

51. (a) आयुष्यातील व्यक्ती
(b) आयुष्यातील व्यक्ती
(c) आयुष्यातील व्यक्ती
(d) आयुष्यातील व्यक्ती

52. (a) आयुष्यातील व्यक्ती
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(c) आयुष्यातील व्यक्ती
(d) आयुष्यातील व्यक्ती
MY ENGLISH BOOK FOUR

STANDARD FOUR

MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION AND CURRICULUM RESEARCH, PUNE.
Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;
LIBERTY of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity;
and to promote among them all
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.
NATIONAL ANTHEM

Jana- gana-mana-adhināyaka jaya हे
Bhārata- bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-tarang

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya हे
Bhārata-bhāgya-vidhātā,

Jaya हे, Jaya हे, Jaya हे,
Jaya jaya jaya, jaya हे.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.
The Right of Children to Free and Compulsory Education Act, 2009 and National Curriculum Framework 2005 are two important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this ‘My English Book Four’ based on ‘Primary Education Curriculum 2012’ in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

My English Book Four is meant for use in non-English medium schools. It is prepared in such a way that any primary teacher will be able to handle English as a subject in the fourth standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. A draft of this textbook was reviewed by the panel of English teachers and experts. Their comments and suggestions were considered carefully while finalising the textbook. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.

(C. R. Borkar)
Director
Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

| **Pune** | **Date:** 16 March 2014 | **25 Phalgun 1935** |

<table>
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<td>box / ेब</td>
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<td>wool / ेवू</td>
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<td>up / ेए</td>
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<td>ऋ</td>
<td>father / फा्</td>
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<td>cup / ेक</td>
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<td>tea / े</td>
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<td>thorn / ेठन</td>
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<td>dog / ेड</td>
<td>भ</td>
<td>this / ेभ</td>
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<tr>
<td>ढ</td>
<td>cat / डा्</td>
<td>झ</td>
<td>sheep / ेझू</td>
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<tr>
<td>ण</td>
<td>go / ेण</td>
<td>स</td>
<td>measure / एमीजू</td>
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<td>तं</td>
<td>check / तैं</td>
<td>छ</td>
<td>seat / ेछू</td>
</tr>
<tr>
<td>फ</td>
<td>June / फू</td>
<td>इ</td>
<td>zip / ेझू</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>व</td>
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- जो वर्ण ‘ए’ तात्विक अर्थ की संज्ञा वैभवस्था। ए ‘के’ तात्विक अर्थ की संज्ञा वैभवस्था। जैसे: के, ओ, बी।
- ‘के’ ‘डी’ तात्विक अर्थ की संज्ञा संक्लिप्तिशील। जैसे: ख, ग, ज।
- ‘के’ तात्विक अर्थ की संज्ञा संक्लिप्तिशील। जैसे: ख, ग, ज।


- നിവോൾ മേഖലയില്‍ ചുങ്ങുന്ന പുരാവശിഷ്ട സ്വദേശികളുടെ പുറത്ത് പുനരുത്ഥാനത്തിന്റെ മൂലഭലിയുടെ അടിസ്ഥാനകാര്യങ്ങള്‍ നിറഞ്ഞിരിക്കുന്നു. ഇതിനായി പുണ്യമണ്ഡലത്തിന്റെ രണ്ടുഭാഗങ്ങളില്‍ വിവിധ സാഹിത്യ പഠനങ്ങള്‍ ഉയരത്തില്‍ പ്രതിപാദിച്ചിരിക്കുന്നു. അതേപ്രകാരം പുണ്യമണ്ഡലത്തിന്റെ പാരമ്പര്യമായ പുറത്തെ പുനരുത്ഥാനത്തിന്റെ മൂലഭലികള്‍ നിറഞ്ഞിരിക്കുന്നു. 

- കീഴുടെ പക്ഷത്തിന്റെ പ്രായാര്‍ത്ഥങ്ങള്‍ക്ക് അനുസരിച്ച് പുണ്യമണ്ഡലത്തിന്റെ പുറത്ത് പുനരുത്ഥാനത്തിന്റെ മൂലഭലികള്‍ നിറഞ്ഞിരിക്കുന്നു. പ്രായാര്‍ത്ഥങ്ങള്‍ക്ക് അനുസരിച്ച് പുനരുത്ഥാനത്തിന്റെ മൂലഭലികള്‍ നിറഞ്ഞിരിക്കുന്നു. 

