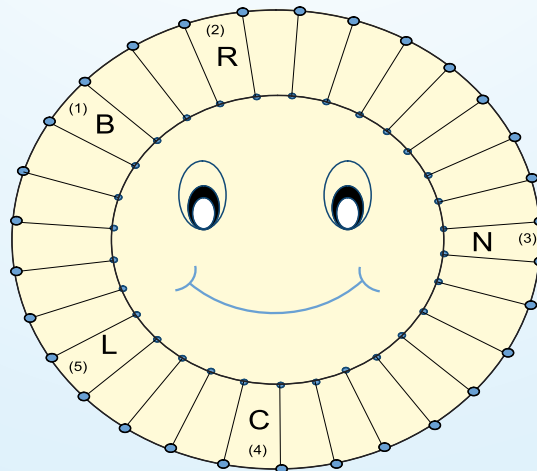
hillock, movement, avoid, reformer, exiled

1. Swami Vivekananda was great.....
2. People should the use of tobacco.
3. *Swachh Bharat*..... is for our awareness.
4. Lord Ram was for 14 years.
5. There is a temple of lord Shiva on the..... in my village.

C. Write the English words in front of their Hindi meanings.

1. निर्दयी
2. छुटकारा पाना
3. मृत्यु हो गई
4. समाज सुधारक
5. स्थानीय लोग
6. नरसंहार

**D. Solve the puzzle with the help of the given clues.
Write the letters of word of which first letter is given:**



1. Opposite of good
2. Our state
3. I come before 'December'.
4. Opposite of hot
5. One who leads.

Activity - III

In this text we find verbs such as arrested, released, gathered, settled, died, launched, exiled, imprisoned. These verbs have been formed by adding – d/ed to their first form and thus these verbs are the past tense (II forms and III forms) of the main verbs.

They refer to the actions completed in the past. When an action is over in the past, we use the II form of the main verb.

A. Now rewrite the following sentences using the II form of the underlined verbs:

1. They play games.
.....
2. The police arrest the thieves.
.....
3. Children assemble in the prayer hall.
.....
4. My teacher asks me questions.
.....
5. The maid servant cooks food for us.
.....

B. Arrange the words into correct order:

1. bathed/yesterday/I/in cold water.
2. you/homework/did/very nicely/your.
3. opposed/the princely rules/they.
4. refused/to vacate/they/the Mangarh Hill.
5. a/political colour/the movement/took.
6. was exiled/from his homeland/he.

C. Study and understand :

1. He did his homework.
2. He did not do his homework (Negative)
3. Did he do his homework? (Interrogative)

Observe sentence 2. The sentence has been changed into negative by adding 'did not' with the first form of the verb. The pattern of the simple past negative is -

sub + did not (didn't) + V1+ object

Now observe sentence 3. The sentence has been changed into interrogative by putting 'did' in the beginning before the subject followed by the first form of the verb. The pattern of the simple past interrogative is

Did + sub + V1+ object ?

D. Change the following sentences into negative and interrogative sentences.

1. I wrote a letter yesterday.

2. My friend gave me a gift.
3. We ate rice last night.
4. You went for a walk.

Activity - IV

A. Answer the following questions orally using the verb given in bracket.

1. What game did you play yesterday? (play football)
2. What did you eat in lunch? (eat rice)
3. Where did you go last night? (go to see my friends)
4. When did you reach school? (reach at 9.15 am)

B. Speak the following words:

train, main, pain, rain, bill, fill, till, pin, in, inn; led, bed, red, again, bread, head

Activity - V

You are a student of class IV. Write ten sentences about the activities you did yesterday. You may use the words given in the box below.

got up at 6.00 a.m, took bath at 7.00 a.m., took breakfast, dressed myself, arranged my our school bag, and went to school yesterday, reached class at 9.30 a.m., attended prayer at 9.35 a.m., learnt different subjects, ate lunch, played with friends during recess, played games in the evening, returned home on foot.

11

My Village

Discuss

1. Do you like to go to the city near your village?
2. With whom do you go there?
3. What do you like about the city?
4. How do you feel when you come back to your village?
5. Why do you like your village?



Let's read the poem.

At the base of the hills,
Banks of the river,
A beautiful scene,
This is my village.

Far from crowds,
Far from noise,
A peaceful place,
Features of my village.

Where I was born,
Where I was grown,
Where I want to stay,
Where I want to play,
The wonderful place,
This is my village.

Working farmers,
On their farms,
Dancing Children,
With secret songs.

Green hills,
Green fields,
Where birds sing,
Where rivers gurgle,
Sweet wind murmurs,
Yes! This is my village.

