



Government of Karnataka

**English Reader
cum**

Activity Book
(REVISED)

Second Language

4

FOURTH STANDARD

**Karnataka Textbook Society (R.)
100 Feet Ring Road,
Banashankari 3rd Stage, Bengaluru - 85**



Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks, since June 2010, according to the new syllabi which in turn are designed on the principles of NCF-2005. These textbooks are prepared in 12 languages: seven of them serve as the media of instruction. From standard I to IV there is the EVS, Mathematics and from V to X there are three core subjects namely Mathematics, Science and Social science.

NCF - 2005 has a number of special features and they are:

- connecting knowledge to life activities
- shifting learning from rote methods
- enriching the curriculum beyond textbooks
- providing learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs
- softening the subject boundaries-integrating knowledge and the joy of learning
- making the child as the constructor of knowledge

The new books are produced based on three fundamental approaches: Constructivist approach, Spiral approach and Integrated approach.

The new books for grades I to 4 are called English Reader - cum - Activity books. Children learn spoken English through activities relating to their immediate environment and personal experiences. The books are full of attractive pictures in colours. These pictures represent objects which the learners encounter in their real life. Learners begin learning English by naming objects and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.



The emphasis gradually shifts to learners using language to express their needs, feelings and emotions in the simplest possible form. Then, there are simple stories which they listen to and enjoy.

Learners then begin to read pictures, words and simple sentences off the black board and from the Textbook. The learners are slowly introduced to writing the letters of the English alphabet. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read and write the letters of English alphabet, simple words and short sentences in English.

There is not going to be the Teacher's Source Book as we used to have for the earlier package of Practice Books. All the materials and instructions are given in the Textbook itself.

In the books for classes I and II, a number of rhymes are included to help learners master the rhythm of the language. The rhymes are very simple and children enjoy saying these rhymes after the teacher.

Listening to stories begins half way through the first year and continues throughout the course (four years). In class I, the teacher may use a bit of the learner's mother tongue and reduce the use of it gradually. Let the children use English. Do not insist on grammatical accuracy to begin with. Let the learners feel confident that they can speak English like any others.

The Textbook Society expresses its grateful thanks to the chairperson, writers, scrutinisers and artists for helping the Textbook Society in producing these textbooks.

Prof. G.S. Mudambadithaya

Co-ordinator

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NOTE FOR THE FACILITATORS

The Activity Book for IV standard English is designed based Primarily on the guidance and directions spelt out in the National curriculum Frame work-2005. At this stage, language is sought to be used more for basic interpersonal communication than as an aid for abstract thought and knowledge acquisition. That is why, the book is heavily illustrated with a variety of physical and socio-cultural aspects of day-to-day incidents and interactions. The objective is to make the learner an autonomous user of English.

Activities are powerful promoters and natural motivators to learn the language. So, teachers are requested to supplement the book with a rich input, namely materials, class libraries, magazines, newspaper columns, audio/video cassettes. The interaction is intended to be natural, spontaneous and free. Too much insistence on grammatical accuracy, or demanding definition for terms will only act as a barricade to the smooth flow of communication. Errors are eliminated gradually with rich exposure and motivation to use language appropriately.

Each unit begins with a rhyme, as a way of warming up. Visuals are provided to motivate



speaking, and reading, singing, drawing, group activities, projects, riddles and to enrich communication. Anyway all these activities are suggestive. It is the resourceful teacher's ingenuity which makes the activities highly rewarding.

The committee is thankful to the Director, the Co-ordinator, and the Assistant Director and the staff of the Textbook society for their co-operation and encouragement.

We look forward to an enriched and learner friendly ambience in realizing the objectives spelt out in NCF- 2005 document.

On behalf of the Committee,

P.N. Srinath

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About the Revision of Textbooks

Honourable Chief Minister Sri Siddaramaiah who is also the Finance Minister of Karnataka, in his response to the public opinion about the new textbooks from standard I to X, announced, in his 2014-15 budget speech of constituting an expert-committee, to look into the matter. He also spoke of the basic expectations there in, which the textbook experts should follow: “The textbooks should aim at inculcating social equality, moral values, development of personality, scientific temper, critical acumen, secularism and the sense of national commitment”, he said.

Later, for the revision of the textbooks from class I to X, the Department of Education constituted twenty seven committees and passed an order on 24-11-2014. The committees so constituted were subject and class-wise and were in accordance with the standards prescribed. Teachers who are experts in matters of subjects and syllabi were in the committees.

There were already many complaints and analyses about the textbooks. So, a freehand was given in the order dated 24-11-2014 to the responsible committees to examine and review text and even to prepare new text and revise if necessary. Eventually, a new order was passed on 19-9-2015 which also gave freedom even to re-write the textbooks if necessary. In the same order, it was said that the completely revised textbooks could be put to force from 2017-18 instead of 2016-17.

Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society. They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers’ Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science

related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

Another important aspect has to be shared here. We constituted three expert committees. They were constituted to make suggestions after making a comparative study of the texts of science, mathematics and social science subjects of central schools (NCERT), along with state textbooks. Thus, the state text books have been enriched based on the comparative analysis and suggestions made by the experts. The state textbooks have been guarded not to go lower in standards than the textbooks of central schools. Besides, these textbooks have been examined along side with the textbooks of Andhra Pradesh, Kerala, Tamil Nadu and Maharashtra states.

Another clarification has to be given here. Whatever we have done in the committees is only revision, it is not the total preparation of the textbooks. Therefore, the structure of the already prepared textbooks have in no way been affected or distorted. They have only been revised in the background of gender equality, regional representation, national integrity, equality and social harmony. While doing so, the curriculum frames of both central and state have not been transgressed. Besides, the aspirations of the constitution are incorporated carefully. Further, the reviews of the committees were once given to higher expert committees for examination and their opinions have been inculcated into the textbooks.

Finally, we express our grateful thanks to those who strived in all those 27 committees with complete dedication and also to those who served in higher committees. At the same time, we thank all the supervising officers of the Textbook Society, who sincerely worked hard in forming the committees and managed to see the task reach its logical completion. We thank all the members of the staff who co-operated in this venture. Our thanks are also to the subject experts and to the associations who gave valuable suggestions.

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UNIT-1

HOUSEHOLD ARTICLES

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites/reads again. Now, listen with your book open.

The Clock of Life

- Robert H. Smith



The clock of life is wound but once,
And no man has the power
To tell just when the hands will stop
At late or early hour
To lose one's wealth is sad indeed,
To lose one's health is more,
To lose one's soul is such a loss
That no man can restore.
Today only is our own.
So live, love and toil with a will.
For the clock may soon be still.



New words:

- wind (v) : make a clock work by turning a key or handle.
toil : work
restore : repair, bring back.

Speak/Read aloud:

A. Teacher will say these words. Listen and repeat.

- | | |
|-----------|---------|
| wound (n) | power |
| wound (v) | lose |
| early | own |
| more | toil |
| clock | restore |

B. Read the following sentences.

i) Say whether they are true or false by ticking yes/no.

ii) Then, give a short answer for each of them. One is done for you.

1. Man has the power to stop the clock of life.

-Yes, he has.

No, he has not.

yes/no



2. To lose one's wealth is sad indeed.

yes/no

-Yes, it is.

-No, it is not.

3. We all give importance to health.

yes/no

-Yes, we do.

-No, we don't.

4. We should live, love and toil with will.

yes/no

-Yes, we should.

-No, we should not.

Read, speak and write:

A. Fill in the blanks correctly choosing the words from the stars.

1. The clock stops _____ or _____.
2. Losing wealth is _____ but losing health is sadder still.
3. The loss of _____ cannot be restored.

sad

time

late

early

happy



B. A picture of a house is given. Write the names of the household articles in the right column.



chair curtain bucket telephone bed
 spoons stove tap dining table television
 pillow alarm clock cooker glass bowl
 shower sofa table

Living room	Kitchen	Bedroom	Bathroom	Dining hall



C. Fill in the blanks using the clues given in brackets :

(cooking, washing, grinding, sweeping, eating)

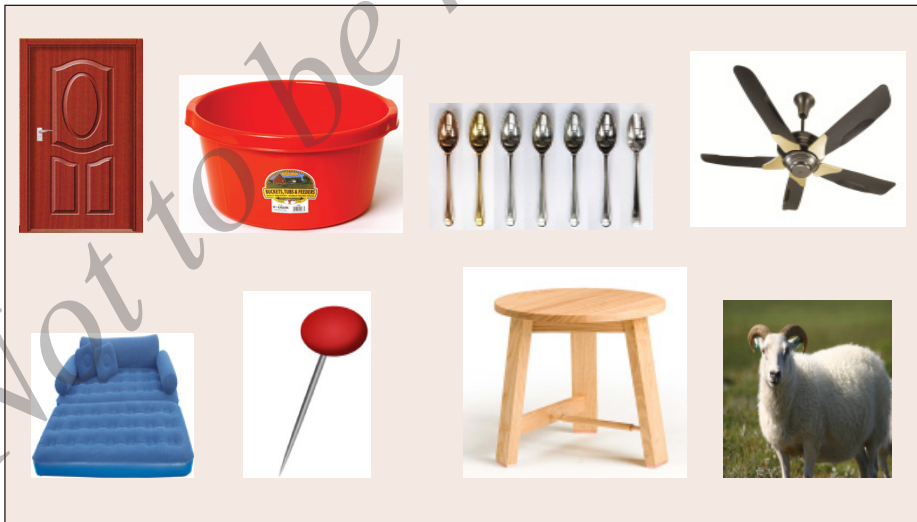
<u>Object</u>	<u>Question</u>	<u>Answer</u>
1. Plate	What's a plate for?	It's for eating.
2. Broom	What's _____	It's for _____.
3. Cooker	_____	_____.
4. Mixer	_____	_____.
5. Wash basin	_____	_____.

LISTEN AND SAY ALOUD

Teacher says these words aloud. Repeat after her/him.

fill-feel dip-deep pull-pool
slip-sleep bit-beat ship-sheep
fit-feet will-wheel full-fool

I. Identify the pictures and say their names aloud.





Now identify the words with short vowel and words with long vowel and put them in the two boxes provided.

Short vowel

e.g. bed

Long vowel

e.g. stool

Pick out suitable words from the brackets and fill in the blanks:

1. Mother warned Sham not to _____ on the driver's _____. (seat, sit)
2. I saw a huge _____ with a flock of _____ sailing to Srilanka. (ship, sheep)
3. A _____ feels that this world is _____ of fools (full, fool)
4. Grandma broke her _____ when she fell down on the _____ of stones. (hips, heap)
5. Buy shoes that _____ your _____. (feet, fit)

Now, say aloud the sentences given above.



Sing and enjoy:

Rhyme:-

Listen to the teacher singing the rhyme and repeat after him/her.

Cup and saucer
Cup and saucer
Ready for tea
Ready for tea
How many children?
How many children?
One, two, three!
One, two, three!



Bed and pillow
Bed and pillow
Ready for sleep
Ready for sleep
How many children?
How many children?
Four, five, six!
Four, five, six!



Chair and table
Chair and table
Ready for work
Ready for work
How many children?
How many children?
Seven, eight, nine!
Seven, eight, nine!



Here is another rhyme. First read it silently and fill in the blanks using the pictures with their names as clues given below.

This is a word which rhymes with bridge.

I'm very cold because I'm a _____.

This is a word which rhymes with up.

You can pour into me and drink. I'm a _____.

I'm good for journey when you're going far.

I need lots of petrol because I'm a _____.

This is a word which rhymes with spoon.

I shine at night because I'm _____.

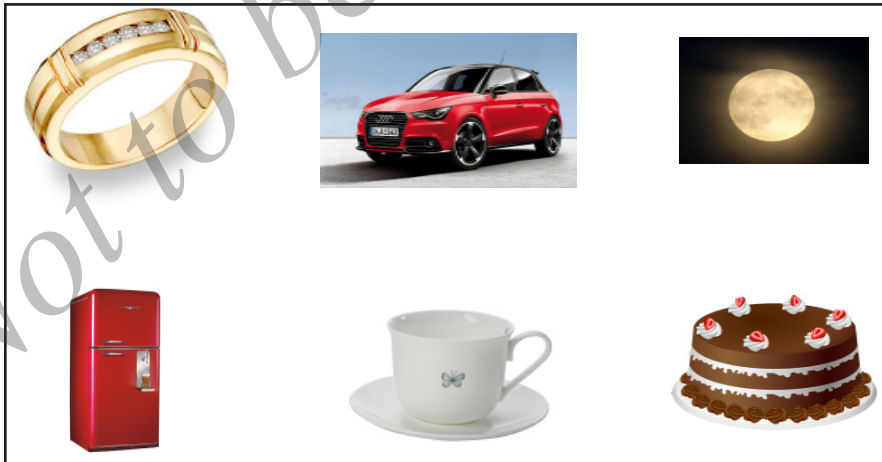
This is a word which rhymes with bake.

I'm tasty to eat because I'm a _____.

I'm a circle, a bright shiny thing.

It's on my fourth finger and I'm a _____

[car, moon, cake, cup, fridge, ring.]



Read and enjoy:

Teacher reads the lesson. Listen with your book closed. Teacher reads the lesson again. Now, listen with your book open.

The Naughty Onion



Gopu went to the market. He bought a kilo of onions from the vegetable seller. Some were big, some were small, some were really tiny, some were pink, some were red and some were almost white. He put them in a large paper packet and kept them in a corner on the floor.

He was very tired. Knowing that nobody was at home, he went to the living room, sat on a sofa, switched on the air conditioner and soon fell asleep.



There was one naughty pink onion in the packet. He told the other onions to jump out of the packet. Some went under the cupboard, some went into a corner, and some hid behind the dustbin. Oh! They went everywhere. The paper packet was soon empty. Then it was time for dinner. Gopu came into the kitchen to cook food.

“Oh, dear! Where have all the onions gone?” cried Gopu. He looked everywhere but he couldn’t find them. Suddenly he heard a soft voice, “Gopu



I'm here, find me". The voice came from a pot. He looked inside. He found a large pink onion sitting inside happily. Soon he heard other voices from the dustbin, the oven and all over the kitchen. Gopu took a long time collecting all the onions. That day dinner was really late. It was all because of the naughty onions.



New words:

tiny : small

naughty : causing trouble

Speak:

Match the words given in list A with the words in list B.

A

1. Onions
2. Knife
3. Gopu
4. Voice

B

- a. tired _____
- b. soft _____
- c. sharp _____
- d. red and white _____



Fill in the blanks with the words above and say the sentences aloud.