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<th>Suggested Pedagogical Processes</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</td>
<td>The learners:</td>
</tr>
<tr>
<td>• participate in role play, enactment, dialogue and dramatisation of stories read and heard</td>
<td>04.17.01 Listens attentively to announcement and notes the message.</td>
</tr>
<tr>
<td>• listen to simple instructions, announcements in English made in class/school and act</td>
<td>04.17.02 Guesses the meaning of words, phrases and sentences from the context.</td>
</tr>
<tr>
<td>accordingly</td>
<td>04.17.03 Enjoys and recites poems, songs and rhymes with proper actions, rhythm and</td>
</tr>
<tr>
<td>• participate in classroom discussions on questions based on the day-to-day life and</td>
<td>appropriate expressions.</td>
</tr>
<tr>
<td>texts he/she already read or heard</td>
<td>04.17.04 Participates and enacts in role play, short skits, playlets with interest.</td>
</tr>
<tr>
<td>• learn English through posters, charts, etc., in addition to books and children’s</td>
<td>04.17.05 Responds and follows simple instructions / announcements / requests in</td>
</tr>
<tr>
<td>literature</td>
<td>English and acts accordingly.</td>
</tr>
<tr>
<td>• read independently and silently in English, adventure stories, travelogues, folk/fairy tales</td>
<td>04.17.06 Listens and responds attentively to stories, narrations, descriptions etc.</td>
</tr>
<tr>
<td>etc.</td>
<td>in English and follows the meaning.</td>
</tr>
<tr>
<td>• understand different forms of writing (informal letters, lists, stories, diary entry etc.)</td>
<td>04.17.07 Reads English seen in the surroundings with understanding and at reasonable</td>
</tr>
<tr>
<td>• learn grammar in a functional, contextual and integrated manner and frame grammatically</td>
<td>speed.</td>
</tr>
<tr>
<td>correct sentences</td>
<td>04.17.08 Tells/Shares jokes and riddles in English for entertainment.</td>
</tr>
<tr>
<td>• notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing</td>
<td>04.17.09 Guesses the meaning of words, phrases, sentences from the context and</td>
</tr>
<tr>
<td>and in different language activities.</td>
<td>solves simple crossword puzzles, builds word chain etc.</td>
</tr>
<tr>
<td>• notice categories and word clines</td>
<td>04.17.10 Reads and finds the meaning of new words from a dictionary for reference.</td>
</tr>
<tr>
<td>• enrich vocabulary in English mainly through telling and re-telling stories/folk tales</td>
<td>Looks up the spelling of words from a dictionary.</td>
</tr>
<tr>
<td>• start using dictionary to find out spelling, reference and meaning</td>
<td>04.17.11 Listens to word/sentence and writes them down.</td>
</tr>
<tr>
<td>• practise reading aloud with pause and intonation, with an awareness of punctuation (full</td>
<td>04.17.12 Uses punctuation marks appropriately in reading aloud with intonation and</td>
</tr>
<tr>
<td>stop, comma, question mark); also use punctuation appropriately in writing</td>
<td>pauses such as question marks, comma and full stop.</td>
</tr>
<tr>
<td>• infer the meaning of unfamiliar words from the context</td>
<td>04.17.13 Writes informal letters or messages with a meaningful representation.</td>
</tr>
<tr>
<td>• take dictation of words/phrases/sentences/short paragraphs from known and unknown texts</td>
<td>04.17.14 Reads English seen in the surroundings with understanding and reasonable</td>
</tr>
<tr>
<td>• be sensitive to social and environmental issues such as gender equality, conservation of</td>
<td>speed on the classroom walls, notice boards, in posters and in advertisements.</td>
</tr>
<tr>
<td>natural resources, etc.</td>
<td>04.17.15 Uses noun, verb, adjective and preposition in speech and writing.</td>
</tr>
<tr>
<td>• look at cartoons/pictures/comic strips with or without words and interpret them.</td>
<td>04.17.16 Understands and use proper greetings and farewells.</td>
</tr>
<tr>
<td>• enrich vocabulary through crossword puzzles, word chain, etc.</td>
<td>04.17.17 Participates in a conversation and speaks briefly on a familiar topic.</td>
</tr>
<tr>
<td>• appreciates verbally and in writing the variety in food, dresses and festivals as read/heard</td>
<td>04.17.18 Reads and understands map and graphics.</td>
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<tr>
<td>in his/her day-to-day life and story book, seen in videos, films, etc.</td>
<td>04.17.19 Reads text written by different people.</td>
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<td></td>
<td>04.17.20 Compares various programmes with some preparation.</td>
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<td></td>
<td>04.17.21 Writes a continuous and meaningful passage.</td>
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<td>04.17.22 Writes a description of a given process.</td>
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<td>04.17.23 Describes things, pictures, events, etc. in English using simple and</td>
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<td>short sentences.</td>
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- Four Things about me  
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P : Project
Listen and repeat. Read aloud and sing.