Anonymous

GLOSSARY:

| | | |
|----------|---|--|
| base | : | the foot (धरातल / तलहटी) |
| banks | : | edge of a river/pond/lake (किनारे) |
| peaceful | : | quiet, free from noise (शांतिप्रद) |
| crowd | : | a large gathering of people (भीड़) |
| stay | : | to live at a place (ठहरना / रुकना / रहना) |
| secret | : | private, something not known to others (गुप्त) |
| gurgle | : | to make a sound like water flowing quietly (गड़गड़ करना) |
| murmur | : | to speak softly, mutter (बुदबुदाना / सरसराहट करना) |
| wind | : | air (हवा) |

Note – नदी के किनारे को Bank कहते हैं व पैसा जमा कराने व निकालने वाले भवन / स्थान को भी Bank कहते हैं।

Activity - I

A. Answer the following question:

1. Where is the village situated?
2. Why is the village peaceful?
3. Which is the wonderful place?
4. List natural things in the village from the poem.
5. Does the poet want to go to a city?
6. Name the two things that are very common in the cities.

7. Where was the writer born?

B. Work in pairs and match the words in Column A with the words in Column B.

| A | B |
|----------|---------|
| Birds | gurgle |
| Children | murmur |
| Rivers | dancing |
| Farmers | working |
| Winds | sing |

C. Read the poem and write the line number where each of the following words have been used. One has been done for you:

| Word | Line no. |
|-----------------|----------|
| secret | 18 |
| wonderful | |
| rivers gurgle | |
| sing | |
| yes | |
| noise | |
| beautiful scene | |



D. Say whether the following statements are True or False.

1. Birds are murmuring. ()
2. Children are singing. ()
3. Farmers are busy working on their farms. ()
4. We can understand the children's songs. ()
5. The hills are without trees on them. ()

Activity - II

A. Fill in the blanks with missing letters:

- (a) pe_c_f_l (b) be_utif_l
(c) s_cr_t (d) m_rm_r

B. Work in pairs and fill in the blanks by choosing the correct words from the box given below:

gurgles, dancing, wonderful, songs, crowd

1. Children lovein the rain.
2. Pakhi likes Rajasthani.....
3. There was too muchin the '*Shivratri Mela*'.
4. The flowing water in the river
5. My friends gave megifts on my birthday.

C. Write one word for the group of words:

1. Area of land where farmers grow crops : f____
2. The either side of a river : b_____

3. The thing about which we know nothing : s _____
4. A large gathering of people at a place : c _____

Activity - III

A. 1. In pairs read the lines from the poem which tell.

- a. That the writer loves to stay and play in his/her village
- b. That the writer's village is noise and crowd free.

2. Divide the class into two groups and read this poem one by one in the class.

B. Work in groups of four students and speak about the things that are there in the village (Begin your answer with using the words—

There is...../There are.....

PS/UPS/Secondary/Higher secondary school, a post office, a primary health centre, a ration shop, a park, a temple/a mosque/a gurudwara / a church, a bus stand, vendors selling different things, farms, many houses, streets, a lot of people, cows, goats, oxen, camels

C. Pronounce these words after your teacher.

village noise, children, rivers, murmurs, hills, scene, songs, farmers

Activity - IV

Divide the class into four groups and ask each group to write a paragraph about a village. After that ask each group to read it out to the class.

You may use the words given in the bracket to write the paragraph.

There is/are huts, situated at the foot of a big hill, most villagers, farmers work hard on their farms, grow crops, vegetables, look after the cattle, green fields, no noise and crowds, children, go to school, play games, people happy, villagers, live, peace, peaceful village

12

Be Kind To Animals

Discuss

1. What animals do you have in your house?
2. How do you treat them?
3. Which birds do you see in your house and around you daily?
4. How should we treat them?



Let's Read:

Sushil : (running up to his mother) Look! Mother, look what we've found. Isn't it a pretty little bird?

Mother : Poor little thing! Where did you get it?

Sushil : There's a bird's nest in that big bush, over there. Jaya took the bird out of the nest and gave it to me.

Mother : Jaya, you mustn't do that. It's cruel to take a young bird out of its nest.

Jaya : I didn't hurt it, Mother. I took it so gently.

Mother : Don't hold it tight like that, Sushil. The poor little thing will die, if you press it. What will you do with it?

Sushil : We'll put it in a cage, for we'll play with it.

Mother : No, you must put it back in its nest. It would be cruel to play with a little bird.

Sushil : Why would it be cruel? We'll give it milk to drink and bread to eat.

Mother : How would you feel if a big giant takes you away from me?

Sushil : I would almost cry for fear.

Mother : Well, that's what the little bird felt when you took it away from its mother-bird.

Sushil : But some of the boys at school had great fun yesterday. They caught a puppy and tied a stone to its tail. Then one of the boys beat it. It ran down the street yelping.

Mother : What cruel boys! Now listen carefully children. You must be kind to all birds and animals. You must never be cruel to them. They have feelings

as you do. You are strong but they are weak. You don't tease a bull in the street because it is stronger than you. But you tease little birds, dogs and cats because they are weak and helpless. Is it not a cruel thing to hurt the feelings of the weak?

