Butterfly

English textbook for class IV



सत्यमेव जयते

Department of School Education (Govt. of W.B.)
&
West Bengal Board of Primary Education

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A MESSAGE FROM THE BOARD

The new English textbook for class III falls under a newly named series 'Butterfly'. This series is meant for Primary level only. This book is thus named **Butterfly: A textbook for class IV**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of languge learning viz. listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by a renowned artist. We also thank him for his brilliant job.

Suggestions, views and comments to improve the book are welcome.

Manik Bhattacharya

December, 2017
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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an ' Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook , and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class IV** is 'faces of Bengal'. A Teachers' guidelines is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

Asoke Majumder

Chairman
Expert Committee
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December, 2017
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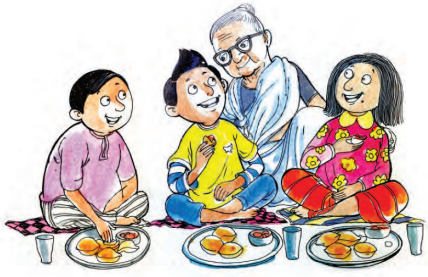
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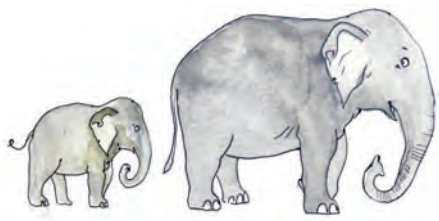
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Revision Lesson

Let's do

Activity 1

Look at the pictures. Match the animals in group `A' with their babies in group `B:

A	B
	cub
	fawn
	puppy
	calf

Activity 2

Look at the pictures of the insects. Can you identify them? Arrange the letters in the right order:







lyf_____ pasw_____ cirkcte_____

Activity 3

Match the following animals with the sounds they make:

Animals	Sounds
(a) cows	(i) neigh
(b) sheep	(ii) roar
(c) horses	(iii) bleat
(d) snakes	(iv) moo
(e) tigers	(v) hiss

Activity 4

Rearrange the following words to make meaningful sentences:

(a) milk/us/Cows/give

(b) meat/Dogs/eat/to/ love

(c) in/The/ lives/tiger/ the/forest

(d) zebras/see/in/We/African/the/forests

(e) colt/baby/is/A/horse/the/of/a



Let's talk

Discuss with your friend-

- the activities of any domestic animal
- the habits of any wild animal



Let's do

Activity 5

Fill in the blank spaces in the given chart. You can use the Help Box. One is done for you:

Male	Female
stag	hind
tiger	
	mare
dog	
	vixen

Help Box : **hind, horse, bitch, fox, tigress**

Activity 6

Tick (√) the appropriate answer:

(a) There are many (tiger/tigers) in West Bengal.

(b) An (eagle/eagles) can fly very high in the sky.

(c) The (peacock/peacocks) is our national bird.

(d) (Cat/Cats) love to drink milk.

(e) The (cuckoo/cuckoos) sings sweetly.

Activity 7

Who am I?

Identify the animal or the bird on the basis of the hints provided. One is done for you:

(a) I have yellow and brown stripes on my body. I eat flesh. People find me in the deep forest. Who am I?

Answer: tiger

(b) I am the king of the animals. I have a mane. I roar. Who am I?

(c) I eat grass. I give milk. I bleat. Who am I?

(d) I come out in the dark. I can fly. I hoot. Who am I?

(e) I eat meat. I wag my tail. My baby is called puppy. Who am I?

(f) I have a huge body. I also have a trunk. My cry is called trumpet. Who am I?

(g) I have webbed feet. I lay eggs. I eat water plants. Who am I?

Activity 8

Select the odd one out. One is done for you:

(a) Delhi/Kolkata/West √ Bengal/Patna/Chennai

(b) Tiger/bear/fox/vulture/wolf

(c) Egret/hen/parrot/pigeon/squirrel

(d) Cream/milk/water/syrup/ink

(e) Vessel/ship/boat/steamer/van

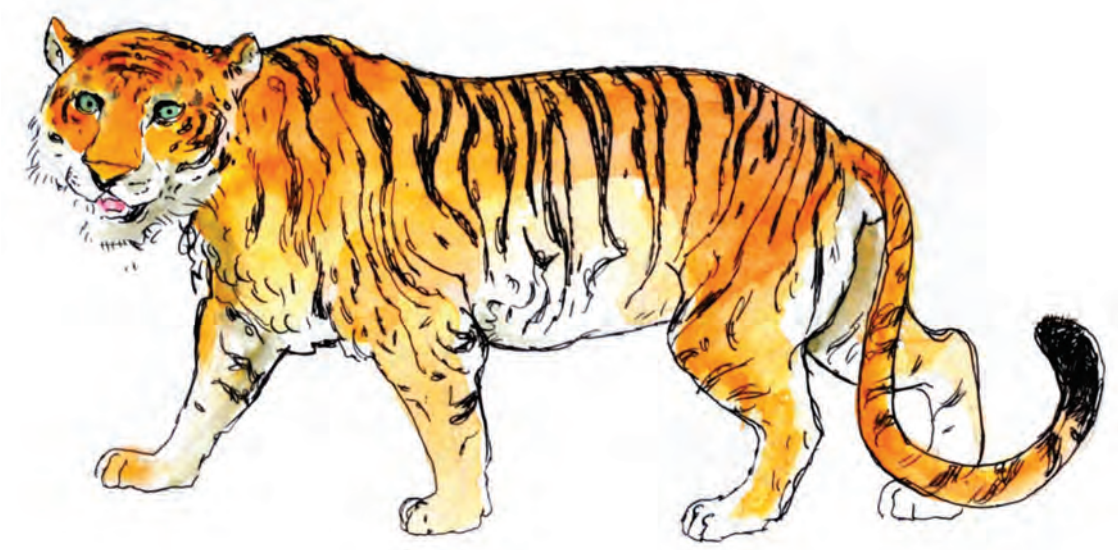
Activity 9

Tick (√) the correct answer:

We (see/sees) trams in Kolkata. The trams (run/runs) on electricity. In India, we (can/cannot) find trams only in Kolkata. The river Hooghly (flow/flows) beside Kolkata. The river (separate/separates) Kolkata from Howrah.

Activity 10

Label the various parts of the body of a tiger with the help of the Help box:



Help Box : tail, paw, leg, ear, eye

Activity 11(a)

Write five sentences to describe the tiger. The first one is done for you:

1. A tiger is a wild animal.
2.
3.
4.
5.



Activity 11(b)

Make new words by adding a letter. Some examples are given here:

_ring	_gold	_nest
---ing	---old	---est
---ing	---old	---est
---ing	---old	---est

Activity 12(a)

Use the picture-cues and solve the crossword:

Downward:

1: 

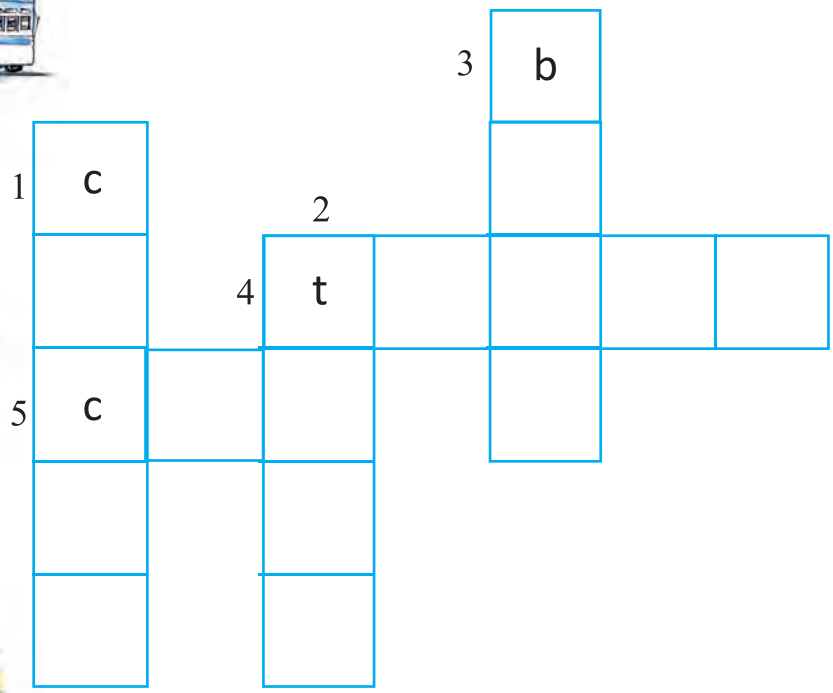
2: 

3: 

Across:

4: 

5: 



Activity 12(b)

Write four sentences about a tram or a train. You can use the hints from the Help Box:

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

Help Box: runs on wheels, needs electricity, has compartments, moves on track

Activity 13

The tiger below is holding a list of verbs. Complete the list the bear is holding with the past forms of the given verbs. One is done for you:



Let's talk

- We use water for various purposes. Discuss with your friend about the various uses of water.
- We get water from many sources. What are they?



Let's do

Activity 14

Choose the appropriate opposite words from the Help-Box and fill in the blanks. One is done for you:

(a) happy: sad (b) slow:_____ (c) tall:_____

(d) heavy:_____ (e) little:_____ (f) young:_____

Help Box : sad; large; fast; old; short; light

Let's talk

Look at the pictures given on the next page. Describe the pictures to your friends and tell the story of *The Ugly Duckling* .

1



2



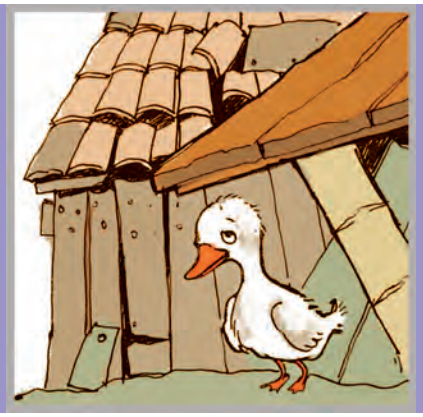
3



4



5



6



7



8





It's rhyme time

The Caterpillar Story

Underneath the cabbages

The caterpillar sat.

Drowsing in the sunshine

It thought of this and that.

It led a rather lazy life

Just lying there in style-

When hungry it just nibbled

At the cabbage for a while.

Now, caterpillars have to change

And one day very soon,

It started working steadily

To weave a tight cocoon.

Within this cosy shell it stayed

As days and nights went by.

Then suddenly a split appeared,

Out came a butterfly!

No longer was it lazy

Now it had a pair of wings,

It danced upon the roses

And on many other things,

A lovely little butterfly

Of black and white and red,

Flitting in the sunshine

Till it was time for bed.



Let's work together

- Draw the pictures of at least four animals that you see in your locality.
- Tell the class what you know about these animals

Lesson 1

Why is the Sky so high?



On your mark

1. Match column A with column B:

A	B
	brings rain
	gives us light and heat
	shines at night and changes its shape
	twinkle

2. Fill in the blanks with suitable words:

(a) We see the sun, the clouds, stars and the moon in the_____.

(b) We _____ touch these.



Let's read

It was 10 o' clock in the night. Mimi and Raju had not yet gone to bed. They wanted to hear a bedtime story from their mother. So Mimi and Raju's mother lay down with them on the bed. "All right, then," mother said, "I will tell you a story. I heard this from my mother when I was your age." "What is the story all about?" Mimi and Raju asked, all excited. "It's about the sky," mother said, smiling, "Do you want to hear it?" "Oh yes!" they said. Mother began the tale:

Long ago, everybody could touch the Sky. The Sky **stretched** like an umbrella over the Earth. He played with little children. They threw balls at him. He threw the balls back. The Sky and the children laughed together in **happiness**. The Sky was very close to the Earth.



Word Trove

stretched : spread
happiness : joy



Let's do

Activity 1

Write `T' for true and `F' for false statements in the given boxes:

(a) Mimi and Raju were not excited about hearing the story. ☐

(b) Once upon a time, children played with the sky. ☐

(c) The sky and the children were very happy then. ☐

(d) At that time, the sky was far away from the earth. ☐

Activity 2

What would you do if you could touch the sky? Discuss with your partner.



Let's continue

In those days, there lived an old woman. She was the oldest woman in the village. She lived in a little **mud** hut. Her hut was beside a paddy field. There were coconut trees at a distance. She had very little work to do. She had nowhere to go. So all day long, she cleaned her hut.

One hot summer day, there was dust everywhere. People were coughing and sneezing with the dust. Even the Sky coughed and sneezed.

The old woman's hut was also covered with dust. She **swept** and swept the little hut. She swept the inside of her hut. She swept the outside of her hut. Dust **rose** all around her in brown clouds.

The Sky could not breathe easily. The dust got into his nose and made him sneeze. The sneeze shook the world with its loud sound. The sneeze of the Sky was thunder. People covered their heads and ran indoors in fear. But the old woman kept on sweeping with her broom.

