



Government of Karnataka

# ENGLISH READER

## FIRST LANGUAGE

### (Revised)



4

## Fourth Standard

Karnataka Textbook Society (R.)  
100 Feet Ring Road, Banashankari III Stage  
Bengaluru-560 085



## Preface

The Textbook Society, Karnataka has been engaged in producing new textbooks for Standards I to X since 2010. These books have been prepared according to the new syllabi which in turn are The guidelines of NCF – 2005 and KCF 2007, Textbooks are prepared in 12 languages, and seven media.

In view of the low standard of attainment of kannada medium students in English, the Government of karnataka introduced English from standard I in the year 2005. A series of books were prepared and they have been in use since the introduction of the new textbooks in all subjects . The Government decided to replace these books and the new books prepared now satisfy the redefined objectives of NCF 2005. The new objectives are-

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge by learners
- making education relevant to the present and future needs.

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences .The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them, Learners begin learning English by naming objects to begin with 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 (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.

Then they begin to read pictures, words and simple sentences off the black board and from the Reader .The learners are slowly introduced to writing the letters of the English alphabet by the end of standard I. This process continues in standard II and by the end of the second year it is hoped that learners should be able to read the materials given in the Practice Book.

There is not going to be the Teachers Source Book as we used to have for the earlier package of Practice Books. All the instructions are given in the Practice Book itself (For example 'Word to the teacher :- ask the pupils to name the dresses and make them repeat the same' etc.

In 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 begin half way through I year and continue throughout the course (four years). In class I the teachers 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 grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

**Prof. G. S. Mudambadithaya**  
Co-ordinator  
Curriculum Revision and  
Textbook Preparation

**Nagendra Kumar**  
Managing Director  
Karnataka Textbook Society®  
Bengaluru



Dear teacher,

This book has been prepared based on the guidelines of NCF 2005. This is a Reader - Workbook for class four children who study English as their first language. There are ten prose lessons with simple poems that match the themes. Simple and interesting materials are given for supplementary reading. A list of vocabulary used in the texts is given at the end of the Reader for your reference.

The texts are chosen and activities are designed keeping the child's interests, age and level in mind. Every lesson is followed with a number of activities and exercises to encourage the child to engage independently. Simple instructions for activities and exercises are used to make it more learner friendly. There is a good integration of all four language skills, vocabulary and language functions, with a focus on developing communicative competence in the learners.

You, as a teacher, need to play the role of a facilitator and develop the quality of independent learning among children. Enrich the text by bringing in the child's experiences into the classroom. Make use of locally available resources and make the teaching-learning experience more enriching.

Make use of the words given in the list at the end of the text book wherever feasible, to help learners understand and learn to use them. Use strategies to help children read the supplementary materials and do the activities independently.

The children are slowly introduced to writing in a graded manner from simple copying to filling, and gradually leading them to creative writing. Many such activities may be given as follow-ups to be done in their exercise books.

Happy teaching!

**"Tell me and I forget.  
Teach me and I remember.  
Involve me and I learn."**

- Benjamin Franklin

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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-I

## Let us listen:

Listen to the poem and repeat after your teacher.

## I WANT TO 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  
and yellow and green-  
They'd be the prettiest  
you've ever seen!

I'd paint rainbows 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!



## Complete the following sentences:

1. If I had ....., I'd.....
2. If I had ....., I'd.....
3. If I were ....., I'd.....
4. If I were ....., I'd.....



Let us read:

## THE THREE BUTTERFLIES

There were once three butterflies; a pink one, a red one and a yellow one. They played in the sunshine, and danced now on this flower, now on that, and never grew tired.



One day, it started raining and they got wet.

So they flew over to a rose, and said, “Good Rose, please open your petals wide so that we may take shelter from the rain.”

“I’d be glad to shelter you, pink butterfly,” said the rose, “for you look like me. But I won’t shelter your two friends.”

“If you won’t shelter my friends, you needn’t shelter me. I’ll stay wet, rather than desert them,” replied the pink butterfly.

Then they flew across to a sunflower and said, “Dear Sunflower, open your petals wide, so that we may take shelter from the rain.”

“I’d be glad to shelter you, yellow butterfly,” replied the sunflower “but not the other two.”

“If you won’t shelter my friends, you needn’t shelter me,” said the yellow butterfly. “I’ll stay wet, rather than desert them.” And so they flew away together.

Now the sun, who was hiding behind a cloud, had heard everything. He was happy to see the butterflies so united. He quickly chased the clouds and the rain away.

He beamed down on the garden and dried the butterflies’ wings. Now they could fly from flower to flower and dance as usual for the rest of the day.

### **New words and their meanings:**

**petals** : the colourful parts of a flower that are sometimes shaped like leaves

**shelter** : to provide a place where someone is safe

**rather** : prefer or wish to

**desert** : to leave someone without helping

### **Let us understand:**

**1. Choose the right words from the words given below and complete the following sentences:**

[ **sleep, united, two, clouds, three, other two, yellow-butterfly, tree, dance** ]

1. There are \_\_\_\_\_ butterflies in the story.



2. The rose agreed to shelter the pink butterfly, but not the \_\_\_\_\_.
3. The sun was hiding behind the \_\_\_\_\_.
4. The sun was happy to see the butterflies \_\_\_\_\_.
5. The butterflies could \_\_\_\_\_ as usual for the rest of the day.

**Let us learn new words, work with your partner:**

**II. Pick and write the words from the lesson that mean the same as the underlined words in the sentences given below :**

1. Please open your petals so that we may be protected from the rain : \_\_\_\_\_
2. I'll stay wet, rather than leave them : \_\_\_\_\_
3. The sun was so happy to see the butterflies together : \_\_\_\_\_
4. The sun quickly sent away the clouds : \_\_\_\_\_
5. The sun shined on the garden and dried the butterflies : \_\_\_\_\_

**III. Match the flowers with their names by drawing a line against each:**

**A**



**B**

sunflower

chrysanthemum

rose

tube-rose

jasmine

hibiscus



#### IV. Circle the right picture:

mosquito



butterfly



cockroach



housefly



dragon fly



honey bee



#### V. Let us practise language:

Tina's flower garden is full of butterflies! Will each butterfly in the picture be able to visit atleast two flowers? Underline the right answer given at the bottom of the page and read it aloud.



There are enough flowers in the garden, for each butterfly to visit atleast two flowers.

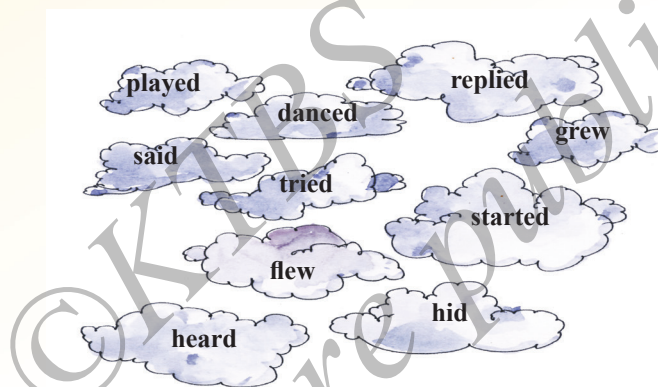
There are not enough flowers in the garden for each butterfly to visit atleast two flowers.



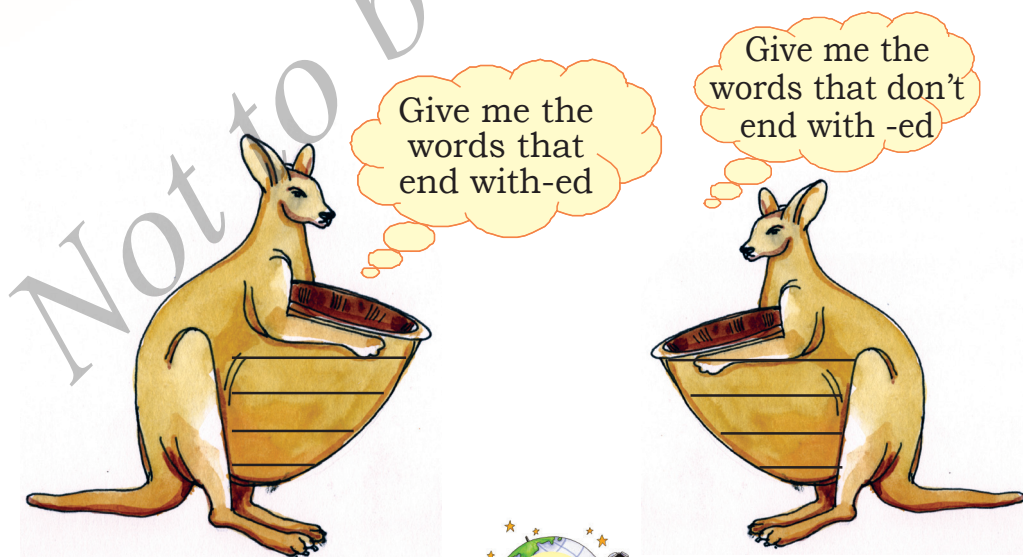
**VI. Underline the right word and copy the correct sentences in your notebook.**

1. The three butterflies *plays/ played* in the sunshine.
2. "Good Rose, please *opened / open* your petals," said the butterflies.
3. The sun *beamed / beaming* down on the garden.
4. I'd be glad to shelter you, *said / say* the rose.
5. It *start / started* raining and they got wet.

**VII (a) Read the words aloud:**



**(b) All the above words indicate some action, write them in the correct pouches:**





**VIII. Complete the following words using suitable letters given below: a, e, i, o, u**

1. s \_ n s h \_ n e
2. s h \_ l t \_ r
3. a c r \_ s s
4. u n \_ t \_ d
5. c h \_ s \_

**Let us speak**

**IX (a) Say them aloud after your teacher:**












1. I + will = I'll
2. We + will = we'll
3. I + have = I've
4. We + have = we've
5. I + am = I'm
6. I + would / had = I'd
7. We + would / had = we'd

**(b) Now complete the following words and copy them in your note book:**

1. He + will = \_\_\_\_\_
2. She + \_\_\_\_\_ = she'll
3. They + will = \_\_\_\_\_
4. You + have = \_\_\_\_\_
5. They + have = \_\_\_\_\_
6. She + \_\_\_\_\_ = she's
7. He + \_\_\_\_\_ = he's
8. It + has = \_\_\_\_\_

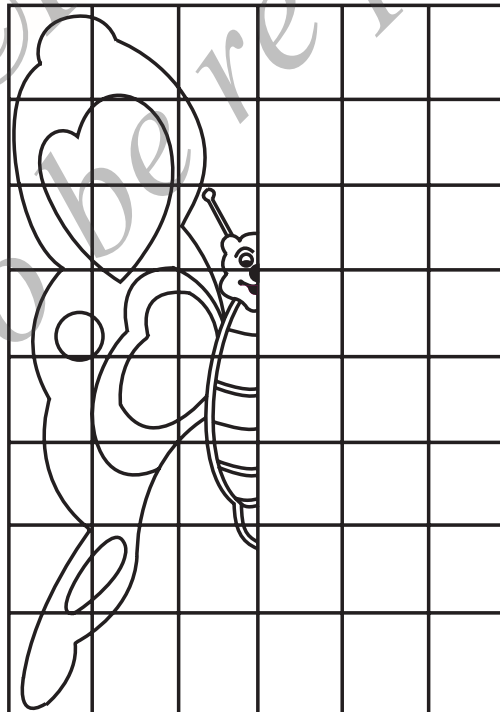


X. Make words with the help of the pictures given. One is done for you.

	+		=	<u>                    </u> <b>butterfly</b>
	+		=	<u>                    </u>
	+		=	<u>                    </u>
	+		=	<u>                    </u>
	+		=	<u>                    </u>
	+	<b>B</b>	=	<u>                    </u>

Let us do:

XI. Complete the drawing of the butterfly. Use each box to draw a mirror image of the part that is already drawn and colour the butterfly.



Let us recite and enjoy

## BEST FRIENDS

It takes a friend  
To pick you up when you fall,  
It takes a good friend  
To pick you up and wipe away the tear,  
It takes a best friend  
To laugh in your face.



Anonymous

Let us write:

**I. Complete the following sentences.**

\_\_\_\_\_ is my best friend  
I like her/him because \_\_\_\_\_

**II. Write the names of your friends.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. Write the answers in the given space.**

1. Is she/he in your class?  
\_\_\_\_\_
2. Does she/he sit next to you?  
\_\_\_\_\_
3. How old is your friend?  
\_\_\_\_\_



**IV. Tick three things that apply for your friend.**

Laughs when I fall

Tells me not to fight with others

Visits me when I'm sick

Shares her/his food

Feels sad when I cry

Feels bad whenever teacher scolds me

Helps me in my studies.