Sushil : Yes, it is. Now we know we must be kind to animals and birds.

Mother : Then do you both promise that you will always be kind to birds and animals, and not tease them?

Both : Yes, we do. Mother,we'll also ask our friends to be kind to birds and animals.



GLOSSARY:

| | | |
|----------|---|---|
| pretty | : | nice, good to look at (सुन्दर, सुहानी, मनोहर) |
| gently | : | slowly and carefully (धीरे से व सावधानी पूर्वक) |
| knit | : | to make cloth from yarn or thread (बुनाई करना) |
| pleasure | : | joy (आनन्द) |
| promise | : | to give words (वचन देना) |
| tease | : | to harass /to annoy (चिढ़ाना, छेड़ना, तंग या परेशान करना) |
| yelping | : | crying (चिल्लाते हुए) |
| giant | : | a very big and strong person, devil (राक्षस) |
| beat | : | strike with hand, stick, etc. (पीटना, मारना) |
| feel | : | experience (सोचना, महसूस करना) |

Activity - I

A. Tick T or F for true or false statements:

1. The bird was in the bush. (T/F)
2. Mother did not like Jaya's catching of the bird. (T/F)
3. The bird was hurt. (T/F)
4. The children wanted to put the bird in a cage. (T/F)
5. Mother wanted her children to free the bird. (T/F)
6. We should be kind to bird's and animals. (T/F)
7. The mother allowed the children to play with the bird. (T/F)

B. Complete the following sentences:

1. Sushil said that it was not cruel because they.....

2. Sushil would cry for fear.....
3. The boys at school were.....
4. Animals also feel.....
5. As birds are weak you.....

C. Answer the questions briefly:

1. Who caught the bird?
2. What did the children want to do with the bird?
3. Who had the bird?
4. What advice did their mother give them?
5. Why should we be kind to little birds and animals?
6. What did the children promise to their mother?

D. Tick the correct answer:

Mother is:

- | | |
|--------------------------------|--------|
| (a) kind to her children only. | () |
| (b) kind to animals and birds. | () |
| (c) unkind to puppies. | () |
| (d) unkind to dogs and cats. | () |

Activity - II

A. Fill in the blanks with the words given in brackets.

cruel, hurt, gently, pretty, pleasure

1. She looks very..... in her new frock.
2. The king was very.....
3. She touched the bird.....
4. It is a.....to meet you.

5. We should notanimals.

B. Write one word for the following group of words:

1. A place for birds to live in : n.....
2. An iron or wooden frame to keep an animal or a bird in :c.....
3. The young one of a dog :p.....
4. Take hold of something :c.....

C. Match the words in column in A with its opposites in Column B:

| A | B |
|-------|--------|
| kind | found |
| live | cruel |
| lost | die |
| loose | strong |
| small | tight |
| weak | big |

Activity - III

A. Write the full form of :

1. We've:.....
2. We'll :.....
3. Didn't:.....
4. Don't :.....
5. Isn't :.....

B. Study the following sentences and understand how the underlined word has been used :

1. You must wear woollen clothes to keep warm
2. You must go for a regular walk to lose weight.
3. We must pay the taxes in time.
4. You must be kind to birds and animals.

In the above sentence 'must' has been used to show necessity/ compulsion/ obligation. It is called a modal. The negative of 'must' is 'must not' which means prohibition.

Make sentences using 'Must.'

For example : respect / our elders

- We must respect our elders.
 1. Be nice to other.
 2. Help the poor.
 3. Care for the sick.
 4. Look after our old parents.
 5. Work hard to pass the examination.
 6. Take exercise to keep fit and healthy.

C. Fill in the blanks with 'must' or 'must not':

1. We.....get up early in the morning.
2. You..... waste time.
3. We..... obey our parents.
4. People.....keep the streets clean.

5. We.....throw plastic bags on the road.
6. Wefollow the rules of the road.

D. Study the following sentences :

1. We will put it in a cage.
2. We will play with it.
3. We will give it milk to drink and bread to eat.
4. I will play with you.
5. I will help you if you like.

In the above sentences 'will' has been used to show intention / willingness, etc. in future time

Make sentence using 'will' :

For example:

buy toys tomorrow

We / I will buy toys tomorrow.

1. play cricket /next month.
2. go on a picnic /next Sunday.
3. help you with money/ if you need.
4. eat toffees and biscuits.
5. buy new books/ next year.