The dust from her broom got into the sky's eyes and made them water. The water fell as drops of rain. Raindrops fell on to the areas she had just swept.



Word Trove

mud	:	wet earth that is soft and sticky
swept	:	cleaned a surface using a broom
rose	:	(past tense of rise) got up



Let's do

Activity 3

Complete the following sentences with words from the text:

(a) The old woman lived in a _____hut.

(b) The hut was beside a paddy _____.

(c) One hot summer day there was_____everywhere.

(d) The old woman swept her hut with a _____.

Activity 4

Complete the following table. One is done for you:

Who/What	Did the following
(i) The old woman	cleaned her hut
(ii)	coughed and sneezed
(iii)	rose all around in brown clouds
(iv)	fell as drops of rain



Let's continue

The old woman looked angrily at the Sky. "Stop raining at once," she ordered. The Sky could not stop raining. His eyes were full of dust with all her sweeping.

She picked up her broom, and started to sweep. She swept harder and harder. More and more dust flew up.

The Sky jumped out of her way. He tried to **avoid** the dust "Please, stop sweeping," he **pleaded**. The old woman did not listen to his request. She kept on sweeping. She wanted to keep her hut clean.

The Sky could take it no more. He sneezed and coughed. He thundered and rained. At last, the Sky flew up. He flew out of reach of the old woman's broom. The Sky never came down again.

But the Sky is still a friend to little children. From a distance, he watches them play and smiles happily.

Word Trove

avoid	:	stay away from
pleaded	:	requested



Let's do

Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes. One is done for you:

(a) The sky flew out of reach of the old woman's broom. ☐

(b) The sky could take it no more. ☐

(c) The old woman ordered the sky to stop raining. 1

(d) The old woman kept on sweeping. ☐

(e) The sky could not stop raining. ☐

Activity 6

Answer the following questions:

(a) Why was the old woman angry at the sky?

(b) What did the sky do to avoid the dust?

(c) Why did the woman keep on sweeping?

(d) Is the sky your friend? Give reasons for your answer.



Let's read the following sentence:

Mimi and **Raju** had not gone to bed yet.

Note that in this sentence, **Mimi** and **Raju** are the names of persons.



Activity 7(a)

Circle the words which are the names of persons, places or things:

(a) Mira is a girl.

(b) My uncle lives in Kolkata.

(c) The Statesman is a famous newspaper.

(d) Piku went to Agra to see the Taj Mahal.



Let's learn

Note that the words you circled are **Proper Nouns**. A **Proper Noun** is the name of a particular person, place or thing.



Let's do

Activity 7(b)

Underline the Proper Nouns in the following passage:

There lived a young boy in a village. His name was Rajib. He studied in class VI. His sister Bihu studied in class IV. One day they went to visit the zoo in Kolkata. They also visited the Victoria Memorial. They enjoyed the day very much.



Let's learn

Read the following sentences:

- She lived in a mud **hut**.
- There was **dust** everywhere.
- The **water** fell as drops of **rain**.

In the above sentences the coloured words are the names of things that do not have life. These words are in **Neuter Gender**. Let us take some more examples:

This is my **house**. This is the **chair** I sit on. I write with this **pen**.



Let's do

Activity 7(c)

Underline the neuter gender in the following sentences:

(a) The old woman swept with her broom.

(b) The calendar is on the wall.

(c) The teacher is writing on the blackboard.

(d) The lion lives in the forest.



Let's learn

Note the underlined words of the following sentences:

- He played with a **child**.
- The **police** caught the **thief**.
- Sachin is a famous **player**.

The coloured words in the above sentences can be either male or female. These words are **Common Gender**, such as baby, parent, cousin, pupil, friend etc.



Let's do

Activity 7(d)

Underline the common gender in the following sentences:

(a) The servant sweeping the floor.

(b) The students are going out for a picnic.

(c) The king was a kind person.

(d) The son of my neighbour is my classmate.

Activity 8(a)

Fill in the blanks with words from the help box. One is done for you.

(a) My pet cat has green eyes.

(b) The old man was _____ the entire night.

(c) After the rain, there was no _____ on the road.

(d) We should always try to _____ telling lies.

(e) The bird _____ off to the sky.

Help Box : dust, coughing, flew, avoid, eyes

Activity 8(b)

Make sentences of your own using the following words:

village : _____

broom : _____

stop : _____

play : _____

Activity 9(a)

Write four sentences on how the community workers keep your school area clean. Use the following hints:

- Using broom and water
- Sweeping the dust regularly
- Removing the garbage

Activity 9(b)

Write four sentences on how one should take care of old people. Use the following hints:

- Looking after the needs of old people
- Providing healthy food
- Helping in daily work



It's rhyme time

There was an old woman

There was an old woman tossed up in a basket

Seventeen times as high as the moon;

And where she was going

I couldn't but ask it,

For in her hand she carried a broom.

"Old woman, old woman, old woman," said I

"O whither,O whither, O whither so high?"

"To sweep the cobwebs off the sky!

And I'll be with you by and by."





Let's talk

You see some changes in the sky after rain. Describe this changes to the class.



Let's work together

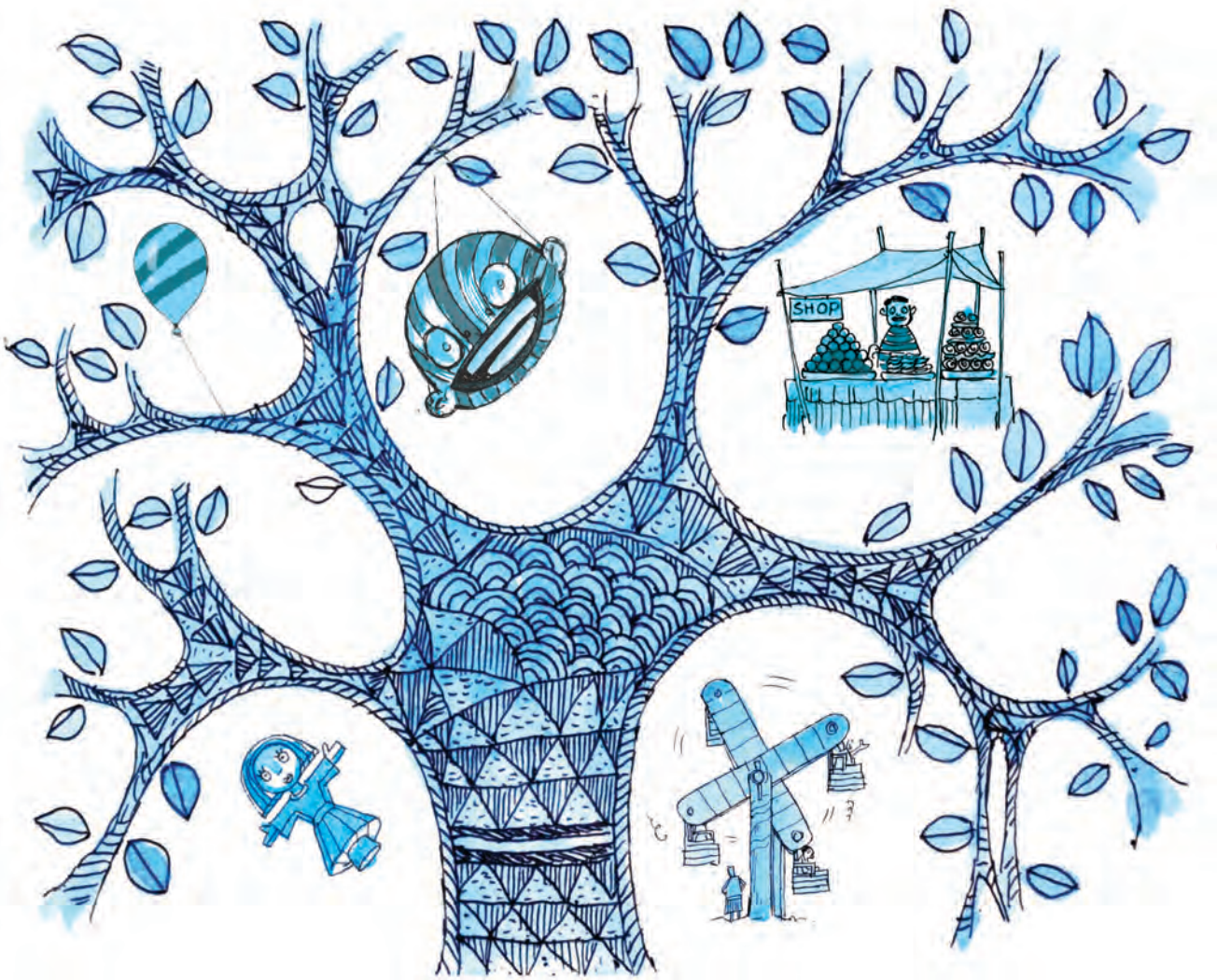
- Make a model of a rainbow using paper strips.
- Write a few lines on how you feel on seeing a rainbow in the sky.

Lesson 2





1. Look at the pictures and label them:



2. Where do you find the objects you see above? Discuss with your partner and tick the most suitable answer:

(a) hospital ☐ (b) zoo ☐ (c) fair ☐



Let's read

Lipi is a little girl. She is nine now. She lives with her parents at Sukhnagar. Every year a big fair is held in the village. It is going on right now. Lipi's father makes masks of **various** kinds. He sells them in the fair.

"Can you take me to the fair today?' Lipi asks her father. "You know I have to sell masks all day. So I will be very busy," her father replies. But Lipi **repeatedly** asks him to take her along. At last her father agrees.



Word Trove

various	:	of different kinds
repeatedly	:	again and again

Let's do

Activity-1

Complete the following sentences with words from the text:

(a) Lipi is _____ years old.

(b) Lipi and her parents live _____.

(c) Lipi's father makes _____.

(d) Lipi repeatedly asks her father to take her _____.

Activity-2

Why is Lipi so eager to go to the fair? Discuss with your partner:

Let's continue



Little Lipi has never been to a fair. So she is very **excited** today. "I have never seen so many people together!" she exclaims in **wonder**. A small crowd has gathered in front of her father's shop. Some of them are buying masks. She is **delighted** to see that the masks are selling well. Her father is also happy. Beside her father's shop, a person sits selling dolls. The dolls are made of burnt clay.

Looking inside the shop, Lipi **notices** a girl her age. "Who is the

girl, father?" she asks. "She is Mansur's daughter," replies her father, "You may go and talk to her. But do not go anywhere else." "Ok, father," says Lipi and goes to the girl. "What is your name?" Lipi asks. "Rubina," she answers."I am Lipi. Are you in the same class as me?"Lipi asks her. Soon, they are friends.

Word Trove

excited	:	thrilled
wonder	:	surprise
delighted	:	overjoyed
notices	:	observes



Let's do

Activity-3

Write 'T' for true and 'F' for false statements in the given boxes.

(a) Nobody was buying masks. ☐

(b) Lipi's father sells dolls. ☐

(c) The dolls are made of wood. ☐

(d) Mansur is Rubina's father. ☐

Activity-4

Match column A with column B:

A	B
1. Lipi is excited	made of burnt clay
2. Some people gathered	inside Mansur's shop
3. Lipi meets Rubina	to buy masks
4. Mansur sells dolls	to be at the fair

Let's continue

After a while, Lipi hears someone calling her name. It is Sujoy, her classmate. He has come to the fair with his father. He is **elated** to see Lipi. He buys a doll from Mansur uncle's shop. He also buys the mask of a tiger from Lipi's father.



Lipi looks around the fair. She sees the huge merry-go-round. People riding it are shouting in joy. Close by, a **puppet** show is about to start. Lipi looks at food **stalls** a little further from their shop. "Father, I want to have *alu kabli* and *jilabis*," she says. She also hears a group of bauls sing some distance away. She knows that bauls are the folk singers of Bengal.

Lipi's father buys her a doll and a huge gas balloon. She has fun riding the merry-go-round. Her father even allows her to buy some colourful glass **bangles**. Lipi enjoys having *alu-kabli* and *phuchka*. She takes some *jilabis* home. Her father buys a nice saree for her mother. Lipi is very happy. She wishes to visit the fair again next year.

Word Trove

elated	:	very happy
puppet	:	doll moved by attached strings
stalls	:	shops
bangles	:	a kind of jewellery worn on the hand



Let's do

Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes. One is done for you:

(a) She has fun riding the merry-go-round. ☐

(b) Lipi looks around the fair. 1

(c) Close by, a puppet show is about to start. ☐

(d) She wishes to visit the fair again next year. ☐

(e) She also hears a group of bauls sing some distance away. ☐

Activity 6

Answer the following questions:

(a) Who is Lipi's classmate?

(b) What does Sujoy buy at the fair?

(c) What does Lipi eat at the fair?