We’ll all join in a circle,
We’ll all join in a circle,
We’ll all join in a circle,
And sing a song or two.

... join hands together
... clap hands together
... dance together
... turn round together
... sit down together
... be quiet together

We’ll all sit down together,
We’ll all sit down together,
We’ll all be quiet together,
Now our singing is through.
1. Listen carefully and act.

Teacher:

- Form groups of ten.
- Each group should stand in a circle.
- One child in the circle will say, ‘One’.
- The second child will say, ‘Two’.
- The third child will say, ‘Three’.
- Continue like this up to the tenth child, who will say, ‘Ten’.
- Now say the numbers faster and faster.

Now 2, 4, 6, 8 and 10 will step inside.
- They will form another circle inside.
- The two circles will stand facing each other.
- Children facing each other will shake hands.

Now the inner/outer circle will turn right and start moving.
- Walk on till you come to the next child and shake hands with him or her.
- Then walk on and shake hands with the next child.
- Stop when you come back to your first partner.
- Give each other a high-five.
Teacher: Now we will use these two circles to practise English dialogues, in five different pairs. Ready?

Dialogue 1
A: Hello.
B: Hello.
A: How are you?
B: I’m fine. Thank you. How are you?
A: Fine. Thanks.

Dialogue 2
A: What’s your name?
B: Ravi. Tell me your name, please.
A: Chandrashekhar. You can call me Chandu.

Dialogue 3
A: Where do you live?
B: I live in Ambajogai.
A: Where in Ambajogai?
B: Near Yogeshwari temple. Behind the Tehsil office / in Guruwar Peth / on Mandi Bazar Road ...

Dialogue 4
A: Bye, bye. Have a nice day.
B: Bye. See you. Have a nice day.

2. Listen, learn and speak.
1. Read aloud the names of the letters on the cards.

2. Say the names of the letters ‘a’ to ‘z’ in alphabetical order.

3. Form pairs. Say ‘a-z’ in pairs, in different ways.

   * a - b, c - d, e - f,
     g - h, i - j, k - l, ........

   * ab - cd, ef - gh, ij - kl,
     mn - op, ........

   * a - 1, b - 2, c - 3,
     d - 4, e - 5, ........

   * a - z, b - y,
     c - x, ..., m - n.
4. Use the letter cards to form words.

5. Form groups. Try to make the longest word you can. Present the word in the classroom, holding the cards in the correct order.

6. Write down your name. Then write a word beginning with each letter in your name.
1. Listen carefully and tick off the words in your chart.
* and * but * one * five * ten * will * liked
* took * cry * it * do * put * there * now

2. Find all the three-letter words and copy them in your notebook.

3. Read the word. From any poem, say a line that has the word.
Example: began : And they began to cry.
* and * her * one * some * will
Priya liked sweets. Her Granny had a jar full of sweets. She gave Priya one sweet at a time. But Priya wanted more. Many, many more.

She quickly put her hand in the jar of sweets. She took one, two, five, ten, many. But her hand was stuck in the jar. She could not take it out. She began to cry. “Oh, what shall I do?” “Let go of the sweets,” said her Granny.

Priya let go of some sweets. Still, her hand would not come out. She let go of some more sweets. Now there was only one in her hand. Her hand came out of the jar easily.

She began to smile, and looked at her Granny. Granny smiled too. Priya said, “Now I will take only one at a time!”
2. Listen and read aloud.
* Oh, what shall I do?
* What shall I take?
* What shall I say?

- Present each sentence to show all these emotions.

happy  angry  sad  afraid

Oh, what shall I do?

3. Read aloud and remember. Copy the sentences in your notebook.
* I will eat all vegetables.
* I will not waste water.
* I will help my friends.
* I will take care of my things.

4. Look at the pictures. Read the words and write ‘one’ or ‘many’.

......... cat
......... mouse
......... flower
......... leaf

......... cats
......... mice
......... flowers
......... leaves
1. Listen and read aloud.

I am Sakshi.
I am nine years old.
I am 130 centimetres tall.
I am in Standard Four.