Activity - IV

A. First the students will listen to the words pronounced by the teacher. And then they will pronounce them together.

| | |
|------|----------|
| live | leave |
| fill | feel |
| sit | seat |
| it | eat |
| hit | heat |
| lid | lead (v) |
| ship | sheep |
| did | deed |

B. From the list given below add the words of the similar sound to the group and then speak.

| | | | |
|-----------------|-------|-------|-------|
| 1. bird, shirt | ..... | ..... | ..... |
| 2. night, light | ..... | ..... | ..... |
| 3. nest, rest | ..... | ..... | ..... |
| 4. die, buy | ..... | ..... | ..... |
| 5. play, day | ..... | ..... | ..... |
| 6. look, book | ..... | ..... | ..... |

curd, hurt, learn, took, cook, full, guest, test, best,
bye, tie, lie, say, may, away, ray, tight, fight, sight

Activity - V

I have a pet dog in my house. The dog is very faithful to me. It

looks after my house day and night. I give it milk to drink and bread to eat. I don't beat it. I give it a place to live in. I look after it well. I try my best to make it comfortable and safe.

A. Now read the above paragraph and write a similar paragraph by changing the first person pronoun into the third person pronoun wherever required.

| |
|-------------|
| Kapil |
| |
| |
| |

B. Now replace the first person by a name and rewrite the paragraph. Begin it like this.

Anita has a

.....

.....

.....

C. Write three sentences each using 'must' and 'must not' which show your kindness to birds and animals.

For example :- We must give them food to eat.

1. We.....water to drink.
2.make them comfortable.
3.be kind to them.

For example :- We must not beat them.

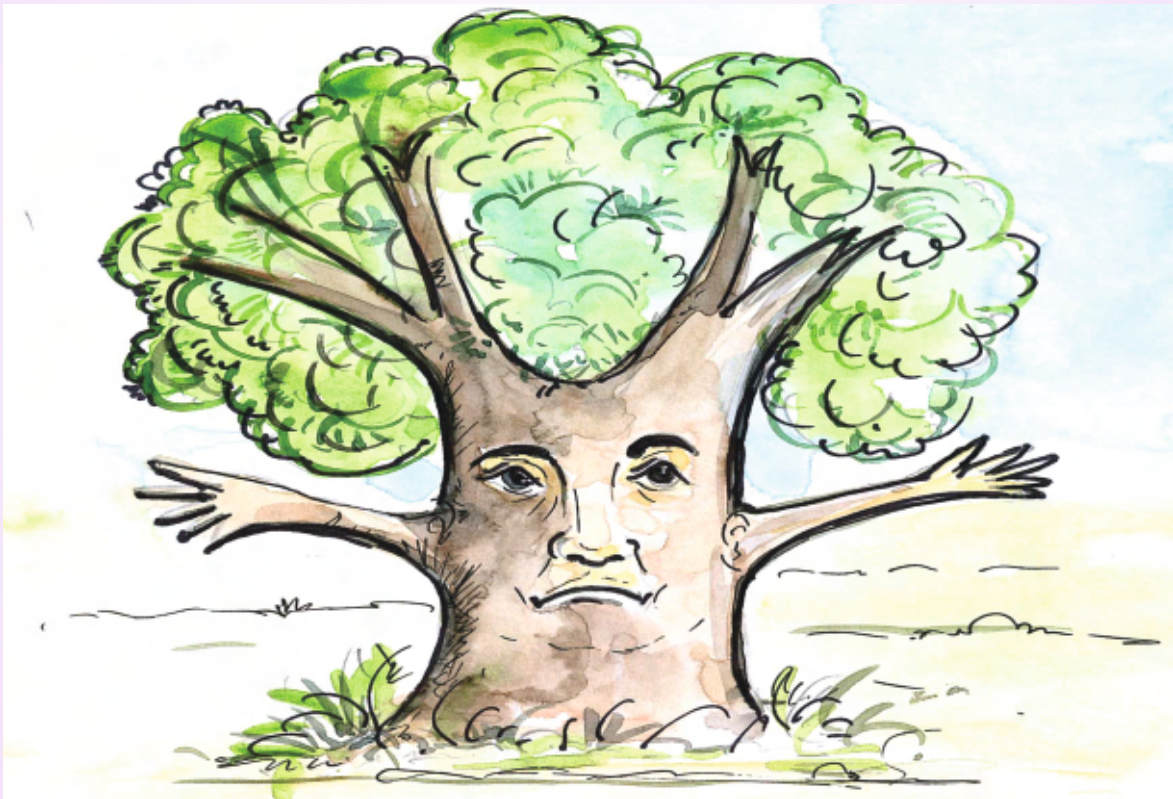
1. We.....kill them for sport.
2. We.....tease.
3. We.....cruel to them.

13

If a Tree could Talk

Discuss

1. Do you like trees?
2. Why do you like trees?
3. Which is your favourite tree?
4. What trees are growing in your area?
5. What would a tree say to you if it could talk?