**V. Draw the picture of your best friend or get the photo of your friend and paste it here.**

My Best Friend



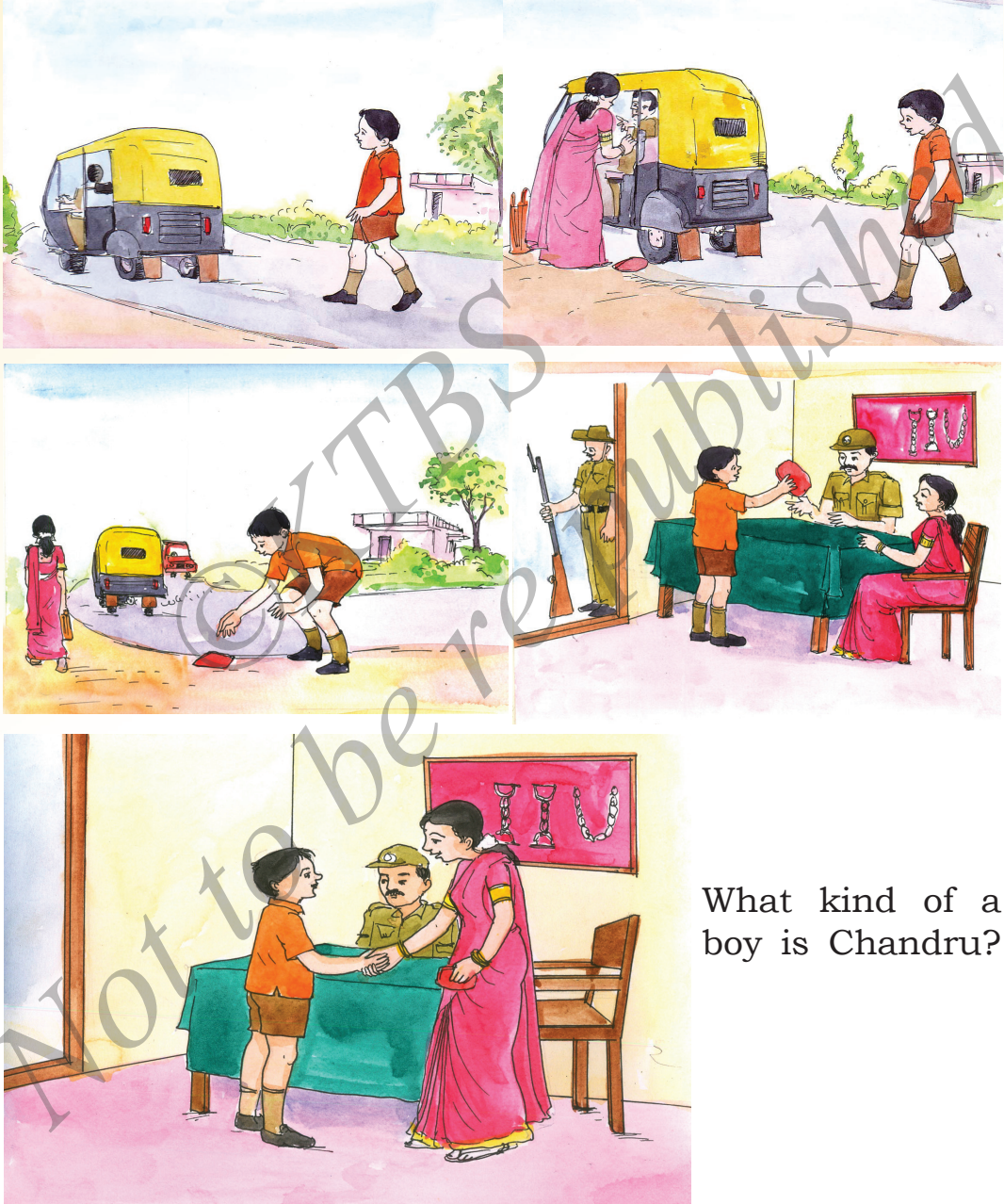
Name: \_\_\_\_\_



## UNIT - II

Let us understand:

Study the picture and understand.



What kind of a boy is Chandru?



Let us read:

## SPEAK THE TRUTH



Santhosh was a student of class - IV. His teacher gave him homework everyday. Santhosh usually reached home at 4 pm. He would have his snacks and then do his homework.

One day, Santhosh returned from school. He was happy to see his cousin, Sandhya. She had come to play with him.

Santhosh played with Sandhya the whole evening. He forgot to do his homework. The next day, his teacher asked him, "Why haven't you done your homework?"

Santhosh did not reply. But suddenly he thought of an excuse and said, "I had fever, madam." The teacher thought it was true and excused him.



Now, Santhosh felt very sad. During the lunch break he sat alone under a tree. He did not eat his food.

Suguna, Santhosh's sister, was studying in the seventh standard in the same school. She saw her brother sitting alone and came to him. "Why are you not eating? You are looking dull. What happened?" She asked.

Santhosh kept quiet for sometime and then started weeping. Suguna waited for her brother to speak. Slowly, Santhosh started, "Yesterday, I played with Sandhya and forgot to do my homework. But I lied to my teacher," Suguna listened to him patiently. Then she said, "Don't worry. Get up. Let us go to your teacher. Admit your mistake before the teacher."



Both Santhosh and Suguna went to the teacher. The teacher asked, "What do you want?"

Suguna looked at Santhosh. Tears rolled down his cheeks. The teacher asked Santhosh, "What makes you weep?"

Santhosh replied, "Madam, I lied to you in the morning. I was not sick. I played the whole evening and I did not do my homework, Please excuse me."

The teacher felt very happy. She consoled him and said, "You have admitted your mistake and now You have told the truth. Being truthful is always good."

### **New words and their meanings:**

**excuse** : a reason that you give to explain your mistake

**patiently** : calmly

**admit** : to accept that you have made a mistake



**console** : to make someone feel better when they are feeling sad or disappointed

**Let us understand:**

**I. Tick (✓) the correct sentences.**

1. Santhosh told a lie before the teacher.
2. Santhosh forgot to eat snacks after coming from school.
3. Sandhya was the mother of Santhosh.
4. Suguna was studying in class two.
5. The teacher punished Santhosh after he had admitted his mistake.

**II. Answer the following questions.**

1. Which class was Santhosh studying in?
2. Who was Sandhya?
3. Why did Sandhya come to Santhosh's house?
4. What did the teacher ask Santhosh in the class room?
5. Why did Santhosh not eat his food during lunch break?
6. What did Santhosh admit before the teacher?
7. Why was the teacher happy at the end?

**Let us learn new words:**

**III. Choose the right words given in the brackets and complete the sentences.**

**(grand-father, aunt, uncle, cousins, niece, grand-children, sister, nephew, brother, grand-mother)**

My father's brother is my \_\_\_\_\_

My father's sister is my \_\_\_\_\_

My uncle's / aunt's children are my \_\_\_\_\_



My brother's/sister's son is my \_\_\_\_\_

My mother's sister is my \_\_\_\_\_

My brother's/sister's daughter is my \_\_\_\_\_

My mother's sister's children are my \_\_\_\_\_

My mother's mother is my \_\_\_\_\_.

**Let us write:**

**IV. How many cousins do you have?**

\_\_\_\_\_

2. Write their names.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. All the names in this lesson begin with the letter "S". Write at least five names that begin with letter "R" in your note book.

**V. Punctuate the following paragraph (use capital letters, full stop, comma and question marks wherever necessary). Your teacher will help you.**

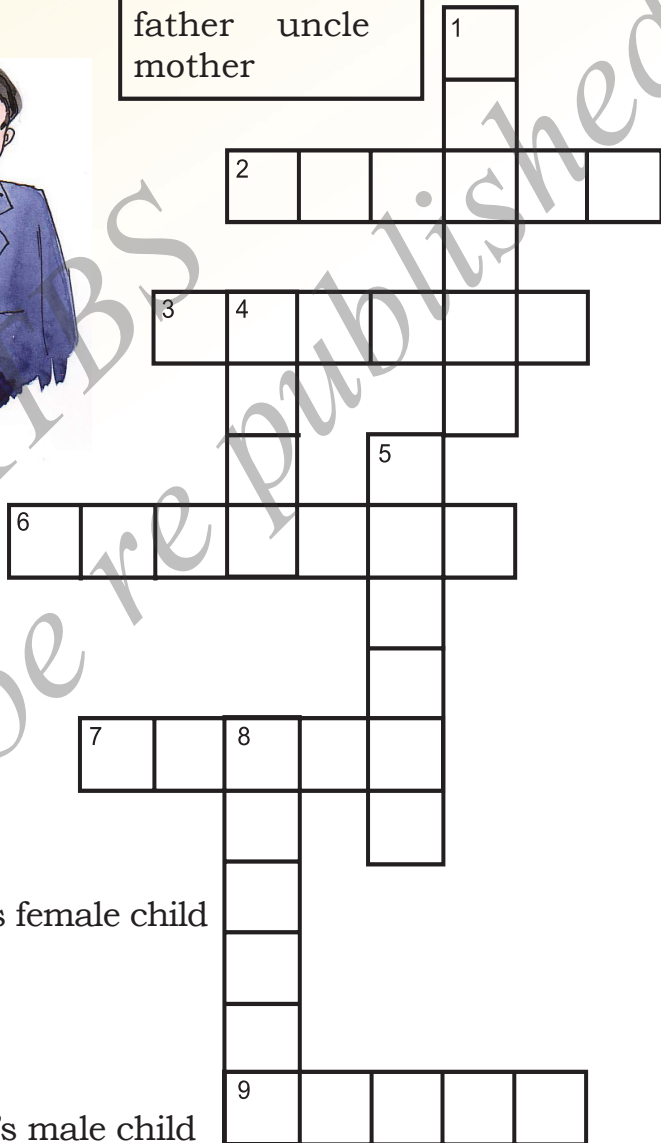
*suguna santhosh's sister was studying in class seven in the same school she saw her brother sitting alone and came to him "Why are you not eating you are looking dull what happened" she asked*

**Let us practise new words:**



VI. (a) Choose a word from the word box to solve each clue. Write the answer in the box.

aunt	nephew
brother	niece
cousin	sister
father	uncle
mother	



**Across**

- 2. a female sibling
- 3. a male parent
- 6. a male sibling
- 7. a parent's brother
- 9. a sister or brother's female child

**Down**

- 1. a female parent
- 4. a parent's sister
- 5. a brother or sister's male child
- 8. an aunt or uncle's child

(b) Box 'B' has pictures that mean the opposite to the words given under box "A" match them by drawing a line against each and write the words in the given space.

Box "A"

1. sad 2. laugh 3. weak 4. healthy 5. dull

Box "B"



Let us practise language:

**VII. Use the right words given in brackets and complete the sentences.**

**(every time, every evening, whole evening, everyday, every night, next day)**

1. I have a bath \_\_\_\_\_.
2. I play \_\_\_\_\_.
3. I watch the TV \_\_\_\_\_.
4. \_\_\_\_\_, I pray to God before going to bed.
5. Whenever I borrow books from my friends, I return it the \_\_\_\_\_.
6. I don't eat \_\_\_\_\_ I feel like eating.

**Let us speak:**

**VIII. Complete the dialogue. Practise it with your classmate.**

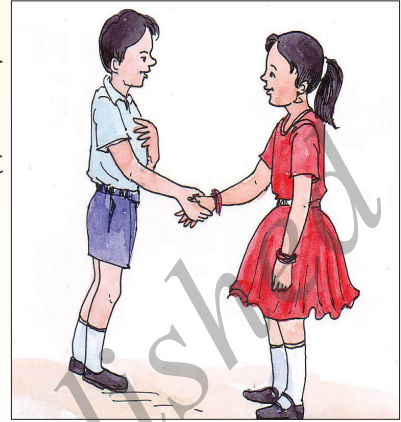
You : Hi, Seema, have you completed your home work?

Seema : No, I couldn't, I lost my pen.

You : \_\_\_\_\_

Seema : Thank you, very much.

You : \_\_\_\_\_



These are the other ways of expressing thanks, practice it with your classmate.

Thanks a lot

It's very kind of you.....

Many thanks....

That's very nice of you.....

Repeat the rhyme after your teacher.

**ALL THINGS BRIGHT AND BEAUTIFUL**

**Cecil Frances Alexander**

All things bright and beautiful,

All creatures great and small,

All things wise and wonderful,

The Lord God made them all.





Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings.

The purple-headed mountain,  
The river running by,  
The sunset, and the morning,  
That brightens up the sky.

The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them every one.

He gave us eyes to see them,  
And lips that we might tell,  
How great is God Almighty,  
Who has made all things well.



**Let us understand:**

**I. Look at the pictures, circle the “God made” things and put a tick on the “man made” things.**



**II. Draw the picture that you like the most from the above pictures.**

**III. Show the picture to your friend and tell her / him, why you like that picture the most.**

**IV. Copy the first two stanzas of the above poem neatly in your note book.**

## UNIT - III

### Let us listen and do:

Singing songs can make learning fun. Say the rhyme after your teacher with actions.

### THIS IS THE WAY

This is the way I wash my hands,  
Wash my hands,  
wash my hands,  
This is the way I wash my hands,  
So early in the morning.



This is the way I wash my face,  
Wash my face, wash my face,  
This is the way I wash my face,  
So early in the morning.

This is the way I brush my teeth,  
Brush my teeth, brush my teeth,  
This is the way I brush my teeth,  
So early in the morning.



This is the way I comb my hair,  
Comb my hair, comb my hair,  
This is the way I comb my hair,  
So early in the morning.

You may add some of your routines and repeat the rhyme

This is the way I go to school.....

This is the way I read my books

----- wear my clothes

----- eat my food

----- drink my tea

Let us read:

## CLEANLINESS IS NEXT TO GODLINESS

Scene : A classroom

Characters: A teacher and students  
Teacher enters the classroom

.....

Children : Good morning, Sir.

Teacher : Very good morning, sit down children. Please answer your attendance. Anusha?

Anusha : Yes, Sir.

Teacher : Bharati?

Bharati : Present, Sir.

Teacher : Chetan?

Mohsin : He is absent, Sir.

Teacher : Do you know why he is absent?

Rakesh : He is not well, Sir. He has malaria.

Teacher : Oh! How sad.

(Teacher after marking the attendance, starts the discussion.)

These days many people suffer from malaria.

Rita: What causes malaria, Sir?

Teacher : Mosquitoes cause malaria. They also cause other diseases like dengue, chickengunya etc.



- Savita : I have not heard of dengue, what is it Sir?
- Teacher : Dengue fever is a disease caused by a virus carried by mosquitoes.
- Savita : How do I know I have dengue?
- Teacher : The symptoms are headache, rashes and body pain.
- Suresh : Is it infectious?
- Teacher : No, when a mosquito bites a person who has been infected with a dengue virus, the mosquito can become a carrier of the virus. If it bites someone else, that person can be infected with dengue fever. The virus can't spread directly from person to person.
- Suresh : How can we avoid this, Sir?
- Teacher : It's easy, keep your surroundings clean, use an insect repellent, cover sleep areas with netting, avoid going outdoors at dusk and dawn, when mosquitoes are most active. Dirty water in the gutters and the ditches are the breeding places for mosquitoes.
- Students : We come to school and we don't find time to clean them up.
- Teacher : You don't have school on Sundays, you can spare sometime on Sundays to clear them up.
- Students : Good idea, Sir. We will make sure that we keep our surroundings clean.
- Teacher : That's good. Remember, "Cleanliness is next to Godliness."
- Students : "Cleanliness is next to Godliness."