1. Gopu bought onions. Some were _____ and some were _____.
2. He took a _____ knife.
3. Gopu was very _____.
4. The onions spoke in a _____ voice.

Write well:

Answer these questions orally and then write them.

1. What did Gopu buy from the market?
2. What did the naughty onion ask the others to do?
3. The onions were found in _____ (fill in the blanks).
a) _____ b) _____ c) _____
4. Why do you think the dinner was a bit late?

Fun with words:

Write sentences using the words given in brackets. One is done for you.

(bright, happy, loaded, large, flying, pretty, round)

e.g: The sun is bright.

1. The children are _____
2. _____
3. _____
4. _____
5. _____



Speak:

Teacher says each of the sentences above. Listen.

Repeat them without looking at the book.

Write well.

Look at the pictures. Choose the correct question word given in brackets. (*what, who, how many, which, where, when, whose, why, how*)

Questions

Answers (long/short)



_____ is this?

A. _____



_____ do you go to school?

B. _____



_____ is this?

C. _____



_____ is your toy?

D. _____



_____ is the vase?

E. _____





_____ is the baby
laughing?

F. _____



_____ do you wake up in
the morning?

G. _____



_____ phones are there?

H. _____



_____ books are these?

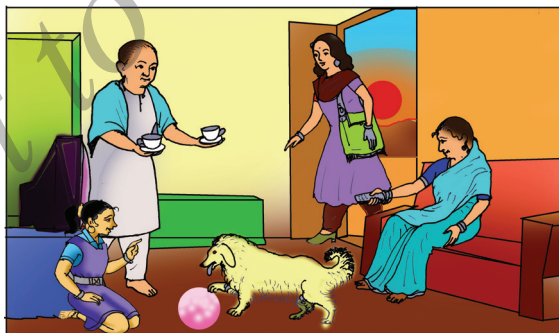
I. _____

B. After doing the exercises in A, work in pairs. One student can ask the question and the other can answer orally.

C. An evening at home:

Look at the picture given below. Frame at least five questions on it. One question is given below.

1. e.g: What is the girl doing?



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

Practise speech:

*Look at the picture below. Read the dialogue.
Roleplay the dialogue.*



Rahim is new to Vijayapura. He's standing on the main road. He wants to go to the bus station. On the way he asks someone for the direction. Read the dialogue and find out how Rahim will be able to reach the bus station.

Rahim: Excuse me.

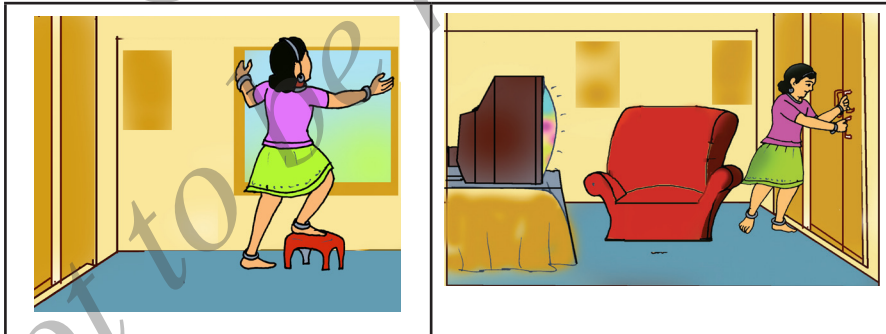
Gopal: Yes, what can I do for you?

Rahim: Could you please tell me the direction to the bus station?

Gopal: Sure, walk straight along the road for fifty meters. Then take a left turn. Walk twenty meters to reach the signal. Cross the road and you will find the bus station on your left on the main road.

Write more:

A. Some pictures are given below. The descriptions are given under them. Match the pictures with the descriptions and rewrite in the form of a paragraph.






- a. She called the firemen.
- b. She ran towards the kitchen and closed the door.
- c. Fortunately for her the fireman came and with the help of a ladder got her out of the house.
- d. Ashwini was watching T.V. when suddenly she heard a blast in the kitchen.
- e. She wanted to escape through the window. But it was risky.






B .You have seen many advertisements, haven't you?

Here is one. Look at it carefully.

	<p>Want to feel the presence of God?</p> <p>Use "Gulabi" fragrant stick to find God.</p>
---	--

Some advertisements are given below. Match the right advertisement to be used for the products from the box given below.

	<p>Sad! That you could not top the class?</p> <p>Use '123' pencil. You'll be the topper.</p>
	<p>Always late to school.....?</p> <p>Ride on 'Ambari' to reach fast and safe to school.</p>
	<p>Like to have a clean house?</p> <p>Then, go for 'Tiger' brand broom stick.</p>



Project:

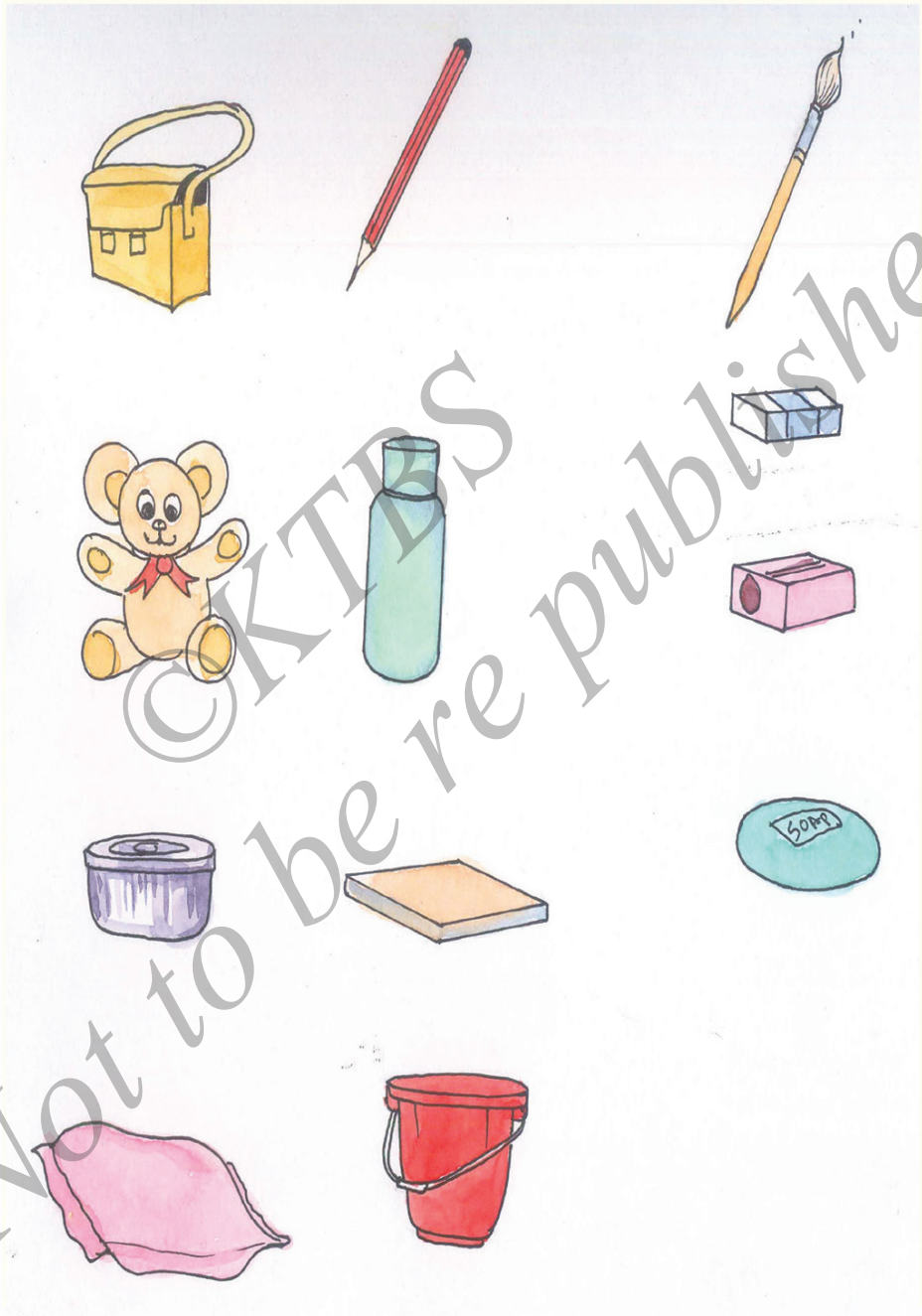
Bring to the class at least 3 pieces of ads taken from any newspaper. Discuss how the ads are written with the help of your teacher.

Fun:

Let's test your memory.....

Look at the pictures carefully. Now, close the book. Remember and write the names of the things in your notebook.





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UNIT – 2

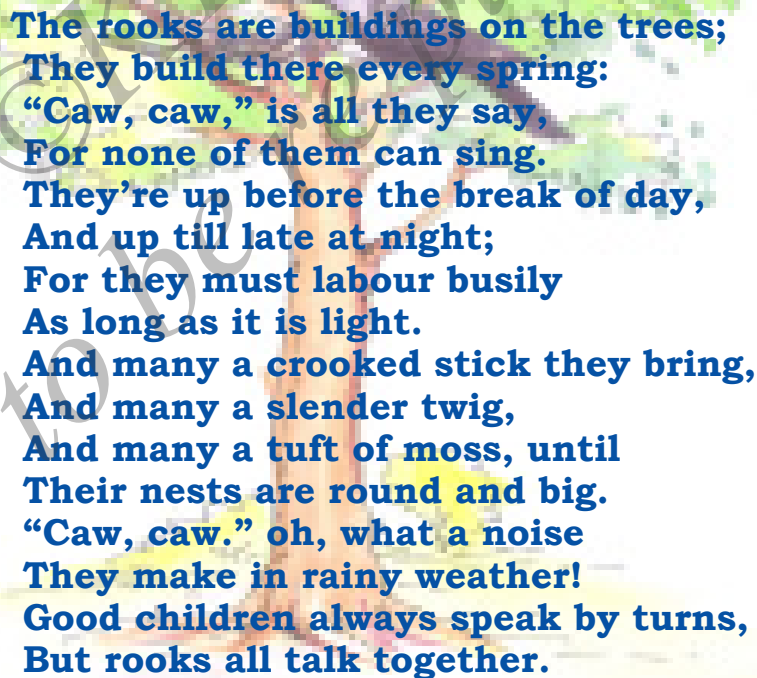
BUILDINGS

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites/reads again. Now, listen with your book open.

The Rooks

- Jane Euphemia



The rooks are buildings on the trees;
They build there every spring:
“Caw, caw,” is all they say,
For none of them can sing.
They’re up before the break of day,
And up till late at night;
For they must labour busily
As long as it is light.
And many a crooked stick they bring,
And many a slender twig,
And many a tuft of moss, until
Their nests are round and big.
“Caw, caw.” oh, what a noise
They make in rainy weather!
Good children always speak by turns,
But rooks all talk together.



New words:

rook	:	a black bird of the crow family
labour	:	work hard
crooked	:	not straight/bent/curved
slender	:	thin
twig	:	a small, dry woody piece fallen from a branch
tuft	:	a piece of hair or grass
moss	:	a very small green or yellow plant

Speak/Read aloud:

Answer the following by saying yes or no. Then reply with a short answer.

e.g: Yes, they can.

No, they can't.

Next say in a sentence. **One has been done for you.**

1. Can the rooks build their nest?

Ans. Yes.

Yes, they can.

Yes, they can build their nest.

2. Do the rooks sing?







3. Are they up in the morning?



4. Are they busy all the day?
5. Are their nests made of paper?
6. Do they talk alone?

Write well:

1. Read and take a look at the pictures. Then fill in the blanks.

1. The rooks build their on the.....  
2. They are up before 
3. They build their nest with , a slender twig and a tuft of moss. 
4. Their nests look  and big.
5. They all talk..... 

2. Complete the following passage by choosing appropriate words from the brackets.

The rooks are black crow like birds. They build their nest every (winter/spring). They are up (before/ after) the break of the day. They bring many.....(crooked/straight) sticks, slender twigs and tuft of moss to build their nest round and..... (small/big.) They crow (caw caw / meo meo) in the rainy weather. All the rooks talk together and they don't wait for others to speak unlike you good children.



Sing and enjoy:

Teacher recites/sings. Listen. Then open the book and recite/sing (in chorus).

- A.** Tomatoes are red, beans are green
A brinjal has a crown, just like a queen.
Potatoes are brown, onions are pink
Carrots have juice, which I can drink.
Vegetables make me healthy and wise
So eat vegetables daily with roti and rice.



Now, read the following poem and fill in the blanks with the words given below. Then recite.



B. When the sun shines, I can see
My shadow right in front of
When I walk, my shadow walks !
When I hop, my shadow.....!
When I jump, my shadow jumps
And when I stop, my shadow.....!

[top, me, sit, hops, stops, sings]

- **Louise Binder Scott**



Read and enjoy:

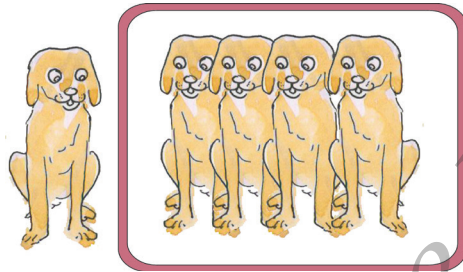
Teacher reads the lesson. Listen with your book closed. Teacher reads it again. Now, listen with your book open.

The House of Mirrors

Long ago in a small, far away village, there was a place known as the House of 1000 Mirrors. A small, happy little dog learned of this place and decided to visit the house. When he arrived, he bounced happily up the stairs to the doorway of the house. It looked through the doorway with his ears lifted high and his tail wagging as fast as it could. To his great surprise, he found himself staring at 1000 other happy little dogs with their tails wagging just as fast as his. He smiled a great smile, and was answered with 1000 great smiles just as warm and friendly. As he left the House, he thought to himself, "This is a wonderful place. I will come back and visit it often."



In the same village, another little dog, who was not quite as happy as the first one, decided to visit the House. He slowly climbed the stairs and hung his head low as he looked into the door. When he saw the 1000 unfriendly-looking dogs staring back at him, he growled at them and was horrified to see 1000 little dogs growling back at him. As he left, he thought to himself, "That is a horrible place, and I will never go back there again."



All the faces in the world are mirrors.