(d) Why is Lipi very happy?



Let's learn

Read the following sentences:

- Lipi is a little girl. **She** is nine now.
- Lipi's father makes masks of various kinds. **He** sells them in the fair.
- Every year a big fair is held in the village. **It** is going on right now.

Note that in the first pair of sentences, Lipi is a Proper Noun. The word '**she**' is used to refer to Lipi. So 'she' replaces 'Lipi'.

In the second pair of sentences, 'father' is a noun. The word '**he**' is used to refer to Lipi's father. So 'he' replaces 'father'.

In the third pair of sentences, 'fair' is a noun. The word '**it**' is used to refer to the fair. So 'it' replaces 'fair'.



Let's do

Activity 7

Circle the Nouns in the sentences. Underline the words which replace the Nouns.

1. Lipi looks around the fair. She sees the huge merry-go-round.
2. Little Lipi has never been to a fair. So she is very excited today.
3. Sujoy is Lipi's classmate. He buys a mask.
4. Lipi's father buys her a doll. It is made of burnt clay.



Let's learn

Note that the words you underlined are words used instead of nouns. These words are called **Pronouns**.

A Pronoun is a word which is used instead of a noun.

Now read the following chart. You will find how certain pronouns can be used to replace nouns:

Noun	Pronoun
Lipi	she
Sujoy	he
Fair	it
Lipi and Sujoy	they



Let's do

Activity 8(a)

Replace the underlined words with words from the Help Box having similar meanings:

(i) We see <u>various</u> shops in the fair.

(ii) Rini is <u>delighted</u> to see her friend.

(iii) <u>Huge</u> rocks are found under the sea.

(iv) The football match is about to <u>start</u>.

Help Box : large, different, begin, glad

Activity 8 (b)

Make sentences of your own using the following words:

agrees : _____

exclaims : _____

crowd : _____

folk : _____



It's rhyme time

O Dear, What can the Matter Be?

O dear, what can the matter be?

Dear, dear, what can the matter be?

O dear, what can the matter be?

Johnny's so long at the fair.

He promised to buy me a basket of posies,

A garland of lilies, a garland of roses,

A little straw hat, to set off the ribbons

That tie up my bonny brown hair.



Let's talk

Suppose you are Lipi's friend. Lipi has told you about her visit to the fair. Tell the class:

(a) What do you think Lipi enjoyed the most in the fair?

(b) Why do you think so?

Let's do

Activity 9 (a)

Lipi enjoyed eating *alu-kabli* and *phuchka* at the fair. Have you ever tasted these? Write four sentences on what other food you like eating.

Activity 9(b)

In this lesson you have read about a village fair. There are many other fairs held in our state. Pictures of two such fairs are given below:



Book Fair

- A large variety of books can be found at one place.
- Books of different countries are bought and sold here.

Handicrafts Fair

- Hand-made objects like pots, flower-vase and other decorative items are sold here.
- Artisans from many parts of the state gather here to sell their wares.



Given a chance, which one of these fairs would you like to visit? Write in four sentences.

Let's work together

- Make a clay model of any one of the following:

  (a) a fruit

  (b) a vegetable

  (c) a doll

- Tell the class how you have made it.



Lesson 3

Taste of Bengal



On your mark

1. What is the taste of the following food items?

 Rosogolla	s | | | | t
 Lemon pickle	| o | | r
 Fried bitter gourd	b | | | t | | r

2. Which taste do you like the most?



Let's read

Gogol lived **abroad**. He visited Kolkata one summer with his parents. His **cousins** Rivu and Gouri lived in Kolkata. Gogol wanted to spend his summer **vacation** with them. This was Gogol's first visit to Bengal.

A warm relationship quickly **developed** among the cousins. Gogol taught Rivu and Gouri to play badminton. He was delighted to learn ludo and carrom from them. Everyone in the house loved Gogol. He was always full of joy and energy. Gogol was enjoying his summer holidays, **except** for one thing.

Word Trove

abroad	:	in a foreign country
cousin	:	child of one's aunt or uncle
vacation	:	long holiday
developed	:	grew
except	:	apart from



Let's do

Activity 1

Complete the following sentences with information from the text:

(a) Gogol visited Kolkata _____ .

(b) Gogol taught his cousins _____ .

(c) Gogol was delighted to learn _____ .

(d) _____ quickly developed among the cousins.

Activity 2

"Gogol was enjoying his summer holidays, except for one thing" ---What do you think was this one "thing"? Discuss with your partner.



Let's continue

Gogol did not like the food he was eating. At home he mostly ate dry meat, eggs and bread. He was not particularly fond of rice, roti or dal. Gogol had spent a week in his cousin's house. He had tried many Bengali **dishes** during his stay.

Rivu and Gouri loved Bengali dishes. They enjoyed Hilsa fish in mustard, posto, moong dal with peas. Gogol was yet to **adapt** to the taste of Bengal.

After the first week, Gouri and Rivu's father planned a tour. He decided to take the children to Joynagar. Rivu and Gouri's grandmother lived there. She lived in a green, little village. Gogol was excited at the **prospect** of **exploring** Bengal.



Gogol **immensely** enjoyed the journey to the village. He had never seen so much green all around. He **gazed** happily at the thick bushes, trees and **endless** fields. Grandma lived in a **quiet** spot by a still pond. She had white hair and a **glowing** smile. She welcomed each of them with an embrace. She **hugged** Gogol tightly. Gogol felt he was back home.

Word Trove

dishes	:	food items
adapt	:	get used to
prospect	:	possibility
exploring	:	discovering
immensely	:	greatly
gazed	:	stared
endless	:	vast
quiet	:	soundless
glowing	:	bright
hugged	:	held close



Let's do

Activity 3

Tick (√) the most appropriate answer from the alternatives given:

(a) Gogol was not particularly fond of (i) eggs (ii) rice (iii) meat.

(b) Gogol had spent (i) a month (ii) a day (iii) a week in his cousin's home.

(c) Rivu's father planned a tour to (i) Joynagar (ii) Shyamnagar (iii) Krishnanagar.

(d) Grandma had (i) black (ii) white (iii) brown hair.

Activity 4

Write "T" for true and "F" for false statements in the given boxes:

(a) Gogol did not try any Bengali dish at his cousin's house. ☐

(b) Rivu and Gouri liked the taste of Hilsa fish. ☐

(c) Gogol saw a lot of green in Joynagar. ☐

(d) Gogol's grandmother did not welcome them. ☐



Let's continue

It was 9.30 a.m. They sat in the open **courtyard** in the pleasant morning sunshine . Grandma had prepared hot luchis and potato curry for them. Gogol was hungry. He found the food very tasty. He was licking his fingers.

After breakfast, the children played in the courtyard. Time passed quickly. It was soon twelve in the afternoon. Grandma was cooking lunch. Gouri told her that Gogol did not like Bengali food. Grandma smiled. She took all of them into the kitchen.



Gogol could see now the actual process of Bengali cooking. He felt a new interest in Bengali food. He ate a **hearty** lunch of rice and rohu curry. Then there were rosogollas and sweet curd. In the evening the children sat around Grandma and heard stories. Gogol enjoyed eating *peyajis* — onion pakoras, a favourite Bengali **snack**.

The family returned to Kolkata in the evening. It had been an **unforgettable** day for Gogol. He has realized one important thing about Bengali food. The taste of Bengal is closely related with love and care.

Word Trove

courtyard	:	an open space in front of a house.
hearty	:	fulfilling
snack	:	light food usually eaten in between main meals
unforgettable	:	memorable



Let's do

Activity 5

Match column A with column B:

A	B
(i) Grandma	(a) found the food very tasty.
(ii) Gogol	(b) returned to Kolkata in the evening.
(iii) The children	(c) had prepared hot luchis and potato curry.
(iv) The family	(d) heard stories told by Grandma.

Activity 6

Answer the following questions:

(a) What did the children do after having breakfast?

(b) What did Gogol have for lunch?

(c) How did the children enjoy the evening?

(d) Why was the day unforgettable for Gogol?

Activity 7(a)

Circle the Proper Nouns in the following passage:

India is our motherland. We have the Himalayas in the north, the Indian Ocean in the south. The Bay of Bengal lies in the east and the Arabian Sea in the west. New Delhi is the capital of our country.

Activity 7 (b)

Fill in the blanks with Pronouns:

(i) Ravi is a good boy. _____ studies in class IV.

(ii) People were happy. _____ were shouting in joy.

(iii) Salma is a young girl. _____ draws very well.

(iv) I read a book yesterday. I liked _____ very much.

Activity 7 (c)

Pick out the Proper Nouns and Pronouns in the following passage and place them in the correct columns:

There are many famous tourist spots in West Bengal. The Sunderbans, Santiniketan and Jaldapara are some of them. Many people visit these places during vacations. They enjoy their stay at these places. I have visited the Sunderbans. It is a beautiful place.

Proper Nouns	Pronouns



It's rhyme time



If all the World were Paper

If all the world were paper,
And all the sea were ink,
If all the trees
Were bread and cheese,
What should we have to drink?



Let's talk

Suppose you had gone for a picnic with your friends. Tell your partner how you enjoyed (a) the place and (b) the food you had there.



Let's do

Activity 8(a)

Circle the following words in the table. One is done for you :

SUMMER, VISIT, TASTE, CARROM, BENGAL

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

Activity 8(b)

Change the Numbers of the underlined words and rewrite them correctly.

Example : She has a nice pen. → She has nice pens.

(a) I collected a leaf for my project work.

(b) He saw a butterfly.

(c) I saw an ox.

Activity 9(a)

Write four sentences on your favourite food item. Use the following hints:

- name of the food item
- taste
- flavour and colour

Activity 9 (b)

Suppose you live in a beautiful village. Describe the village and its surroundings in four sentences. Use the following hints:

Hints : name of the village-the natural beauty around-simple and peaceful life.



- **Draw pictures of your favourite food items.**
- **Get into groups.**
- **Discuss with your friends about why you prefer certain kinds of food items over others.**

Lesson 4





On your mark

1. Match the pictures of the persons with their professions:

Persons	Professions
	fights for his/her country
	plays for his/her team in the field
	mends shoes
	takes care of sick people

2. Can we call these persons heroes? Discuss with your friends.



Let's read

Last summer vacation, I visited my uncle's place at Simultala. I was **bored** during the afternoons. Every afternoon, my friends played football or cricket. But I never got a chance to play with them. I was not an important player to them. So I felt myself to be as **insignificant** as an ant.

One day a **miracle** happened!

Word Trove

bored	:	tired of something
insignificant	:	unimportant
miracle	:	an unexpected and wonderful incident



Let's do

Activity-1

Complete the following sentences by choosing the most appropriate alternatives:

(i) The writer went to his _____.
(uncle's house/ father's house/ friend's house)

(ii) During the afternoons, the writer was_____.
(happy/ angry/ bored)

(iii) The writer's friend played_____ every afternoon.
(cricket or hockey/ football or cricket/ football or kabadi)

(iv) The writer felt that he was very_____.
(important/powerful/unimportant)

Activity-2

What do you think was the 'miracle'? Discuss with your partner.

Let's continue

One afternoon, my cousin came to me and said, "We'll go to Burir Math today. We've a Kabadi match there. Last year's winners from Motiganj are our **opponents**. So hurry, we must be there by 4 o'clock."



"But what will be my role there?" I was **anxious**.

"I'll play and you'll be one of our supporters."

"Oh! That's fine then", I replied with great relief.

There was already a large crowd at Burir Math. I quietly took a place among the crowd. All on a sudden, my cousin came and gripped my hand tightly.

"Hey, what's wrong?" I asked.

"Nasir's mother is ill. He hasn't come. So you will have to play for us."

I was **stunned**! My heart was beating like a drum. "I....I...." I started **stammering**.

"It's a matter of **prestige** for our village. So, Apu, please get ready to play." My cousin pulled me to the playground. My legs started shaking. The large crowd **cheered**. But I could hear only the sound of my own heartbeat.