I can draw a hut.
I can read a few English words.
I can sing a song.
I can swim.

Every day, I brush my teeth, take a bath, read for some time and play for some time.

I have a red pen, two blue pencils, an orange sharpener and a white eraser.

I like rice.
I like tigers.
I like channel.
I like running.

2. Now use the following frames to tell us about yourself.

I am ....

I like .......

I have....... 

I can........

Every day,
I ............ 
1. Listen, repeat. Read aloud and sing.

Raindrops

Oh, where do you come from,
You little drops of rain,
Pitter-patter, pitter-patter,
Down the windowpane?
Tell me, little raindrops,
Is that the way you play?
Pitter-patter, pitter-patter,
All the rainy day?

I sit here at the window;
I’ve nothing else to do;
Oh, I wish that I could play,
This rainy day, with you!
The little raindrops cannot speak,
But ‘pitter-patter-pat’
Means we can play on this side,
Why can’t you play on that?

2. Read aloud the following sound words.

* pitter-patter  * tring-tring  * zoom-zoom  * bow-wow
* ding-dong  * beep-beep-beep  * waa-waa-waa

What other words come to your mind on reading each word?
Write them down.
Example: pitter-patter – rain, raindrops, water, small, fall, cool, etc.
Listen carefully. Read the sentences in ‘B’ with me and play this game.

Teacher: Form pairs. Now, choose any picture from Table A. Write the English word for it on a small piece of paper and fold it. Let your friend guess the word with the help of the sentences in B. When he/she guesses correctly, show the word.

A

Guessing Game

B

It is white. It quacks.

It grows on a tree.

It shines in the sky. It is hot.

She gives us milk.

It rhymes with ‘pup’.

It is green. It flies.

They are small. They bite.

It has four legs and a top.

They fly in the sky.

It has a trunk and two big ears.

We cut vegetables with it.

It has three blades.
Ishan :  Come on, little friends!
        It’s time to go back home.
        Come here – and let me count.
        There should be nine children in all.
        (Counts) 1, 2, 3, 4, 5, 6, 7 and 8.

Where’s the ninth child? Let me see again.
Isha-Nisha, Babali-Papali, Ricky-Vicky, Gotu-Chhotu –
Then who is missing? Oh, I’m so worried!
(A lady passes by.)

Aunty, please help us.
Please count and tell us how many we are.

Aunty :  (Counts) 1, 2, 3, 4, 5, 6, 7, 8 and 9.
        Nine. You are nine in all.

Ishan :  Oh! Thank you, thank you so much.
        So, the naughty child has come back.
        Good. Let me count again.
        1, 2, 3, 4, 5, 6, 7 and 8!
        What! Eight again!
        Someone is missing again.
        (The other children start giggling. A man passes by.)

Uncle, please help us.
Please count and tell us how many we are.
Uncle : *(Counts)* 1, 2, 3, 4, 5, 6, 7, 8 and 9.
I see nine children in all.

Ishan : *(Sighs.)* That’s all right then.
Come on, Ishan-Nisha, Babali-Papali,
Gotu-Chhotu, Ricky-Vicky.
1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!
What! This is too much!
The ninth child is missing again!
What a naughty child!
*(The other children start giggling.)*
Oh, no! What shall I do?
I am the oldest. Everyone will scold me.
And I don’t even know who is missing.
*(Didi walks in.)*

Didi : Hello, everybody!
Coming back home? Let’s go together.

Ishan : Didi, Didi, there’s a problem. One of us is missing.
First we were nine. Now we are only eight.

Didi : Let me see. 1, 2, 3, 4, 5, 6, 7, 8 and 9!
But you are nine! No one is missing.

Ishan : So, that naughty child has come back again!
When I count, this naughty child runs away.
1, 2, 3, 4, 5, 6, 7 and 8! See!

Didi : Yes! I see.
And I also see one more child
who forgets to count himself!

Ishan : Oh, no! *(Laughs.)*
How silly of me! *(Everyone laughs.)*
**Teacher:**
Form pairs.  
Select one word from each basket at a time and make meaningful sentences.  
Then present at least ten sentences.  
For example, ‘Run around.’

---

**Teacher:**
Form groups of four.  
Choose one word from each tower and make meaningful sentences.  
Write the words on big sheets of paper and show your sentences to the class.