Let's read:

There is a lot of talk these days about protecting environment. It is a topic of discussion everywhere. Every year, 5th June is observed as World Environment Day and 22nd April as Earth

Day. Why do we observe these special days? This is because we have to create awareness amongst people about environment and its problems. But we do not need just one special day to make ourselves aware of the problems. Why don't we observe these special days everyday?

Most people are not really aware of the actual meaning of the word environment. In simple terms environment means surroundings. This includes water, land, air, light, etc. In fact everything is required for the growth and development of life on earth.

The earth is the only known planet which has life. No other planet is known to have the conditions that are necessary for life. Therefore isn't it important that we protect mother earth. Let us be kind to her and look after her well.

The poem given below tells us how we can take care of our earth in small ways. Now read this poem aloud.

If a tree could talk, what would it say?

'Don't chop me down, just walk away.'

If a river could talk, what would it say?

'Don't dump in trash, throw it away.'

If the air could talk, what would it say?

'The factories must learn to keep smoke away.'

If the animals could talk, what would they say?

'Help us to live, we wish to stay.'

If the earth could talk, what would it say?

'protect me by making every day earth day !'

GLOSSARY:

| | |
|--------------|--|
| protect | : to guard, (to save) (बचाना, रक्षा करना) |
| observe | : celebrate (यहाँ मनाना, आयोजन करना) |
| discussion | : a general talk (विचार विमर्श, चर्चा) |
| environment | : physical surroundings, conditions, etc. (पर्यावरण) |
| awareness | : well informed, consciousness (जागरूकता) |
| surroundings | : things, conditions, around us. (आस पास का वातावरण) |
| planet | : a heavenly body (ग्रह) |
| trash | : rubbish, garbage (कूड़ा, करकट) |
| dump | : to throw something carelessly (जल्दबाजी में फेंकना, डालना) |
| chop | : to cut into pieces (काट कर टुकड़े करना) |

Activity - I

A. Answer the following questions:

1. What is the importance of 22nd April and 5th June every year?
2. Why are these special days observed?
3. What does the word 'environment' mean?
4. If the earth could talk, what would it say?
5. How is the air being polluted?

B. Who said these lines ? Tick (✓) the correct answer.

1. Don't dump in trash, throw it away.

- (a) The earth (b) The river
2. Help us to live, we wish to stay.
(a) The river (b) The animals
3. Don't chop me down, just walk away.
(a) The animals (b) The trees
4. Protect me by making every day earth day.
(a) The earth (b) The air
5. The factories must learn to keep smoke away.
(a) The trees (b) The air

Activity - II

A. Read these sentences (using 'take care of')

1. Your parents take care of you.
2. You take care of your books.

'Take care of' means :

1. To do necessary things for someone who needs help or protection.
2. To treat something carefully so that it stays in good condition.

- Do you take care of your environment?
- What are the other things that you take care of around you?

'Take care of' - means 'to look after' (देखभाल करना)

Use the phrase 'take care of' in sentences of your own.

1.
2.

B. Match the words in column A with their explanations/ meanings in column B:

| A | B |
|------------|---|
| 1. aware | rubbish or garbage |
| 2. actual | to have knowledge of/about |
| 3. protect | to throw something quickly and carelessly |
| 4. dump | celebrate |
| 5. trash | to keep away from harm, injury or loss |
| 6. observe | real |

C. Write one word for each group of words, the first letter of the word is given.

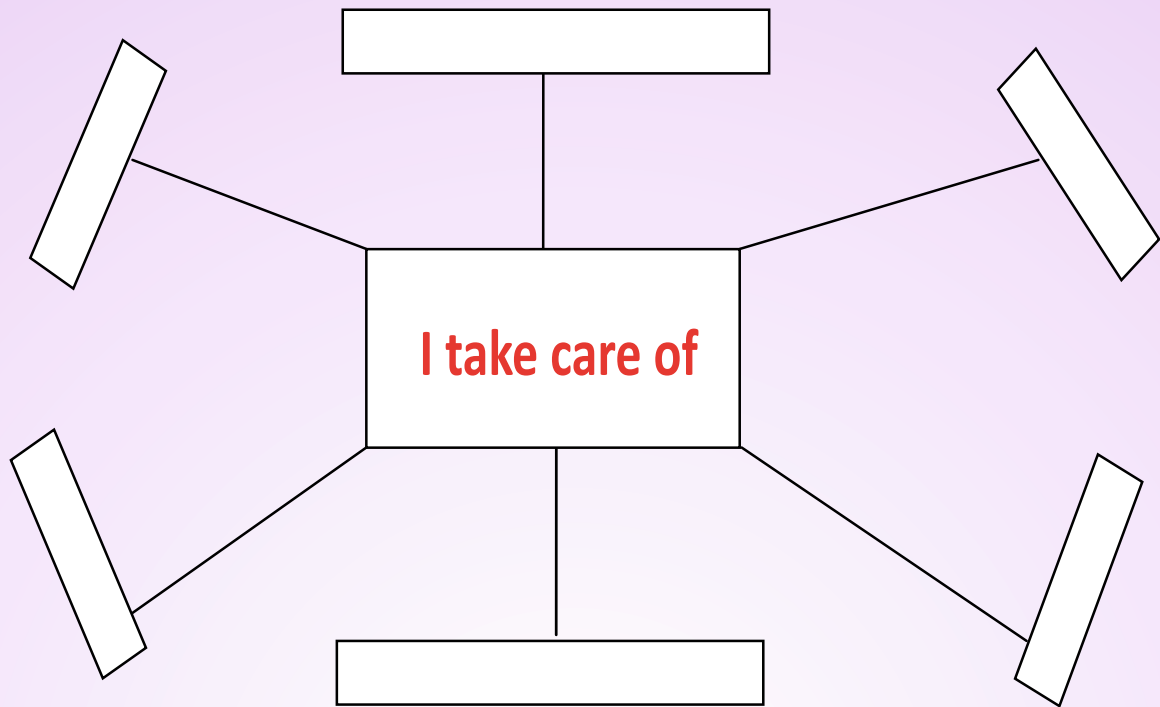
1. The planet we live on is our : e.....
2. The opposite of ordinary is : s.....
3. The things which we want to have : n.....
4. A woman who looks after us is our : m.....