Word Trove

opponents	:	competitors/players of the opposite side
anxious	:	worried
stunned	:	shocked
stammering	:	speaking with difficulty
prestige	:	reputation/ pride
cheered	:	shouted with joy



Let's do

Activity-3

Write 'T' for True and 'F' for False statements in the given boxes:

(a) Apu went to see a football match ☐

(b) The team from Motiganj was last year's winner ☐

(c) Many people gathered at Burir Math to enjoy the match ☐

(d) Nasir pulled Apu to the playground ☐

Activity-4

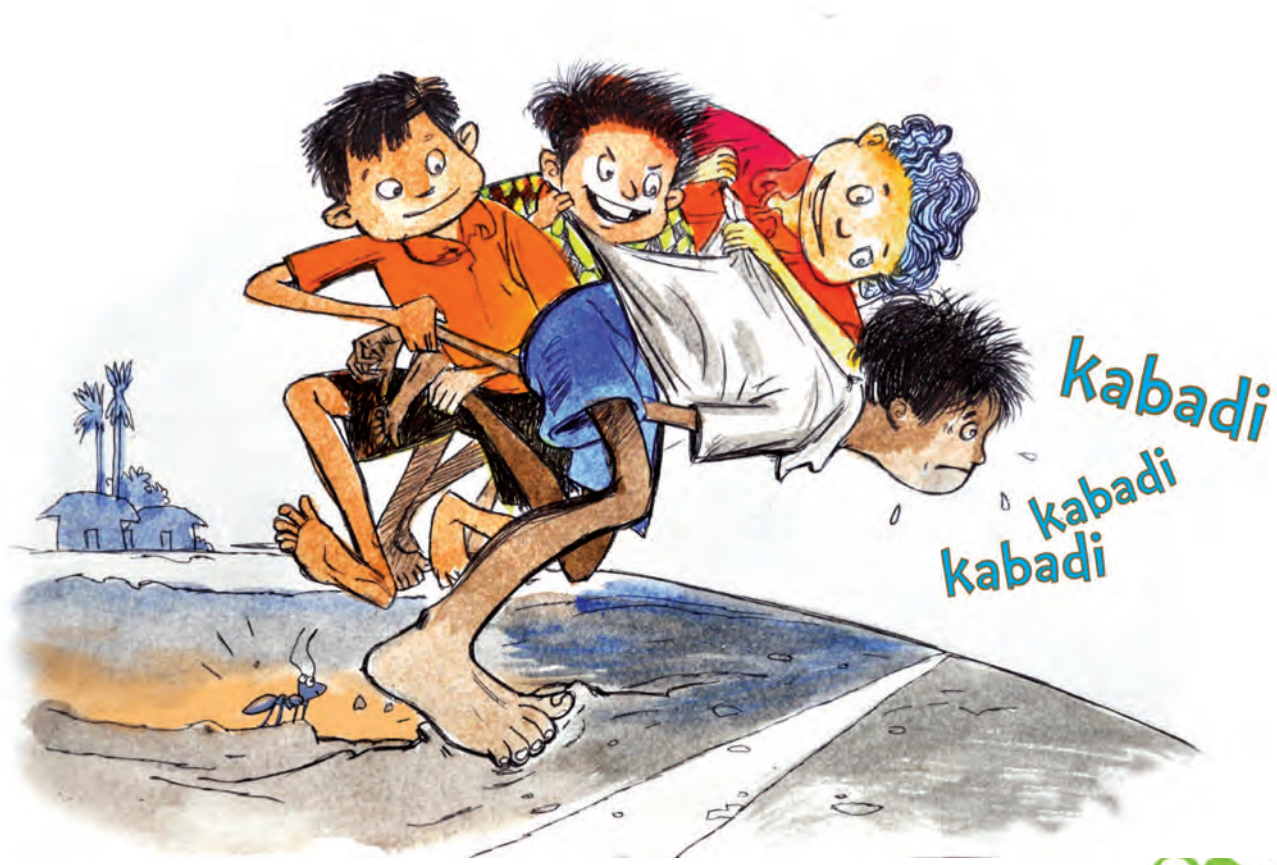
Match column A with column B to make meaningful sentences:

A	B
(a) Apu and his cousin must go to Burir math	(i) because his mother is ill
(b) Apu was anxious	(ii) for our village
(c) Nasir hasn't come	(iii) by 4 o'clock
(d) It's a matter of prestige	(iv) about his role in the match

Let's continue

For the first few rounds we were very much on a high. We clapped, we shouted. But our opponents played really well. One by one our players were caught. Motiganj team was close to **victory**. Our **supporters** were losing their hope. I was the only member still playing. This time it was my turn! I took a deep breath and **murmured**, "kabadi... kabadi..."I moved into their part of the ground. As expected, they caught me easily. I tried to jump but fell on the ground. All of them **piled** upon me. I couldn't move. I felt helpless.

At that moment, I felt a **severe** bite on my right leg. I had never experienced such a painful bite before! It must be an ant, I thought. To save myself from more bites, I gave a **jerk**. Oops! My opponents didn't expect such a jerk from an almost **defeated** player.



I am not sure what happened after this. Suddenly I heard a huge shout of joy from our supporters. "Three cheers for Apu! Hip hip hurrah!" My cousin shouted, "Apu, your jump has won the match for us. They are all out." I was surprised. Was it me or was it the ant?

Word Trove

victory	:	win
supporters	:	followers
murmured	:	spoke softly
piled	:	heaped
severe	:	harsh
jerk	:	sudden quick movement
defeated	:	beaten



Let's do

Activity-5

Arrange the following sentences in the correct order. Put the numbers in the boxes provided:

(i) I gave a jerk. ☐

(ii) They caught me easily. ☐

(iii) I experienced a painful bite. ☐

(iv) I moved into their part of the ground. ☐

(v) I felt helpless. ☐

Activity-6

Answer the following questions:

(a) How did the opponents play?

(b) Why were the supporters losing their hope?

(c) When did Apu give a jerk?

(d) Who won the match for Apu's team?



Let's learn

Read the following sentences:

1. I was not an **important** player to them.
2. I had never experienced such a **painful** bite.

In sentence (1), the word 'player' is a noun. The word **important** in the same sentence describes the quality or the kind of the player.

In sentence (2), the word 'bite' is a noun. The word **painful** in the same sentence describes the quality or the kind of the bite.



Let's do

Activity- 7(a)

Read the following sentences. Circle the nouns and underline the words that describe the quality or the kind of the noun.

(i) He is a brave boy.

(ii) This is a beautiful dress.

Note that the words you have underlined are Qualifying Adjectives. A Qualifying Adjective describes the kind or quality or characteristic of a person, animal, place or thing.

Activity- 7(b)

Underline the Qualifying Adjectives in the following sentences:

(a) Today we enjoyed a tasty lunch.

(b) I saw an exciting match yesterday.

(c) My grandma told me an interesting story.

(d) The bright moon shines in the clear sky.



Let's learn

Read the following sentences

1. Every afternoon, my friends **played** football or cricket.
2. One day a miracle **happened**.
3. I quietly **took** a place among the crowd.
4. To save myself from more bites, I **gave** a jerk.

In these four sentences the underlined words- 'played', 'happened', 'took' and 'gave' are in the **past tense**.

Here the word **played** is the past form of the verb **'play'**.

Happened is the past form of the verb **'happen'**.

In both these cases the past form of the verbs are formed by adding "-**ed**" at the end of the present form of the verbs.

Here the word **took** is the past form of the verb **'take'** and **gave** is the past form of the verb **'give'**.

In both these cases the past form of the verbs is not formed by adding "-ed". They are formed by changing letters within the present form of the verbs.



Let's do

Activity-7(c)

In the following sentences underline the past forms of the verbs that end with "-ed". Now, circle the past forms of the verbs that are formed by changing letters of the present form.

(a) So I felt myself to be as insignificant as an ant.

(b) The large crowd cheered.

(c) They caught me easily.

(d) We clapped, we shouted.



Let's learn

Both the underlined and circled words are past forms of verbs. Note that the verbs which form their Simple Past Tense by adding "-ed" to the Present form, are called **Regular Verbs**.

Verbs that form their past tense without adding "-ed" are called **Irregular Verbs**.

Activity-7(d)

Pick out the Regular and Irregular Verbs from the following sentences. Write them in the appropriate boxes.

(a) Torsha sang beautifully.

(b) My brother helped me in my studies.

(c) She walked to school every day.

(d) The soldiers fought for their country.

Regular Verbs	Irregular Verbs

Ativity-8(a)

Arrange the letters properly to form meaningful words. (You will find the words in the text)

(i) NIOCUS

(ii) IACELRM

(iii) PSIERETG

(iv) SPOTEUPRRS

Activity-8(b)

Make sentences of your own with the following words.

vacation : _____

anxious : _____

severe : _____

jump : _____



It's rhyme time

Girls and Boys

Girls and Boys, come out to play;
The moon is shining bright as day;
Leave your supper and leave your sleep,
And come with your play fellows into the street;
Come with a whoop and come with a call,
Come with a good will, or come not at all.





Let's talk

Tell the class how you wish to spend your summer vacation.



Let's do

Activity-9(a)

Write four sentences on how you celebrate India's Independence Day in your school. Use the following hints:

- involvement of the teachers and students
- activities performed
- your feelings

Activity-9(b)

Write four sentences on 'Your Favourite Game'. Use the following hints:

- name of the game
- how it is played
- why do you enjoy playing it



Let's work together

In your scrap book, stick three pictures of people who are heroes to you. Write a few sentences on each of them.

Lesson 5



Meeting Barre Miya



On your mark

Read aloud the names of these animals. Now write the names in the proper columns:

Cow, lion, deer, goat

Domestic animal	Wild animal

The description of an animal is given below. Name the animal.

I am a wild animal. I have stripes on my body. I roar. The Sunderbans is one of my favourite living areas. Who am I?



Let's read

Two brothers, Subol and Madol, lived in a village in the Sunderbans. The Sunderbans is in the **extreme** south of Bengal. It is a place of rivers, **waterways** and jungles. Subol and Madol **owned** a boat. One day they were sailing down the Matla river. It was early morning. They were going deep into the forest. They were out to collect dry branches for fuel. Subol had never gone into the deep forest before. It was his first time and he was very excited.

From Basanti, the river narrowed down. **Beyond** Basanti the river took the name of Bidya. It flowed south.

Word Trove

extreme	:	farthest
waterways	:	a river or channel along which boats can travel
owned	:	belonged to
beyond	:	ahead of



Let's do

Activity 1

Write "T" for true and "F" for false statements in the given boxes:

(a) The Sunderbans is in the north of Bengal. ☐

(b) Subol and Madol had a boat. ☐

(c) It was Subol's first journey into the deep forest. ☐

(d) The river beyond Basanti is called the Matla. ☐

Activity 2

"It was his first time and he was very excited."—How did he feel before they started their journey? Discuss with your partner.



Let's continue

Madol was the elder brother. He had a lot of experience. "Have you ever seen a tiger?", Subol asked him eagerly.

"No," Madol said," Barre Miya is a strange creature; It is powerful, quick and silent. It can **snatch** a **prey** at will."

"Our Sunderbans is a wild place, isn't it?", Subol asked. "There are snakes, tigers and **alligators**."

"Yes, but animals are not our enemies. In Sunderbans men and animals live together," Madol said.



They were sailing down the Bidya river. The river water was salty here. The waters of the Bay of Bengal mixed with the river.

"Don't **dip** your hand into the water. ", warned Madol, "There are *kamots* in the river. "

Subol jerked his hand away.

"Are they crocodiles? "

"No," said Madol, "Crocodiles are bigger. Kamots are creatures of the water with sharp teeth. You can lose your hand any moment."

Word Trove

snatch	:	take away forcibly
prey	:	the animal that is hunted down
alligator	:	a water animal similar to a crocodile
dip	:	put into(usually in liquid)



Let's do

Activity 3

Complete the following sentences with words from the text:

(i) Barre Miya is a _____ creature.

(ii) In Sunderbans _____ live together.

(iii) Subal and Madol were sailing down the _____ .

(iv) Kamots have _____ .

Activity 4

Complete the following table:

Who/What	Action
	(i) asked Madol eagerly
	(ii) can snatch a prey at will
	(iii) Gave warning to Subol
(iv) The waters of the Bay of Bengal	

Let's continue

They tied their boat to a tree at the river bank. The deep forest spread before them. The ground was muddy. They were surrounded by sundari, hental and goran trees. The two brothers entered the wild forest. They carried empty sacks to collect dry wood for fuel. Suddenly, they heard a **deafening** roar.

The forest was dark. The dense trees **blocked** sunlight. There appeared a huge tiger. It was large, yellow, with black stripes. It looked out of grey eyes at Subol and Madol. "Barre Miya", Subol said with **awe**. "Keep quiet," Madol said softly, "don't **challenge** him''.

The tiger **paused**. He gave the brothers a cold look. The brothers were afraid, but they kept their cool. They stood like statues. The tiger **ambled** away. **Relieved** at last, they filled their sacks with dry wood. Then they sailed back down the river.



Word Trove

deafening	:	very loud
blocked	:	stopped from entering
awe	:	feeling of respect and slight fear
challenge	:	an invitation to someone to enter in a fight
paused	:	stopped for a while
ambled	:	walked slowly
relieved	:	freed from fear



Let's do

Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes:

1. There appeared a huge tiger. ☐
2. They stood like statues. ☐
3. They carried empty sacks to collect dry wood for fuel. ☐
4. The tiger ambled away. ☐
5. The brothers heard a deafening roar. ☐

Activity 6

Answer the following questions:

(a) Which trees did Subol and Madol see in the forest?

(b) What did they hear suddenly?

(c) Why was the forest dark?