---

- pencil.  
- pencils.  
- orange.  
- oranges.  
- tiger.  
- tigers.  
- I  
- We  
- You  
- He  
- She  
- It  
- They

---

- found  
- saw  
- got  
- ate  
- took  
- gave

---

- a  
- an  
- some  
- a few  
- many

---

- a few words
- a few sentences
- verb phrase
- action word
- sentence
- phrase
- word

---

- pencil.  
- pencils.  
- orange.  
- oranges.  
- tiger.  
- tigers.  
- I  
- We  
- You  
- He  
- She  
- It  
- They

---

- found  
- saw  
- got  
- ate  
- took  
- gave

---

- a  
- an  
- some  
- a few  
- many

---

- a few words
- a few sentences
- verb phrase
- action word
- sentence
- phrase
- word

---

- pencil.  
- pencils.  
- orange.  
- oranges.  
- tiger.  
- tigers.  
- I  
- We  
- You  
- He  
- She  
- It  
- They

---

- found  
- saw  
- got  
- ate  
- took  
- gave

---

- a  
- an  
- some  
- a few  
- many

---

- a few words
- a few sentences
- verb phrase
- action word
- sentence
- phrase
- word
1. Listen, repeat. Read aloud and sing.

Row, row, row your boat
gently down the stream,
merrily, merrily, merrily, merrily.
Life is but a dream.

2. Tell other words that rhyme with the following words.

* row * boat * down * stream * life * but
1. Listen carefully and tick off the words.
* ate  * did  * eat  * full  * good  * let  * long
* nap  * run  * stop  * tree  * very  * white  * wins

2. Find these words and copy them down.
* Words that end with ‘y’. * A word that begins with ‘y’.
* Words that have ‘double’ letters. * Words that have the ‘ɔ’ sound.
* Words that have g an le ed sl.

3. Select one word at a time. Look at the word carefully. Then close your eyes and think of the word. Write down the word. Look at it again. Is it right? Look it up in the textbook. Learn five words at a time in this way.
Once a hare and a tortoise decided to have a race.

You are so slow.
I am so fast.

Let us run a race
up to the mango tree.

Ha, ha, ha!

The hare ran with long leaps—
hop, hop, hop.

The tortoise walked slowly—
plod, plod, plod.
The hare came to a carrot patch.
Yummy! What lovely red carrots!
The tortoise is far behind.
I'll eat a few carrots.

But he ate a lot of carrots.

Then the hare came to a radish patch.
Slurp! What juicy white radishes!
I'll eat only a few.

But he ate up quite a few.

Then the hare came to another vegetable patch.
Fresh leafy vegetables!
So good to eat.

So he ate up quite a few.
The hare was now too full. He ran hop-ity-hop, hop-ity-hop!

He was feeling very sleepy.

I'll take a little nap.

All this while, the tortoise didn’t stop. He walked on and on.

He slept under a tree.

He slept on and on ...

The tortoise reached the mango tree.

The hare woke up. He ran to the mango tree.

What did the hare see?

Ha, ha, ha! Slow but steady wins the race.
2. Read the following words aloud and copy them in your notebook.

<table>
<thead>
<tr>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>he</td>
</tr>
<tr>
<td>you</td>
</tr>
<tr>
<td>all</td>
</tr>
<tr>
<td>this</td>
</tr>
<tr>
<td>up</td>
</tr>
<tr>
<td>on</td>
</tr>
<tr>
<td>of</td>
</tr>
<tr>
<td>to</td>
</tr>
</tbody>
</table>

3. Read aloud the following phrases.

- * a few
- * quite a few
- * long leaps
- * on and on
- * all this while
- * slow but steady

- Find these phrases on pages 17 to 19.

Find words to complete the following chart and write them in the proper place.

<table>
<thead>
<tr>
<th>Categories</th>
<th>First Letter</th>
<th>Something we Eat or Drink</th>
<th>An Animal</th>
<th>A Thing</th>
<th>An Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b</td>
<td></td>
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<td>t</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>w</td>
<td>watermelon</td>
<td>wolf</td>
<td>watch</td>
<td>wipe</td>
</tr>
</tbody>
</table>

Categories

Make a categories chart and try to fill all the columns for all the letters from ‘a’ to ‘z’. List the categories and letters for which you do not find any words. Try to find the words with help of your friends and earlier textbooks.

Find words to complete the following chart and write them in the proper place.

Categories

Find words to complete the following chart and write them in the proper place.

Categories

Find words to complete the following chart and write them in the proper place.

Categories
Listen, repeat and read aloud.

To the Market

Child 1: I went to the market.
Do you know what I bought?
*Some red shiny apples!*
That’s what I got.