New words:

- | | | |
|-----------|---|--|
| arrived | : | reached a place |
| wagging | : | moving from side to side |
| bounced | : | moved quickly away from a surface after hitting it |
| growled | : | made a low sound usually in anger |
| stare | : | look for a long time with eyes wide open |
| horrified | : | shocked very much |



Speak:

**Read the statements given and say 'yes' or 'no'.
If no, then say the correct answer. Two have been
done for you.**

1. The village was small.

Ans. Yes.

2. The house was of thousand dogs.

Ans. No. It was of thousand mirrors.

3. A little dog was happy.

4. The little dog decided to visit the park.

5. The first dog felt it was a wonderful place.

6. The second dog saw friendly dogs staring back
at him.

Write well:

**A. Complete the following paragraph choosing the
words from those given in brackets.**

One day a dog entered theof mirrors. He
was happy there as he saw many happy
Into the same house entered another dog. He was not
asas the other one. He saw many dogs. They
stared back at him. They were.....

(happy, unfriendly, house, dogs)



B. Match and write each question with the correct answer.

A	B
1. How was the village?	1. With his ears lifted high and wagging tail.
2. Which place did the dog decide to visit?	2. He saw a thousand unfriendly looking dogs.
3. How did he look through the doorway?	3. He slowly climbed the stairs with his head hung low.
4. How did another dog enter the house of mirrors?	4. The dog decided to visit the house of mirrors.
5. What did another dog see in the house of mirrors?	5. It was a small, far away village.

Practise speech:

A. Read the following dialogue.

Harshit : I heard you have a library at home.

Kalyani : Yes.

Harshit : May I borrow some books?

Kalyani : Yes, of course.

Harshit : Can you please tell me your address?

Kalyani : # 205, II cross, Kote Area.



Harshit : Shall I come tomorrow evening?

Kalyani : Yes. You are always welcome.

B. Now, complete the following dialogue with the words given below.

Girl : Excuse me,..... please tell me where Roshan Clinic is?

Man: Yes. It is beside the city court.

Girl: But I am new to this place. I don't know where the city court is.

Man: Go, take aturn.

There you will see city court and beside it is Roshan Clinic.

Girl : Ok.

Man : You are welcome.

(left, can you, thank you, straight)



Read, imagine and write:

A story has been given below. Read the first part of the story. Complete the story with the help of the pictures and clues given.

The Ant and the Dove

On his way home, an ant saw a sparkling fountain. He crawled onto its wall to take a closer look.

Suddenly he slipped and fell into the water. He cried and waved his legs in the air.

“Help! I can’t swim,” he shouted in pain.

1.

.....

2.

.....

3.

.....

4.

.....





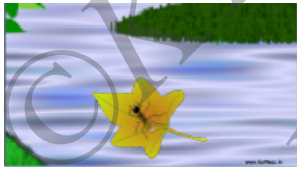
1.

[luckily- pigeon – flew by]



2.

[pigeon- flew – nearby- tree]



3.

[pigeon–help-ant-leaf]



4.

[ant- out- pigeon-fly]



UNIT – 3

ENVIRONMENT

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites/reads again. Now, listen with your book open.

IF A TREE COULD TALK

- Anonymous



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 everyday Earth-Day.”



New words:

chop	:	cut down
dump	:	fill in any vacant place with dirt or waste
protect	:	save
trash	:	something that is useless /waste

Speak/Read aloud:

A. Read the poem. Say what you would do to save the environment. Use the words given in brackets. One is done for you.



I would grow more trees but I wouldn't chop them down.



I would save the river but I wouldn't _____ trash.



I would ride a bicycle but I wouldn't _____ a car.



I would rear animals but I wouldn't _____ them.



I would light oil lamps but I wouldn't _____ crackers.

(burst, kill, drive, dump in)



B. Read the pictures and say about the weather.

(Sunny, rainy, cloudy, windy) . Give clues for the second blank also.



It is a **Sunny** day.
It is very **hot**.



It is _____.
It is very _____.



It is _____.
It is very _____.



It is _____.
It is very _____.



Listen and say aloud.

A. Teacher says these words. Listen. Then say the words aloud.

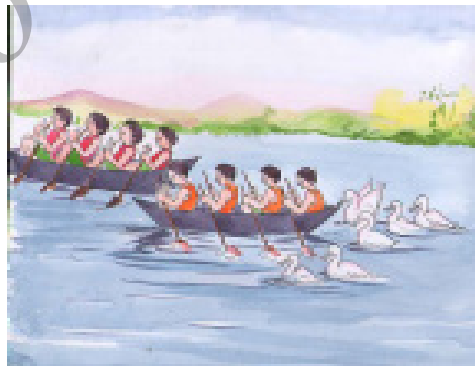
brick, bridge,
brush, bread, rackets,
pickle, drawer,
stamp, stretcher

B. Complete the given words by adding two letters (ng, ce, ke, te, ck, ch) and say them aloud. You may use letters more than once.

dan — —, sla — —, pri — — stri — —,
cra — —, stro — —, bran — —

Sing and enjoy:

A. Teacher sings this song. Listen. Then open the book and sing.



Get into the boat and away to the West;

See-saw! See-saw!

For they've cut down the tree with the poor linnet's
nest,

See-saw! See-saw!

The bulrushes nod and the wonder lilies sigh,

See-saw! See-saw!

And all of us know the sad reason, why

See-saw! See-saw!

B. Find the rhyming words and write them.

1. _____

2. _____



Play this game:

A. Look at the gold coins in the grid. A word is etched on each coin. Make a pair of coins which have the same sounds. One example is given.

too	new	won	witch
pair	brake	weather	write
two	one	break	which
whether	knew	pear	right

Example: weather, whether



B. You find words in the box. Some words mean to save environment and some mean to destroy environment. Separate them and write under the right column. One is done for you.



Good for environment

water pond

Bad for environment

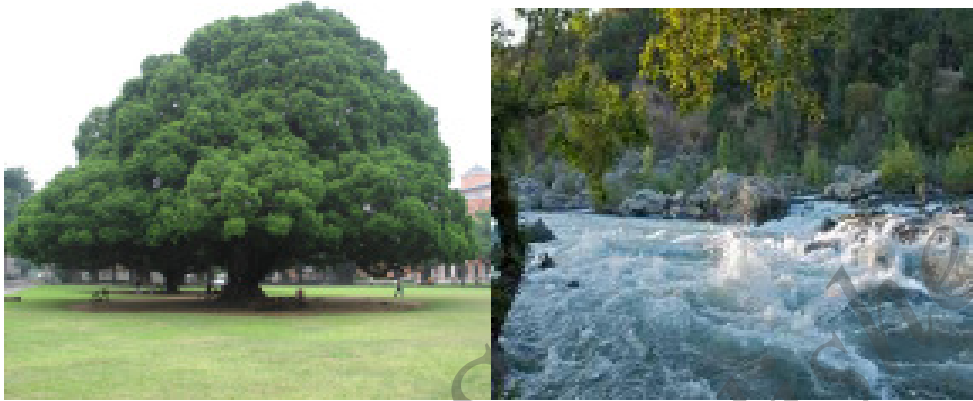
trash

Read and enjoy

Teacher reads the lesson. Listen with your book closed. Teacher reads again. Listen with your book open.



TREE AND RIVER



One day a tree saw a river. The river was crying. The tree asked the river why it was crying. It wiped its tears and said, “ My dear friend, I am going to die very soon. Look at me. There is no water left in me. People dump in waste. The waste is choking me. I can’t live any more in this condition. But friend, you look sad. What’s the matter?”

The tree said, “Dear river, I’m not fortunate either. I am also in the same state as you are. People cut me down without any mercy. Besides, there is no water for me too!”

The tree and the river discussed the matter. They decided to find a solution to the problem. They thought of writing a letter to the Government. They wrote a letter to the Chief Minister of Karnataka. The letter read like this.





To,
The Honourable Chief Minister,
Government of Karnataka.

March 31, 2018

Dear Sir,

We would like to draw your attention to the problem we are facing. Both of us are dying for want of water. People cut down the trees and they throw waste into the rivers. We wish to stay alive. We humbly request you to save us.

Thank you,

Yours faithfully,
Tree and River

After a couple of months they met. The river looked fresh and happy. The tree was green. There were trees all over the place. Both of them thanked the Government by writing yet another letter.



New words:

fortunate	:	lucky
honourable	:	respectful
mercy	:	kind feelings
alive	:	living

Speak:

Read and answer orally.

1. Who was crying one day?
2. What do people dump in the river?
3. Who did the river and the tree write a letter to?

Write:

Read and write the answer

1. **Write a letter on behalf of the tree and river expressing thanks to the Government of Karnataka and post it. Fill in the blanks to complete the letter. Choose the words from those given in brackets.**

The Chief _____

Date:

Government of _____

We are _____. You _____ us. We would like to _____ our _____.

Yours _____.

_____.

(faithfully, happy, Minister, have saved, thanks, express, sir, tree and river, Karnataka)



2. Arrange the following in the order based on their size.

pond, ocean, well, sea,
river, lake, stream

Listen and do.

Listen to your teacher. Do what the teacher says.

Learn about this craft.

Materials required.

- 3 sheets of white paper.
- sketch pens or colour pencils.
- a pair of scissors.
- glue/gum.

Instructions:

1. Trace the leaf 4 times separately, a flower and a stem.
2. Colour the leaves and the stem green.
3. Colour the flower red.
4. Cut each one of them with a pair of scissors.
5. Glue them on the back.
6. Paste the leaves at the points of the branches.
7. Paste the flower on the top of the stem.
8. Paste the whole thing on a sheet of white paper.



Fun with words

A. Arrange the letters in the correct order.

One is done for you.

TRFEOS - FOREST

CLHIL TETRLE
MWRA VRIRE
RWOHT UMPD
HCEOK EISHN
TWCAH

B. Read the following words from left to right and right to left. They read the same. Find some more such words from the dictionary.

level, peep, deed.

C. Look at the pictures. From each of them frame a word that reads the same from left to right and from right to left. One is done for you.





Civic

D. Here are some sentences. Split them to form meaningful sentences. Read from right to left and write sentences.

One is done for you.

- a. Pullupifpullup
Pull up if I pull up
- b. Wasitaratsaw ?
- c. Livenotonevil.

Write well

A . Look at the pictures. Write two sentences about each. One is done for you.



This is spring. Flowers **have** bloomed.



It is summer. People — (stand) under the tree.





This _____. Leaves _____ (fall)

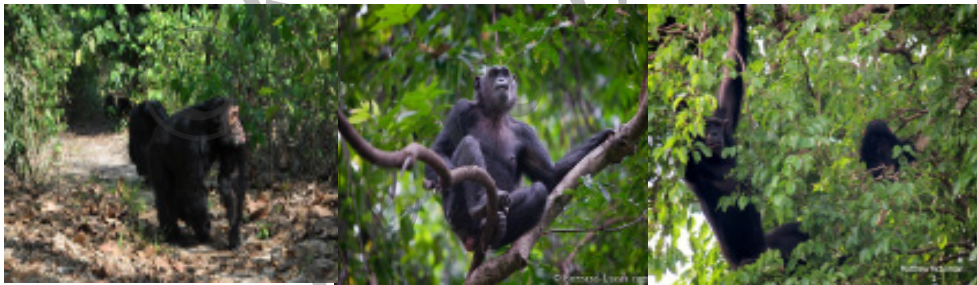


This is a pond. It _____ (dry)up.

B Write some more sentences like the sentences written above.

Practise speech

A. Read the dialogue. Take roles in pairs and say them.



Latha: Wow, look at the chimpanzees.

Rani: How beautiful they are!

Latha: Yes. The one behind the tree is bigger than the one on the tree.

Rani: You're right. The bigger chimpanzee looks older than the other.



B. Complete the dialogue by filling in the blanks. Choose the words from those given below. Say them taking roles.



Balu: Hey look! Prakash is swimming — than George.

Somu: Yes. George is not as — as Prakash.

Balu: Prakash is — trained than George.

Somu: But George attended — training sessions than Prakash

(strong, less, faster, more)

(Can you write some more sentences like that? Try.)

Write more

A. Read the pictures. Write two sentences about each. One is done for you.



Suguna is riding a bicycle.
She is carrying a dustbin.





Ravi is watering plants with a pipe.

Vijaya _____.



Prabhu is wearing a rain coat.

Rohini _____.



Katherine is driving a red car. She _____ at 60 kms/hr.

A. REDUCE, REUSE, RECYCLE

There are some things which have got to be used economically. There are certain things which can be used again. There are some things from which new things can be created.

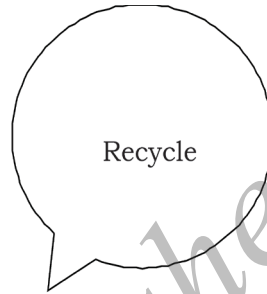
Meanings of some words are given. Read it and fill in the balloons with the right word.

Reduce : use less

Reuse : use something again



Recycle : create something new from the old

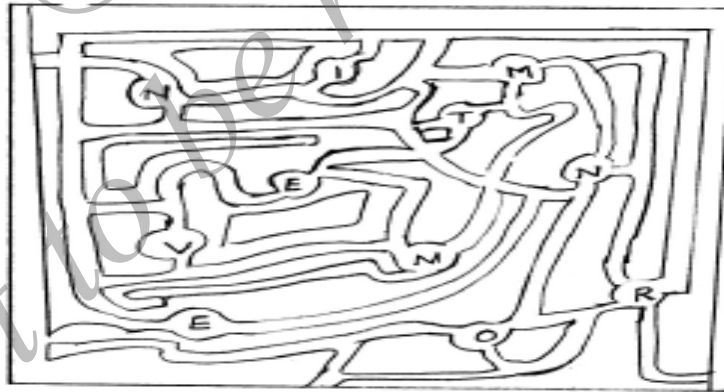


Glass bottles, plastic bottles, water, electricity, garbage, newspaper, batteries, clothes.

Play this game

Study the given maze. Find a way to each letter. Visit a letter only once. Begin with a letter and come back to it at the end.

Start with letter 'E' and spell a word.





UNIT – 4
TRAVEL

Listen, recite and enjoy.

Teacher recites/reads the poem. Listen with your book closed. Teacher recites/reads again. Now, listen with your book open.

Safety First

- Enid Blyton



Up the street I look to see
If any traffic's near to me,
Down the street I look as well
And listen for a horn or bell.
There's something coming – wait a bit,
If I run out I may be hit,
But now the road is nice and clear,
No car or motor-bus is near,
I'll run across the road so wide,
And so get safely to the other side.