\* \* \*





### New words and their meanings:

**malaria** : a disease that a person gets when a type of mosquito bites her or him

**gutter** : the part at the side of a road where water collects and flows away

**ditches** : long narrow holes dug at the side of a field or road to hold or remove unwanted water

**breeding place** : a place where animals or insects (e.g. mosquitoes) give birth to their young ones in large numbers

**dawn** : the time just before sun rise

**dusk** : the time just before night

**repellant**: the substance that drives things away

**infectious**: a disease that can be passed from person to person

**virus** : a very tiny living substance that can cause diseases

### **Let us understand:**

#### **I. Personal cleanliness keeps us healthy.**

Tick (✓) the statements that help you keep good health.

One is done for you

1. Cutting the nails regularly. ( ✓ )
2. Picking the nose always. ( )
3. Bathing once a month. ( )
4. Washing hands before and after every meal. ( )
5. Wearing unwashed clothes. ( )
6. Brushing teeth every morning and night. ( )
7. Combing hair. ( )
8. Using a handkerchief/napkin while sneezing. ( )
9. Spitting on the wall. ( )
10. Wearing clean clothes. ( )

**II. There are some agents that cause diseases in us. The agents are given in box 'B' and names of diseases are in box 'A' Match them.**

**A**

Cholera  
Malaria  
Rabies  
Bird flu  
Plague

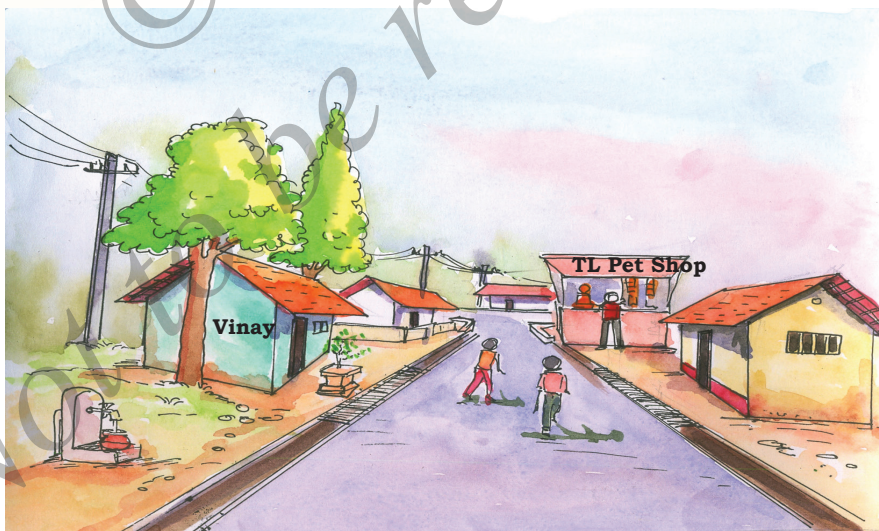
**B**

mosquito  
dog  
housefly  
rat  
chicken

**III. Answer the following questions:**

1. Why is Chetan absent?
2. What is he suffering from?
3. What are the diseases caused by mosquitoes?
4. What should you do to avoid falling sick?
5. What are the symptoms of dengue?

**Let us practise language:**



**IV. The house that you see on page 25 is Vinay's:  
Now observe the picture and answer the following  
questions.**

1. What is on either side of his house?  
\_\_\_\_\_
2. What is in front of his house?  
\_\_\_\_\_
3. What can you see opposite his house?  
\_\_\_\_\_
4. What shop is there diagonally opposite his house?  
\_\_\_\_\_
5. Where is the tap?  
\_\_\_\_\_
6. What can you see behind his house?  
\_\_\_\_\_

**V. Find the insects / animals in the picture and  
complete the sentences.**





**Let us speak:**

**VIII. Fill up the blanks with suitable responding words / expressions to get a meaningful dialogue and practise it with your classmate.**

Seema : (returns the pen)  
Thank you, I bought  
a new pen yesterday.

You : \_\_\_\_\_  
I'm going to my aunt's  
house tomorrow, will  
you come with me?

Seema : Oh! I'm sorry, tomor-  
row I'm going to clean  
my house.

You : \_\_\_\_\_.

**Practise these "expressions of inviting" with your friends:**

Shall we.....

You must .....

Why don't you.....

Please do come.....

\* \* \*

**Let us listen and recite:**



Not to be re published



## THE CLOCK

I'm in the clock crew and I'm okay!  
I tick all night and I tick all day.  
I've got two hands, I'm having a ball,  
Because I've got no arms at all!

My big hand can move sixty minutes in one hour,  
I'm the one with the strength and power.  
My small hand isn't quite as fast,  
If they were in a race, it would come last!

It takes so long just to get around, 12 hours you know,  
It's careful, small, and slow.  
Now meet my friends that help me tick-tock,  
Half past, quarter past, quarter to and o'clock.



**Let us do:**

**I. Draw a clock and show the time your school starts.**

**II. Complete the poem and copy it neatly in your note book.**

My .....can move .....in one hour,  
I'm the one with the strength and power.

My ..... isn't quite.....  
If they were in a race, it would come last!

It takes so long just to get around, .....you know,  
It's careful, small, and slow.

**III. Pick out the rhyming words for the given words and write them.**

fast :

know :

Okay :

tick-tock :

ball :



## UNIT - IV

**Let us listen:**

**i. Your teacher will read this story to you, listen attentively.**

### ANDROCLES AND THE LION



Androcles was a poor slave. One day he ran away from his cruel master.

He hid himself in a cave.

There was a lion in the cave. He had a big thorn in his paw.

It gave him a lot of pain. Androcles pulled the thorn out.

The lion licked his hands to thank him.

**ii. Now answer these questions.**

1. Where did Androcles hide himself?
2. Why did the lion lick his hands?
3. What would you do if some one had helped you?

iii. Help The Farmer reach the lion's cage.



Let us read:

## **SAMEER'S FRIENDS**

The school bell rang. All the children of class IV were waiting eagerly for the lunchbreak. It was a hot, sunny day and they were very tired and hungry after their sports activities.

After washing their hands, they rushed to collect their lunch boxes. And then they went to the playground for lunch. They began to eat their food. Suddenly, Maya noticed

Sameer sitting alone in a corner. He was not eating his food. So, she went up to him and asked, "What happened, Sameer? Why are you not eating?" Sameer replied, sadly, "I forgot to bring my lunch box. Mamma packed it in the morning. But, I forgot to bring it to school. Now, I have nothing to eat and I am hungry!"



Maya felt very bad for poor Sameer. She announced to her friends loudly, "Listen friends, Sameer did not bring his lunch box today. What shall we do? He is very hungry."

Shifa was the first one to answer. "Don't worry, Sameer can eat some of my food." Soon Mohan joined her. He said, "I will also share my food with Sameer." Then Raya and Shreyas shouted together, "We will also share our lunch with Sameer!"

Soon all the children came rushing to Sameer with their lunch boxes. Everyone started to share their food with Sameer. So, Sameer had a lot of food with him now. He was so pleased with his dear friends. He had tears in his eyes. He did not know how to thank them. He only said, "I wish everyone had friends like you. Thank you my dear friends."

### **New words and their meanings:**

**eagerly** : with interest / to show excitement about something that is going to happen

**corridor** : a long narrow passage on a train or between rooms in a building

**announced** : to tell people something in a loud voice

**pleased** : very happy



**Let us understand:**

**I. Number these events in the correct order as they occur in the story.**

Maya felt very bad for poor Sameer. (     )

It was the time for lunch. (     )

All the children shared their food with Sameer. (     )

Sameer had forgotten to bring his lunch. (     )

**II. Answer the following questions:**

1. Who was the first to notice Sameer sitting alone in the corner?
2. Why did not Sameer bring his lunch box?
3. How did Sameer thank his friends?

**Let us learn new words:**

**III. Choose the appropriate describing words from the box to fill in the blanks. Look at the example.**

**faithful, cheerful, tasty, delicious, old, sad, sunny, happy**

eg. A cheerful sound

1. a \_\_\_\_\_ day
2. a \_\_\_\_\_ friend
3. a \_\_\_\_\_ smell
4. an \_\_\_\_\_ man
5. a \_\_\_\_\_ story
6. a \_\_\_\_\_ ending
7. a \_\_\_\_\_ food



**IV. In each set of words there is a word which is the general name of all the others in it. underline that word. One is done for you.**

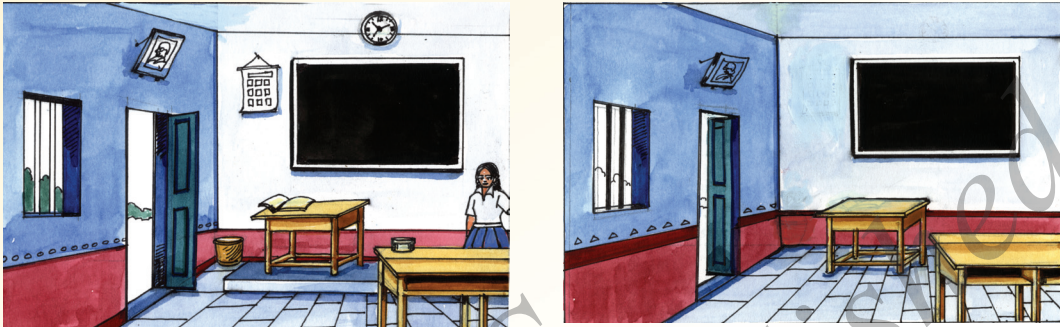
1. student, teacher, class, bench.
2. breakfast, lunch, dinner, food.
3. Maya, Sameer, Baskar, children
4. chair, furniture, bench, table
5. cow, animal, elephant, dog
6. ant, bee, insect, fly

**Let us practise language:**

**V. Fill in the blanks with the correct form of the words given in brackets.**

1. Maya \_\_\_\_\_ (notice) Sameer sitting alone.
2. Sameer \_\_\_\_\_ (say), I \_\_\_\_\_ (forget) to bring my lunch box.
3. Sameer's mother had \_\_\_\_\_ (pack) his lunch box in the morning.
4. All children \_\_\_\_\_ (come) rushing to Sameer to share their food with him.
5. Sameer \_\_\_\_\_ (wish) everyone \_\_\_\_\_ (have) friends like his.

**VI. Look at the pictures given below. They are almost the same, but six things are missing in picture 'B'. Write five sentences about picture 'B' in the space provided. See the example.**



1. A girl is missing.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Let us write:**

**VII. Write the names of Sameer's friends .**

Maya, \_\_\_\_\_, \_\_\_\_\_  
 \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**VIII. Jumbled letters are given below. Put them in the right way to make meaningful words. All words begin with letter "S".**

1. h o s u t \_\_\_\_\_
2. t s r t a \_\_\_\_\_
3. r s a h e \_\_\_\_\_
4. l o h c o s \_\_\_\_\_
5. r s t a s \_\_\_\_\_

**Let us speak:**

**IX. Fill up the blanks with suitable responses to get a meaningful dialogue. Practise the dialogue with your friend.**

Seema : This is my pet dog.

You : \_\_\_\_\_?

Seema : We call him 'Tiger'.  
Do you have a pet?

You : \_\_\_\_\_.



**X. These are some of the expressions used for introducing someone. Practise them with your friends.**

This is .....

Meet .....

Do you know.....

**Fun Time.**

Say who am I ?

I have no legs

But I can run.

I have no tongue

But I tell everyone;

“Time to start to work!”

“Time to go to bed!”

“Time to get up again

You, sleepy head!”

Let us listen and recite:

## HEAVEN ON EARTH



Little drops of water,  
Little grains of sand,  
Make the mighty ocean,  
And the pleasant land.

Little words of love,  
And little deeds of kindness,  
Make the Earth an Eden,  
Like the heaven above.

**Let us understand:**

**I. The poet has used another word which means the same in the poem for the words given below. Identify and write them in the space provided. An example is given here.**

e.g. Eden : Heaven

1. water :
2. sand :
3. love :

**II. Complete the poem.**

Little \_\_\_\_\_ of \_\_\_\_\_  
And \_\_\_\_\_ deed \_\_\_\_\_  
Make the \_\_\_\_\_ an \_\_\_\_\_  
\_\_\_\_\_ the \_\_\_\_\_ above.

**III. Pick and write the words that come before and after the words given below in the poem.**

1. mighty \_\_\_\_\_.
2. \_\_\_\_\_ land.
3. \_\_\_\_\_ deeds.
4. heaven \_\_\_\_\_.

**IV. Say the above sets of words aloud.**

\* \* \*





## UNIT-V

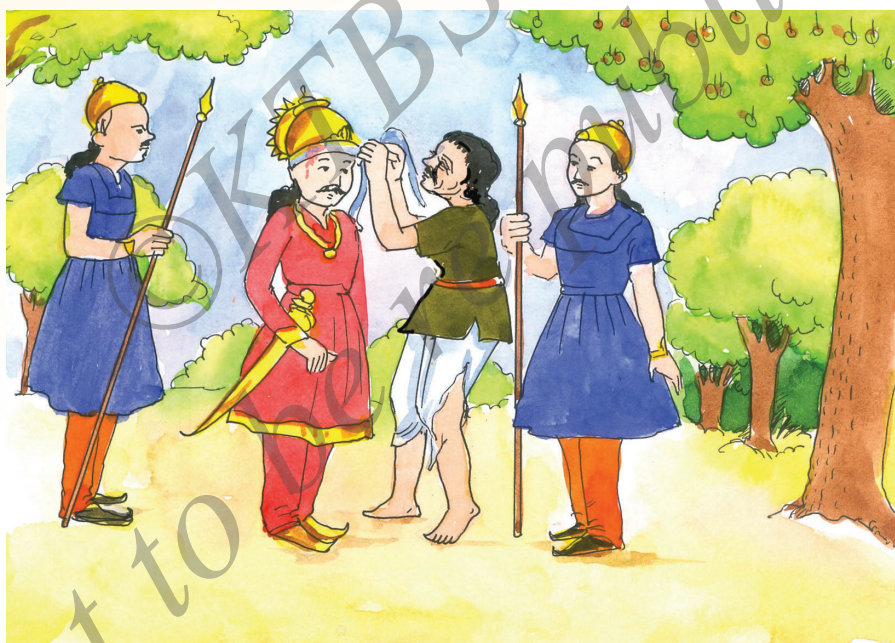
**Let us listen and recite:**

Kind hearts are gardens,  
Kind thoughts are roots,  
Kind words are blossoms,  
Kind deeds are fruits.