Child 2: I went to the market.
Do you know what I bought?
*Some red shiny apples!*
*A big loaf of bread!*
That’s what I got.

Child 3: I went to the market.
Do you know what I bought?
*Some red shiny apples!*
*A big loaf of bread!*
*A pack of colour pencils!*
That’s what I got.

Child 4: ............

*Look at the pictures and words. Use them to add more lines to the poem. You may also make up more lines on your own.*
Munnu’s mother told her to go to the market. “I need half a kilo each of 🍋 and 🍊, 3 lemons, a piece of 🍈 and some 🍇. Take this 🛒 and this 💰100-rupee note. Be careful and come back before 5.”

Munnu brought the 🍋, the 🍊, 4 lemons, and some 🍇. “I did not get any 🍡,” Munnu said. “Never mind!” said her mother.

Munnu’s Uncle gave her a packet of 🍪. Munnu 📃 the packet open. There were 🍪12 biscuits in the 🍪. Munnu gave 2 of them to her Uncle, 1 to her mother and 1 to her father. She ate herself. Then she gave her 🐱 and her 🐱 one biscuit each. Then how many biscuits were left? Answer: 🍪.
Munnu saw some strings of flowers in the market. She brought 10 strings and counted the flowers in each. There were 40 flowers in 7 strings, 44 flowers in 2 strings and 36 in the last string. ‘There are 400 flowers in all,’ she said. Is she right?

2. Make a list of as many things as you can using the table below.

| A | potatoes, tomatoes, three, ginger, chillies, bag, hundred, eye, potatoes, tomatoes, four, chillies, ginger. |
| B | biscuits, cut, twelve, packet, two, one, two biscuits, cat, dog, two biscuits. |
| C | flowers, ten, flowers, forty, seven, forty-four, two, thirty-six, four hundred. |

3. Make a shopping list that has 10 things in it.
Complaints and Compliments

1. A: Hello.
   Your handwriting is so neat and tidy.
   It really looks nice!
   B: Thanks.

2. A: Did you laugh at me?
   B: No, I didn’t.
   A: Yes, you did.
   B: Please believe me, I didn’t.

3. A: Hi! Would you like to look at my picture?
   B: Oh, yes! I’d love to.
   A: Here.
   B: Wow!
   This is beautiful.

4. A: You pushed me.
   B: So?
   A: Please don’t do it.
   It hurts.
   B: I’m sorry.

5. A: You sing so well.
   Please sing a song.
   B: Well, thanks.
   But not now.
   Some other time.
1. Listen carefully and read with me.

All : Work, work, work!
In the morning,
In the evening,
We are always at work.
During the day,
And even at night,
We are always at work.

Mouth : Hands, come forward
and tell us what you do.

Hands : We lift, we hold, we carry.
We give and we take.
We pull, we push, we put,
A hundred things we make.
We two are a clever pair.
There’s nothing that we can’t do.

Mouth : Feet, come forward
and tell us what you do.

Feet : We walk, we run, we tap, we dance,
We skip and jump and hop.
We step forward, we turn about,
And just in time, we stop.

Mouth : Eyes, Ears, Nose,
what about you?

All body parts stand together holding hands.
Eyes : We open, we close, we read, we blink, We see things far and near.

Ears : And be it loud, be it soft, Every sound we hear.

Nose : I breathe day and night. I can never rest. I have to smell every smell, Good or bad or best. And what about you, Mouth?


All : That’s right. The belly doesn’t do any work.

Belly : That’s not right. That’s wrong. I do a lot of work. But it goes on inside me. You can’t see it. But I do work.

Eyes : Why can’t we see it? It’s because you don’t do any work.

Hands : The only work you do is to grab all good food.

Feet : You don’t move a step. Why should we work to give you food?

All : We won’t work for you. You won’t get any food now.
Belly : Don’t do that.
I work for all of us.
We will all suffer
If you don’t give me food.

All : Don’t try to deceive.
Nothing you will receive.

Three hours later –

Belly : Please get some food.
I’m all ready to start my work.

Others : No means no!
We are all going to relax – just like you!

Belly : Please listen to me.
You must give me food.
I digest it for all of us.

Others : Sorry! Don’t try to deceive.
Nothing you will receive.

Two days later –

Belly : How are you, my friends?

Mouth : Oh, I feel so dry.

Hands and Feet : We feel so weak.

Eyes : We can’t see properly.

Ears and Nose : We feel so tired.