New words:

wait a bit : wait for sometime

Read and answer orally

1. Look at the picture. Do you know what that is?
2. Do you know how to cross a road?
3. Why do we have zebra crossings on busy roads?
4. Look at the picture. What do the three colours indicate?

Read and write the answers.

1. Why do vehicles have a horn or a bell?
2. Why does the boy in the poem look up the street?
What is he looking for?
3. When does he go across the road?
4. Some instructions are given below. Tick ✓ the ones that you should follow and cross out ✗ the ones that you should not do.
 - a. drink water while crossing ()
 - b. look up and down the street before crossing ()
 - c. run across the road without waiting for the vehicles to stop ()
 - d. listen for a horn or a bell ()
 - e. talk to strangers while crossing ()



Listen and say aloud.

Look at these words. Then close the book. Teacher says these words aloud. Repeat after him/her.

/-t/	/-d/	/-Id/
stopped	rubbed	wanted
asked	begged	demanded
passed	closed	excited
watched	judged	rounded
laughed	loved	pointed

Say aloud these words which are in the past form. Classify them as above.

walked, agreed, pulled, coloured, smiled, rushed, faced, corrected, cleaned, liked, risked, clicked, posted, picked, stayed, lived

ending with/t/	ending with/d/	ending with/Id/



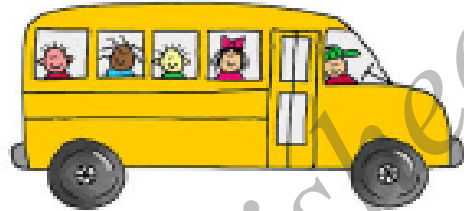
Sing and enjoy:

The wheels of the bus go round and round
round and round
round and round

The wheels of the bus go round and
round all through
the town

The people on the bus go up and down
up and down
up and down

The people on the bus go up and down
all through the town



A Jolly Ride on the Namma Metro

“Ready to go shopping?” Aunt Anusha smiled.



“No Aunty!” Apoorva said.

“We want to go for a jolly ride on the Namma Metro!” added Sathvik.

Apoorva and Sathvik were visiting their uncle, aunt and cousin Valli in Bengaluru. They had come from a small village called Nandipura. Nandipura has cars, buses, rickshaws and cycles. It does not have a Metro.

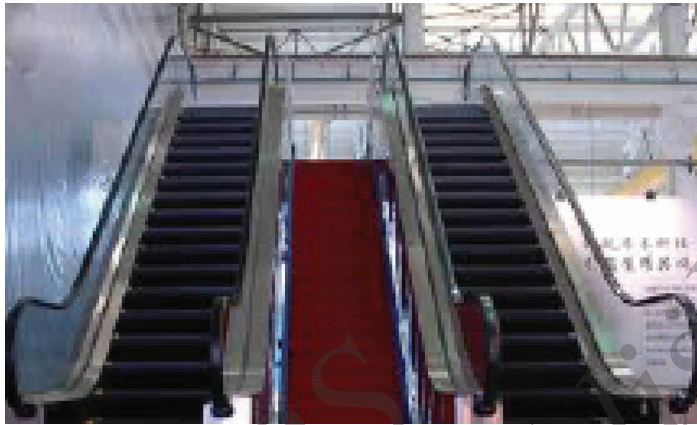
“Where is the Namma Metro?” Apoorva asked.

Aunt Anusha pointed to the Namma Metro Station.

“Underground?” asked a surprised Sathvik.



“Look!” Apoorva said. “A stair that moves!”



“It’s an escalator,” Valli explained.

“It’s safe,” Aunt Anusha said. “You hold the handrail and step off in time!”

“Whee!” Apoorva said. “This is fun!”



“And so fast!”said Sathvik.

“Wait here,” Aunt Anusha said when they were down. I’ll get the tokens!”

“What’s our train called?” Apoorva asked, looking around.

“Namma Metro, it’s Our Metro.” Valli explained.

“How will we know which train to get on to?” Sathvik demanded.

“Each train has a different coloured line on it,” their Aunt explained. “We are taking the blue. Come on!”

The children followed their aunt to a small gate.

“Put your tokens in here,” explained Valli. “The gate will let you pass! But keep your tokens carefully with you.”



Apoorva held her token tightly. What if she lost it and was not allowed to travel? She put in her token and the gate opened for her.

“Isn’t the platform beautiful?” Valli said with pride.

“Yes,” agreed Apoorva. “So clean too!”

“Here’s our train!” said Aunt Anusha.

The train rushed in. The minute it stopped, the sliding doors opened and some people stepped out.



“Come on!” Apoorva jumped in excitedly. “We’ll never get seats!”

“Wait!” Valli pulled her back, “Let the people get off!”

Finally the children got into the train and sat down.

“There is nothing to see through the windows!” Apoorva said sadly. “We’ll be travelling underground!”



“Imagine!” Sathvik said, “All those cars and trucks driving over our heads!”

Apoorva looked up at the roof, as if expecting to see all the vehicles.

“We are off, Valli!” Sathvik exclaimed.

However, Valli was getting up to offer her seat to an elderly lady.

“Look!” said Apoorva, “We are travelling above the ground now!”

“Look at the traffic jam!” Apoorva said. “And we are moving above all that noise and confusion!”

“How will we know when we have to get off?” Sathvik asked worriedly.



“There,” his Aunty pointed to the display window. “We have to get off at the next station!”



“Can’t you hear the announcements?” Apoorva said.

“Come on, children!” their aunt called.

The train stopped, the doors opened and they were out on the platform.

“Did you have fun?” their uncle asked.

“Yes”, said Apoorva.

“Can we go on the Namma Metro again?” Sathvik asked. “It’s such fun!”

New words

cousin : a child of your aunt or uncle

metro : an underground train system/elevated road system

escalator : moving stairs

handrails : a metal bar serving as a support or guard

step off : move out

pride : being proud

sliding doors : doors moving sideways



Read and answer orally.

Names of some places are given below. Say 'yes' if tokens are used there, and say 'no' if tokens are not used there.

1. A clinic () 2. A hotel () 3. A bank ()
4. A class () 5. A park ()

Based on your answers say whether the following statements are right or wrong.

Tokens are used to.

- | | |
|--------------------------------|--------|
| 1. control the crowd | YES/NO |
| 2. attract people | YES/NO |
| 3. maintain order | YES/NO |
| 4. serve first who comes first | YES/NO |
| 5. keep the place always busy | YES/NO |

Read and write answers.

Fill in the blanks.

1. Apoorva and Sathvik have come from _____
2. Namma Metro is in _____



3. A stair that moves is_____
4. We will know which train to board with the help of_____
5. The gate will let us pass, when we put_____ in the box at the gate.
6. When the train stops_____doors open.
7. We will know when we have to get off looking at the_____.
8. Going on the Namma Metro is_____.

Practise speech

Listen to the teacher and take roles and present the dialogue.

(At the Ticket Counter)

Aunt : Excuse me.

Clerk : Yes Madam.

Aunt : Tickets to M.G.Road, please.

Clerk : How many are you?

Aunt : We're three, two kids and I.

Clerk : That's Rs 90.00.



Aunt : Is there any concession for kids?
Clerk : How old are they?
Aunt : One is eight and another one is ten.
Clerk : Then, you have got to take full tickets please.
Aunt : Here's the money.
Clerk : Take your tickets Madam.
Aunt : Change please.
Clerk : Here you are.
Aunt : Thank you.
Clerk : Welcome.

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Write well:

Fill in the blanks choosing from the ones given in brackets.

Nandipura,

22nd October, 2013.

Dear Devika,

Hi! I'm fine. How're you? You know, last week Apoorva and I.....(go, goes, went)to Bengaluru. We..... (stay, staying, stayed) in our aunt's home. My aunt..... (take, took, taking) us to a jolly ride on the Namma Metro. We..... (get, gets, got) the tokens and(got on, get on, getting on) the train. We.....(riding, rode, ride) through the underground and over the bridge. Really, it was a fun to ride on the Metro.

See you.

Yours

(Sathvik)



Correct the mistake in each line.

We wanted to went into the forest to play, but we couldn't got there. On the way, we had an accident. Appa drives the car into a tree! No one was hurt, so we didn't had to go to the hospital. Dad are angry because we made so much noise in the car. He can't pay attention to the road.

Write more:

Put the words in order. One example is done for you.

1. to/I'd/ride/a/bike/like I'd like to ride a bike.
2. like/sail/a/boat/I'd/to _____
3. I'd/ to/a/bus/like/drive _____
4. fly/like/I'd/to/a/plane _____
5. a/rocket/launch/to/like/I'd

Salim is trying to cross the road. Tell him five things that he must or must not do. Write them in the space provided. One has been done for you.

e.g. He must look to his left first.

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



Copy the following sentences in the four-lined book.

1. I want to make memories all over the world.

Four sets of four-lined writing guides for copying the sentence.

2. My favourite thing is to go where I have never been.

Three sets of four-lined writing guides for copying the sentence.

3. I have left my heart in so many places.

Three sets of four-lined writing guides for copying the sentence.



Spelling

A. Look at the 'ing' forms of words given in the box. They fit into three boxes. One is done for you.

travelling, laughing, stopping, giving,
seeing, looking, flying, singing,
going, dancing, writing, reading,
jumping, putting, kicking,
moving, driving, riding, feeling,
eating, playing, ruling

sit+t+ing=sitting

talk+ing=talking

take+ing=taking

Riddles:

Fun :

Find their answers from the words some riddles are given in brackets. (bus, traffic signal, bridge)

1. On our deep river it joins the two banks. When it helped me cross it, I said, "Many thanks!"
2. This house on wheels is running a race, taking people from place to place.
3. Three eyes have I, all in a row; when the red one opens, all freeze.



Read and Enjoy.

Run!

- **Mary Daunt**



AWAY from the city
And into the sun,
Out to the country,
Run! Run! Run !

Run in the raindrops !
Run 'neath the trees !
Run little races
With each little breeze !

Run down the hillside,
Run up the lane;
Run through the meadow,
Then run back again!



Run and be merry
All through the day!
Run to the country,
Away! Away!



UNIT – 5

HOBBIES

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites / reads again. Now, listen with your book open.

My Hobby

- Anonymous

The sky is as blue as the heavens
The crowd nowhere to be found
The birds are happy singing
Oh, what an enchanting sound!
No one knows why I do this
Why I sit hours carelessly away
This sketching is my hobby
This world of beauty is where I play
So now I lie here, drawing
Oh, what a beautiful scene!
This world is my cherished love
So peaceful, so serene.



New words :

sketch	:	draw
enchanting	:	very pleasant; attractive
cherished	:	desired
serene	:	calm

Speak/Read aloud:

Read and answer orally.

1. Two things are compared. What are they?
2. What is the enchanting sound ?
3. What is the hobby of the speaker?
4. The speaker says he sits carelessly away because,
 - a. he is lazy.
 - b. he loves nature.
 - c. he hates crowds.(Choose the right answer)

5. The speaker says the world is _____ and _____

Now, write the answers for the questions given above.



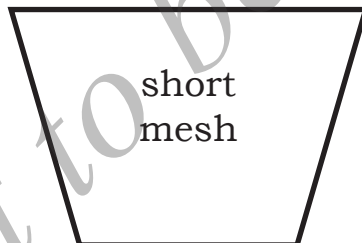
Listen and say aloud:

Teacher says these words. Listen. Then, say the words aloud.

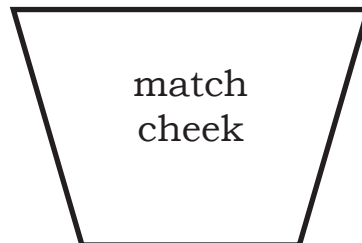
short shell cheek fish
stitch catch match shoe
flesh cherry rich rush
ship chair mesh shine

- Divide the words into two groups. The first group has words with 'Sh-' sound and the second with 'Ch-' sound . Write them in pots A and B. Some examples are given.

A



B



Sing and enjoy.

Teacher recites/sings. Listen, then open the book and recite/sing (in chorus).

There is a lovely nest,
a lovely lovely nest.

The nest is in the tree,
the tree is in the park.

Once I saw a little bird,
come hop , hop,hop .

I cried, "Little bird ,
will you stop , stop, stop ?"

I was going to the tree
to say , "How do you do?"

But he shook his little tail
and away he flew.



Write well:

1. For each word, four more words are given. Circle the word which means the same as the given word. One has been done for you.

Sketch - write read draw sing

Enchanting - singing attractive dancing flying

Cherished - desired hated copied prepared

Serene - unpleasant calm noisy disturbing

2. Complete each of the following sentences with the right word. These words are given in brackets but their spellings are jumbled.

a. The ink is as red as _____. (olobd)

b. The birds are happy _____. (igsnign)

c. Sketching is my _____. (bohyb)

d. So, now I lie here _____. (ardgniw)

e. This world is my cherished _____. (oevl)

3. Identify the pairs of rhyming words from the poem. Make a list of the words in your notebook. One is given.

sound - found



Work with a partner. Think of more words that rhyme with the words.

One has been done for you.

I. sound - found - round - bound

II. park -----

III. nest -----

Some pictures are given below. Colour them as you like.



Read and enjoy:

Teacher reads the lesson. Listen with your book closed. Teacher reads it again. Listen with your book open.

GOOD HOBBIES

There lived a cute boy at Thiruchirapalli in Tamil Nadu. He was born on November 7, 1888. He was very clever and smart. He was good in his studies and had good hobbies, too. He loved to swim in the village pond for hours. He had so many friends to play with. They loved flying kites. They used to make colourful kites. The boy was always busy. When he had no work, he used to go for a long walk. He loved to watch the beauty of nature. He was very curious about everything around him.

The boy waited for evening every day, because it was time to listen to stories from his father. Many village people used to come to his father to listen to the stories of the Ramayana, the Mahabharata and other stories. The father also used to play on the veena and violin. The boy enjoyed the sweet music. He was so curious to know everything.

The boy was very intelligent and disciplined. All the teachers loved him and advised him to read good books.



The boy started to read books on science and nature. His interest in science grew day by day. Physics became his favourite subject.

These good hobbies helped him to work hard to find new things.

With his hard work he became a famous scientist and got the Nobel Prize in 1930.

Do you know who this boy was? It was Sir C.V. Raman. He invented his theory on "LIGHT", popularly known as "Raman Effect".