(d) Why did the tiger amble away?



Let's learn

Read the following sentences:

1. Are we going further south?
2. They are floating all around us.

In sentences 1 and 2, the underlined words are **verbs**. In the first sentence `-**ing**' is added to the verb form `go' and in the second sentence `**ing**' is added to the verb form `float'. In both the sentences the verbs, `are going' and `are floating', **show actions that happen in the present time.**



Let's do

Activity 7(a)

Underline the verbs that show action in the present time:

(a) The girl is singing a song.

(b) They are playing football.

(c) I am reading a book.

(d) They are going to school.



Let's learn

The verbs you have underlined in Activity 7(a) **express actions going on at the time of speaking. These verbs are in 'Present Continuous Tense'**. When the subject is in singular number we use the verb `**is**'. But when the subject is in plural number we use `**are**'. With the subject `**I**', we use `**am**'.



Let's do

Activity 7(b)

Underline the verbs that are in the Present continuous tense:

(a) Mita is dancing on the stage.

(b) The child is laughing.

(c) Rita is buying a mask.

(d) The man is eating rice.

Activity 8(a)

Fill in the blanks with words from the help box:

(a) I had a wonderful _____.

(b) The two brothers were _____to see the tiger.

(c) We use petrol and diesel as _____for our cars.

(d) I _____ down by the river bank.

Help Box:	fuel, ambled, afraid, experience

Activity 8(b)

Make sentences of your own using the following words:

extreme : _____

silent : _____

sacks : _____

relieved : _____

It's rhyme time

Mr. Tiger and His Sneeze

Mr. Tiger said,

"I am going to sneeze!"

So he put his head down

Between his knees!

He opened his mouth and out it flew

A giant super loud

"ACHOO!"



Let's talk

Tell the class how trees help us.

Let's do

Activity 9(a)

Suppose your school has arranged a tour to the Sunderbans. Given below are the names of five items. You can take any three of these. Write five sentences on which three items you will carry with you and why.

Help Box: Water bottle, torch, map, umbrella, snacks

Activity 9(b)

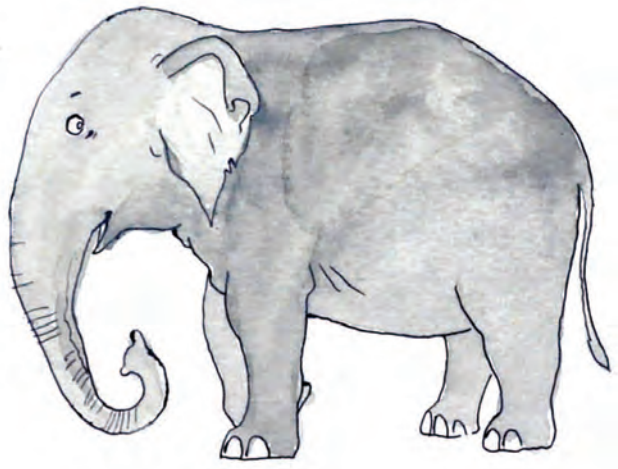
In the text you have learnt that animals are not our enemies. Many people keep animals as pets. Write five sentences on how you would take care of your pet animal if you had one. You can use the hints given below:

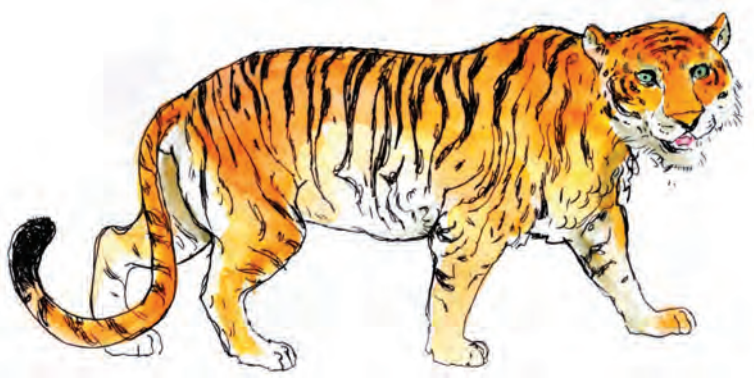
Hints : give food-protect them-nurse them when ill or hurt

Let's work together

There are many wild animals in West Bengal. Pictures of some of them appear here. Draw a picture of any other wild animal and tell your friends why you like or dislike it.







Chapter-6





On your mark

Match column A with column B:

A	B
(a) Independence Day	(i) 26th January
(b) Republic Day	(ii) 2nd October
(c) Netaji's birthday	(iii) 15th August
(d) Gandhiji's birthday	(iv) 23rd January

- All these dates are important in India's history.Which of these days are celebrated in your school and how?



Let's read

It was a busy morning in a railway station. The year was 1930.

A young boy in **soiled** clothes entered the platform. His feet were **bare** and muddy. He seemed to be very tired. But his eyes were glowing like fire. His name was Swadesh. **Meanwhile**, some British Police were seen outside the station. They were on the lookout for a young **freedom** fighter of Bengal.

Suddenly there was a whistle. A Calcutta-bound train was coming to platform no. 2. Swadesh **clutched** his canvas bag tightly. He **boarded** the train and took a corner seat. The train started moving. He **recalled** the incidents of the **previous** evening.



Word Trove

soiled	:	dirty
bare	:	uncovered
meanwhile	:	at that time
freedom	:	independence
clutched	:	grasped
boarded	:	got into
recalled	:	remembered
previous	:	which comes before



Let's do

Activity 1

Complete the following sentences with words from the text:

(a) It was a _____in a railway station.

(b) A young boy in_____ entered the platform.

(c) The eyes of the young boy were_____ .

(d) A Calcutta bound train was _____ .

Activity2

- "He recalled the incidents of the previous evening."

What are the things that you think he recalled? Discuss with your partner and make a list of those.



Let's continue

Yesterday evening, Swadesh was studying in his room. Suddenly his elder brother entered the room in a hurry. He studied in a college. He was also deeply **involved** in the freedom movement.

"I'm in great trouble, brother. The British police are **chasing** me. But I have to **deliver** some secret papers to our leader, Mr. Basu. He is now in Calcutta," he said **breathlessly**. "So? What are you going to do now?" asked Swadesh. He was anxious.

His elder brother seemed **undecided**. Swadesh told him, "I can do your job. The police do not know me."

"But my dear brother, your life may be in danger." He loved his brother dearly.

"Can't I at least do this for my **motherland**?" Swadesh **insisted**.

"All right, then. But be very careful. This bag contains many secret documents."

His voice **trembled** with **emotion**. He handed the bag over to his brother, Swadesh, and said "Vandemataram".

Word Trove

involved	:	engaged
chasing	:	following
deliver	:	give
breathlessly	:	out of breath
undecided	:	uncertain
motherland	:	land where one is born
insisted	:	forced
trembled	:	shivered
emotion	:	strong feeling



Let's do

Activity 3

Write 'T 'for true and 'F' for false statements in the given boxes:

(a) Yesterday evening Swadesh was studying in his room. ☐

(b) Swadesh's elder brother was deeply involved in the freedom movement. ☐

(c) He loved Swadesh dearly. ☐

(d) The bag contained some unimportant documents. ☐

Activity 4

Match column A with column B:

A		B	
a	Swadesh	i	were chasing the elder brother
b	The elder brother's voice	ii	in a hurry
c	The elder brother entered the room	iii	trembled with emotion
d	The British police	iv	wanted to do something for his motherland

Let's continue

Suddenly the train stopped with a jerk. He was brought back to the present. Some policemen were walking down the platform. They were coming towards his compartment. "Stay where you are. Don't move. We will search everyone," they announced. He **realized** at once that he had to **escape**. Quickly he found a window with a broken grille. He **hesitated** for a moment.



Then he jumped out of the window. He fell on a bush. He got up and started running. The ground was **uneven** and he **stumbled**. But he continued to run. Swadesh had a long way to go.

Word Trove

realized	:	understood
escape	:	run away
hesitated	:	doubted
uneven	:	not smooth
stumbled	:	to hit one's foot against something while walking or running



Let's do

Activity 5

Answer the following questions:

(a) How was Swadesh brought back to the present?

(b) Who were walking down the platform?

(c) How did Swadesh escape from the train compartment?

(d) Why did he continue to run?

Activity 6

Arrange the following sentences in the correct order. Put the numbers in the given boxes:

1. The train stopped suddenly. ☐
2. They wanted to search everyone. ☐
3. There was a young boy in the train. ☐
4. Swadesh jumped out of the window and escaped. ☐
5. Some policemen ran towards his compartment. ☐



Let's learn

Let's read the following sentences:

- Swadesh **clutched** his canvas bag **tightly**.
- He **loved** his brother **dearly**.

Note that in the first sentence, the word `**clutched**' is a verb. The word **'tightly'** adds or modifies the meaning of the verb. Similarly, in the second sentence, the word `**loved**' is a **verb**. The word '**dearly**' adds more meaning to the verb.



Let's do

Activity 7(a)

Read the following sentences. Circle the verbs. Underline those words which add to the meaning of the verbs:

(a) "He is now in Calcutta ," the elder brother said breathlessly.

(b) Quickly he found a window with a broken grille.

(c) He was also deeply involved in the freedom movement.

(d) Suddenly the train stopped with a jerk.



Let's learn

Note that the words which you underlined are called **Adverbs**. An **Adverb** is a word which adds to the meaning of a verb, an adjective or another adverb.



Let's do

Activity 7(b)

Underline the adverbs in the following sentences:

(a) Suddenly the boy went out of the class.

(b) Mother spoke to her son angrily.

(c) The girl was slowly doing her work.

(d) We should always cross the road carefully.

Activity 8(a)

Fill in the blanks with words from the help box:

(a) The way up the hill was_____.

(b) My friend shares her_____with me.

(c) The eyes of the cat were_____in the dark.

(d) I found a football behind a_____ .

Help Box : glowing, secret, bush, uneven

Activity 8(b)

Complete the following table:

Masculine Gender	Feminine Gender
1. Son	1.
2.	2. girl
3. Uncle	3.
4.	4. bee

Let's talk

Discuss with your partner why you dearly love the place you live in.

Let's do

Activity 9(a)

Many great freedom fighters have fought for India's independence. Can you name any of them? Write five sentences about him/her. Use the following hints:

Hints : name- place of birth-his/her work.

Activity 9(b)

Suppose you have faced a difficult situation on the road while going to school. In five sentences describe the situation and also how you came out of it.

Use the following hints:

Hints : difficulty of the situation -how you faced it-outcome

Let's work together

- Get into groups.
- Make a national flag
- Discuss with your friends why we should honour the national flag



Lesson 7



A dream journey



On your mark

1. Match the pictures with their names:

	(a) Victoria Memorial
	(b) Netaji Subhash Chandra Bose International Airport
	(c) Sealdah Station
	(d) General Post Office

2(a). These are the famous places of a particular city. Name the city.

_____.

2(b). Suppose you are given the chance to visit a place of your choice. Which place, then, would you like to visit? Would it be a city or a village? Discuss with the class.



Let's read

Jhinuk lives with her mother in Alipurduar. It is a **pretty** city surrounded by **distant** hills. Jhinuk's father works in Kolkata. On some **weekends**, he comes to his home. During these visits, he tells her stories about Kolkata. Some of the stories **amaze** Jhinuk. Her father has told her of the Metro Rail in Kolkata. Jhinuk has been astonished to hear of trains that run underground.

One weekend, Jhinuk was expecting her father to arrive. But on Friday evening, her mother told her, "Your father may not come tomorrow. He is busy with some **urgent** work." Jhinuk felt very sad. She was missing her father very much. She had her dinner silently and went to sleep. Then she had a strange dream!

Word Trove

pretty	:	beautiful
distant	:	far away
weekends	:	end of the week/Saturday and Sunday
amaze	:	surprise
urgent	:	immediate



Let's do

Activity 1

Complete the following sentences with information from the text:

(a) Jhinuk lives _____.

(b) Alipurduar is a _____.

(c) One weekend, Jhinuk _____.

(d) Jhinuk had her dinner _____.

Activity 2

"Then she had a strange dream"----What do you think was "this strange dream"all about? Discuss with your partner.



Let's continue

A beautiful fairy visited her in her dream. "I know you want to meet your father," the fairy said. Jhinuk asked eagerly, "Will you take me to Kolkata, then?" The fairy smiled. She waved her glittering magic **wand**.

And it was magic! In a moment Jhinuk found herself in a busy road. Around her she saw tall buildings, moving traffic and hurrying people. The loud **blaring** of horns **startled** her.



"So this is Kolkata!" exclaimed Jhinuk. "I have heard so much about Kolkata from my father."

The beautiful fairy smiled. "You want to see more of this city?"

" Yes", Jhinuk was excited.

The fairy waved her magic wand again. At once, Jhinuk saw a river in front of her. Large ships were **anchored** in the river. A lot of activities were going on.