D. Fill the blanks in the following sentences by choosing the words given in the box.

protecting, life, mother earth, environment, look after

1. In simple terms.....means our surroundings.
2. Earth is the only planet which has.....on it.
3. It is our duty to protect our.....
4. There is a lot of talk about.....our environment.

E. Work in pairs. In this web chart, write the names of six things that you take care of.



Activity - III

Punctuation: comma (,)

Read this sentence.

1. This includes water, land, air, light, etc..In the sentence, the words water, air, land, etc. are written with a comma between them.

A comma is a short pause or break between parts of sentences.

Examples:

1. Sudha, Sarika and Seema went to watch a film.
2. In May we visited Udaipur, Jaipur and Bikaner.

A. Work in pairs. Rewrite these sentences using capital letters, full stops and comma wherever required.

1. i have lost my pen pencil and eraser

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

2. father bought mangoes apples grapes and bananas from the market today morning

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

3. mount abu is extremely cold in december, january and february

.....
.....

4. we will purchase new clothes shoes and bangles for the festival

.....
.....

5. brazil, argentina, spain and portugal will play in the world cup football match

.....
.....



B. Contractions.

Read this sentence.

Don't chop me down, just walk away.

Look at the word 'don't'. Here it is used instead of the words 'do not.'

Such a word is called contraction.

A contraction is a word made by leaving out letters of a word or words.

This makes the word shorter and easy to pronounce.

To make the new word shorter, some alphabet (s) are removed and an apostrophe (') is used in its place.

I am = I'm Here are more examples of contractions.

I am = I'm

is + not = isn't
did + not = didn't
can + not = can't
will + not = won't

she + is = she's
he + is = he's
it + is = it's
He + would say = He'd say.

we + are = we're
they + are = they're
you + are = you're

she + will = she'll
we + will = we'll
they + will = they'll
they + have = they've

Rewrite these sentence using the full forms of the underlined words. An example has been given for you.

Example: Pushpa can't do this job so easily.

Pushpa cannot do this job so easily.

1. Moti won't come now.

.....

2. Grandfather isn't too well.

.....

3. Run fast or else you'll miss the train.

.....

4. She's really working very hard this time.

.....

5. We' ve just finished our dinner.

.....

6. Mahesh doesn't like *Samosa*.

.....

7. It's a beautiful picture.

.....

8. They've gone to the market.

.....

9. You're a brave women', he'd say.

.....

Activity - IV

A. Ask the students to read the poem again loudly in groups one by one.



B. Pronounce the following words after the teacher:

awareness, environment, observe, special, actual,
development, required, animals, discussion

And then tell their meanings in Hindi.

C. Pronounce these pairs of words after your teacher.

| | |
|------|-----|
| head | had |
| said | sad |
| beg | bag |
| pet | pat |
| met | mat |
| set | sat |

D. Speak out the names of the trees growing in your neighbourhood and the things they give.

Activity - V

A. You have read the poem, 'If a tree could talk' Now write a few sentences how we can take care of our mother earth in small ways:

You may use must/must not in the sentences.

1. We must not cut down trees.
2. We throw rubbish in the rivers.
3. We learn to keep the smoke away from the air.
4. We kill the animals.
5. We help them to live.

B. You have seen many trees in your area. Write the names of the parts of a tree.

14

Nimboo - Paani

Discuss

1. What do you drink in the morning?
2. What do you take when you are thirsty?
3. What do you drink in the winter?
4. What do you drink in the summer?
5. What drink do you often serve to your guests?
6. Do you know how to make *Nimboo - Paani (Shikanji)*?