New words:

hobby	:	an activity which someone does for pleasure
curious	:	interested to know about something
scientist	:	one who studies science
invent	:	create something new

Read and write:

A short paragraph on Sir C. V. Raman is given. But the paragraph is incomplete. Supply appropriate words and complete the paragraph.



Raman was good at _____. His friends used to make _____. But, during free time Raman would go _____. Besides, his father would tell him interesting stories. Of all the subjects of study, Raman liked _____ most.

Listen and write:

Step 1.[Teacher says a sentence looking at each picture and the word given in brackets. Listen carefully to what your teacher says.]

Step 2. [Teacher repeats the same.]

Now complete each sentence under each picture.



push-chair



mix-coffee



dry-plate



sweep floor



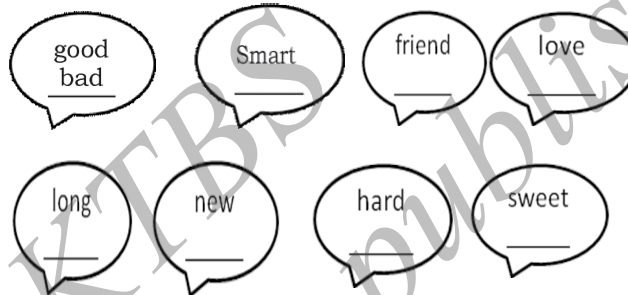
Fun with words.

1. **Antonyms:** Antonyms are pairs of words which have opposite meanings.

Fill in the blanks in the balloons with their opposites.

One has been done for you.

hate, dull, bitter, old, soft, enemy, short, bad



2. **Identify the underlined words in the following sentences as action words or naming words. One has been done for you.**

1. I park my car near the gate. (action word).
There is a park near my house. (naming word)
2. I am going to buy a book. ()
Teacher told us to book a ticket for the train journey. ()
3. I comb my hair daily. ()
My sister carries a comb in her bag. ()



4. Geetha got two gold rings on her birthday. ()
 Our school attender rings the bell. ()
5. My dad bought me a new dress. ()
 I dress myself carefully before I go out. ()

B. Now classify the above sentences in two columns.

Action words (Verb)	Naming words (Noun)

Practise speech:

Read this conversation between a new student and his teacher on the first day of the school.

Teacher : Dear student, will you please stand up?

Sesha : Yes, Miss.

Teacher : What's your name?

Sesha : My name is Sesha Rai.

Teacher : Sesha Rai, where are you from?

Sesha : I am from Mangaluru.

Teacher : Ok. Let's know about your parents.

Sesha : My father is a lawyer and my mother is a teacher.



Teacher : I am glad to hear that. Can you please tell us about your hobbies?

Sesha : Of course. I like to read story books and my favourite subject is Maths.

Teacher : Well, please sit down.

Now, sit in pairs, take roles and practise the dialogue. Then change roles and practise again.

Write more:

Look at the clues and complete the sentences.

One has been done for you. Then write a paragraph based on them.

1. Pavan-I-friends.

(Pavan and I are friends.)

2. I- like-drawing-Pavan-likes-singing.

3. Usually – draw-pictures-nature.

4. Pavan-filmsongs-well.

5. All-students-us -like.



Fun:

Activity: Make a scrap book of leaves.

1. Collect different types of leaves.
2. Take an old notebook.
3. Put each leaf carefully between the pages.
4. Place some heavy books on top of the old book and leave it for some days.
5. Stick the pressed leaves carefully in your scrap book.
6. Write the name of the plant from which you removed the leaves.



UNIT – 6

FARMING

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites /reads again. Now, listen with your book open.

IN THE FIELDS

-Anonymous



One day I saw a big brown cow
Raise her head and chew,
I said, “Good morning, Mrs. Cow.”
But all she said was ‘Moo!’



One day I saw a woolly lamb
I followed it quite far,
I said, "Good morning, little lamb."
But all it said was 'Baa!'
One day I saw a dappled horse
Cropping in the hay,
I said, "Good morning Mr. Horse,"
But all it said was 'Neigh!'

New words:

raise : lift
chew : bite food
dappled : marked with spots of colour
cropping : biting off the hay
hay : cut and dried grass

Speak:

Read and answer orally.

1. The colour of the cow was
a. black b. brown c. black and brown
2. The little lamb had
a. silk b. cotton c. wool
3. The poet said, "Good morning, Mr. Horse."
The horse said
a. baa b. moo c. neigh

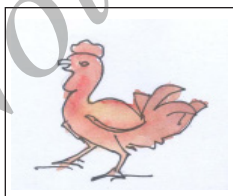
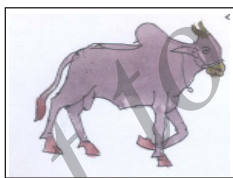
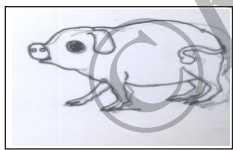
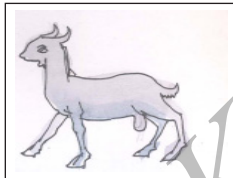


Read and say:

A. Look at the pictures in column 'A'. Link them with their cries or utterances in column 'B' and say the sentence. One is done for you.

e.g: A donkey brays.

A



B

bellows

hisses

cackles

brays

snorts

bleats



Write:

Write answers for the following questions. Choose the correct answer and complete the sentences.

1. When the poet saw the cow, she was _____
 - a) raising her head and running
 - b) raising her head and chewing the grass
 - c) raising her head and mooing
2. When the poet saw the horse it was _____
 - a) neighing
 - b) trotting around
 - c) cropping in the hay
3. When the poet saw the little lamb, he _____
 - a) followed it
 - b) tied it
 - c) gave it food.

Listen and repeat.

A. Teacher says these words. Listen. Then say the words aloud.

A	B	C
little	brittle	shuttle
kettle	riddle	middle
bottle	battle	cuddle
lamb	comb	womb
tomb	dumb	numb
plumb	crumb	thumb



B. Some words are given in the cup. Divide them into two groups, so that the words in each group have the same sounds in them.



**C. Can you add some more words in each group? Try.
*Sing and enjoy:***

Teacher recites this poem. Listen. Then open the book and recite.



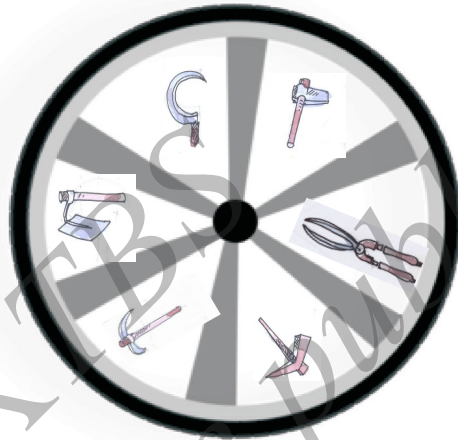
Watch him, single in the field
Alone he cuts and binds the grain
Hot or cold, he hasn't any shield
Hear him, never does he complain
Work he does, thinks not of the yield
Dear he to God and the Sun and the rain

Anonymous



Play this game.

Look at the pictures of the tools of farming in the wagon wheel. Draw a line and connect them with their names. You may refer to a dictionary, if required.



Sickle, plough, pick axe, axe, a pair of shears, spade

A. Complete the given sentences using the names of the tools. Say orally. Then write. One is done for you.

1. My father ploughs the land with a plough.
2. Shivu cuts down the tree with an _____ .
3. Gundu digs the land with a _____ .
4. I transfer the dirt to other place with a _____ .
5. My neighbour uses a _____ to cut off the wool from the sheep.
6. Siddappa reaps the crops with a _____ .



Read and enjoy:

Teacher reads the lesson. Listen with your book closed. Teacher reads it again. Listen with your book open.

FARMER AND HIS FRIENDS



Once in a village there lived a farmer by name Hanumantha. There were four members in his family. He had a small farm, two cows, two sheep, a hen and a cock. He loved them with his heart.

One day he said, "Good morning, sheep. How're you?" The sheep said, "Fine. Thank you, Master." "Please call me friend," said the farmer. The sheep nodded. The sheep said, "Friend, we have grown to our full size. You can shear the wool. You can sell it at the market. You will get some money." Hanumantha smiled and patted them gently on the back.



Hanumantha went to the cows. Before he could speak, the cows said, “Friend, you have given us enough food. You can sell milk at the market. You will get some money.” Hanumantha put his arms around their neck and kissed them on the forehead.



The hen and the cock saw Hanumantha coming towards them. The hen said, “Friend, I have laid some eggs. You can feed your daughters with them.” The cock said, “Sorry friend, I can’t give you anything. But I wake you and the villagers up every morning at the right time.”

Hanumantha took them to the bosom and caressed them. Later, Hanumantha sold the wool and milk at the market. He fed his daughters with the eggs. He bought an ox with the money he earned. All of them lived happily for ever.



New words:

shear	: cut the wool off a sheep
pat	: touch someone gently to express love
caress	: touch something gently
bosom	: chest

Speak

Read and answer orally:

1. Hanumantha's family had
a) four members b) six members c) two members
2. The number of animals Hanumantha reared was
a) four b) six c) two
3. By selling wool the and milk, Hanumantha could get
a) an ox b) some money c) love of animals

Write :

Write answers for the following questions:

1. Hanumantha asked the sheep to call him
a) master b) boss c) friend
2. The sheep wanted Hanumantha to
a) shear the wool b) give them food
c) sell them at the market
3. Hanumantha sold the wool and milk, and bought
a) a horse b) another hen c) an ox



Listen and act:

Teacher says. Act

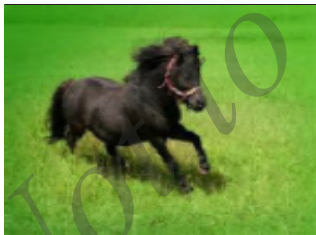
Bleat like a lamb,
Baa, baa, baa.
Moo like a cow,
Moo, moo, moo.

Neigh like a horse,
Neigh, neigh, neigh.

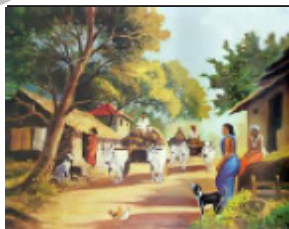
Trot like a horse,
Trot, trot, trot.
Hiss like a snake,
Hiss, hiss, hiss.

Fun with words:

A. Look at the pictures. Fill in the blanks with the missing letters . One is done for you.



PONY



V—LL—G—



M—N— —





M— R— — T

G— A— —

— O— L



CH— — E— S

M— — KE — — R— — R

B. The names of some animals are hidden in the grid. Circle them. One is done for you.

Read down and across

R	T	N	U	L	I	K	M	C	B
L	X	Z	Q	(O)	W	R	T	O	C
I	D	S	Y	(X)	P	V	N	C	R
O	H	E	N	U	Y	B	C	K	O
N	X	N	D	T	I	G	E	R	C
C	O	W	O	U	L	K	N	M	O
V	G	B	G	H	O	R	S	E	D
B	H	E	Y	Y	F	I	S	H	I
O	D	A	R	Q	X	R	B	Y	L
P	S	R	V	S	D	R	X	C	E
E	W	M	N	W	R	T	U	R	W





Write well:

A. Read the pictures. Use 'a' or 'an' in the blanks. Use 'an' before the sounds' a, e, i, o, u. One is done for you.



It is raining. Rathna is carrying an umbrella.



1. It is — lovely place. There is — lake.
Can you see — old house near the lake?



2. We walked through — forest. It was not — easy walk.



3. Suresh saw — elephant.
He took — picture of it.



4. It was — cold day. I wore — sweater.



B. There are some words in the red basket. You and your friend will pick words from it and put them in the green basket. Add 'a' or 'an' before you put them in the green basket. One is done for you.



Practise speech:

A. Read the pictures and say what Kempanna and his wife are doing. You may use the words given.



Kempanna is _____ the land.



Kempanna and his wife are _____ the saplings.



Kempanna and his wife are _____ the weeds.



Kempanna and his wife are _____ the grain.





Kempanna is _____ the crop.



Kempanna and his wife are _____ the crop.



Kempanna's wife is _____ the crop.

(planting, beating, removing, winnowing, binding, harvesting, ploughing)

B. Read the dialogue. Take roles and practise.

1. Madesha : Good morning, sir.

Officer : Good morning, Madesha.

Madesha : Sir, can I sow the seeds now?

Officer : No. You can't. You have to wait till it rains.

Madesha : Thank you, sir.

2. Madesha : Giri, have you harvested the crop?

Giri : Not yet. I'd harvest it next week.

What about you?

Madesha : I'll do it tomorrow.

Giri : Fine. Could I help you?

Madesha : No. Thanks.




Write more:

A. In the given story, each blank has a picture. study the picture and write the correct word to complete the story.

One day Tarun was  in his field. Suddenly



appeared before him. He got frightened. He

began to . He ran and ran. Then he



up a tree. The cobra waited for sometime.

It slowly crawled away. Tarun  down.

He felt relieved. He jumped down and went home.



Fun:

Read the riddles and find the answers.

1. I am in the vegetable group

I grow under the ground

I can be eaten raw or cooked

I help keep eyes healthy

I am orange in colour

Who am I? _____

2. I am in the fruit group

I am a type of citrus fruit

You can squeeze me to make juice

I am the same colour as my name

Who am I? _____

3. I am green or red

I am spicy and hot

I am in the vegetable group

I begin with the letter "c"

Who am I? _____



UNIT – 7

PROFESSION

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites /reads again. Now, listen with your book open.

The Balloon Man

– Rose Fyleman



He always comes on market days
And holds balloons – a lovely bunch
And in the market square he stays,
And never seems to think of lunch.

They're red and purple, blue and green,
And when it is a sunny day



The carts and people get between
You see them shining far away.

And some are big and some are small,
All tied together with a string,
And if there is a wind at all
They tug and tug like anything.

Some day perhaps he'll let them go
And we shall see them sailing high
And stand and watch them from below
They would look pretty in the sky!

New words:

tug : a strong pull

pretty : beautiful

Read and answer orally. Say 'Yes' or 'No'.

Correct and write the sentences if you find them wrong.

1. The balloon man skips lunch every day.
2. The balloon man came to the market only in summer.
3. The balloon man always sold red, purple, blue and green coloured balloons.
4. The balloon man displayed each balloon separately.
5. The balloons look beautiful if they are let into air.