**Henry Wadsworth Longfellow**

**Let us read:**

### **THE WISE KING OF MEWAR**



Ranjith Singh was the King of Mewar. He was brave as a lion and he was very kind to the poor.

One day, he was strolling in his royal garden. His minister and some attendants were with him. Blowing breeze and the singing birds had made him happy.

All of a sudden a stone struck his forehead. Everybody was stunned. Some of the servants hurried in search of those who had thrown the stone. Some men went to call the doctors. But the King was calm. He pressed the wound with his palm and tried to control the bleeding.

Then came an old man who looked very nervous. He tore the cloth off his shoulder and tied it around the King's forehead. He then fell at the feet of the king and said weeping, "Oh, king, it is me, who is responsible for hurting you. I beg your pardon. I did not do it on purpose. I am ready to undergo any kind of punishment."

"Why did you pelt the stone, then?" asked the minister angrily.

The old man knelt before the king, folded his palms and said, "Maharaja, I was tired and hungry. I wanted to have a mango and pelted the stone at the mango tree."

The king bent at him, caught hold of his shoulders and lifted him up. The king wiped off the tears of the old man with his shawl. Then smiling at him said, "Don't weep. What you have done is not a crime to be punished."

He then ordered his cook to offer the hungry old man some food immediately. The old man, receiving the food, bowed to the king and went his way.

The king said to his minister, "Don't get angry about such petty incidents. A tree bears the stroke and gives fruits; stands in sun and gives us shade. I being a man, if I never give food to a hungry man, shall be smaller than a tree."

The minister was ashamed and learnt a lesson.

"Service to Mankind is Service to God."



### New words and their meanings:

- strolling** : walking in a slow and relaxed way
- royal** : relating to or belonging to a king or queen
- attendant** : a person whose job is to help or look after others
- hurried** : to do something or go somewhere more quickly than usual
- calm** : relaxed and quiet
- palm** : the inside surface of your hand in which you hold things
- nervous** : worried or frightened about something
- pardon** : to let someone free without being punished
- pelt** : to throw things at someone or something
- stroke** : hit/blow
- incident** : an event that is important or unusual
- ashamed** : feeling uncomfortable because of something you have done

### **Let us understand:**

#### **I Answer the following questions :**

1. Which kingdom did Ranajith Singh rule?
2. Why was the king happy?
3. How did the king try to control bleeding?
4. Why did the old man throw the stone at the tree?
5. What lesson did the minister learn?

#### **II Mark (✓) against the correct sentences and (×) against the incorrect ones and write them correctly.**

1. Ranajith Singh was not kind to the poor. ( )
2. The king got angry for being wounded. ( )



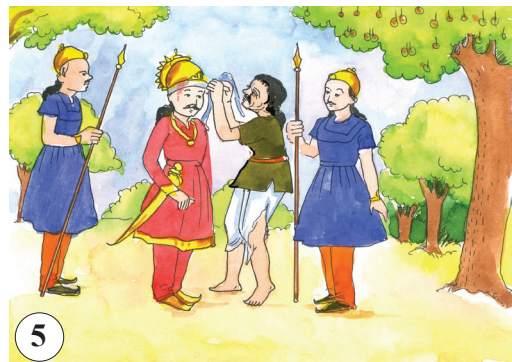


3. The old man confessed his mistake. ( )
4. The king punished the old man. ( )
5. The king was generous and kind. ( )

**III. Match the picture with the appropriate phrases/sentences by putting the correct numbers against each of them.**



1. Ranjith Singh was strolling in his royal garden.
2. A stone struck his forehead.
3. An old man bandaged the wound of the king.
4. The old man confessed to the crime.
5. The king pardoned the old man.



**Let us write:**

**IV. Taking the clues from the above sentences write the story in your own words.**

Once there lived a king \_\_\_\_\_

---

---

---

---

**Let us speak:**

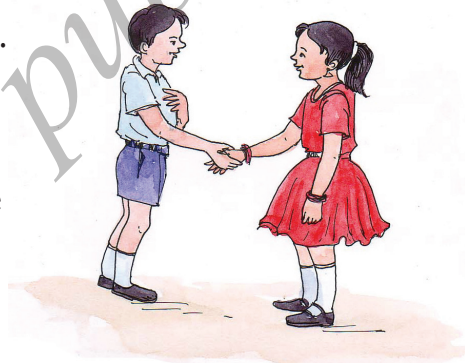
**V. Fill up the blanks with suitable responding words to have a meaningful dialogue and practise.**

Seema: Take some sweets,  
today is my birthday.

You : \_\_\_\_\_,  
“ \_\_\_\_\_ ”

Seema: \_\_\_\_\_ . Please  
come to my house  
at 6 O' clock this  
evening.

You : \_\_\_\_\_.



Here are some more Greetings on how you wish some one on her/his birthday.

Practise them.

Happy returns of the day.

Happy birthday

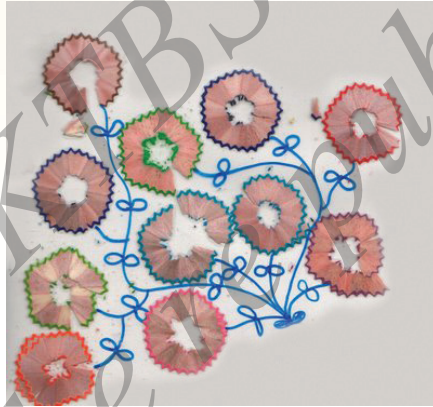
Many happy returns of the day.



## VI. Let us do:

Make a Greeting card :

- a) Take a thick sheet of colour paper.
- b) Cut out the size of a greeting card from it
- c) Fold it in the centre
- d) Paste dry leaves / flowers or draw something beautiful (see the samples below)
- e) Write a few words appreciating your friend
- f) Give it to your friend



Let us listen and recite:

## Kindness

anonymous



It takes a big heart and a brave soul,  
To drive someone's troubles away,  
Everyone promises to offer help tomorrow,  
But very few can step forward to help today,  
Those who dare to act right now, rather than later  
Know the real meaning of kindness.

It is this urge of wanting to make a visible difference,  
Is when kindness actually becomes godliness.

### Answer the following questions.

1. Write three things that a kind person would do, according to the poet?
2. When would kindness become Godliness?
3. Who according to the poet knows the real meaning of kindness?
4. Which line do you like the most in this poem? Why?

\* \* \*



## UNIT - VI

Let us know:



Have you seen this person in newspapers or on TV screen?

What do you know about him?

Let us read:

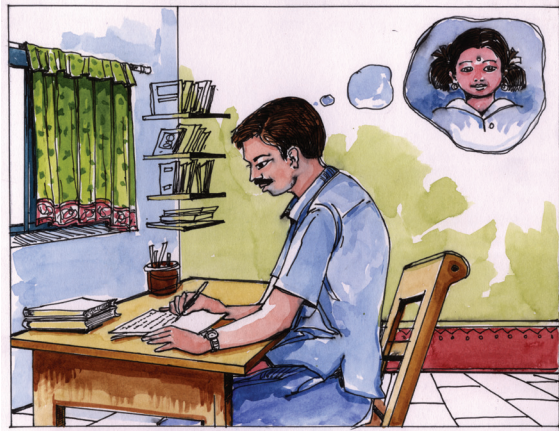
### A LETTER TO A DAUGHTER

Introduction: Harshini's father works in Delhi and he writes letters to his daughter regularly. Here is a letter.

Dear Harshini,

Hope you are fine and have got used to the hostel. I hope you have read some more books during your holidays.

In my previous letter, I had written to you about the story of





“Punyakoti.” Now I am going to write about of Ekalavya.

Ekalavya lived with his parents in a forest. He used to hunt and fish for his living. He had a great desire to learn archery, but there was no one to teach him. He had heard about the great teacher, Dronacharya who lived in Hastinapura. Ekalavya went to Dronacharya and requested him to teach him archery. But Drona refused to take him as his student. He said that he was paid only to teach the princes of Hastinapura.

Ekalavya was very disappointed. But his desire for learning was very great. So he thought of a plan. He made a clay model of Dronacharya and made it for his real guru. He prayed before the clay model and then started practising archery everyday. He continued this for a long time with deep interest and great concentration. Soon, he mastered the skill and became an expert archer.

Harshini, don't you think Eklavya was great? Remember where there is a will, there is a way.

Now Harshini, you have all the facilities to stay in comfort and learn and very good teachers to guide you. Make the best use of these facilities and you will surely succeed.

Have a nice day and take care, my dear.

Your loving Papa,

Basavaraj



### **New words and their meanings:**

- to get used to** : to feel comfortable with a new situation
- previous** : before now or before a particular time
- desire** : a strong hope or wish
- archery** : the sport of shooting arrows from a bow.
- request** : to ask for something in a polite way
- disappointed** : to feel unhappy
- concentration** : ability to think about something carefully or for a long time
- expert** : someone who has a special skill or special knowledge of a subject
- facilities** : services that are given for a particular purpose
- guide** : to show someone the right way of doing things

### **Let us understand:**

#### **I Answer the following:**

1. Who is writing a letter and to whom?
2. Who is Harshini?
3. Where does Harshini stay?
4. Who had a great desire to learn archery?
5. Who was the great teacher of archery?
6. Why did Drona refuse to take Ekalavya as his student?
7. How did Ekalavya practise archery?

### **Let us learn new words:**





**II “dis” is a prefix. It is used to show negative or opposite :**

**Add ‘dis’ to the following words and know their meanings. Your teacher will help you.**

eg.: dis + regard = disregard

1. \_\_\_\_\_ advantage
2. \_\_\_\_\_ agree
3. \_\_\_\_\_ appear
4. \_\_\_\_\_ like
5. \_\_\_\_\_ connection
6. \_\_\_\_\_ continue

**Let us write:**

**III Construct a story from the outlines given below and give it a suitable title.**

Boys playing by a river side ..... a boy falls into the river ..... Boys helpless ..... None of them knew to swim ..... a villager comes to the boy’s help ..... saves the drowning boy.

**IV Correct the following statements and rewrite them in your note book:**

1. Ekalavya was a king  
\_\_\_\_\_
2. Dronacharya was the prince of Hastinapura  
\_\_\_\_\_
3. Ekalavya made the clay model of his mother  
\_\_\_\_\_
4. Dronacharya agreed to teach Ekalavya  
\_\_\_\_\_

## V. Letter Quiz:

Answer these questions (you will get the answer in letters of the English Alphabet)

Complete this. One example is given for you.

Which letter asks the reason?

Ans. : Y (Why)

1. Which letter is grown in the field?
2. Which letter contains many people?
3. Which letter stings us hard?
4. Which letter is used for 10?

## VI. Let us repeat:

Proverb : Repeat these after your teacher.

1. No pains, no gains.
2. Rome was not built in a day.
3. Where there is a will, there is a way.

Share with your friends what you have understood about each of these proverbs.

## VII. Let us know:

Additional information to think over :

Do you know the famous “bows” SHIVADHANASSU and GANDIVA?

Sri Rama broke Shivadhanassu and married Sita at Raja Janaka’s palace.

Gandiva is the name of the bow of Arjuna. Agni Deva gave it to Arjuna.



**VIII. Let us write:**

**Whom do you like the most ?**

**Write four sentences on why you like her / him ?**

**IX. Let us speak:**

**Complete the blanks with suitable responses to make a meaningful dialogue.**

Practise it with your friend.

Seema : I don't like bananas, I like mangoes

You : .....

.....

Seema : I like jack fruit, do you?

You : .....

.....

These are some more expressions of on how you express your likes or dislikes. Use them in the class to say your likes and dislikes.



<b>likes</b>	<b>dislikes</b>
I love...	I hate.....
I enjoy....	I dislike.....
I'm fond of...	I cannot stand.....
It's my favourite	It's not my favourite

**X. You can make your own bow and arrow, but be careful not to hurt anyone.**



You will need: some elastic, broomstick, plasticine (a soft clay like substance available in colours), stem of any tree, scissors and paints.

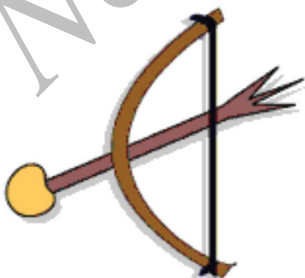


**Step 1:** Bend the stem in the form of an arc making sure it does not break. Tie elastic from one end to the other.

**Step 2:** For the arrow, take one stick out from the broom. Trim it.



**Step 3:** Make a ball out of plasticine (colour clay available in the shops) and stick it at one end of the arrow. This will not hurt anyone while you play with your bow and arrow.



**Let us listen and recite:**

## **GIVE IT OUR ALL**

**Anonymous**

Let's never give in,  
to complaints nor fear.  
With our eyes on our goals,  
the right direction we steer.

No matter the circumstances,  
with great effort we should always try.  
We must pick ourselves up,  
when we get bruised and we cry.

Opportunities are plentiful,  
let's just open our eyes.  
Our dreams we shall nurture,  
as we stare to the skies.

The trick is to create value,  
that's honest and real.  
By following our passions,  
in our hearts, we shall feel.

If we never hold back,  
and just give it our all.  
No challenge or obstacle,  
shall ever be tall.





### **New words and their meanings:**

circumstances	: the conditions in which a certain action takes place
direction	: path/way
steer	: move
nurture	: protect and grow
obstacle	: something that stops the progress
bruised	: hurt
passion	: strong liking
give in	: to surrender

### **Let us Understand:**

1. What shouldn't we surrender to?
2. What should we do when we are hurt?
3. What should we nurture according to the poet?
4. What kind of values should we create?
5. When will the challenges or obstacles be minor?