"This is the Kolkata **port**", the fairy said.

"Kolkata is so very busy!" said Jhinuk.

The beautiful fairy smiled **warmly**."Let me take you to the Eden Gardens now".

Jhinuk saw before her a **vast** green field. Sourav Ganguly had played here, she remembered.

"This is a place of hugely exciting cricket matches," said the fairy.

Word Trove

wand	:	a magic stick which the fairy uses
blaring	:	piercing sound
startled	:	shocked
anchored	:	kept attached
port	:	place where ships load and unload goods
warmly	:	affectionately, lovingly
vast	:	large



Let's do

Activity 3

Tick the most appropriate answer from the alternatives given:

(i) The fairy waved a —

(a) cloth (b) magic wand (c) paper

(ii) In a moment, Jhinuk found herself in a —

(a) classroom (b) market place (c) busy road

(iii) In another wave of the fairy's magic wand, Jhinuk saw in front of her a —

(a) river (b) lake (c) sea

(iv) The fairy wanted to take Jhinuk to —

(a) Victoria Memorial (b) Eden Gardens (c) Science city.

Activity 4

Write "T" for true and "F" for false statements in the given boxes:

(a) An old woman visited Jhinuk in her dreams. ☐

(b) Jhinuk found only small buildings in the city. ☐

(c) The fairy waved the magic wand more than once. ☐

(d) Kolkata is a very busy city. ☐

Let's continue

"Can you show me the underground trains?" Jhinuk asked.

"Why not? Let us go right now", the fairy answered.

They entered the Esplanade Metro station. The moving stairs took them underground. The train came into the station and they got up. Jhinuk was **thrilled**. "Where will you take me next?" she asked breathlessly.

"Where do you want to go?" the fairy asked her, with a smile.

Jhinuk said, "I want to meet my father."

The fairy waved her magic wand again. Jhinuk saw a road lined with bookshops on either side. "I have never seen so many bookshops together!" Jhinuk exclaimed.



"This is College Street", the fairy said."People come here to buy old and new books."Jhinuk suddenly **spotted** her father in a bookshop. She was delighted. She ran towards him.

"Wake up Jhinuk, wake up", said a **familiar** voice.

Jhinuk wakes up from her dream. It is morning. Her father stands before her, smiling. So he could manage to come home, after all!

Word Trove

thrilled	:	excited
spotted	:	noticed
familiar	:	known



Let's do

Activity 5

Match column A with column B:

A	B
(i) Jhinuk	(a) buy old and new books from college street
(ii) A familiar voice	(b) wanted to see the underground trains
(iii) Jhinuk's father	(c) wakes Jhinuk up
(iv) People	(d) managed to return home

Activity 6

Answer the following questions:

(a) Which metro station did Jhinuk and the fairy enter?

(b) Where did Jhinuk find a road lined with bookshops on either side?

(c) Why was Jhinuk delighted?

(d) What did Jhinuk see after waking up?

Activity 7 (a)

Fill in the blanks with the Present Continuous form of the given verbs:

(a) Shamim _____ (draw) a picture.

(b) The boy _____ (climb) a rock.

(c) I _____ (talk) to my friend.

(d) They _____ (cross) the desert.

Activity 7 (b)

Circle the adverbs in the following sentences:

(a) He ran quickly to the bus stop.

(b) The teacher is thinking deeply.

(c) The wind is blowing gently.

(d) I always try to help others.

Activity 8 (a)

Match the states with their capitals:

State	Capital
(a) West Bengal	(i) Patna
(b) Bihar	(ii) Guwahati
(c) Odisha	(iii) Kolkata
(d) Assam	(iv) Bhubaneswar

Activity 8 (b)

Make sentences of your own using the following words:

anchored : _____

wand : _____

familiar : _____

city : _____



Let's talk

Suppose you have met a famous cricketer who had played at Eden Gardens. Tell the class of your experience.



Let's do

Activity 9 (a)

Look at the following table:

PLACES	FAMOUS FOR
(i) The Kolkata Port	large ships
(ii) The Eden Gardens	exciting cricket matches
(iii) The College Street	old and new books

Given a choice, which among these three places would you like to visit and why? Write in five sentences.

Activity 9 (b)

Suppose you have met a fairy. She waves her magic wand and wants to grant you three wishes. Write five sentences on what you would wish for and why. Use the following hints:

- place where you met her,
- your wishes,
- your feeling of excitement



- On a sheet of chart paper, draw a road map that leads you from your house to school.
- Tell the class what you see on your way to school.

Lesson 8



On your mark



1. What are the things that you see on the stage as shown in the picture?
2. Suppose an English play is going to be staged in your school. Would you like to participate in it? Give reasons for your answer.



Let's read

[A play is to be **staged** on **annual** school function day. Mita, Ruksana, Badal, Ruku and Salma are to act in it. The play is based on the presence of English in today's Bengal. The stage is set as the inside of a hut. There is a bed, a jug of water and two trunks. Mother and her daughter are sitting on a floor mat. The daughter is **braiding** her mother's long hair. A comb lies by her. The stage is lit by dim yellow light.]

Characters

Bikash

Bikash's mother

Ruma : Bikash's sister

English Language

Bengali Language

Mother : Bikash has been gone for six months. I miss my son very much.

Ruma : I miss him too. But he had to go. You know he had to **attend** that language-learning **course**.

Mother : We are Bengalees, after all. I don't understand why we need to learn English.

Ruma : Bikash will be able to explain that.

[There is a sound of knocking on the door.Ruma gets up, goes to the left **wing**. She makes a **gesture** of opening a door.]

Mother : Who is it, Ruma?

Word Trove

staged	:	enacted
annual	:	yearly
braiding	:	plaiting or tying the hair
attend	:	appear for
course	:	series of lessons on a particular subject
wing	:	side of the stage
gesture	:	movement made with hands



Let's do

Activity 1

Tick (✓) the correct answers:

(a) Ruma and her mother were sitting on the

(i) chair (ii) cot (iii) floor mat

(b) The hair of Ruma's mother is

(i) long (ii) short (iii) grey

(c) Bikash has been gone for

(i) five (ii) six (iii) seven months

(d) Bikash had gone to attend a

(i) language learning course (ii) computer course (iii) dance class

Activity 2

Why do you think Bikash had gone to attend a language learning course? Discuss with your partner.



Let's continue

[Just then,Bikash steps in, smiling. He carries **several** brown paper **parcels**. Bikash holds Ruma's hand and approaches his mother. Ruma smiles happily.]

Mother : Oh!Bikash! How wonderful! We were talking about you just now.

Bikash : Yes mother, it's me. I have some great news for you. I'm a postal service **employee** now. I sat for an examination.I passed and joined this service.

Ruma : That's really great! But how did all this happen?

Bikash : A lot of office work in Bengal is done in English. I was greatly **benefitted** by the English class I attended. I have understood that it is important to know English and Bengali equally well.

Mother : Is this a **permanent** job?

Bikash : Yes, absolutely! See,I have brought sarees and sweets for you and Ruma.

[He gives Ruma the parcels.]

Mother : I am so happy!

Word Trove

several	:	many
parcels	:	packages
employee	:	a person in paid service
benefitted	:	helped
permanent	:	fixed



Let's do

Activity 3

Write 'T' for true and 'F' for false statements in the given boxes:

(a) Bikash entered carrying one parcel. ☐

(b) Bikash has become a postal service employee. ☐

(c) Bikash was benefitted by the language learning course. ☐

(d) Mother took the parcels from her son. ☐

Activity 4

Match column A with column B to make meaningful sentences:

A	B
(i) Bikash holds Ruma's hand	(a) is done in English
(ii) The great news was that	(b) sarees and sweets for Ruma and mother
(iii) In Bengal a lot of office work	(c) and approaches their mother
(iv) Bikash brought	(d) Bikash was a postal service employee



Let's continue

[They sit down on the floor mat. They talk in low, excited voices. The light dims. One girl actor enters from the left of the stage. A board with Bengali written on it is **pinned** to her chest. She reaches the center of the stage. She stands with her face to one side. From the right of the stage another girl actor enters. On her chest she has a board with English written on it. The two languages come close to each other.]

English Language : Sister!

Bengali Language : Yes?

English Language : You look **worried**. Will you tell me why?

Bengali Language : I was the queen of Bengal's speech. This is my land, my people. But now everyone is **keen** to learn English.

English Language : You see, India is a big country. People speak different languages here. But many of them know English. I help them to understand each other.

Bengali Language : You are right.

English Language : I **link** the different regions together. So I am needed for my usefulness. But you live in the hearts of your people. Look at this family!

[She points to the family on the floor mat.]

Bengali language : Shall we stay like sisters then?

English Language : Yes! Come, let's hold hands!

[They hold hands, music plays, the light dims, the curtain falls]



Word Trove

pinned	:	attached with a pin
worried	:	disturbed about something
keen	:	eager
link	:	connect



Let's do

Activity 5

Fill in the following table:

Who/What	Action
(i)	(a) sit down on the floor mat
(ii)	(b) keen to learn English
(iii)	(c) lives in people's heart
(iv)	(d) points to the family on the floor mat

Activity 6

Answer the following questions:

(a) Who are the two sisters?

(b) Why was 'Bengali Language' worried?

(c) How is the 'English Language' useful?

(d) What did the two `sisters' do in the end?



Let's learn

Read the following sentences:

1. Bikash has been gone **for** six months
2. She makes the gesture **of** opening a door

In sentence 1, 'Bikash' and 'months' are both **Nouns**. The word '**for**' shows the relationship between the two Nouns.

In sentence 2, the word '**she**' is a pronoun and the word '**door**' is a noun. The word '**of**' shows the relationship between '**she**' and '**door**'.



Let's do

Activity 7(a)

In the following sentences underline the words which show the relationship between any two Nouns or between a Noun and a Pronoun:

(i) I was greatly benefitted by the English class.

(ii) But you live in the hearts of your people.



Let's learn

The words that you have underlined in Activity 7(a) are known as **Prepositions**. A **preposition** is a word placed before a Noun or a Pronoun to show the relation between the Noun or Pronoun with other words in a sentence.



Let's do

Activity 7(b)

Underline the Prepositions in the following sentences:

(a) I kept the book on the table.

(b) He is inside the room.

(c) She is kind to us.

(d) We participate in different events on the Sports Day.

Activity 8(a)

Arrange the letters properly to form meaningful words.You will find the words in the text:

(a) SIMS ☐

(b) ORCUES ☐

(c) ETRGESU ☐

(d) ANAEGUGL ☐

Activity8(b)

Make sentences with the words opposite in meaning to the following words:

day : _____

after : _____

open : _____

happy : _____



It's rhyme time

Languages

Languages have different names
But their purpose is the same,
They go beyond time and space
And make this universe one small place.



Let's talk

Imagine you are a postman of your neighbourhood. Tell the class about your interesting experiences.



Let's do

Activity 9(a)

Write five sentences on what you want to be when you grow up:

Use the following hints:

Hints : Your aim-reasons for choosing it-its significance in society

Activity9(b)

Write five sentences on the subject you like to study the most. Give reasons for your choice.



Suppose you have been given the task to arrange a play in your school. Discuss the following points with your friends:

- How will you prepare the stage
- List of characters in the play
- Names of your friends who will act in the play

Lesson 9

A Profile in Kindness



On your mark

Certain situations are mentioned below. Put them under Do's and Don'ts:

(a) Helping an old man to cross the road.

(b) Throwing water at a dog.

(c) Giving food to a poor man.

(d) Having tiffin without sharing it with your friend.

Do's	Dont's
(a)	(i)
(b)	(ii)

Read the actions you have listed in the `Do' column. How would you feel after carrying them out?



Let's read

The night was **calm** and **quiet**. A man was walking alone in the dark. Suddenly, he heard some children crying. The sound came from a **nearby** hut. The man was curious. He saw a **faint** light coming from the hut. He came close to the hut. He listened carefully.

Word Trove

calm	:	peaceful
quiet	:	soundless
nearby	:	close by
faint	:	dim



Let's do

Activity 1

Write `T' for true and `F' for false statements in the given boxes:

(a) It was a stormy night. ☐

(b) A man heard some children crying. ☐

(c) The sound of crying was heard from a hut close by. ☐

(d) The man moved far away from the hut. ☐

Activity 2

"He listened carefully"- What do you think the man was listening to? Discuss with your partner and tell the class.

Let's continue

The man heard a woman talking to the children. "Don't cry. The rice will be ready soon,"she said. The man looked inside the hut. He asked the woman, "Why are the children crying?" The woman replied, "They are hungry. I have nothing to feed them." The man saw that water was boiling in a pot. But there was not a single grain of rice in it. He was surprised. He asked the woman, "Why, then, are you boiling water?" "My children will believe I am cooking food for them. Then they will stop crying", replied the woman. She hoped they would fall asleep and forget their hunger. Tears filled the eyes of the man. He at once went back to his house. He returned with food for the hungry children. He then promised to look after them **throughout** his life.