6. People waited for the balloon man to let the balloons go.

Read and write the answer.

1. When does the balloon man come to sell his balloons?
2. What different colours of balloons does the balloon man sell?
3. Do you like balloons? What colours do you like?
4. In the sports opening functions, balloons are flown in the sky. Why?

Listen and say aloud.

Teacher will say these words aloud. Listen and repeat.

night, choice, oil, noise,
mind,
high, voice, sky, why, tight,
my, boy, buy, bike, like,
night, eye, I, life, kite,
try, toy, joy.

Classify the words into two columns based on their sounds.

'A'	'B'



Sing and enjoy:

Bang and a bang!



There is a cobbler
down the street,
Mending shoes for little feet.

With a bang, and a bang and a bang, bang, bang,
And a bang and a bang and bang, bang, bang
Mending shoes the whole day long.

Mending shoes to make them strong,
With a bang, and a bang and a bang, bang, bang,
And a bang and a bang and bang, bang, bang!



Play the game:

Read the given pictures. Write the suitable word for each picture in the first box and the correct number in the second box.

Bakery	3		
			
			
			



Fill in the blanks with a word from the box.

1. We can buy some pain-killer at the_____.
2. I'm going to the_____to buy some bread.
3. There are some lovely flowers at the_____.
4. I bought this gold necklace at a local_____.
5. There weren't any fresh vegetables at the_____.
6. Laxmi's hair looks awful! She needs to go to the_____.

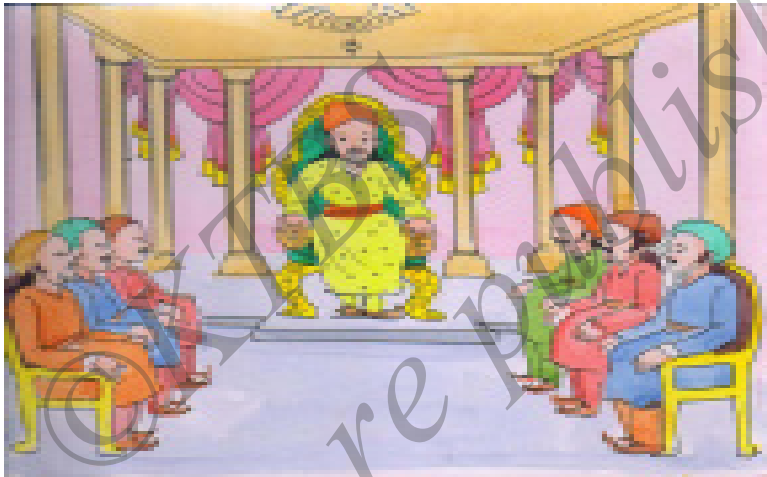
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Read and enjoy:

Teacher reads the lesson. Listen with your book closed. Teacher reads again. Now, listen with your book open.

What God Does...?



The king and the Minister in the court were engaged in a conversation.

The king asked the Minister, “What does God do?” “Why, Sir,” he seemed surprised, “Even a shepherd boy could answer this question.”

The Emperor was irritated by this response. “Oh!, could he? Then why don’t you produce such a shepherd boy before me?”

The next day, the Minister brought a young shepherd to court. The Emperor asked him: “What does God do, young man?”





Unafraid, the village boy replied: "Is my Emperor asking this question as a teacher or as a student?"

The Emperor was puzzled, "As a student," he replied.

"Then look at the student's cheekiness," the boy stated.

"The student continues sitting on the throne, while the teacher stands before him!"

The Emperor went red in the face. He quickly stood up and walked down. Leading the boy by the hand, he made him sit on the throne. The king took the shepherd's cloak and wrapped it around himself. With folded hands, he then asked the shepherd boy: "O teacher, could you please tell me what God does?"

The shepherd boy laughed: "God turns a shepherd boy into an Emperor! And an Emperor into a shepherd!"

The Minister looked at the Emperor. The king was speechless. Yes, God could do anything as He pleased, the Emperor realised.



New words:

irritated	:	impatient about something
puzzled	:	confused
cheekiness	:	disrespectful quality
went red in the face	:	became angry
cloak	:	a piece of clothing, a long sleeveless coat
wrapped	:	covered
realised	:	understood

Read and answer orally.

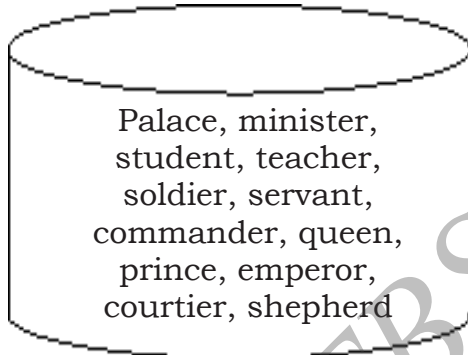
Say Yes or No. Rewrite the sentences if you find them incorrect.

1. The Minister told the king that even a shepherd boy could answer what God could do. [Yes/No]
2. The king was happy to hear that a shepherd boy could answer what God could do. [Yes/No]
3. The shepherd boy was afraid when the king asked him a question. [Yes/No]
4. The king was puzzled when the shepherd asked him if the king was asking the question as a student or as a teacher. [Yes/No]
5. The Minister led the shepherd boy to the throne. [Yes/No]
6. "God turns a shepherd boy into an Emperor! And an Emperor into a shepherd!" [Yes/No]

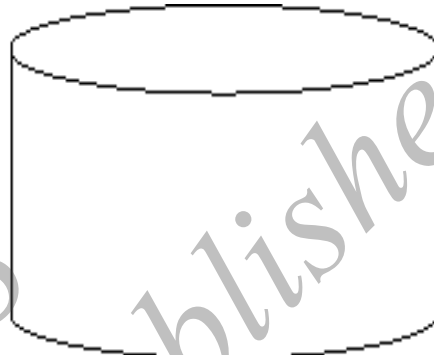


Box 'A' has some words. Pick out words which are associated with a king's court and write them in box 'B'.

'A'



'B'



Read and write the answer.





1. What did the Minister tell the king?
2. Why was the king happy?
3. Was the shepherd boy afraid when the king asked him a question?
4. Who led the shepherd boy to the throne?
5. What did the shepherd boy tell the king?



Fun with words:

Pictures of some professionals are given in 'A'. Fill in columns 'B', 'C' and 'D' appropriately. Clues are given below for columns 'B' and 'C'.

(traffic circle, camera, clay, scissors, wheel, studio, whistle, stethoscope, thread, tape, hospitals or clinics, potter's corner, tailor's shop)

Professionals A	Things they use B	Where they work C	How they help us D
			A doctor treats patients.
			
			
			
			



Listen and identify.

Teacher says/reads out these pieces of dialogues. After each piece is read /said identify the people and the place with which these dialogues are related or associated. One example is given.

e.g. : Sir, how much of salt should I add to this solution?

Place: in a lab

Teacher : About 2 grams people: a teacher and a student.

1. X: What's the scheduled time of arrival ? Y: 6.30am. It leaves the station at 6.40 am.	Place: people:
2. A: How long have you been suffering? B: Since yesterday night.	Place: people:
3. C: Hey, are you not tired yet? D: No, I've been tilling just for 20 mins.	Place: people:
4. E: Where should I present the cheque? F: At counter 6.	Place: people:
5. G: How much is this? H: It's Rs. 20 a metre. It's very fragrant.	Place: people:



Practise speech.

Task 1 : Work in pairs. Take roles and practise the dialogues given in the task (Listen and identify) above.

Task 2 : Think of some more places and professions. Sit in pairs and frame the appropriate dialogues. Practise each of them.

Write well:

Complete the following table. One is done for you.

1. The king asked the Minister a question.
The king did not ask the Minister a question.
Did the king ask the Minister a question?
Didn't the king ask the Minister a question?
2. The Emperor was irritated by this response.
3. The Minister brought a young shepherd to court.
4. The Emperor took the shepherd's cloak.
5. The Minister looked at the Emperor.



Write more:

Read and fill in the blanks with words from the box.



believe, fantastic, getting ready, preparing, project, student.

Ragini is a This week, she's working on a..... . Also, she and her classmates are for a local art competition. Ragini wants to win. All her friends she can, because she paints paintings. Ragini is a very special girl. She always works hard when she'sfor a school activity.



Read and Write:

Add '-er' or '-r' to the doing words below to make new words.

- | | |
|---------------|---------------|
| 1. fight..... | 2. dance..... |
| 3. speak..... | 4. ride..... |
| 5. write..... | 6. joke..... |
| 7. sing..... | 8. play..... |

Spelling:

Read the dialogue, underline the mis-spelt words and write their correct spellings.

- Sujatha : Hello, Ananda!
- Ananda : Hi, Sujatha! It's grate to see you here!
- Sujatha : You know, I come here almost every Sunday.
- Ananda : Yes, this is an intresting place. Look at that joker with a red nose!
- Sujatha : How funy he looks!
- What has he got in his hand?
- Ananda : I think that is a balloon.
- Sujatha : What are those old men doing?
- Ananda : They're playing chess.



Sujatha : And they look so happy?
Ananda : Yes, they are laughing. And who is that over there?
Sujatha : That's Suma with her little brother.
Ananda : Hmm. And who is that?
Sujatha : Who?
Ananda : That man eating ice-cream.
Sujatha : Oh! I don't know him. But he is not a nice person. He always shouts at children.

Fun:

Sing and Enjoy.

Five little soldiers

Five little soldiers standing in the row,
Three stood straight;
And two stood so,
Along came the captain;
And said, "What do you think?"
They all stood straight;
As quick as a wink.





UNIT – 8

ART

Listen, recite and enjoy:

Read and enjoy:

Teacher recites/ reads the poem. Listen with your book closed. Teacher recites /reads again. Now, listen with your book open.

IF I COULD FLY

If I had a pair of wings, with which to fly,
I'd soar straight away, up into the sky,
I'd carry a brush, and paints in colours bright,
So I could paint every fluffy cloud in sight,
I'd paint them purple, yellow and green.
They'd be the prettiest you've ever seen!

I would paint rainbow in the
sky every single day.

So I can watch them when I
work and play.



And when the moon and stars
 come out at night,
 Perhaps I'll paint them too, for
 my delight.

- **Anonymous**



New Words:

- soar - fly upwards
- fluffy - soft and light
- perhaps - may be
- delight - extreme pleasure



Match the bats with the balls to get the pair of rhyming words, and write the rhyming words in the space provided.



Speak :

Read and answer orally.

*If you get a pair of wings, where would you like to fly?
Why? What else would you do there?*



Write :

Imagine you are the poet and complete the following passage. Pictures are given as clues.

I want _____  to fly

into the sky. I would like to carry a _____ .



to colour the clouds _____ .



_____ and _____



. My desire is to

paint the _____ .

At night when

the _____ 

and _____ 

come out, I would

paint them too.

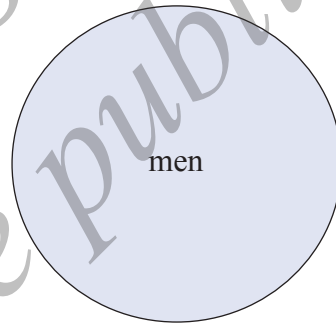
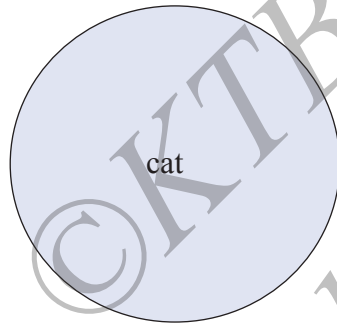


Listen and say aloud.

Teacher says these words. Listen and say the words aloud.

cat	mad	pen	bed
mat	bad	hen	fed
fat	dad	men	led
pat	sad	den	shed

Now, say the words and write them in circles 'A' and 'B' based on their sounds.



Sing and enjoy:

Teacher sings/recites this poem. Listen. Then open the book and sing/recite.

The paint box

Cobalt and amber and ultramarine

Ivory black and emerald green,

What shall I paint to give pleasure to
you?

Paint for me something utterly new,

I have painted you tigers in crimson and white,

The colours were good and you
painted them right.

I have painted the cock and a camel,

And painted them true.

Now mix me a colour that nobody knows,

And paint me a country where nobody goes,

And put in it people-a little like you,

Watching a unicorn drinking the dew.



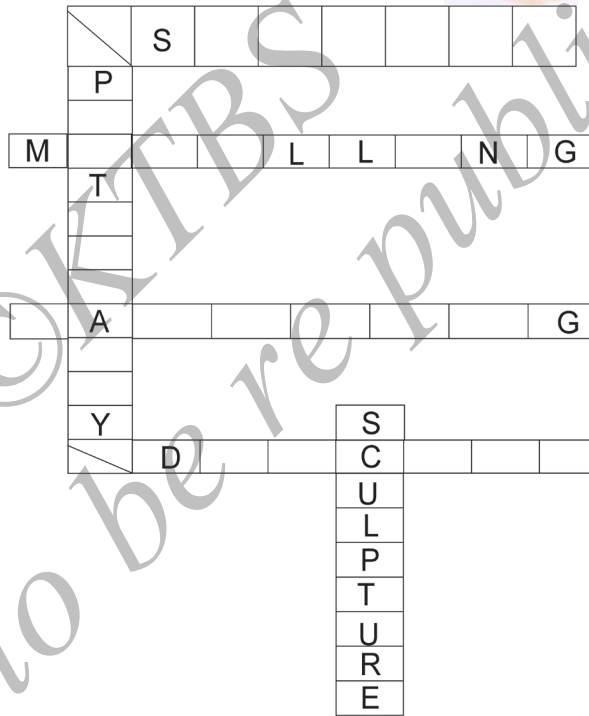
E.V.Rieu



Play This Game.

Complete the word puzzle. Pictures will help you to do so.

Read and enjoy:



Read and Enjoy:

Teacher reads the lesson. Listen with your book closed. Teacher reads the lesson again. Now, listen with your book open.

You have listened to many stories, haven't you? Here is a story, read it.

A Unique Painting

Once Akbar told, "Birbal, make me a painting. Use imagination in it." Birbal replied, "But Huzoor! I am a minister, how can I possibly paint?"



Akbar got angry at his reply and said, "If I don't get a good painting in a week, you shall be sent away from this country." Some of the courtiers felt happy on hearing this because they were jealous of Birbal. Clever Birbal had an idea. Next day Birbal came to the court. He had a covered frame with him. Akbar was happy to see Birbal.