\* \* \*



## UNIT - VII

### Let us do:

Here is a picture of a man, make him a king by using the clues given in the box.

Draw a crown, a sword, a shield, pointed shoes, waist band, rings, necklace, ear studs and colour the picture



### Let us read:

## WHO'S THE BEST ?

Once upon a time in a kingdom, far away in Arabia, there lived an old king. He had a beautiful daughter called Jasmine. The king and the princess were full of love for their people. The king had no sons. So, he decided to give his kingdom to the person who would marry his daughter.

Many princes wanted to marry the princess. But, the king wanted a suitable match for his daughter and an able prince to protect



his people. So, he decided to test them. From among the princes who proposed, he selected three, namely, Prince Faris, Prince Anush and Prince Zeeshan.

He told them, "I shall give you all a month's time. Whoever brings the best gift for my daughter, shall marry her. But, the gift should be good for my kingdom too." All the three princes went their way to bring the best gift for Princess Jasmine.

After a month, all the three returned to the king's palace. The king and the princess were curious to see the gifts. Everyone was interested to know who their king would be.

Prince Faris stood up and showed diamonds and rubies. He said, "I have brought these precious stones for princess Jasmine. A king had them with him. I fought with him, killed him and brought these diamonds and rubies."

Next, prince Anush got up and showed a gun. He said, "I have brought a gun to protect ourselves from our enemies. This gun can kill many people from a distance."

Now, it was prince Zeeshan's turn. He had brought nothing. He bowed to the king and said. "I could not bring anything for the princess as I was busy the whole month."

"What made you so busy?" Asked the king. The prince replied politely, "My Lord, there is a village in our neighbouring kingdom. Some thieves entered it and took away the cows and corn of the villagers. I attacked the thieves and returned the cows and corn to the villagers. Then, I handed over the thieves to the king and requested him to protect his people."

The king said, "The first prince thinks only about wealth. The second one wants to protect himself. But the third one is brave and kind too. He can protect my kingdom and people. So, he shall marry my daughter and rule my kingdom."

All the people in the palace were very happy with the king's decision. "Long live the king, Long live Prince Zeeshan" they all cheered.

### **New words and their meanings:**

**suitable** : having the right qualities for a particular person

**propose** : to ask someone to marry

**curious** : eager to know about something

**precious** : something that is valuable or important

**protect** : to keep someone or something safe from harm

**bow** : to bend down to show respect

**politely** : behaving or speaking in a decent manner

**attack** : to hurt a person or damage a place



## Let us understand:

### I. Put a tick mark on the correct answer :

1. The name of the princess was \_\_\_\_\_ (Yasmin / Jasmine)
2. The king gave a test to the \_\_\_\_\_ princes. (two / three / four)
3. The princes had to bring a gift within a \_\_\_\_\_ (week / month / year )
4. The king chose Prince \_\_\_\_\_ to marry his daughter.  
(Anush / Faris / Zeeshan)

### II. Write True (T) or False (F) for the following statements:

1. The king loved his people. ( )
2. Prince Faris brought a gun as a gift. ( )
3. Prince Zeeshan fought with the thieves. ( )
4. Prince Anush did not bring any gift for the princess.( )

### III. Complete the following sentences:

1. The king had a beautiful \_\_\_\_\_
2. He decided to give away his kingdom because \_\_\_\_\_
3. He wanted to test which prince would \_\_\_\_\_
4. The names of the princes selected by the king were \_\_\_\_\_, \_\_\_\_\_
5. The princes had to bring \_\_\_\_\_

### IV. Answer the following questions:

1. What did the king ask the princes to do?
2. What did Prince Faris bring for the princess?
3. What did Prince Anush bring?
4. What did the thieves take away from the village?



5. Why did the king give his daughter in marriage to Prince Zeeshan?

**Let us practise language:**

**V. Use the following words in sentences of your own.**

1. gift -
2. beautiful -
3. curious -
4. protect -
5. busy -

**VI. "one and many"**

**Fill in the blanks with the correct word:**

**e.g.** : We say one pen, but many pens.

1. We say one king, but many \_\_\_\_\_
2. We say one prince, but many \_\_\_\_\_
3. We say one princess, but many \_\_\_\_\_
4. We say one cow, but many \_\_\_\_\_
5. We say one thief, but many \_\_\_\_\_
6. We say one deer, but many \_\_\_\_\_
7. We say one sheep, but many \_\_\_\_\_

**Let us practise language:**

**VII. a) Fill in the blanks with "a", "an" or "the"**

1. Once there was \_\_\_\_\_ old king.
2. \_\_\_\_\_ king had \_\_\_\_\_ beautiful daughter.
3. Many princes wanted to marry \_\_\_\_\_ princess.



4. Each prince had to bring \_\_\_\_\_ gift for \_\_\_\_\_ princess.
5. They were given \_\_\_\_\_ month's time.
6. Everybody was curious to see \_\_\_\_\_ gifts brought by \_\_\_\_\_ princes finally.
7. \_\_\_\_\_ king selected \_\_\_\_\_ able prince.

**b) Pick out at least three words for each column from the lesson which are followed by "a", "an" or "the" and write in the correct box below:**

One is done for you.

a	an	the
village		

**VIII. Match the words in column 'A' with their counterparts in column 'B'. One is done for you.**

**A**

**B**

e.g.: **2) father**

**d) mother**

1. king

a. princess

2. father

b. niece

3. prince

c. queen

4. son

d. mother

5. uncle

e. daughter

6. brother

f. aunt

7. nephew

g. sister



**IX. Read the following sentences and understand the meaning of the underlined words:**

1. Everyone wants justice. Now-a-days, people's wants are unlimited.
2. The king is kind to his subjects. What kind of a machine is this?
3. All the three princes bow to the king. Bow and arrow are important in archery.

You must have noticed from the above sentences that many words in English have more than one meaning.

Now, make sentences using the following words showing the difference in meaning :

1. bat
2. bear
3. orange
4. spring
5. bank

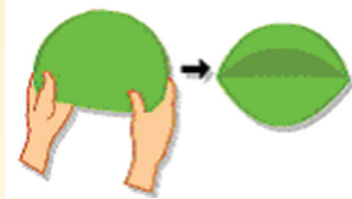
**X. Let us learn to do:**

This frog may not be a prince, but he is certainly charming! So be ready to be wooed by this Jumping Jack's Charm.



The things you need:

1. paper plate
2. green and black paint
3. brush
4. scissors
5. red felt paper
6. green and white chart paper
7. glue



Step 1: Paint the paper plate green. When it's thoroughly dry, fold the plate in half.

Step 2: Cut out a 3 x 7 inch 'tongue' from the red felt paper. Stick it on the centre of the fold.



Step 3: For the eyes, cut out a pair of 1 x 2 inch white rectangles and round the upper edges. Fold each rectangle in half and glue the lower portion to the top of the plate. Add black eyeballs with black paint.

Step 4: Cut frog legs out of green chart paper, a shorter set for the front, and a long, bent pair for the back.

Your frog prince is ready to take a long leap and charm all your friends.

**Let us learn to recite:**

## ANTS AND SPIDERS

**Cheryl Sandberg**

Behind the bush upon the mound,  
ants are moving with no sound.  
Leaves are passed along the chain  
ants as one, a single brain.

Strands of silver make a net,  
unseen web, a silent threat.  
Fly is caught; it's far too late,  
spider comes to seal his fate.



Ants march on to feed the queen,  
deep below she is unseen.  
Workers feed the silent drones  
in their capsule breeding zones.

Spider shoots its web to reach  
across the ever widening breach.  
Swinging on a single thread  
beyond the gap the web is spread.

**Let us understand:**

**I. Answer the following questions:**

1. How do the ants move?
2. Why do the ants collect food ?
3. Where is the ants' queen?
4. Why is the spider's web a silent threat for the fly?

**II. Pick and write the pairs of rhyming words from the poem:**

**III. What does the poet mean by**

“spider comes to seal his fate”

“ants as one, a single brain”

**IV. Let us write:**

1. Which creature do you like the most?
2. Write at least three sentences on why you like it the most.





## UNIT - VIII

### Let us know:

Flags of different countries are given below; identify and tick (✓) the flag of India.



Describe the flag of India looking at the picture.

### Let us read:

### KNOW YOUR NATION

**Teacher** : Tomorrow is August 15. All of you should come early by 7.30 am. Let us celebrate the day by hoisting our National flag.

**Ramya** : Teacher, what is the importance of August 15?

**Teacher** : A good question! You have to know about August 15. We, Indians became free on 15<sup>th</sup> August. Before that, Indians were under British rule. So Tilak, Gokhale, Bhagat Singh, Gandhi, Savarkar, Nehru, Bose, Patel and others fought for many years to make India a free country.



**Rahim** : Did they really have to fight?

**Teacher** : Yes, they fought for our independence and were sent to prison. We must remember them always.

**Deepika** : Teacher, why do we hoist the flag?

**Teacher** : Flag means the nation itself. It represents our motherland. As a mark of respect to the country we are born in, we hoist the flag to show our gratitude

**Margaret** : Teacher, our flag has three colours. Saffron, white and green.

**Teacher** : Yes, and do you know what these colours represent?

Saffron stands for sacrifice. White for peace and green for prosperity.

**Harsha** : Teacher, and the white stripe has the chakra. It is blue in colour.

**Jayashree**: Teacher, what does the chakra signify?

**Teacher** : It is the Ashoka Chakra and it is the symbol of progress.

**Abdul** : Other than a flag, are there any other symbols for our country?

**Teacher** : Yes, our national animal is tiger. Our national bird is peacock. Our national flower is lotus.

**Aparna** : Teacher, our national anthem is Janaganamana..... and Gurudev Ravindranath Tagore wrote this.

**Teacher** : Good. Have you noticed our national emblem in our currency?

**Jayashree**: No Teacher.

**Teacher** : (Takes out a hundred rupee note and shows the national emblem). This is the Lion Capital with a Chakra (flanked by a horse and a bull) taken from the Sarnath pillar of Ashoka, the Great.



**Arjun** : Thank you, Teacher. I did not know these things. From now on, I'll love and respect my motherland like my own mother.

**Teacher** : Good. We should not only respect our national symbols but also protect them from abuse.

**Varsha** : I stand at attention whenever our National Anthem is being sung.

**Teacher** : That's fine. Even though August 15 is a holiday, we can pay tribute to our country by taking an active part in national festivals.

**Students** : We love our country. We are proud to be Indians.

**Teacher** : Now, let us all say- "Jai Hind"

**Students** : Jai Hind.

### New words and their meanings:

- hoist** : to raise or pull up something using ropes
- prison** : a building where people are kept as punishment for a crimes
- represent** : to be a sign or mark of something
- gratitude** : a feeling of being thankful to someone
- signify** : to mean or be a sign of something
- progress** : to get better at doing something
- symbol** : a picture or a shape that has a particular meaning or idea
- abuse** : to say rude things or treat someone or something badly
- tribute** : something you do or say to show respect for others

### **Let us understand:**

#### **I. Answer the following questions:**

1. When do we celebrate Independence Day?
2. Who were ruling India before 15<sup>th</sup> August, 1947?
3. Where is the National Emblem taken from?

#### **II. Who am I ?**

I grow in muddy water and float. I'm pinkish red. I'm the national flower.

A potter needs me to give shape. Vehicles cannot run without me. I'm the symbol of progress. You can see me at the centre of the Indian flag.

I'm known for loyalty. I hunt thieves. I guard your house. I'm your friend.



III. a) Photographs of some of our national leaders are given below; recognize and write their names in the space provided.



\_\_\_\_\_

\_\_\_\_\_

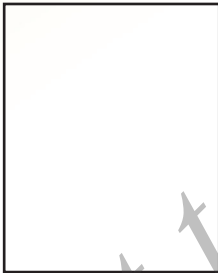
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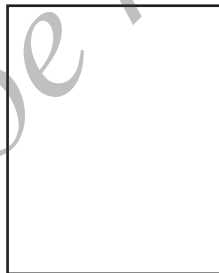
\_\_\_\_\_

\_\_\_\_\_

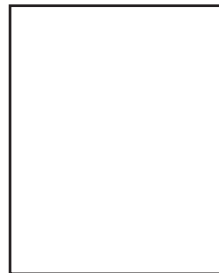
b) The names of some leaders are given. Paste their pictures against their names.



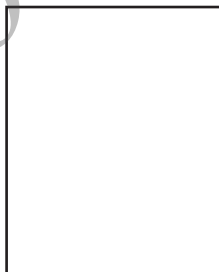
**Bhagat Singh**



**Lal Bahadur Shastri**



**Dr. S. Radha Krishnan**



**Dr. Abdul Kalam**



**Maulana Azad**



**Let us write:**

**IV. Write the full names of our National leaders with the help of clues given. One is done for you.**

1. Gandhiji : \_\_\_\_\_ Karamchand  
\_\_\_\_\_ Mohandas Karamchand Gandhi.
2. Shatri : \_\_\_\_\_ Bahadur Shastri.
3. Nehru: Pandit \_\_\_\_\_
4. Patel : Sardar \_\_\_\_\_
5. Lal : Lala \_\_\_\_\_ Roy
6. Bal : Bala Gangadhara \_\_\_\_\_
7. Gokhale : Gopala \_\_\_\_\_
8. Maulana Azad \_\_\_\_\_

**Let us do:**

**V. Draw a neat picture of our national flag and colour it.**



**Let us recite:**

## **A NATION'S STRENGTH**

**Ralph Waldo Emerson**

Not gold, but only men can make  
A people great and strong;  
Men who, for truth and honour's sake  
Stand fast and suffer long;



Brave men who work while others sleep  
Who dare while others fly;  
They build a nation's pillars deep  
And lift them to the sky.

**Let us understand:**

**I. Fill in the blanks with the suitable rhyming words picking them from the poem.**

make : sake

strong :

deep :

sky :

**II. Answer the following questions:**

1. What makes a nation great and strong according to the poet?
2. What do the brave men do while others sleep?

\* \* \*



## UNIT - IX

### Let us know:

Let us know our neighbours.