This **incident** took place in Hooghly, over 200 years ago. This kind man was Haji Muhammad Mohsin. Many poor people were helped by him. In 1732, Mohsin was born in a **respectable** family. His father, Haji Faizulla, was a

rich **merchant**. In his childhood, Mohsin was taught by Maulavi Aga Siraji. He had a great **influence** on Mohsin. Mohsin had a large **property**. He used his riches for helping the poor. He looked after the sick and the needy. Mohsin was well-read, too. He had **knowledge** of Arabic, Persian and Sanskrit.

Word Trove

throughout	:	all through
incident	:	event
respectable	:	honourable
merchant	:	person who sells and buys goods
influence	:	the effect that somebody has on another person
property	:	material objects owned by someone
knowledge	:	information and understanding



Let's do

Activity 3

Complete the following sentences with words from the text:

(a) The man looked_____.

(b) The woman had_____ her children.

(c) The mother hoped that her children_____.

(d) _____had a great influence on Mohsin.

Activity 4

Complete the following table:

Who/What	Action
(a)	(i) was talking to the children
(b)	(ii) crying in hunger
(c)	(iii) returned with food
(d)	(iv) taught Mohsin in his childhood



Let's continue

One night, Mohsin was sleeping. A mild sound woke him up. He saw a **stranger** in his room. Mohsin caught him stealing. He asked him, "Why do you need to steal? Can you not lead an honest life?" The stranger replied, "I have no work. There is no food in my house. My children are crying. I steal to find food for them. Please forgive me." He broke down in tears. Mohsin felt sad for the man. He went to his house. He saw that the man had told him the truth. He gave him money to start a business.



He promised to give him more money later, if needed.

Mohsin **dedicated** his life in spreading education among the Muslims.The income of his property was spent in **charity**. The poor looked upon him as their **saviour**. Hooghly Mohsin College is named after him.

Mohsin passed away in 1812. This great son of Bengal is still remembered with **reverence**.

Word Trove

stranger	:	unknown person
dedicated	:	committed
charity	:	helping people in need
saviour	:	a person who saves somebody from a difficult situation
reverence	:	respect



Let's do

Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes:

(a) Mohsin felt sad for the man. ☐

(b) He saw a stranger in his room. ☐

(c) Mohsin was sleeping at night. ☐

(d) A mild sound woke him up. ☐

(e) Mohsin caught him stealing. ☐

Activity 6

Answer the following questions:

(a) Why did Mohsin feel sad for the man?

(b) What did Mohsin give the thief?

(c) What did Mohsin dedicate his life to?

(d) When did Mohsin die?

Activity 7(a)

Read the following passage carefully. Identify the Proper Nouns, Pronouns and Qualifying Adjectives and place them in the suitable boxes:

Last winter Brishti and Tupai went to Birbhum with their parents. Uncle Arup, a close friend of Tupai's father, lived there with his family. They travelled by Santiniketan Express. In the train, they enjoyed beautiful songs sung by a baul. It was an unforgettable journey.

Proper Noun	Pronoun	Qualifying adjectives

Activity 7(b)

Fill in the blanks with suitable prepositions:

(a) I placed the vase _____the table.

(b) I sat_____my desk to do the work.

(c) The cat ran _____ the road.

(d) The river flows_____the bridge.

Activity 8(a)

Fill in the blanks with words from the Help Box:

(a) He was a rich and noble----------

(b) I was----------to know the secret.

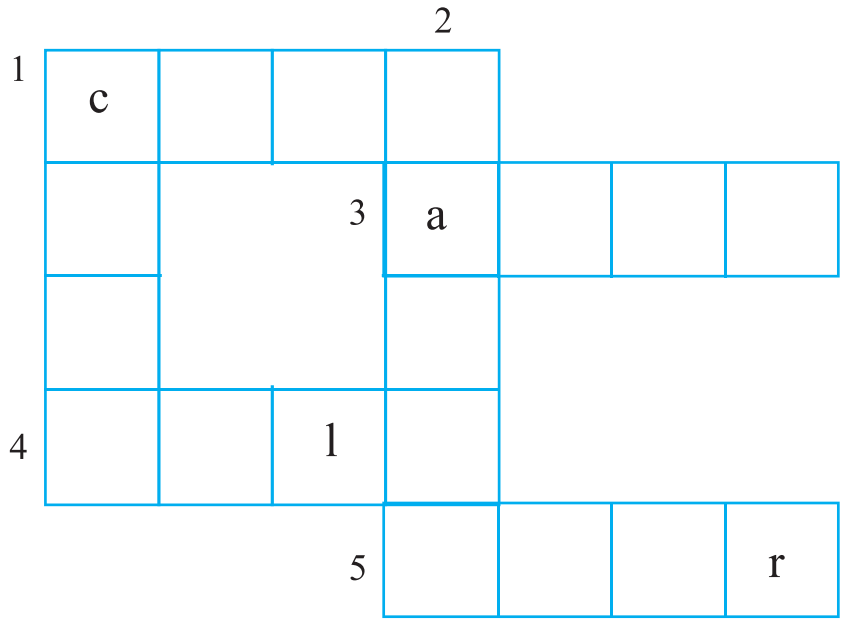
(c) Never----------a helpful friend.

(d) My friend has----------to meet me today.

Help Box : curious, forget, promised, merchant

Activity8 (b)

Solve the given crossword puzzle as instructed:



Across

(1) to show love and kindness

(3) region

(4) say

(5) 365 days

Down

(1) vehicle drawn by cows or horses

(2) opposite of late.



Let's talk

You have already read that Haji Muhammad Mohsin was kind to all. Now tell the class about acts of kindness that you would wish to carry out for those people who are less fortunate than you.



Let's do

Activity9(a)

Write five sentences on any memorable incident in your life. Use the following hints:

Hints : the incident–your feelings–why it is memorable to you

Activity9(b)

Suppose you have made a promise to your parents. Write five sentences about the promise you have made and how you have fulfilled it.

Use the following hints:

- the promise
- why it was made
- how you kept it



Let's work together

- Take a sheet of chart paper. Cut it into eight pieces. Staple it from one side. This is your scrap book.
- Paste pictures of four social reformers.
- Write a few lines on each of them.

Lesson 10





On your mark

1. **Given below are the names of a few festivals celebrated in India. Study the names and fill in the chart appropriately:**

   Poush Mela, Bihu, Onam, Basanta Utsab

FESTIVALS

Celebrated in West Bengal	Celebrated outside West Bengal
(a)	(i)
(b)	(ii)

2. **You have mention two festivals celebrated in West Bengal ? Where in West Bengal are they celebrated? Discuss with your friends.**



Let's read

It is an afternoon in February. A **mild** wind is blowing. The sunlight is soft.

Several houses stand on a large **plot**. The houses are fixed to their spot. But they can talk to one another like human beings. The wind carries their words.



Santiniketan says, "Today I'm reminded of old days."

"You are the oldest house among us." Punoscho says. "This place is named after you." Punoscho stands by a **copse** of sal trees.

Santiniketan smiles, "There was nothing here once, just empty land. There were two chatim trees and a few palm trees.'

Word Trove

mild	:	gentle
plot	:	a part of land
copse	:	number of trees



Let's do

Activity 1

Write 'T' for true and 'F' for false statements in the boxes provided:

(a) A storm was blowing. ☐

(b) Santiniketan is reminded of old days. ☐

(c) The house Punoscho stands by a copse of Banyan trees. ☐

(d) Earlier there was only empty land around Santiniketan. ☐

Activity 2

"But they can talk to one another like human beings". Discuss with your partner how two houses can speak with each other.



Let's continue

Deholi is a house which is now a children's school. Deholi says, "You were the first house built here. Did you feel **lonely**?"

"Not really.", Santiniketan says, "I came up in 1863. On such a day as this, Debendranath Tagore came here. He bought this land and had me built".

"I was built twenty eight years later."Prayer House says. Prayer House is made of coloured glass. "I remember those days. There were no electricity or motor cars then."

Amrakunjo says, "I would like to join this **conversation**. I'm not a house. I'm a mango **orchard**. But I've seen the old times too. Rabindranath sat among my trees and wrote poems."

Shyamoli, an **earthen** house, says, "Has anything changed since those days? There are beautifully **carved** figures on my walls. They are as **fresh** today as they were yesterday."

"I lost five towers in a **storm**." Prayer House tells everyone.

"Sometimes changes hurt." Santiniketan says, "I vividly remember Rabindranath reading out his writings. Those days are no more."

Word Trove

lonely	:	friendless
conversation	:	dialogue/talk
orchard	:	a number of fruit trees growing together
earthen	:	made of clay
carved	:	engraved
fresh	:	new
storm	:	violent wind



Let's do

Activity 3

Complete the following sentences with words from the text:

(a) Deholi is now _____ .

(b) Prayer house is made of _____ .

(c) Amrokunja is a _____ .

(d) Prayer house had lost _____ .

Activity 4

Fill in the following table:

Said by whom?	Statement
(a)	(i) I came up in 1863.
(b)	(ii) There were no electricity or motor cars then.
(c)	(iii) Rabindranath sat among my trees and wrote poems.
(d)	(iv) There are beautifully carved figures on my walls.



"Nothing has changed," Amrakunjo says, "there, see the students. They are sitting in open air. The earth is their classroom. The sky is their roof. It was the same when Rabindranath was among us."

"The bell rings at Singhasadan, the **gateway**." says Shyamoli. "It will ring for future generations."

"A **rehearsal** for a drama takes place tonight," says Punoscho, "they are using my **courtyard**."

"There is a song and poetry-reading evening with me.", says Amrakunjo.

"Santiniketan is a great center of education," says Deholi.

"Santiniketan is also the land of fun and **friendship**, "all the houses say together. "Santiniketan has always been, and will remain, the same. Let's sing ..."

"Red roads that run from the villages,

Lead my mind **astray**..."

Word Trove

gateway	:	entrance
rehearsal	:	practice before the final performance
courtyard	:	open space in front of the house
friendship	:	companionship
astray	:	to be led away





Let's do

Activity 5

Arrange the following sentences in their proper order. Put the number in the boxes given:

(a) There is a song and poetry-reading evening at Amrakunja. ☐

(b) Santiniketan will remain the same. ☐

(c) Santiniketan is a great centre of education. ☐

(d) A rehearsal for drama takes place at night. ☐

(e) The bell rings at Singhasadan. ☐

Activity 6

Answer the following questions:

(a) Why are the students sitting in the open air?

(b) What will ring for the future generations?

(c) How is the courtyard of Punascho used?

(d) What is Santiniketan also famous for?

Activity 7(a)

Fill in the blanks with suitable Adverbs given in the Help Box:

(a) Soldiers fight _____ for their country.

(b) I go to school _____.

(c) We should get up _____ in the morning.

(d) The sun shines _____.

Help Box : daily, early, brightly, bravely

Activity 7(b)

Read the following passage. Pick out the Regular and Irregular Verbs and fill in the given table accordingly:

Rakhi got up early in the morning and washed her face. She took her breakfast at 8 a.m. and went to school at 10 a.m. At school she studied hard. During her lunch break, she played with her friends. She came back home at 4 p.m.

Regular Verbs	Irregular Verbs
(a)	
(b)	
(c)	
(d)	

Activity 7(c)

Fill in the blanks with the Present Continuous Tense of the verbs given in the brackets:

(i) Ravi ..... (read) a book in his room.

(ii) I .....(learn) to speak English well.

(iv) The boys ..... (have) their lunch.

(v) The children ..... (listen) to a story.

Activity-8(a)

Fill in the blanks with words from the Help box:

(a) I clearly _____ my first day in school.

(b) _____ pots keep the water cool.

(c) There is an _____ land in front of my house.

(d) Children love to play with _____ balls.

Help Box : earthen, soft, empty, remember

Activity-8(b)

Make sentences of your own using the following words:

conversation : _____

electricity : _____

rehearsal : _____

sunlight : _____



It's rhyme time

Santiniketan

This is the place,
Where we play,
This is the place,
Where we learn,
In open air,
Under the sky,
Under the sun.

Many a house,
Numberless trees,
A ringing bell,
Shadowy green,
Here we run,
Here we play,
Here we learn.

This is the place,
Tagore loved,
This is the place,
We have fun,
Here we play,
Here we stay,
Here we learn.





Let's talk

Suppose you see an old house everyday on your way home from school. One day you decided to speak to the house. Now tell the class about the conversation you had.



Let's do

Activity-9(a)

Suppose you went to Santiniketan last weekend with your parents. You saw an open-air classroom there for the first time. Write five sentences about your experience. Use the following hints:

- students sitting under the trees
- closeness to nature
- difference with the classroom you are used to

Activity-9(b)

Who is your best friend? Describe her/him in a paragraph of five sentences. Use the following hints:

- name of your best friend
- where you met him/her first
- why she/he is your best friend

Let's work together

On a map of West Bengal point out the following places:

- Kolkata
- Santiniketan
- The Sunderbans

Discuss in groups and write a few sentences about these places.