All : What’s the matter?
What’s wrong with all of us?
Enter Brain.

Brain : You silly fellows!
Now you have no energy.
What gives you energy?
Food.
Who works on food to give you energy?
Think!

All : Could it be ..... ? Is it ..... the Belly?

Brain : Yes, of course!
Belly digests food and sends energy
to all of you.
Do you understand it now?

All : Yes, yes! Now we know.
This Belly does a lot of work.
Though he does not show it off.
He does important work.

All hold hands and sing together.
Work, work, work!
In the morning,
In the evening,
We are always at work!
Listen, repeat. Read aloud and sing.

Roti in the pan,
Roti in the pan.
   Puff puff, toss toss,
Roti in the pan.

Veggie in the pan,
Veggie in the pan.
   Fry dry, fry dry,
Veggie in the pan.

Salad in the bowl,
Salad in the bowl.
   Crunch, crunch, munch, munch,
Salad in the bowl.

Milk in the cup,
Milk in the cup.
   Sip, sip, slurp, slurp,
Milk in the cup.
In a Biscuit Factory

Listen, repeat and read aloud.

A biscuit is so crisp and tasty.
We all love biscuits.
We get different types of biscuits in shops.
They come in colourful packets.
They are made in a factory.
But how are biscuits made in a factory?
Let’s find out.

Get a recipe.

Get the ingredients – things that go in a biscuit.

Decide how much of each to use – weigh each ingredient.

Mix the things and make a dough.

Knead the dough.

A biscuit is so crisp and tasty.
We all love biscuits.
We get different types of biscuits in shops.
They come in colourful packets.
They are made in a factory.
But how are biscuits made in a factory?
Let’s find out.
Roll out the dough.

Cut out the dough into biscuit shapes.

Pack the biscuits into packets.

See if the biscuits are done/baked properly.

Cool the ready biscuits.

Bake the dough shapes in an oven.

Store and sell the packets.

Cool the ready biscuits.

Bake the dough shapes in an oven.

Store and sell the packets.
Let’s talk.

Listen carefully and speak.

Let’s talk.

A : Guess what I have in my hand.
B : A tamarind seed.
A : How did you guess?
B : That’s a secret!

Now guess what I found.
A : Is it something to eat?
B : No.
A : Is it something to read?
B : No.
A : Is it something to write with?
B : No.
A : Is it something to play with?
B : Not really.
A : I give up. You tell me.
B : It’s a feather. I found it under the banyan tree.

Collecting English Words

Try to get at least one of the following items (with English matter on them). Paste each item in your notebook and below it, write what it is. If necessary, cut out each item in a flat, tidy shape before you paste it.

- match box or biscuit wrappers
- boxes and price tags
- tickets, passes, etc.
- stickers
- bank slips
- forms, applications
- user manuals/pamphlets, advertisements from newspapers, magazines, etc.

User manuals/pamphlets, advertisements from newspapers, magazines, etc.
The Day

Twelve good hours in every day,
Time for work and time for play,
Twenty-four for day and night,
Some for darkness, some for light.

The Months

Thirty days has September,
April, June and November;
All the rest have thirty-one
Except February Alone.
That has twenty-eight days clear
And twenty-nine in each leap year.

Old Man Moon

The moon is very very old
The reason why is clear —
He gets a birthday one a month
Instead of once a year.

* * *

Copy any poem of your choice in good handwriting
and draw suitable pictures for it.
1. Find the following words in the table. Think of other words you know that rhyme with the following words. Write down the rhyming words.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>about</td>
<td>creatures</td>
<td>goose</td>
<td>piece</td>
<td>them</td>
</tr>
<tr>
<td>all</td>
<td>cunning</td>
<td>head</td>
<td>place</td>
<td>they</td>
</tr>
<tr>
<td>be</td>
<td>don’t</td>
<td>heard</td>
<td>right</td>
<td>told</td>
</tr>
<tr>
<td>beware</td>
<td>duck</td>
<td>help</td>
<td>running</td>
<td>went</td>
</tr>
<tr>
<td>big</td>
<td>falling</td>
<td>hen</td>
<td>safe</td>
<td>when</td>
</tr>
<tr>
<td>called</td>
<td>fell</td>
<td>here</td>
<td>saying</td>
<td>why</td>
</tr>
<tr>
<td>caught</td>
<td>fellow</td>
<td>his</td>
<td>shout</td>
<td>with</td>
</tr>
<tr>
<td>cave</td>
<td>foolish</td>
<td>inside</td>
<td>sky</td>
<td>without</td>
</tr>
<tr>
<td>chicken</td>
<td>fox</td>
<td>met</td>
<td>started</td>
<td>word</td>
</tr>
<tr>
<td>cock</td>
<td>friends</td>
<td>my</td>
<td>their</td>
<td>worry</td>
</tr>
</tbody>
</table>

2. Find and copy the names of birds and animals.

3. Complete the following sentences using the words given above. Try to make as many meaningful sentences as you can.

* They met a ........... .  * Why are you ........... ?