Look at the map and write the names of our neighbouring countries. Your teacher will help you.



How should we be with our neighbours?

### Let us read:

#### Dr. KOTNIS

We all remember great men and women born in our country. Very rarely are people remembered in other countries. Here is a story of one great Indian who is remembered and respected in China for his service even today.

Dwarakanath Shantharam Kotnis was born on 10 October, 1910 in Solapur, a Kannada



speaking area in Maharashtra. After his matriculation, he wanted to become a doctor and serve people, but his family was not in a position to bear the expenses for his medical education. With a lot of hard work and help from others, he was able to pursue his dreams. His determination to study medicine and help the needy brought him success. He studied Bachelor of Medicine at G.S. Medical College of the University of Mumbai.

There was a war between China and Japan in 1937. Many Chinese soldiers were injured. China requested India to send doctors to treat the injured soldiers. Dr. Kotnis was one among the five Indian doctors who went to China. Only Dr. Kotnis remained there when the others returned to India. He used an ambulance as a mobile clinic to treat the wounded soldiers.

There were times when he carried the wounded soldiers on his shoulders. Once he happened to work for 72 hours continuously without rest or sleep. The hardships of military life and stress made him weak. He died of epilepsy in 1942 at a very young age of 32. His body was buried in the courtyard of Heroes. The President of China, mourned the death of Kotnis by observing that “The army has lost a helping hand, the nation has lost a friend. Let us always bear in mind his international spirit.”

Even today, Dr. Kotnis is revered by the Chinese. In April 2005 on the occasion of the ‘Ancestors Commemoration Day’ flowers were sent to the statue of Dr. Kotnis from all parts of China, even by school children. The story of his life was the subject of a Hindi film. *Dr. Kotnis Ki Amar Kahani* directed by V. Shantharam, who was a Kannadiga. Any Chinese top level delegation to India never misses to honour the family of Dr. Kotnis. The gratitude of Chinese towards him is highly remarkable.



### New words and their meanings:

- matriculation** : a level of examination to be passed to enter a college or university
- bear** : to deal with a painful or difficult situation
- expenses** : the amount of money spent on something
- determination** : the quality of trying to do something even when it is difficult; will to do something
- injured** : having a wound or damage to a part of the body
- wounded** : to be hurt or injured
- hardship** : something that makes life difficult
- epilepsy** : a medical condition affecting the brain that can make one suddenly unconscious or unable to control their movements for a short time
- courtyard** : an open space that is completely or partly surrounded by buildings
- mourned** : to feel very sad and to miss someone after they have died
- revered** : to respect or admire someone or something very much
- ancestors** : members of family who lived a long time ago
- commemoration** : a day in the past that makes you remember and respect someone or something important
- delegation** : a group of people who represent a company, country, etc
- honour** : the respect you receive from other people
- remarkable** : something that is unusual or surprising which gets praised



## Let us understand:

### I. Answer the following questions:

1. When was Dwarakanath Kotnis born?
2. Where did he study his medicine?
3. Who invaded China in 1937?
4. How old was Dr. Kotnis when he went to China?
5. Where was his body buried?
6. Name the movie directed by V. Shantharam on the life of Dr. Kotnis.

### II. Choose the right word given in brackets and complete the sentences:

1. The military life and stress made Kotinis \_\_\_\_\_. (week/weak)
2. Dr. Kotnis is revered \_\_\_\_\_ (by/buy) the Chinese even today.
3. School children \_\_\_\_\_ (too/two) offer flowers to Dr. Kotnis' statue.
4. On "Ancestors Commemoration Day" flowers \_\_\_\_\_ (where/were) offered to the statue of Dr. Kotnis.
5. Dr. Kotnis has \_\_\_\_\_ (one /won) the hearts of many Chinese.

Let us learn some new words:

III. Find at least ten words related to sickness from the grid.

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

IV. Set of words are given below; circle the odd one that doesn't belong to the group.

One is done for you;

1. life      progress      dull      grow      active
2. war      fight      bullets      love      wound
3. rest      sleep      relax      travel      peaceful
4. rever      honour      forget      respect      tribute
5. movie      shooting      theater      book      actor
6. medicine      clinic      ambulance      injection      movie
7. death      active      bury      mourn      sad

Let us write:

V. Talk to your friends and find out how they helped others. Here is an example for you.

Name	helped whom	where	what help
Kotnis	wounded soldiers of war	in the ambulance	treatment

VI. Imagine you are walking to school, on the way you see a small child wounded and crying. Write a few lines about what you would do:

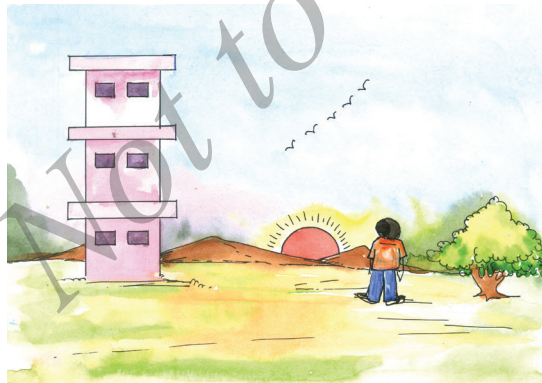
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Let us practise language:

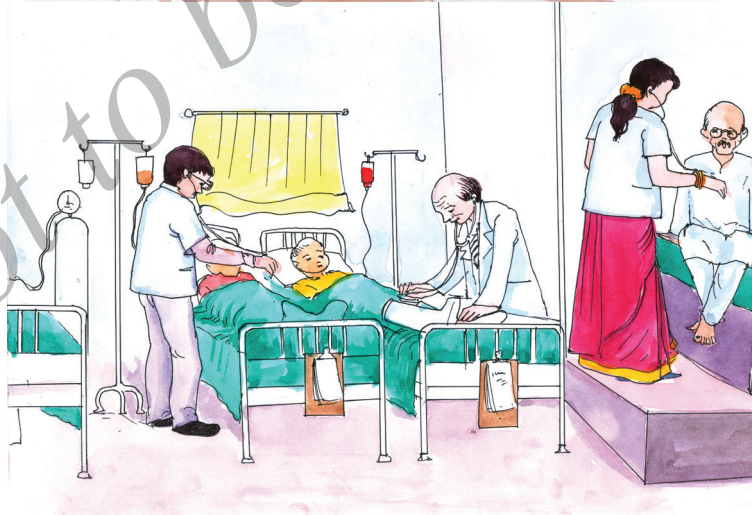
VII. Identify the differences in the picture 'B' and complete the sentences given below:



example: The bird is bigger

1. The building is \_\_\_\_\_
2. The playground is \_\_\_\_\_
3. The trees are \_\_\_\_\_
4. The man is \_\_\_\_\_
5. The sun is \_\_\_\_\_

**VIII. Look at the pictures and complete the sentences given below. One is done for you.**



1. The hospital is bigger than the ambulance. (big/huge)
2. There are \_\_\_\_\_ number of beds in the hospital \_\_\_\_\_ the ambulance. (more/much)
3. There are \_\_\_\_\_ number of doctors in the ambulance \_\_\_\_\_ in the hospital. (little/fewer)
4. The facility in the ambulance is \_\_\_\_\_ the hospital. (less/small)
5. There is \_\_\_\_\_ one room in the hospital. ( much/more)

**Let us speak:**

**IX. Complete the blanks with suitable responses and make it a meaningful dialogue.**

You : \_\_\_\_\_ ?

Seema : I have fever.

You : \_\_\_\_\_ ?

Seema : Yes.

You : \_\_\_\_\_

Seema : Thank you.



**Let us recite:**

**FOR ALL WE HAVE**

**Roger J Robicheau**

A table with chairs, that welcome sight  
Our family, our friends, pure delight

A caring kiss with a gentle smile  
Each tender hug lasts that country mile



The presence of love so fills the air  
This gift of God brings our hearts so near

Reflections of past bring nurtured thought  
Great visions come by, what life has taught

In thankful ways we embrace this day  
And often think of loved ones away

Those serving us proud are often gone  
But their spirit remains, closely drawn

Our Nation should praise each special one  
For all we have is through what they've done

The freedom to have Thanks giving Day  
Keeps certain plates bare, please truly pray.

**Let us understand:**

**I. Write a rhyming word from the poem for each of the following words and add one more of your own.**

The first one is done for you.

- |          |       |       |
|----------|-------|-------|
| 1. smile | mile  | file  |
| 2. day   | _____ | _____ |
| 3. sight | _____ | _____ |
| 4. one   | _____ | _____ |

**II. Underline the correct words in the brackets.**

1. The presence of love fills \_\_\_\_\_ (the air/our hearts)
2. We should remember our loved ones who are \_\_\_\_\_ (away/near)
3. Our nation should \_\_\_\_\_ (hate/praise) all people for what they have done for us.

# UNIT - X

## Let us Know:

Look at the pictures, they show how Bengaluru was 25 years ago and how it is now. Compare both the pictures and construct as many sentences as possible using 'Then' and "Now". See the example given.



Bengaluru 25 years ago

Now

example : Bengaluru then had pleasant weather, but now it is hot.

Trees

---

Houses

---

Vehicles

---

Roads

---

## Let us read:

### THIMMAKKA

Thimmakka was born in a very poor family in Hulikal village in Magadi taluk near Bengaluru, and so she could not go to school. Even today, she does not know how to read or write.

When she grew up, she married Chikkaiah, who was a cowherd. She herself began to



work as a labourer. Soon after their marriage, Thimmakka learned that she would not be able to have a child. She was very unhappy. However, with no children around, she had a lot of free time. So she decided to do something to keep herself busy. She decided to grow something.



Thimmakka began to plant trees along the road connecting her village with the neighbouring village. She had only one aim – to create life. She and her husband together planted 10 saplings in the first year. Next year they planted 15 saplings and 20 in the third year. They continued planting more and more saplings year after year.

They also began spending a lot of time looking after the saplings – just the way parents would look after their children. Chikkaiah carried water in large pots for a distance of four kilometres to water the saplings. Thimmakka carried one pail of water on her waist and another on her head for the same distance. They planted the saplings mainly when the rains started and watered each new sapling twice a week for one full year. By the end of the year, the plants would take roots. At times when one or two died, Chikkaiah made sure that they

planted fresh ones in their place. The two of them together have planted 284 trees already.

One day Thimmakka was shocked to learn that some of the villagers were planning to cut a few of her trees. With the help of the local police she stopped them from cutting the trees. This made news. Many people read about Thimmakka's efforts to grow plants. Her love for plants earned her many awards. Her hut looks like a gallery. The walls of the hut display; National Citizen's Award of 1995, Indira Priyadarshini Vrikshamitra Award of 1997, Veera Chakra Prashasthi Award of 1997, a certificate of honour from the Women and Child Welfare Department of the Government of Karnataka, and a certificate of appreciation from the Indian Institute of Wood Science and Technology, Bengaluru.

Thimmakka has spent a major part of her life looking after trees and plants. It is sad that she has no one to look after her in her old age.

### **New words and their meanings:**

- cowherd** : someone whose job is to care for cattle
- labourer** : Workers; Physical work
- saplings** : young trees
- effort** : hard work
- earn** : to get money for the work that you do
- award** : a prize or money given to someone for something they have done
- gallery** : a large building where people can see works of art or pictures of famous people
- appreciation** : a feeling of being thankful to someone for doing something good
- display** : Show





## Let us understand:

### I. Underline the correct answer:

1. Thimmakka could not go to school because;
  - a. There was no school in her village.
  - b. Her parents were very poor.
2. Thimmakka earned many awards for \_\_\_\_\_
  - a. being illiterate.
  - b. planting trees.

### II. How many times are the following words repeated in this lesson?

THIMMAKKA : \_\_\_\_\_  
TREES : \_\_\_\_\_  
PLANTS : \_\_\_\_\_  
SAPLING : \_\_\_\_\_

### III. Answer the following questions:

1. What did Thimmakka do to keep herself busy?
2. Why did Thimmakka want to plant trees?
3. When did Thimmakka and Chikkaiah plant trees mostly?
4. How did people come to know about Thimmakka and her love for plants?
5. How have people shown their appreciation of her work?
6. What kind of a woman is Thimmakka?



**IV. Identify the trees and write their names.**



**V. Some plants / trees grow from the seeds and some others grow just by planting the cuttings. Names of some trees and plants are given below, put them in their right boxes.**

guava, neem, drumstick, coconut, rose, mango, cactus, hibiscus, papaya, black neem

Trees/plants grow from seeds	Plants/trees grow from cuttings

**Let us practise language:**

**VI. There are many action words (verbs) used in this lesson that come after the word 'to'. These verbs do not specify number and tense.**

For example : I like to play.

Identify such verbs and write them in the space provided. Follow the example.

1. to read and write
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**VII. Identify the correct phrases and complete the statements given below.**

read and write, plant trees, water the plants, stop villagers from cutting the trees, ride a bicycle, keep herself busy.

1. Thimmakka knows how to plant trees.
2. Thimmakka knows how to \_\_\_\_\_
3. Thimmakka doesn't know how to \_\_\_\_\_
4. Thimmakkka knows how to \_\_\_\_\_
5. Thimmakka doesn't know how to \_\_\_\_\_
6. Thimmakka knows how to \_\_\_\_\_

**VIII. By adding 'not', we can change the meaning of the sentences. Change the following sentences. One is done for you.**

1. Villagers could cut the trees.  
Villagers could not cut the trees.
2. Thimmakka could go to school.  
\_\_\_\_\_

3. Thimmakka learnt that she would be able to have a child.  
\_\_\_\_\_

**IX. Let us do:**

Want to have a family of your own? A green family? All it takes is a little water and sunshine to entice this green family to spread its roots!

**The things you need:**

1. empty containers of different sizes
2. wheat / ragi / corriander seeds
3. soil
4. water
5. poster colours
6. brush



**Step 1:** Fill three-fourths of all the containers with garden soil.

**Step 2:** Spread a handful of wheat seeds on the soil. Cover the seeds with another layer of soil. (You may even use ragi or corriander)

**Step 3:** Sprinkle some water over the newly sown seeds. Place the pots in a sunny place. Twice a day, spray water generously on the seeds.