Teachers' Guidelines

We must understand that for all practical purposes, the students of any given classroom hardly represent a homogeneous unit. The teachers should expect to meet, and interact with, a classful of students from a wide cross-section of society. Their ability and readiness of reception may vary. This variability of competence must be considered and accommodated in the teaching methodology. This may be effected in a number of ways : (1) peer observation is a process that may be encouraged, where the comparatively advanced learners may be observed and emulated by others; (2) to talk and interact in class, so that the ones who are shy or reticent due to compromised competence get easily noticed and are then gradually helped by the teacher to participate fully in classroom conversation; (3) an environment of equality has to be carefully created within the classroom, and this is the biggest responsibility of the teacher. For the underprivilileged child, the classroom must represent a window of liberation, a slice of society where class differences dissolve. This is especially relevant in the context of English teaching as the language still carries invisible links with privilege.

The vision of joyful learning that has received a significant focus in RTE Act, 2009 forms the foundation of the present textbook.The book aims to create an enjoyable atmosphere by providing an abundance of pictures and activities for the students, and it is expected that the teachers will exploit these resources to enrich the learning experience. The rubrics 'On your mark', 'Let's talk', and 'Let's work together' have been designed with the concept of co-operation and collaboration in mind, so that the spirit of belonging and camaraderie helps to enliven the classroom and remove any residual drudgery. All activities are to be transacted within the classroom in an open-ended manner, inviting multiple responses.These are to be done in line with RTE Act, 2009, clause 29(2)(g) that emphasizes upon 'making the child free of fear, trauma and anxiety and helping the child to express views freely.'

Specific guidelines for classroom transaction

Revision lesson (20 Periods) :

The main objectives of the revision lesson are:

- to reinforce the four major language skills of the students acquired in class III
- to facilitate the students to have easy access to the textbook based on the new syllabus.

The rubric **Let's do** indicates activities which the students have to do individually, in pairs or in groups. Activities 1-4 are to be done in pairs. The teacher should warm up the students before engaging them in activities. He/she will show a variety of pictures (TLM) of various animals and insects and elicit response from them by asking questions. Such oral - aural activities will help them in-

- English conversation practice

- motivating them to participate in the activities mentioned in the textbook and also those that fall beyond it.

Teacher-student and student-student interactions are necessary before taking up activities 3 and 4. The oral interactions should be done in groups.

Let's talk is a listening-speaking activity. The teacher may also devise some additional topics to develop their oral-aural skills. The teacher can show them pictures of wild animals and domestic animals and ask questions regarding their activities and habits. She/he can also involve them in discussion to say a few sentences about these animals.

Activities 5-8 are to be done in pairs. The students should do activity 9 individually and the CCE is to be done. Activity 10 is to be done in groups. The activities should be preceeded with oral-aural activity related to the identification and labelling of the body parts of a tiger. This activity is an integration of visual art and language learning in a joyful mode, as envisaged in NCF 2005. **Let's talk** is listening-speaking activity. The objective is to develop the English conversational skill of the students through wider exposure. Activity 11(a) is a group activity. Activity 11(b) and 12(a) are to be done in pairs. Activity 12(b) is to be done in groups. The students should discuss and take hints from the Help Box to write the sentences. The sentences should be coherent. Actvity 13 and 14 are to be done in pairs.

Let's talk is a group activity. The students should narrate a story with the help of the given sequence pictures.

It's Rhyme Time is meant to provide the learners with the experience of joyful reading, involving the entire class. The teacher should recite the poem as a model recitation with correct pronunciation, stress, accent and intonation. The objective of the task is to develop the skill in performing art among the students as envisaged in NCF 2005:

"The arts, visual and performing, need to become an important component of learning in the curriculum. Children must develop skills and abilities in these areas and not treat these as a mere entertaining fringe. "

Let's work together is a group activity. The practical application of knowldge through joyful activity has to be emphasized upon.

Lesson 1: Why is the sky so high? (15 Periods)

Learning Objectives : Developing the student's skill in using Proper Nouns, enriching their vocabulary and writing short paragraphs in a coherent manner, developing their aural-oral skills, developing reading skills for skimming and scanning information.

On your mark is a pre-reading task. The teacher should motivate the children before engaging them in reading the input. The pre-reading task is a listening-speaking activity which should be undertaken in groups. The teacher should involve the students in oral-aural activity.

Let's read stresses upon the reading skill. The teacher should demonstrate to the students how to read correctly. He/she will read the text with correct pronunciation, stress, accent and intonation. He/she should show them how to read a sentence in word-clusters with proper pronunciation and intonation so that the text becomes meaningful. The learners will follow the teacher by reading aloud. At this point CCE can be done. Silent reading will follow for assessing the reading comprehension skill of the learners. Activities 1-2 should be done in pairs while reading the text. Teacher-student interaction follows and CCE can be done.

Word Trove is a collection of a new words with their meanings. The objective is to facilitate the learners to comprehend the text.

Let's continue indicates the shift to the next part of the lesson.

The rubric **Let's do** indicates an activity that has to be done in pairs or individually. Activities 3-6 are while reading activities

The objective of **Let's learn** is to develop the language/grammatical skill of the learners through functional application. Activity 7(a) is to be done in pairs. It can be preceeded with an oral-aural activity. Activity 7(b), 8(a) and 8(b) are to be done in pairs. Activities 9(a) and 9(b) are group activities. They are writing tasks which should be preceeded by oral-aural activity.

Let's talk is a Listening-Speaking activity. The teacher can play the role of a quiz-master. Students sitting in groups will have to respond to the questions. **Let's talk** is an oral-aural activity. The teacher will monitor the activity and encourage peer-learning.

It's rhyme time should involve the whole class. The teacher should show the students how to recite a rhyme with proper gestures or actions, correct pronunciation, stress and intonation.

The objective of **Let's learn** is to develop the language/grammatical skill of the learners through functional application.

Let's work together is a group activity. The objective here is to go beyond the boundary of textbook learning. The practical application of knowledge through joyful activity has been envisaged here.

Lesson 2: A Girl in a Fair (15 Periods)

Learning objectives: Developing the skill to identify and use noun and pronoun, developing vocabulary skill, developing performing skill to recite rhyme using correct pronunciation and intonation and expressing views in oral and written forms.

On your mark is a pre-reading activity where the learners are supposed to identify and label the picture. The given picture generates discussion on the concept of a fair. It also has an oral-aural exercise motivating the learners to read the text. The rubric **Let's do** is used for doing while-reading

activities and also for developing language and writing skills. Activity 1-8 should be done in pairs. **Let's talk** is a Listening-Speaking activity which is to be done individually. **Let's work together** is also a group activity. The teacher should organize pupil-pupil [P/P] interaction before they are engaged in the writing activity.

Lesson 3: Taste of Bengal (20 Periods)

Learning objectives: Reinforcing the skill developed in the earlier two lessons, that is, the use of proper noun, pronoun and also developing the skill to form words from a given maze.

The teacher motivates the learners. The learners are involved in discussion. Interaction occurs between teacher-pupil [T/P] and also pupil-pupil [P/P]. All the learners are expected to engage in silent reading. Activity 1 is individual work and here CCE is to be done. Activities 2-4 are pair work. **Let's talk** is an activity on English conversation. Activity 6 and 7, 8(a), 8(b) are for pair work. The students will do group work for 9(a) and 9(b). **Let's work together** is a group activity where the students are suppose d to draw pictures of their favourite food and talk to their friends.

Lesson 4: The Hero (15 Periods)

Learning objectives : Developing the skill to identify regular and irregular verb, qualifying adjective and to convert present to past form.

On your mark gives an exposure to the students to different professions. Activities 1-4 are pair work. Activities 5,6 are group activities. Students are given an exposure to qualifying adjectives and past tense. The following 7(a), 7(b), 7(c) are exercises following these grammatical items. The students are then given exposure to regular and irregular verbs. Activities 8(a), 8(b) are vocabulary exercises which may be done in pairs or in groups. Activities 9(a) and 9(b) are group activities. **Let's work together** is a project which is to be done in groups.

Lesson 5: Meeting Barre Miya (15 Periods)

Learning objectives : Developing the skill to identify and use present continuous tense. The lesson begins with the rubric **On your mark** for the motivation of the students. Activities 1 and 2 facilitate the students to contextualize the text. Activities 3-6 are to be done in pairs. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. The learners' skill in making sentences not only helps them to learn how to write English correctly, but also to express themselves properly.

Activities 9(a), 9(b) are group activities. But they should be preceded with aural-oral activities. **Let's work together** is a group activity for the purpose of experiential learning which integrates visual art and craft with language learning as envisaged in the NCF 2005 page 55 which says "Crafts should be taught as projects and not as classroom exercises."

Lesson 6: Swadesh (15 Periods)

Learning objectives : Developing the skill to use adverbs

On your mark is a warm-up activity involving the learners in English conversation. Activities 1,2 help the learners to contextualize the text. Activities 3-6 are to be done in pairs. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. Activities 9(a), 9(b) are group activities which should be preceded with discussion. **Let's work together** is a project work involving the learners to work in harmony.

Lesson 7: A Dream Journey (20 Periods)

Learning objectives : Reinforcing the skill to use Present Continuous tense, Adverb and identifying the states of India with their capitals.

On your mark is a pre-reading activity. The teacher motivates the class and interacts with the students. The students identify the pictures and match them with their respective names. The students interact among themselves. The activity develops the student's skill of observation and interpretation regarding the various important sites and monuments of Kolkata. Activities 1-6 are pair activities. Activities 7(a), 7(b), 8(a) 8(b) are individual activities. **Let's Talk** intends to develop the conversational skill of the learners. **Let's work together** is a group activity. The lessons are intended to ensure "all-round development of the child; building up child's knowledge, potentiality and talent; learning through activities, discovery and exploration in a child-friendly and child-centred manner; and making the child free from fear, trauma and anxiety and helping the child to express views freely". (chapter 5, RTE Act 2009)

Lesson 8: Sisters (15 Periods)

Learning objectives : Developing the skill to identify prepositions and use them in correct sentences. The teacher motivates the class by showing the pictures and asking them to role-play. Activities 1-6 are to be done as pair work. Activities 7(a), 7(b), 8(a), 8(b) are to be done individually. Activities 9(a), 9(b) are group activities. In **Let's work together**, the students are supposed to enact a play.

Lesson 9: A Profile in Kindness (15 periods)

Learning objectives : Reinforcing the skill to use prepositions, identifying and classifying proper noun, pronoun and qualifying adjectives, ability to solve a crossword puzzle, developing speaking skill to narrate a personal experience and writing paragraphs on it.

The teacher motivates the students involving them in P-P interaction on the do's and don'ts of social ethics. **On your mark** prepares the students to learn about social values by going through a biographical writing. Activities 1-6 are to be done in pairs. Activities 7(a), 7(b), 8(a) and 8(b) are to be done individually. Activities 9(a) and 9(b) and **Let's work together** are group activities.

Lesson 10: Santiniketan (15 periods)

Learning objective : Reinforcing the skill to use adverb, identifying and differentiating between regular and irregular verb forms, using present continuous tense, developing the performing skill to recite a poem, developing conversational skill along with reading and writing skill.

On your mark is a warm-up activity where the students are motivated to learn about Santiniketan. The students develop the skill to identify the various festivals of India.

Let's do includes Activities 1-6 which are while-reading activities. They are to be done in pairs or individually and the CCE can be done. Activities 7(a), 7(b), 7(c), 8(a), 8(b), 9(a) and 9(b) are to be done individually. **Its rhyme time** is a group activity. **Let's talk** is an individual activity but **Let's work together** is a project which should be done in groups.

Continuous and Comprehensive Evaluation (CCE)

RTE Act, 2009, (Ch.5) suggests that all teachers have to ensure Continuous and Comprehensive Evaluation (CCE) of a "child's understanding of knowledge and his or her ability to apply the same" [R.T.E. Act, 2009]. It also makes mandatory that "no child shall be required to pass any board examination till the completion of elementary education." These activities indicate the child's holistic development which includes his/her knowledge, potentiality and talent. These should closely be monitored through continuous evaluations based on the childs' various activities. Various activities that test the multifarious skills of language are included in this textbook. It may ne noted that peer learning and group activity facilitates a CCE round and so remedial work lessons become unnecessary.

As a last word, it may be pointed out that there is no fixed and unique methodology for classroom transaction. The teacher will use the methodology that best caters to the holistic development of the learners.

MY PAGE -1

What do you feel about the book?

MY PAGE -2

What do you feel about the book?

MY PAGE -3

What do you feel about the book?