The king called him near and took the frame. When he opened the cover, the smile on his face changed to anger.

The courtiers rushed to see the painting but there was no painting at all. It showed just green grass and the sky. “What is this?” shouted Akbar.

“Huzoor, it is a cow eating grass” replied Birbal. “Where is the cow?” asked Akbar. “Huzoor, I have used my imagination.

The cow ate the grass and went out.

Whatever remains is the grass that is left over.”

Akbar understood that he could not make someone a painter.

He laughed and gave a gift of a bag full of gold to Birbal.

The courtiers were unhappy again.



New words:

- obey - do what you are asked to do
rushed - moved very quickly
emperor - king

Speak:

Complete the following dialogues in pairs and play the roles.

Akbar : Birbal, make me a _____ and use imagination in it.

Birbal : But Huzoor! How can I _____ paint?

Akbar : If I don't get a good painting in a week, you shall be sent away from this land.

(After a week)

Birbal : Huzoor, here is the painting.

Akbar : What is this?

Birbal : Huzoor, it's a cow eating _____.

Akbar : Where is the _____?

Birbal : I have used my _____, the cow ate the grass and went away.

Akbar : Now I understand that I cannot make someone a _____.



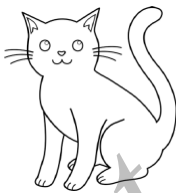
Write :

Two columns are given below. Column 'A' has questions, and column 'B' has the incomplete answers. Complete the answers and match the columns in pairs.

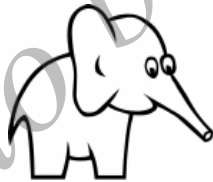
A	B
A. What was Birbal in the court of Akbar ?	Birbal would be sent out of the _____.
B. What would be the punishment if Birbal did not bring a painting?	They felt _____.
C. How did the courtiers feel on hearing ?	The picture showed just _____ and _____.
D. What was the picture?	Birbal was _____ .

Listen and Colour.

A. Look at the following pictures. The pictures are numbered from 1 to 5. Listen to the teacher and colour the pictures.



2



5



3



4

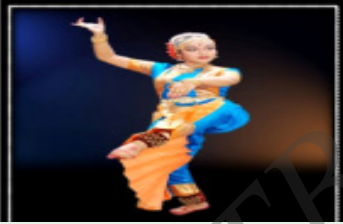


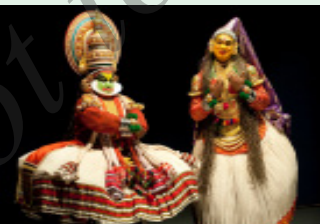


1





e.g. Colour the eyes of the cat.



Read the table given below. Pictures of some dance forms, their names and the States from which they have originated are given in the table. Do the activities A, B and C with the help of this table.

SL. No.	Picture	Name of the dance form	State
1		Bharata natyam	Tamil Nadu
2		Kolata	Karnataka
3		Yakshagana	Karnataka
4		Kathakali	Kerala



5		Dollu kunitha	Karnataka
6		Kathak	Uttar Pradesh
7		Kuchipudi	Andhra Pradesh
8		Banga	Punjab
9		Manipuri	Manipura



**A. Can you identify the following dance forms?
Write them in the boxes.**









Do you know this?

Write the names of the States related to the classical dance forms. Pictures and the names of the capital cities have been given as clues.

Capital cities

Thiruvananthapuram



States

Hyderabad





Imphal



Chandigarh



Chennai



Lucknow



A. Pictures of some musical instruments are given in column 'A'. Their names are given in column 'B', but some letters are missing. Fill in the blanks to get the name of the musical instrument.

A

B

	<p>T_b__a</p>
	<p>V_o__i__</p>
	<p>G_i__a__</p>
	<p>H_r m__n__m</p>
	<p>F_u__e</p>



Who are we ?

B. Fill in the blanks with one word each choosing from the ones given in brackets and match the columns 'A' and 'B'. One is done for you.

A

B

• He dances.	Sumathi is a <u>violinist</u> .
• We paint pictures.	You are a _____.
• They carve out stones.	He is a _____.
• Sumathi plays on the violin.	We are _____.
I sing songs.	Mohan is a _____.
• Mohan plays on the guitar.	They are _____.
• You capture pictures in a camera.	I am a _____.

[guitarist, violinist, singer, dancer, painter, sculptor, photographer]



Write well:

Read the following sentences.

- The guitar is **on** the wall.
- A man is playing the flute standing **at** the gate.
- The photographer is capturing a picture **with** his camera.
- Shraddha is going to participate **in** a singing competition.
- Mohan is a famous guitarist **from** India.
- Mother Theresa was honoured **for** her social service.

Now read the following passage.

Sahera is a famous painter **from** Raichur. She came to exhibit her paintings **in** the 'All India Exhibition' held **at** the Jaganmohan palace **in** Mysuru. The exhibition was **on** 12th November. The exhibition started **at** 10:00 am. All the paintings were displayed **on** the wall. People **from** different places visited the exhibition and Sahera was rewarded **for** her great effort.

Fill in the blanks with the appropriate preposition choosing from the ones given in brackets.

Keshavmurthy is a well known Bharatanatyam dancer _____ [for/from] Karnataka. He came to participate _____ [to/in] the 'All India dance competition' held _____ [at/from] Jaipur. The competition was



____[on/at] 31st July 2013. The dancers _____ [from/to] different States came to perform there. All the participants gathered____[on/at] the backstage____ [for/at] their preparation. The competition started _____[on/at] 9:00 am. Every dancer performed well and Keshavmurthy got the first place.

Practise speech:

Read the following dialogues.

Bhavesh : Do you like to sing?

Aliya : Yes, I do.

Aliya : Do you know photography?

Bhavesh : No, I don't.

Complete the following dialogues and practise them in pairs.

A : Do you like to _____?

B : _____.

B : Do you know _____?

A : _____.

Antony : Can you draw a picture of an elephant?

Deepa : Yes, I can.

Deepa : Can you play on the piano?

Antony : No, I can't.



Complete the dialogues and find a partner to practise.

A : Can you draw a picture of _____?

B : _____.

B : Can you play on the _____?

A : _____.

Let's do :

Let's make a card:


- Trace the following picture of the butterfly in a chart paper.
- Complete the picture and colour it.
- Cut out the shape.
- Fold the picture.

Now the card is ready.



Complete the birthday invitation given below by filling the gaps with the appropriate prepositions given in brackets.


Hi.....



I am inviting you ___ my birthday party which will be full of fun and frolic.

The party is ___ 24th may ___ 7:00 pm ___ my sweet home. Be there don't miss out ___ the fun.

[in,on,at,from,to]



From your dear friend

.....

Now, write the same invitation in your card.



A. Complete the following letter by filling the gaps with the appropriate words given in the flower.



Dear Granny,

I am doing well. How about you? Do you know yesterday was my _____? My _____ was decorated with colourful _____. I wore a new _____. Daddy bought a big _____ for me. Mamma served delicious food to all of us. We played many _____ and enjoyed a lot. Take care.

Lovingly yours,



Fun:

Sing and enjoy:

I am a singer from America

I can play on the Indian Tabla

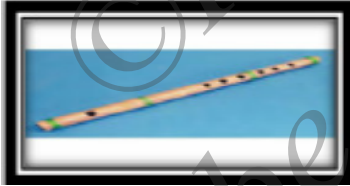
Ta, dhin, tom....ta, dhin, tom....taa, ta, dhin, tom.



I am a singer from Africa

I can play on the Indian Flute

Pi, pi, pi....pi, pi, pi....pee, pi, pi, pi, pi.



I am a singer from Australia

I can play on the Indian Dhol

Dam, dam, dam, dam, dam, dam. dam, da, dam, dam.



I am a singer from Germany

I can play on the Indian Tuttur

Tu,tu,tu....tu,tu,tu....too,tu,tu,tu,tu



I am a singer from England

I can play on the Indian Harmonium

Sa, re, ga, ma, pa....sa, re,ga, ma, pa....

saaa,re,ga, ma, pa.



Not to be re published



UNIT - 9
ADVENTURE

Listen, recite and enjoy:

Teacher recites/reads the poem. Listen with your book closed. Teacher recites /reads again. Now, listen with your book open.

MOUNTAIN



Together, we walk and make moves
No one knows, how far is the top
To the biting cold, hands in gloves
For rocks below, feet after feet tap.

No thought of yesterday or tomorrow
For steps rise and fall, chill in the marrow
Out in the whistling wind, with sole sore
Can't stop, climbing more and more.

Anonymous



New words:

- biting cold : severe cold
marrow : a soft thing in the centre of bones
sore : wound because of infection

Speak:

Read and answer orally.

A. Read the poem. Words are given in three columns. Match them to make meaningful sentences and say them. One is done for you.

Example: Girls wear hand gloves to keep hands warm.

1	Girls wear	sore	in the marrow
2	Girls feel	to climb	under the feet
3	Girls ignore	rocks	how far is the top
4	Girls like	handgloves	in the soles
5	Girls tap	know	to keep hands warm
6	Girls do not	chill	without stopping

Write:

Frame meaningful sentences using the words given below:

wear, ignore, climb, know, feel, bite, whistle, rise



Teacher sings this song and says the underlined words aloud.

Listen.

Then say the words aloud.

I have a little sound blender
Mixing all around
A little sound mixer
Mixing up new words.

I take some sounds
And put them in
And turn them on
They mix all around
I get a brand new word
Let's blend along.

Now take some sounds
And drop them right in
Out comes the sound
You hear in **deer, mere**
smear, sheer, cheer, clear
fear, peer, here, gear.

Now take some sounds
And drop them right in
Out comes the sound
You hear in **pair, rare, scare,**



bare, care, chair, share,

dare, fair, glare, hare.

B. Teacher says these words. Listen and put them under the right box.

tear, mere, mare, pair, year, dear, fare,
hear, near, chair, clear. ear, air

A



B



Sing and enjoy:

Teacher sings this song. Listen. Then open the book and sing.

What is pink? A rose is pink
By the fountain's brink.
What is red? A poppy is red
In its barley bed.
What is blue? The sky is blue
Where the clouds float through.
What is white? A swan is white
Sailing in the light.
What is yellow? Pears are yellow
Rich and ripe and mellow.



What is green? The grass is green
 With small flowers between.
 What is violet? Clouds are violet
 In the summer twilight.
 What is orange? Why, an orange
 Just an orange.

- Christina Rossetti

Play this game:

A. Look at the pictures of adventurous sports. Read them. Fill in the table by putting (*) in the right column. **One is done for you.**



Parachuting



Paragliding



Water rafting



Rock climbing



Surfing



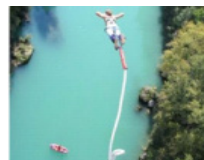
Skiing



Skating



Rope walking



Bungee jumping

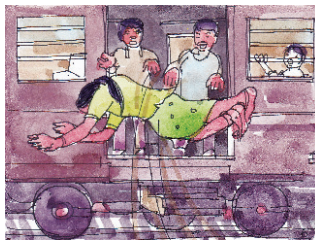


Sports	Played on the water	Played in the air	Played on the ground/rock	Played on the ice
Surfing	(*)			

Read and enjoy:

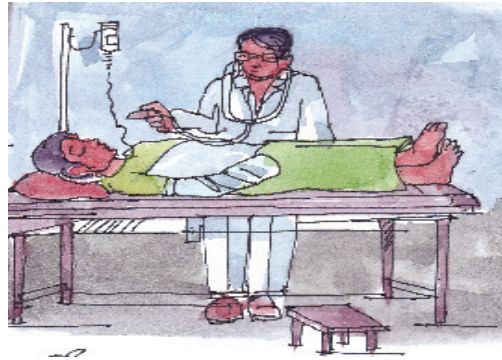
Teacher reads the lesson. Listen with your book closed. Teacher reads it again. Listen with your book open.

ARUNIMA SINHA, A BRAVE SOUL:



Arunima Sinha was a volleyball player. Once she was thrown out of a moving train.





She was rushed to a hospital. She was badly injured.



Doctors saved her life but they had to amputate her left leg below the knee.

Arunima decided to scale Mount Everest while she was on the hospital bed. Tata Steel Adventure Foundation conducted a training camp. She joined it. Bachendri Pal, the first Indian lady to scale Mount Everest trained Arunima.





Her expedition to Mount Everest was full of challenges. She struggled all through the expedition. Every step was dangerous. She had problems with her artificial leg. Sometimes her leg started bleeding. She didn't care. She was a brave girl. Little oxygen was left in the cylinder. People advised her to stop the expedition. But she was not ready to give up her attempt.

She continued the expedition. At last she reached the top of Mount Everest. A girl with an amputated leg had scaled Everest. What an achievement indeed!

New words:

- amputate : cut off leg or arms by surgery
scale : climb
challenge : test strength
struggle : a long hard fight
bleed : blood flowing out from wound
expedition : a long journey to dangerous or unknown place



advise : tell someone what she/he should do
achievement: success by one's own effort

Speak:

A. Read and answer orally. Then write.

Match the words of column 'A' with those in column 'B'. Say the answers aloud.

A

Arunima

Doctors

Dream

Training

Bachendri Pal

Artificial leg

People's advice

Achievement

B

scaling Mount Everest

trained Arunima

stop expedition

reaching the top of Everest

amputated her leg

a former volleyball player

Tata Steel Adventure

Foundation

a challenge



Write:

A. Draw a line to match the words of column 'A' with those of column 'B'.

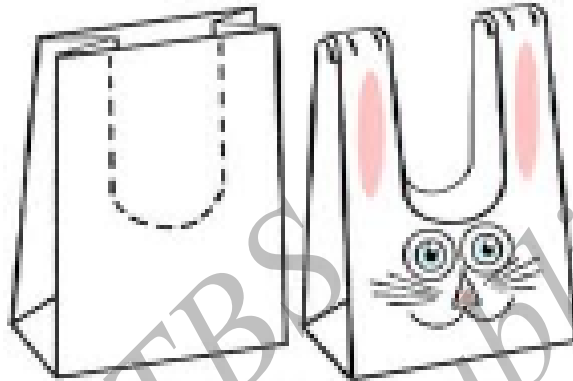
B. Look at the pictures. These are used by mountaineers. Write the names of them. One is done for you.

A	B
	Sleeping bag
	
	
	
	
	
	
	



C. a) What things do the mountaineers carry in their bags? Put them into the bags. One example is given.

e.g.: Torch



BUNNY BAGS

b) What do the mountaineers wear while climbing?