It will take 7-14 days for the shoots to appear. After that, spray as much water needed to keep the grass moist.



Once the grass becomes really thick, the 'hair' of each member of the family, is ready. Now it's time to paint faces on the containers!

**Step 4:** With poster colours and brush, paint the family members' faces on the containers. You can have as many members in this green family as the number of containers.



How big a family do you want? And naming all the family members should be fun, don't you think so? Have your green fingers started itching?

**Let us speak:**

**X. Complete the blanks with suitable responses and make it a meaningful dialogue. Practise it with your classmate.**

Seenu : When do you get up in the morning?

You : \_\_\_\_\_

Seenu : Who wakes you up?

You : \_\_\_\_\_

Seenu : I study for some time in the morning, What do you do?

You : \_\_\_\_\_



**XI. Questions play an important role in any conversation. We ask questions to seek information. Ask questions for the sentences given below to get the underlined words as answers.**

1. I'm eight years old.
2. My mother helps me with my homework.
3. I study for four hours a day.
4. No, I watch only cartoons, on T.V.
5. Yes, I read a lot of comics.

**Let us learn to recite:**

## **TREES ARE A LOT LIKE US**

**Michael Mitchell**

I'd like to take a walk in the woods  
Come with me, do you think you could  
We'll find a tree that we can climb  
We'll have fun all afternoon

Little trees need a chance to grow  
It takes time and care  
They're a lot like us you know

So many kinds of different trees  
They look like one big family  
Big ones, short ones, baby ones too  
I'll name this one after you

It'll be a long time before he  
Is tall and strong like a grown up tree  
For now he's just a kid like us  
Playing out in woods.





## Let us learn:

### I. Underline the correct answer:

- The poet compares the tree to \_\_\_\_\_  
a. God      b. a human being      c. an animal
- We'll have fun all afternoon. 'We' here refers to \_\_\_\_\_  
a) The poet and the reader  
b) You and the teacher  
c) The reader and the tree
- "I'd like to take a walk in the woods" means \_\_\_\_\_  
a) The poet likes to take a walk on the wooden board  
b) The poet likes to take a walk in the forest  
c) The poet likes to walk with wooden shoes.

### II. Answer the following:

- What will be fun all afternoon according to the poet?
- What do the little trees need to grow?
- What looks like a big family to the poet?

### III. Identify and write the words from the poem that end with the same sounds as the words given below:

grow :

he :



## LET US LEARN SOMETHING NEW

Beena and Zoheb are playing a game of word building. Each one has to make a word beginning with the last letter of the word by another person.

Beena : paper

Zoheb : read

Beena : daydream

Zoheb : What do you mean by daydream, Beena?

Beena : Hmm....why don't you look up in the dictionary and see it for yourself?

Zoheb : But I don't know how to look up in the dictionary, will you help me?

Beena : Sure, look, all the words in the dictionary are arranged in an alphabetical order, that is, from A to Z.

Zoheb : Okay, but there are many words that begin with the same letter. How are they written?

Beena : Yes, let us take the examples; dark, dear and down. All these words begin with the letter "d." In such a case, we need to see the second letter of these words. Then, which word do you think will come first?

Zoheb : "dark", because the second letter is "a."

Beena : That's right! Now, what are the words that would follow?



Zoheb : “dear”, and then “down”, “e” comes before “o.”

Beena : Good! Now, how do you think words would be arranged if the first two letters are the same?

Zoheb : Simple... the third letter is also written in the same alphabetical order.

Beena : Wonderful! For example, the words “dear”, “deer” “dentist” and “desk” are in an alphabetical order. The same order is followed for words having the same first three letters and so on.

Zoheb : How about words like “do” and “door” which one comes first?

Beena : “do” comes first because it does not have third letter. So, “door” comes next.

Zoheb : Emm...I understood how words are arranged in a dictionary. Wait! Let me tell you the meaning of “daydream” now. Here it is... it means, “dreaming of things when you are awake!”

Beena : Wow! So you have learnt how to find the meanings of words in a dictionary. Such words whose meanings are explained are called “head words.” Daybreak, do, door, dear, deer, etc are all called headwords. And also, remember one more thing... The first headword on the left hand page is mentioned on the top left corner of the page. And the last headword of the page is mentioned on the top right corner of the page.

Beena : What is the headword on the top left corner of the page?

Zoheb : paper

Beena : That's right! And what is the headword on the top right corner of the page?

Zoheb : passer-by

Beena : Good!

Zoheb : Oh! Thank you so much for teaching me something new. From now on I shall find out the meaning of all difficult words in the dictionary.

Beena : You're welcome!

**I. Arrange the following set of words as they occur in the dictionary.**

1. biscuits, aeroplane, education, call, dictionary.
2. oil, monkey, new, letter.
3. clear, clerk, clean, cleft
4. green, gem, gobble, grid.

**11. Underline the headword in the following set of words:**

1. market, mark, maroon
2. pie, pierce, piece

**III. Write the meaning of the following words using the dictionary.**

1. breeze :
2. crime :
3. arrow :
4. decease :
5. tiny :



Now, just take a look at these pages from dictionary....

**pa-per** /'peɪpə/ *noun*

1 (no plural) thin material used for writing on or wrapping parcels: *I haven't got any writing paper. a paper bag*

2 a newspaper: *Here's today's paper.*

3 **papers** official pieces of paper which give information about who you are and what you are allowed to do: *At the airport they asked for his papers.*

**pa-per-back** /'peɪpəbæk/ *noun*

a book with a thin cardboard cover

**pa-per clip** /'peɪpə klɪp/ *noun*

a small curved piece of wire used to hold sheets of paper together

**pa-ra-chute** /'pærəʃu:t/ *noun*

a large round piece of cloth that fills with air, and lets someone or something fall slowly to earth from an aircraft

**pa-rade**<sup>1</sup> /pə'reɪd/ *noun*

a number of people walking or marching in a long line on an important occasion

**parade**<sup>2</sup> *verb* (present participle **parading**, past **paraded**)

to walk or march together, in a long line: *The soldiers paraded through the town.*

**pa-ra-dise** /'pærədəɪs/ *noun*

1 heaven

2 a place of complete happiness: *Paradise for me is lying on the beach all day.*

**pa-ra-fin** /'pærəfɪn/ *noun* (no plural)

a colourless oil that can be burnt and used for cooking and lighting

**pa-ra-graph** /'pærəgrɑ:f/ *noun*

one part of a piece of writing that begins on a new line and deals with one particular idea: *Read from your book, starting at the second paragraph.*

**pa-ral-lel** /'pærələ/ *adjective*

running side by side, but always the same distance away from each other: *The railway runs parallel to the road.* **parallel lines** — see picture at **shape**

**pa-ral-y-sis** /pə'ræləɪsɪs/ *noun* (no plural)

being unable to move

**pa-ra-lyze** /'pærəlaɪz/ *verb* (present participle **paralyzing**, past **paralyzed**)

to prevent someone from being able to move some or all of their body: *The climber was paralyzed in a fall and couldn't walk.*

**par-cel** /'pɑ:sl/ *noun*

something wrapped in paper and tied, for posting or carrying: *She sent a parcel of books to her brother.*

**par-don**<sup>1</sup> /'pɑ:dən/ *noun* (no plural)

a word used to ask someone to say something again, because you did not hear them the first time: *Pardon. How much did you say it costs?*

**pardon**<sup>2</sup> *verb*

**pardon me** excuse me: *Pardon me, could you tell me the time?*

**par-ent** /'pærənt/ *noun*

a father or mother: *My parents live in London.*

**par-ish** /'pærɪʃ/ *noun* (plural **parishes**)

an area looked after by one Christian priest or served by one church

**park**<sup>1</sup> /pɑ:k/ *noun*

a large piece of ground in a town, usually covered in grass and used by the public for pleasure

**park**<sup>2</sup> *verb*

to leave a car, bus, etc. somewhere for a time: *She parked the car near the bank.*

**park-ing** /'pɑ:kɪŋ/ *noun* (no plural)

1 the leaving of a car, bus, etc. in a particular place for a time

2 **No parking** a phrase used on a sign to show that you are not allowed to leave your car somewhere

**parking me-ter** /'pɑ:kɪŋ ,mɪ:tə/ *noun*

a small machine at the side of the street into which you put money to pay for parking a car next to it

**par-li-a-ment** /'pɑ:lɪəmənt/ *noun*

a group of people chosen by the people of a country to make laws

**par-rot** /'pærət/ *noun*

a brightly coloured tropical bird with a short curved beak



parrot

**pars-ley** /'pɑ:slɪ/ *noun* (no plural)

a small plant with strong-tasting leaves, often used in cooking

**part**<sup>1</sup> /pɑ:t/ *noun*

1 some of a thing or things, but not all of



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**READING IS FUN**  
**(SUPPLEMENTARY READER)**



# CHIMPU MONKEY



Chimpu was a clever little monkey. He had lots of friends in the forest and they all loved him. One day, Jumbo the elephant went to meet Chimpu. “Chimpu, look what I found in the forest! A man’s coat. I will give it to you as it will look good on you,” said Jumbo. Chimpu took the coat and looked at it and said; “Hey! It’s beautiful, I will wear it at once.”

Just then Perky Parrot flew to them and cried out “Chimpu...! Chimpu..! Tiggy Tiger has chased a little monkey up a small tree. And Tiggy and his friend Billu Bear are now waiting below the tree to catch him. Poor little monkey! Please save him, Chimpu.”

Chimpu was quiet for a while. Then, he quickly put on the coat, jumped on to Jumbo’s back and said, “Perky, you fly ahead and shout, ‘A hunter is coming...! A hunter is coming!’ I will take care of the rest.”

Perky quickly flew to the tree and shouted, “A hunter is coming!” A hunter is coming! Tiggy Tiger heard the cry. “Is Perky telling the truth?” He wondered and looked around. Suddenly, in the distance,

he saw someone wearing a coat and sitting on an elephant coming towards them. Foolish Tiggy thought Chimpu dressed in a coat was a man, a hunter. He was terrified. He shouted “Billu! Look! A hunter! Run! And Tiggy Tiger and Billu Bear turned and ran for their lives. When they were out of sight, the little monkey got down from the tree. He thanked Chimpu, Perky and Jumbo for saving his life and ran to his mother who was in a nearby tree.

### **Glossary :**

**ahead** : distance in front of someone or something

**terrified** : very frightened

**wondered**: to think about something you are not sure and try to guess what is true

### **Answer the following questions:**

1. What did Jumbo the elephant give to Chimpu the monkey?
2. Who were waiting to catch the little monkey?
3. How did Chimpu and his friends save the little monkey?

### **NITHIN'S TRICYCLE**

Nithin got a little tricycle as a gift on his birthday, it was a cute little tricycle with three wheels. It also had a horn which went “Pom! Pom! Pom!” Nithin sat on it and cycled round and round the compound.



One day, the cycle told Nithin, "Nithin, I am tired of going round and round in the same place. Let's go to the main road and have a race with the cars and buses." "What are you saying?" cried Nithin, shocked. "The big cars and buses will knock us down. No, I will ride only in the compound." The little cycle got angry with Nithin and decided to go out of the compound alone.

The next day, when Nithin was away at the play-school, the little cycle rolled out of compound. It rolled on into a narrow lane feeling very happy. Suddenly, a big bicycle came from behind ringing its bell "Tring Tring." "Who's left this silly little tricycle in the middle of the road?" shouted the big fat man on the big bicycle. The little tricycle shook with anger. "Hmmpmph! I am not a silly little tricycle I, too, have wheels and pedals and a beautiful seat!" it shouted after the man and rolled on.

After a while, an autorikshaw came rattling along. It stopped and said to the cycle, "Little one, you should not roll about here. It's dangerous." The little cycle was not ready to listen. "I too have three wheels. Why shouldn't I move around like you?" it asked and then rolled on and reached the main road. What a sight it saw! Cars and buses and lorries! The road was full of them. "Wow! It's fun to roll on like this," it cried.

At that moment, a car came to a screeching halt behind the little tricycle. "Roll home before you get knocked down," it told the tricycle and moved on. The little tricycle got very angry. It got on to the main road and started rolling with the other vehicles.

Just then two huge lorries came, one in front of and one behind the little cycle. "I am finished, they'll crush me!" Cried the terrified little cycle, closing its

eyes tight. The next moment, the cycle felt itself being lifted and thrown away, it fell upside down. It opened its eyes to see what had happened. The lorries had stopped and carefully pushed it to one side! Both the lorries scolded the cycle and drove away. The little cycle slowly turned right side up, onto its wheels. Its whole body was aching but it somehow slowly rolled back homewards.

The car on the road asked the little tricycle, "Are you tired of the road?" The little tricycle kept quiet. "Nithin was right," it thought and decided never to roll out of the compound ever again.

### **Glossary:**

**knock** : to hit

**narrow** : measuring only a small distance from one side to another

**lane** : a path or a narrow road

**rattling** : a short repeated sound when something shakes

**dangerous** : something that may harm you

**huge** : extremely large in size

**finished** : not able to continue

**crush** : to press something so hard that it breaks or is damaged

**aching** : paining continuously

### **Answer the following questions:**

1. How was Nithin's tricycle to look at?
2. Why was the tricycle angry with Nithin?
3. What did the tricycle do when Nithin was away at the playschool?
4. What lesson did the tricycle learn that day?





## THE TOOTH FAIRY

Once there lived a little boy called Abdullah who loved to eat banana chips. He was so fond of them that he could never have enough of them.

One night, Abdullah was busy munching and crunching his chips when he suddenly heard a loud “Carrack!” in his mouth. One of his teeth had fallen off as he was biting the chips! Abdullah remembered what his grandmother had once told him. “A tooth that has fallen has to be thrown over the roof.” He held the tooth in his hand and ran out of the house. “Go away, go away, big old tooth! Come out, come out, tiny new tooth! Go away, go away, dirty broken tooth! Come out, come out, clean white tooth!” he sang, and threw the tooth over the roof.