Today, we shall learn how to prepare *Nimboo – Paani*.

Things required:

a vessel, glasses, salt, sugar, a lemon / lemons , a knife, a sieve, a lemon squeezer, a tray, a teaspoon.

Steps:

1. Take a vessel.
2. Pour two glasses of drinking water into it.
3. Add three teaspoons of sugar.
4. Add a pinch of salt to it.
5. Take one ripe lemon (*Nimboo*).
6. Cut it into two and squeeze the juice into the water.
7. Use tablespoon and mix until the sugar and salt have dissolved completely.



Nimboo-Paani is a very useful drink. It refreshes us and provides us energy. It is very tasty also.

GLOSSARY:

ripe : ready or suitable for something (पके हुए)

sieve : filter (छलनी)

refreshes : restore / make somebody fresh again (ताजा करता है)

Activity - I

1. What are the main things required for preparing *Nimboo-Paani*?
2. How will you serve it to the guests?
3. Do you like to drink *Nimboo-Paani*?
4. Why do you like to drink *Nimboo-Paani*?

Activity - II

A. Ask the students to speak one by one about the things required for making *Nimboo-Paani*.

1.4.
2.5.
3.6.

Activity - III

A. The teacher will read out the following paragraph to the students. They will listen carefully. After that they will discuss the process of making *Nimboo-Paani* in groups:

We take a vessel. Then we pour two glasses of drinking water into it. After that we add three teaspoons of sugar and a pinch of salt to it. Then, we take a ripe lemon and cut it into two pieces with a knife. After that, the juice of the squeezed lemon pieces is poured into water in the vessel. Then the mixture is stirred with a teaspoon until the sugar and salt have dissolved completely. After that the liquid is strained

through a sieve. We serve the *Nimboo- Paani* (*Shikanji* / lemon juice) in a tray.

Activity - IV

A. Fill in the blanks in the sentences given below by choosing the correct words from the box:

pour, add, take, cut, mix , serve, strain

1.a vessel.
2.two glasses of drinking water into it.
3.three teaspoons of sugar and a pinch of salt to it.
4.the ripe lemon into two pieces.
5.the liquid with a tablespoon until sugar and salt have mixed completely.
6.the liquid through a sieve into glasses.
7.the *Nimboo- Paani* in the glasses in a tray.

Activity - V

A. Work in pairs. You must have seen your mother making *Kheer*. Now tell your partner how to make *Kheer*. Discuss the ingredients to be used and their quantities. You may take help of the hints given in the box:

Ingredients

- 2 glasses of milk
- 1 bowl of raw rice
- 6 tablespoons of sugar
- 2 cardamoms (*hari elaichi*)

15

This Native Land of Mine

Discuss

1. What is the name of our country?
2. Do you love our country?
3. Why do you love our country?
4. Speak out about the qualities of our country?



Let's read the poem:

She is a rich and rare land,
Oh! She's a fresh and fair land,
She is a dear and rare land,

This native land of mine.
No men than hers are braver,
Her women's hearts never waver,
I'd freely die to save her.
And think my lot divine.
She's not a dull or cold land,
No! She's a warm and bold land,
Oh! She's a true and old land,
 This native land of mine.
Oh! She's a fresh and fair land,
Oh! She's a true and rare land,
Yes, She's a rare and fair land,
 This native land of mine.

Anonymous

GLOSSARY:

- rich** : having a large amount of everything (सम्पन्न, समृद्धिशाली, वैभवशाली)
- rare** : uncommon (असाधारण, जिसके मुकाबले का कोई और नहीं है)
- fair** : nice, pretty (सुन्दर)
- native land** : mother land (स्वदेश, मातृभूमि)
- waver** : unstable in thoughts (डगमगाना)
- brave** : having or showing courage (बहादुर)
- dull** : uninteresting or unexciting (अरुचिकर)
- dear** : loved one (प्रिय)
- true** : real, not false (सच्चा)
- cold** : lacking in warm feeling (स्नेहहीन, भावहीन)

- lot** : fortune (भाग्य)
divine : super (सर्वश्रेष्ठ)
fresh : clean and pure (साफ व शुद्ध)
bold : fearless (निडर)
warm : feeling or showing friendship and affection
(आत्मीयता युक्त, स्नेहशील)

Activity - I

A. Choose the correct option:

1. She's a rich and rare land.

The word 'rare' here means:

- (a) common (b) separate
(c) ordinary (d) uncommon ()

2. She's a warm and bold land.

The word 'bold' here means:

- (a) brave and courageous (b) full of fear
(c) happy (d) proud ()

3. She's a rich and rare land

'She' here refers to our:

- (a) village (b) country
(c) state (d) mother ()

4. Oh! She is a fresh and fair land.

The word 'Oh!' shows:

- (a) anger (b) joy
(c) wonder (d) pity ()

B. Answer the following questions:

1. Name the country in which we all live.

2. Who are very brave in our country?
3. What's the writer's wish to do for his/her country?
4. From the poem, write four qualities of our country, India.