Example: 

Listen and do:

Listen to your teacher. Do what your teacher asks you to do.

Open your bag. Take out your instrument box. Draw a straight line of 2 inches using a scale. Draw another straight line of 2 inches below the first line. The distance between the first line and the second should be 2 inches. Join the sides by drawing straight lines.

What is the shape of the figure you get? Say it aloud.



Fun with words:

A. Look at the pictures and read the dialogues. Write one word for the underlined words and fill in the blanks. One is done for you. (pedestrians, centenarian, pesticide, draw)

1. Ajit : Grandpa, how old are you?
Grandpa: I'm one hundred years old.



Ajit : You are a **centenarian** aren't you?

2. Fathima : Did your team win the game?



Prabha: No. Our team neither lost nor won. The game ended in a _____.

3. The police: Do you see the Zebra crossing over there?



Peter: Yes. Who is it for?

The police: It is for the people who walk on foot.

Chintu: Do you mean to say it is for _____ ?

4. Ranganna: The crops are infested with pests. How can I get rid of them?



Bheemanna: Why don't you use chemicals to kill pests?

Ranganna: No. I don't want to kill them with _____.



Write well:

A. Read the given sentences. Write what and whom the underlined words refer to. One is done for you.

1. Kamala is a ball badminton player. She trains others.

'She' refers to Kamala.

2. The skateboard is useful. But it is very expensive.

'It' refers to _____.

3. Vishnu likes sports. He climbs rocks in his free time.

'He' refers to _____.

4. Hand gloves and boots are on the shelf. They are needed to scale mountains.

'They' refers to _____.

B. Read the following sentences. Follow the example and fill in the blanks. Choose the words from those given in brackets.

(theirs, his, yours, hers)

The jacket is on the rack. It is my jacket.

The jacket is on the rack. It is **mine**.

1. Gowri bought a tennis ball yesterday. It is her ball.

Gowri bought a tennis ball yesterday. It is _____



2. Ganesha and Shanmukha carry bags on the in back. The bags are _____.

Ganesha and Shanmukha carry bags on the back the bags are _____ .

3. This is your oxygen cylinder.

This oxygen cylinder is _____.

4. These sun glasses belong to Ravi. They are _____.

C. Read a letter written by Jyothi to Nihaan. Write who the underlined words refer to. Choose the words from those given. (warden, Jyothi and her friends, Nihaan, Jyothi)

Hi Nihaan,

My friend is visiting me this weekend. We are going to trek in Kodachadri hill. Do you want to join us? Please give me a call before you leave your place. I want you to take permission from the hostel warden. Tell him that you will be back next Tuesday. See you at my place.

Bye

Jyothi

me _____

we _____

you _____

him _____



Practise speech:

Read the dialogue. Take turns and read.

Abdul : Bhanu, what's your plan for this weekend?

Bhanu : I am planning to walk through a tunnel.

Would you like to join me?

Abdul : I'm afraid, I can't. I'm afraid of darkness, you know.

Bhanu : Oh, come on! The experience will be thrilling.

If you miss this, you won't get this chance again.

Abdul : Are there not insects in it?

Bhanu : There are. But they are harmless.

Abdul : All right. What time would you like me to join you?

Bhanu : At 8 pm on Saturday.

Abdul : O.K.

Write more:

A. Read the passage. Write the summary of it in three sentences. One is done for you.

Shankara wanted to climb a rock. The rock was very big. He wore proper shoes. He took a rope with him. He climbed the rock with the help of a trainer.

Summary: Shankara wanted to climb a rock. He used proper shoes and a rope. He climbed with the help of a trainer.



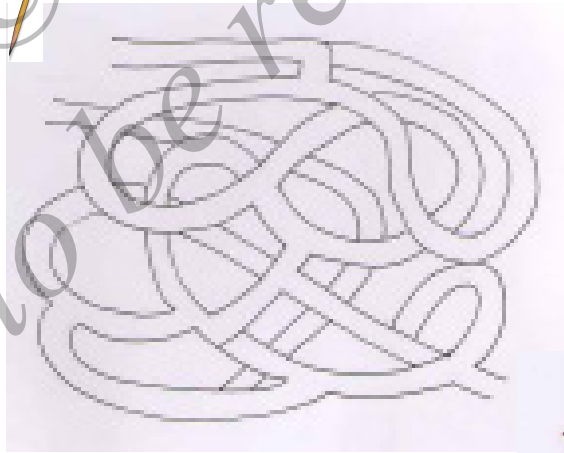
B. Read the passage. Write the summary of it by filling in the blanks.

The police went to an old woman's house. He enquired about the theft. The woman told him that it was night. She was sleeping. She heard a sound in the kitchen. She saw a thief in the kitchen. The thief opened the refrigerator and ate all the food.

The police went to _____.
The thief entered her house at _____
_____. He opened the _____ and ate _____.

FUN:

Sumanth has lost his pencil. Help him to find it by showing the way.





Additional Activities

1. *Read the stories*
2. *Sing the songs*
3. *Have Fun*
4. *Pronounce words well*



Read the Stories.

MAN AND COMPUTER

Read and enjoy:

Hanish had a strange dream. In it, he saw a man and a computer were hotly discussing. The subject of discussion was 'Who is better, computer or man?' Hanish listened to their hot discussion which went on as follows.

Computer : Don't you know I never forget anything? I store every bit of information.

Man : I agree. I too can remember, but it may take more time.

Computer : Not just that. I can do many jobs at the same time.

Man : Of course I admit that too.

Computer : You have got to listen to me. You always say you need rest after every piece of work. I never get tired.

Man : I really admire that quality of yours.

Computer : So you have almost agreed that I'm superior to you.

Man : No, I have not.

Computer : But why?



Man : Please listen. I agree you are faster and tireless. But you can't think on your own, can you? For each and every bit you expect my command.

Computer : In that way you are better.

Man : Not just that. You have no feelings. I'm a human. You're just a machine. I'm living and you're lifeless. Now I'll switch you off. "Well done, man, well done" Hanish cried out in his sleep. "Hanish, wake up. What are you babbling? Open your eyes" said Mother. Hanish was half awake when he opened his eyes. The dream was still lingering in his mind.



THE MAGIC WINDOW

Once upon a time there was a village named Tamra Palli. It was surrounded by a thick forest, tall hills and flowing streams. There lived a farmer by name Venkata Subba. He had a little boy, Chirag. He loved his friends and his friends loved him. He used to play different games with his friends jolly Javeed, active Anand, crazy Christopher and lovely Lilly.

Once he had a fever and became very ill. He had to spend all day in bed, unable to move. His friends were not allowed to come near him. He suffered greatly and spent his days feeling sad.

There was not much he could do except looking out of the window. Time passed, and his feeling of unhappiness just grew, until one day he saw a strange shape in the window. It was a peacock eating a roti. The peacock squeezed in through the open window, said "Good afternoon" to Chirag, turned around, and left again.

Of course, Chirag was very surprised. He was still trying to work out what had happened. On the second day he saw a monkey covering its waist using a piece of cloth and busy blowing up a balloon. At first Chirag wondered at what he had seen. He continued to see more and more crazy-looking animals out of the window. He burst out laughing.

On the third day, he saw a pig beating drums using drumsticks and dancing. On the fourth day, he saw an



elephant jumping up and down and poking its trunk into the window. The next day he saw a dog wearing a pair of glasses and talking about nothing except politics. Chirag did not tell anyone about the strange creatures as he felt nobody would believe him.

Those strange characters ended up kindling joy back in Chirag's heart, and in his body. His health improved so much that he was able to go back to school again. In the school he got to talk to his friends, and told them about all the strange things he had seen.

While he was talking to his best friends, he saw something sticking out of his friends' school bags. Chirag asked his friends what they were. His friends did not like to show but Chirag requested them again and again. So, finally his friends had to show him what they had in the bags. Inside their bags were all the fancy-dresses and suits. They used these to cheer Chirag up! And from that day on, Chirag was always joyful. He actively participated in all the activities. Besides, he tried to make his friends lead a happy life too.



HELEN KELLER



**Helen Keller at the
age of eight**



**Helen Keller in
her old age**

Helen Keller is known around the world as a symbol of courage. She was a woman of intelligence, high ambition and great success.

Helen Keller was born on June 27, 1880. When she was nineteen months old, she had scarlet fever. This left her blind and deaf.

Scarlet fever - An infectious illness in children which causes sore throat, a high body temperature.

Helen considered 15th March 1887 as the most important day in her life. She said, "I can remember the day when Annie Sullivan a 20-year-old graduate of the Perkins School for the Blind, came to be my teacher." Helen Keller and her teacher became inseparable. Sullivan taught her so well that she learned to read and write and began to speak by the age of ten. This shows she was a child of great intelligence.



Helen was the first deaf-blind person to graduate from Radcliffe College. At 23, Helen became a writer, a lecturer and a fund-raiser for the differently abled. She devoted her life to helping others. Helen changed the lives of deaf and blind people around the world.

In addition to “The Story of My Life”, Helen Keller wrote eleven other books and numerous articles on blindness, deafness, social problems and women’s rights. She won numerous honours like the **Lions Humanitarian Award**, the **Presidential Medal of Freedom** etc. Helen Keller died in June 1968, at the age of 87.



Sing and enjoy:

MACHINES

Norman liked to be phone,
His best friend was his mobile phone.
He preferred the glowing case
To any boring human face.
Changing clothes or changing gear,
He kept his phone pressed to his ear.
Each model was a blast,
And each was smarter than the last.
He took the phone to his bed one night,
Glowing by its tiny light.
But while he was deep in slumber
Someone tried to call his number.
In error, sleepy from his doze,
He held the phone up to his nose.
Then sniffing Norman felt a pain-
The phone had lodged inside his brain.
Now this is what Norman does,
His eyes light up, his nostrils buzz
When people call he's always home
A walking talking mobile phone.



Sing and enjoy:

HEAVEN'S VERY SPECIAL CHILD

A meeting was held quite far from earth
It's time again for another birth
Said the angels to the lord above
The special child will need much love.

So let's be careful where he is sent
We want his life to be content
Please lord find the parents who
Will do a special job for you.

And soon they'll know the privileges given
In caring for their gift from heaven
Their precious charge, so meek and mild
Is heaven's very special child.



Sing and enjoy:

SOMEDAY SOON

Someday soon, someday soon.
Seasons were made for the change.
You will be there.
Just like the night to the day without a care.
The dark goes before the dawn.
Open up your eyes.

Someday soon
Ooo, there'll be a better day.
And someday soon,
yes, it's not too far away.

The cloudiest day comes around,
you will be there.
All of the feelings you've found, without a care.
So my friends, you take a look.
Don't you look too far?

Someday soon
Oo yeah, with open skies,
and someday soon.
All we can do is trying.



SOMETIMES I FEEL HAPPY

- Jean Warren

Sometimes I feel happy,
Sometimes I feel sad.
Sometimes I feel curious,
Sometimes I feel mad.

Sometimes I feel silly,
Sometimes I feel surprised.
How many feelings,
Do I have inside?

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HAVE FUN:

Fill the empty spaces with words having the same meaning.



Child

B__y

K__ _



Fast

Q__ _ k

H__ _ _ y



See

L__ _ k

W__ t__ h

Here is a man with no eyes. He wants to go to the eye care center. Can you show him the right direction to reach the center?



SPOT THE DIFFERENCES

Find and circle EIGHT differences between the two pictures.



Teacher says these words.

Listen to the teacher and repeat. Say more such words if you can

- | | | | | | |
|--------------------|------------------|------------------|-----|-----|-----|
| 1. <u>p</u> ay | spot | rap | ___ | ___ | ___ |
| 2. <u>b</u> ox | ab <u>o</u> ve | rub | ___ | ___ | ___ |
| 3. <u>t</u> ake | att <u>e</u> nd | spot | ___ | ___ | ___ |
| 4. <u>d</u> ay | read <u>e</u> r | god | ___ | ___ | ___ |
| 5. <u>c</u> at | sk <u>i</u> d | lock | ___ | ___ | ___ |
| 6. <u>g</u> od | beg <u>i</u> n | log | ___ | ___ | ___ |
| 7. <u>f</u> ill | softy | roug <u>h</u> | ___ | ___ | ___ |
| 8. <u>v</u> oice | level | love | ___ | ___ | ___ |
| 9. <u>t</u> hick | maths | birth | ___ | ___ | ___ |
| 10. <u>t</u> hen | moth <u>e</u> r | breat <u>h</u> e | ___ | ___ | ___ |
| 11. <u>s</u> it | mast | pass | ___ | ___ | ___ |
| 12. <u>z</u> eal | baz <u>a</u> r | rose | ___ | ___ | ___ |
| 13. <u>s</u> hip | cush <u>i</u> on | wish | ___ | ___ | ___ |
| 14. ___ | vis <u>i</u> on | ___ | ___ | ___ | ___ |
| 15. <u>h</u> ouse | beh <u>a</u> ve | ___ | ___ | ___ | ___ |
| 16. <u>c</u> heck | kitch <u>e</u> n | rich | ___ | ___ | ___ |
| 17. <u>j</u> udge | reg <u>i</u> on | fridge | ___ | ___ | ___ |
| 18. <u>m</u> ove | remain | some | ___ | ___ | ___ |
| 19. <u>n</u> oise | can <u>a</u> l | bone | ___ | ___ | ___ |
| 20. ___ | ___ | ring | ___ | ___ | ___ |
| 21. <u>E</u> urope | mus <u>i</u> c | ___ | ___ | ___ | ___ |
| 22. <u>r</u> ate | carrot | ___ | ___ | ___ | ___ |
| 23. <u>l</u> ock | bl <u>a</u> de | level | ___ | ___ | ___ |
| 24. <u>w</u> ay | swe <u>e</u> t | ___ | ___ | ___ | ___ |



PRONOUNCE WELL:

Listen, repeat

1. fleet, read, meet, seek
2. kick, lip, ink, fill
3. ten, fed, speck, met,
4. pad, can, catch, ant
5. car, arm, fast, hard
6. dirt, her, earth, birth
7. cup, but, shut, up
8. above, supper, super, repair
9. move, shoot, prove, who
10. push, wood, foot, pull
11. more, soar, four, whole
12. got, spot, what, box
13. fear, ear, near, cheer
14. pair, air, care, rare
15. poor, sure lure
16. day, aid, page
17. night, my, eye
18. point, oil, noise
19. cow, house, around
20. out, how, about.