Then he went to his room and lay down to sleep. As he fell asleep, he had a dream. A fairy, whose head had the shape of a tooth, stood before him. Her hands were full of teeth of different shapes and sizes. “Which of these teeth do you want?” She asked Abdullah. Abdullah chose a long pointed tooth, like the ones tigers have. Abdullah opened his mouth and stuck the long, sharp tooth into his gum. Then he tried to close his mouth. But the tooth was so long, that he could not close it. Besides, the sharp end was poking into his lip. “No, I don’t like this sharp tooth,” he told the fairy. “Please let me choose another one.” The fairy held out her hand once again. This time, Abdullah chose a tooth that had the shape of a rabbit’s tooth.

Then he opened his mouth and stuck the bunny tooth into his gum. But when he closed his mouth,



the tooth was sticking out. All his friends teased him about it. Abdullah got very angry. He pulled out the tooth and gave it back to the fairy. "I don't want this tooth either." She smiled and showed him other teeth to choose from. Suddenly Abdullah spotted a large tooth among them. He picked it up, opened his mouth and tried to fix the giant tooth in his gum. But it was so big that he could not even push it in. "Hey! This must be an elephant's tooth!" he cried. "My dear fairy, none of these teeth suit me, please, could you choose the right one for me?" He asked.



The fairy smiled, and held out her hand. This time there was just one small tooth in it. Abdullah fixed it in his mouth and it fit him just right. Abdullah was delighted. "It's not as sharp as nails, it doesn't stick outside, it isn't too big, it fits my mouth just right," he cried. He sang and jumped up and down with joy. The fairy smiled and told him, "A tiger's or rabbit's or elephant's tooth can never suit you, dear Abdullah. I have given you a tooth meant for humans. Take good care of it." Abdullah nodded his head and agreed to do as she said. As the fairy slowly disappeared,

Abdullah woke up with a start. It was morning. He jumped up from his bed and looked into the mirror to see if the tooth that the fairy had given him was in his mouth. Yes indeed! In the place of the fallen tooth, a tiny little tooth peeped out! Abdullah remembered the fairy's words and quickly went to the bathroom to brush his teeth.

## Glossary:

**fond of** : to like someone or something very much

**munching** : eating noisily

**crunching** : a noise like the sound of something being crushed

**roof** : a structure that covers the top of a building

**besides** : in addition to

**spotted** : to notice someone or something especially when they are difficult to be seen

**delighted** : a feeling of great pleasure or happiness

**indeed** : surely, certainly

**peep** : to look through a small opening or from a hidden location to be in a position where a small part of something or somebody can be seen

**suits** : something that fits; useful

## Answer the following questions:

1. What did Abdullah do with the fallen tooth?
2. Whom did he see in his dream?
3. Why did he feel happy when the fairy gave him a small tooth?

## OBEY YOUR PARENTS

There lived a little fawn with his mother. The fawn thought that he always had to go everywhere with his mother. Now he was grown up. He could go alone to places, but his mother did not allow him. The fawn found it very frustrating and decided to sneak off alone without informing anyone.



On a hot summer day, when the fawn's mother was asleep, he slipped out from there. He went to an open field and began to play hither and thither and found it very thrilling. After some time he felt thirsty.

He went to a nearby stream to drink water. After he had finished drinking water, he saw a lion staring at him from the upper side of the stream. The lion was licking his lips and planning to eat him. The fawn was aghast to see a lion with red and burning eyes, lolling his tongue with a clear intention to devour him. He began trembling with fear. He did not know what to do.

The lion called him and said, "You have spoilt the water. You know I am drinking the water that has been made dirty by you."

The fawn started moving backward slowly and said, "Sir, how can I spoil the water? It is flowing from your side towards me."

The lion did not know what new blame to put on him again. Suddenly he heard a deer calling the fawn. The fawn ran quickly to his mother. Within a few seconds, they were out of sight. The lion was disappointed.

It is correctly said that children should obey their parents in order to avoid getting into difficulties.



## Glossary:

<b>fawn</b>	: young one of a deer.
<b>frustrating</b>	: causing anger
<b>sneak off</b>	: to leave a place quietly without being seen or heard
<b>hither and thither:</b>	here and there in a disorderly manner
<b>thrilling</b>	: causing great pleasure and excitement
<b>aghast</b>	: frightened, terrified
<b>lolling</b>	: hanging out from the mouth
<b>intention</b>	: goal or purpose
<b>devour</b>	: to eat quickly, greedily or hungrily

## QUESTIONS:

1. Why did the fawn feel frustrated?
2. What did the fawn do when its mother was asleep?
3. What answer did the fawn give to the lion?



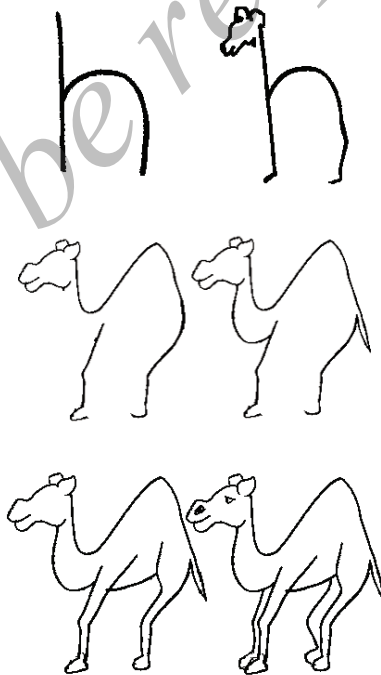
## I can Draw too

### **I. Sajan the Pigeon in eight steps:**

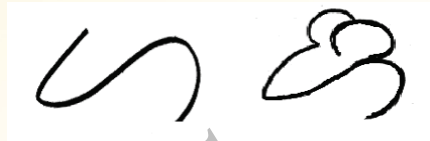
1. Start with an "O" for Sajan's head.
2. Now add an "U" for his body.
3. Two black dots and he has eyes.
4. A triangle for his beak.
5. Two upside down V's for his feet.
6. With a "W" and a "U", Sajan has his tail.
7. Now let's give him wings to fly in the sky.
8. And with two curves, Sajan has hills to fly over!

**Check your answers on page no. 106**

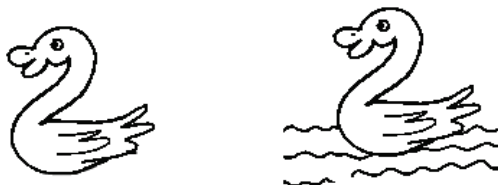
### **II. There can be so many figures hidden in a single letter of the alphabet. All you need is a little imagination.**

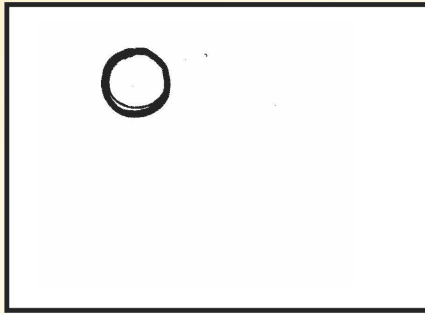


III. Sudheer is very fond of the letter S. Perhaps because his name begins with it. But when the letter S sleeps, Sudheer can see a mouse creeping out of it. You, too, can see and draw it.

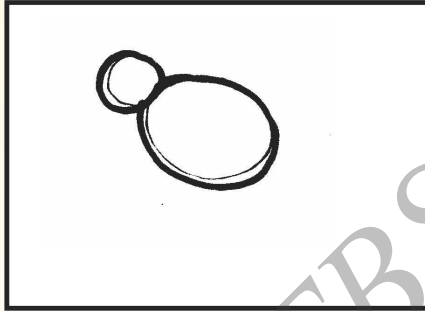
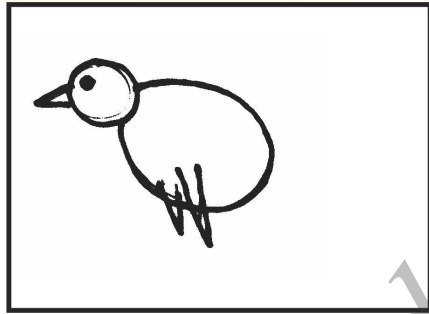


IV. Yes, there are many magical shapes hidden in numbers. Sudheer the magic man first drew the number 2 and ended up drawing a duck.. You too can do it. Begin now.

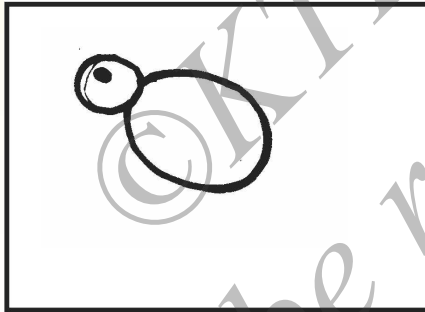
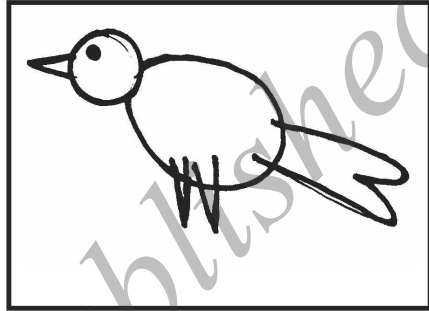




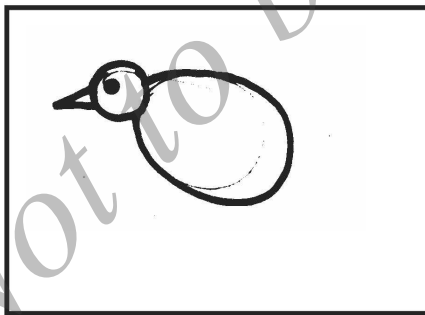
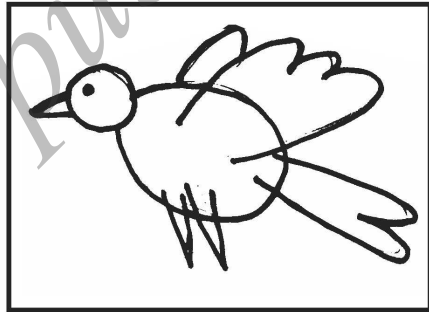
1 5



2 6



3 7



4 8



***Does your drawing look something like this ?***

## WORD LIST

Check for yourself and see how many of these words you have learnt to use.

absent	award	brush (n)
according to	bank	brush (v)
action	bat	busy
additional	bath	butterfly
admit	bathe	cactus
advice	beam (n)	cage
advise	beam (v)	calm
agent	bear	carry
agree	behind	cause
alone	behold	charge (v)
along	bend	charge (n)
alphabet	black neem	charming
announce	bleed	chase away
appear	blow(n)	cheerful
appreciate	blow (v)	cheerily chicken
appreciation	borrow	chirping
appropriate	bottom	cholera
archer	bow (v)	choose
archery	bow (n)	chrysanthemum
arrange	brave	circle
arrow	break	clay
as usual	breath	climb
ashamed	breathe	clue
attack	breed	cockroach
attendant	breeze	comb
available	bring	combine
avoid	broom stick	concentration

concern(n)	desire	extremely
concern(v)	develop	eyeball
confess	dialogue	facilities
confession	diamond	faithful
connect	dictionary	famous
construct	different	far away
contain	difficult	fever
container	dirty	field
continue	disagree	fight
cook (n)	disappoint	fly (n)
cook (v)	disease	fly (v)
corn	distance	fold
corner	ditch	forehead
corridor	dragon fly	fought
cousin	dream	free time
cowhand	drown	fresh
create	dull	frog
creature	during	full of
creep	eagerly	gallery
cricket	earn	gender
crime	edge	generous
cuckoo	effort	gift
curious	either	glory
decision	elastic	glue
deed	empty	grass(n)
deep	enemy	graze(v)
delicious	enter	greatness
depart	entice	grow up
describe	excuse(n)	guava
desert (n)	excuse(v)	guide (v)
desert (v)	expert	guide (n)



gutter  
handover  
harm  
herd  
hibiscus  
hide  
honour  
hop  
hoper  
housefly  
humane  
hunt  
hurry  
hurt  
identify  
illustration  
immediately  
incident  
inculcate  
indicate  
insect  
itch  
jack fruit  
jasmine  
justice  
kid  
kind(n)  
kind(adj)  
kingdom  
kinship  
kneel  
labourer

layer  
leap  
leave  
lick  
lie(n)  
lie(v)  
lift  
live(n)  
live(v)  
look  
lower  
malaria  
maze  
meat  
mention  
message  
minister  
moist  
mosquito  
moth  
nail  
neem  
neighbouring  
nephew  
nervous  
niece  
objectives  
omnipotent  
omnipresent  
onwards  
pail

palm  
pardon  
patiently  
paw  
pelt  
petal  
petty  
plant (n)  
plant (v)  
plasticine  
politely  
ponder  
poster  
precious  
present  
previous  
problem  
punish  
quiver  
rabies  
race  
receive  
rectangle  
refer  
refuse  
regularly  
repeat  
reply  
represent  
request (n)  
request (v)  
respond



response(n)  
respond(v)  
responsible  
rest of  
return  
rhyme  
ring  
roll  
root  
royal  
ruby  
rule  
rush  
sapling  
scissors  
search  
seed  
shade  
shawl  
shelter(n)  
shelter(v)  
shoot (n)  
shoot(v)  
shout  
sick  
skill  
smallness  
soil  
solve  
soon  
sow

specify  
spend  
spray  
spring  
sprinkle  
stem  
stick  
strike  
strive  
stroke  
stroll  
strong  
succeed  
suitable  
sunny  
surely  
surrounding  
swim  
takeaway  
tall  
tasty  
tear  
tear off  
tears  
telecast  
thick  
thief  
thorn  
thorough  
tiny  
tired

title  
to feel very bad  
to get rid of  
to look after  
together  
tongue  
top  
trim  
tuberose  
twice  
under go  
unite  
used to  
visit  
waist  
wakeup  
want(n)  
want (v)  
way  
wheat  
wide  
will (n)  
will (v)  
win  
wing  
wipe  
wipe away  
woo  
wood  
wound  
yield (n)  
yield (v).