C. Say whether the following statement are true or false:

1. The women of our country are strong, bold and firm minded.
2. The writer feels proud of dying for the country.
3. Our country is a common land like other countries.
4. The writer has praised our country in this poem.

Activity - II

A. Write the opposites of the bracketed words in the blanks.

1. A soldier is always ready to for the country. (live)
2. Dhanpal is..... (poor). He has 20 cows.
3. We must be always ready toour country. (attack)
4. India is our land. (foreign)
5. Parth gave the..... (false) answer.
6. The days are.....(cold) in the month of June.

B. Arrange the jumbled letters to form correct words :

feshr deviin fiar herats weomn
.....

C. From the poem write the English words for their given Hindi meanings:

1. मरना :
2. हृदय :

3. बचाना :
4. सोचना :

D. In this poem the words 'fair' and 'rare' have been used before the land to describe it. They are called adjectives. Read the poem again and write the other words which describe our land.

Activity - III

A. Divide the class into two groups. Group A will pronounce the following words and group B will listen carefully. Then group B will speak and group A will listen carefully:

1. hearts, clerks, parts, arts, charts, maps.
2. native, active, passive, relative.
3. rare, bear, pear, air, fair, dare, where, wear.
4. women's, she's, girls, words, hers.
5. deer, here, hear, clear, fear, peer, ear, near.

B. Speak the lines aloud from the poem after your teacher.

1. Oh! She is a fresh and fair land.
2. She's a dear and rare land. (she's = she is)
3. I'd (I would) freely die to save her.

C. Listen to this poem and speak it aloud after the teacher.

Early to bed and early to rise,
That's the way to be healthy, wealthy and wise.

Work while you work and play while you play,
That's the way to be happy and gay.

Activity - IV

A. Work in pairs and complete the sentences using the hints given in the brackets.

1. India (Bharat) (country, is, my).
2. Shea (is, and, fresh, rare) country.
3. The men of India (brave, very, are).
4. The women of our country..... (firm, are, bold, and).
5. She (native land, is, our).
6. Idie (to save, would, freely)her.
7. Iof my (proud, am, native land) India.

B. Write a paragraph about your school.

You may use these words in your paragraph.

school, big, beautiful, nice, many, rooms, teachers, punctual, hard working, some plants, trees, in the garden, 300 students from class I to VIII, library, many books, play ground, *kho-kho*, kabaddi, volley ball, basket ball, good school.

Read and Enjoy

The lion with bad breath

The Lion was in a bad mood. That morning his wife, the Lioness, had told him that his breath smelled. He needed to do something about it.

The Lion acted as if he was not worried. As soon as the Lioness left the **den**, the Lion called his three ministers - the Sheep, the Wolf and the Fox.

First he called the Sheep. 'Tell me, Sheep,' **growled** the Lion, 'do you



think my breath smells?'



The Sheep thought the Lion wanted to know the truth. So she **bowed** low before the Lion and said, 'Your Majesty, your breath smells terrible. In fact, it smells so bad that it is making me feel quite ill.'

This was not what

the Lion had wanted to hear. **Roaring** angrily, and calling the Sheep a fool, he jumped on her and killed her.

den: गुफा
growled: गुर्रया
bowed: झुका
roaring: गरजते



Then he called the Wolf. 'Tell me, Wolf,' growled the Lion, 'do you think my breath smells?' The Wolf had seen the dead Sheep on the way, and he had no plans to end up the same way. He bowed low before the Lion and said, 'Your Majesty! How can you ask me that? Your breath smells as sweet as the flowers in spring, as fresh as the...'

He could not finish what he was going to say. 'Liar!' roared the Lion, and killed him too.

At last the Lion called the Fox. She had seen the dead Sheep and the dead Wolf on the way.

'Tell me, Fox,' growled the Lion, **yawning** widely so that the Fox could see his long sharp teeth, 'Do you think my breath smells?'

yawning: जम्हाई लेना
coughed: खाँसा
sneezed: छीका

The Fox **coughed** and **sneezed** and blew her nose, and then clearing her throat noisily, said in a whisper, 'Your Majesty, forgive me. I have such a nasty cold that I cannot smell a thing!'

Read and Enjoy

My shadow

I have a shadow hooked to me.

Sometimes he's big.

Sometimes he's small.

Sometimes he isn't there at all.

He doesn't seem to like the rain.

(Maybe thunder scares him, too).

He's gone from me on days like that

'cause there isn't much to do.

But if it's really sunny out,

he doesn't like to hide.

He's hooked right there beside me

and we play all day outside.



~ CJ J Heck