4. Choose any one of the words given in the table. Show its meaning with an action and ask your friend to guess the word.

5. Find the words that have: o ck ng d se ea ou

6. Select one word at a time. Look at the word carefully. Close your eyes and think of the word. Then write it down. Look at it again. Look it up in the textbook. Learn five words at a time in this way.
Once there was a dear little chicken called Chicken Licken. She was hopping about under a big tree when a leaf fell right on her head!

“Oh, no! Oh, no! The sky is falling!” said Chicken Licken and she started to run.

By and by she met Henny Penny.

“Why are you running, Chicken Licken?”

“The sky is falling, and a piece of it fell right on my head!”

“Oooooo!” said Henny Penny and she, too, began to run with Chicken Licken.

By and by they met Cocky Locky.

“Why are you running, Chicken Licken and Henny Penny?”
“The sky is falling! A piece of it fell right on Chicken Licken’s head!”

“Oh dear, oh dear!” said Cocky Locky and he, too, began to run with them.

By and by they met Ducky Lucky.

“Why are you running, Chicken Licken, Henny Penny and Cocky Locky?”

“The sky is falling! A piece of it fell right on Chicken Licken’s head!”

“Dear me! Dear me!” said Ducky Lucky and she, too, began to run with them. By and by they met Goosey Poosey.

“Why are you running, Chicken Licken, Henny Penny, Cocky Locky and Ducky Lucky?”
“The sky is falling! A piece of it fell right on Chicken Licken’s head!”

When Goosey Poosey heard this, she began to run with them without saying a word.

By and by they met Foxy Loxy.

“Why are you running, Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey?”

“The sky is falling! A piece of it fell right on Chicken Licken’s head!”

Now, Foxy Loxy was a cunning fellow.

“Don’t worry,” he said. “I will take you all to a safe place.”

He took them all to his cave. “Go inside my cave and you will all be safe.” He told them.

So in went Chicken Licken, Henny Penny, Cocky Locky, Ducky Lucky and Goosey Poosey.

“Ha, ha, ha!” Foxy Loxy said, “You foolish creatures! I have caught you all.”

“Help! help!” Chicken Licken and her friends began to shout.

Doggie Dear heard their shouts.

He ran to the cave.

“Beware, Foxy Loxy,” he shouted, “Here I come!”

And then? Then Foxy Loxy began to run without saying a word.

He ran far away.

***
Listen, repeat, read, enact and use.

Responses

1. How sweet!
2. We won the match.
   Great!
   We lost the match.
   How sad!
3. Excuse me.
   Yes?
   Our teacher has called you.
   Yes?
   Our teacher has called you.
   Oh, no!

Oh, no!

Great!

How sad!

What a surprise!
Bunty makes ‘Pohe’!

- Takes a bowl of ‘pohe’.
- Heats some oil in a pan.
- Washes them well.
- Covers the pan with a lid.
- Sifts them.
- Peels an onion.
- Puts mustard seeds, ‘hing’ and turmeric powder in the oil.
- Cuts the onion and the chilli into small pieces.
- Adds the onion and chilli pieces, a few peanuts and curry leaves to the oil and stirs well.
- After 1-2 minutes, takes off the lid.
- A tasty bowl of ‘Pohe’ is ready! Serves ‘Pohe’ with a slice of lemon.
- After 1-2 minutes, adds the wet ‘pohe’, a little salt and sugar and stirs well.
1. Listen, read and do it yourself.

Something Special

What does every classroom have?
A board, a table, a chair, one or two cupboards, desks and benches or mats, charts, posters, calendars and so on.
We have something special in our classroom.

It is a postbox, just for us.
We write messages, cards and letters to our friends in the class. Then we put them in the postbox.
Every day, our teacher opens the postbox.

She looks at the names on the letters and cards and hands them out.
We are planning a surprise for our Teacher. She will get it on the fifth of September, Teachers’ Day!

2. Make a list of things in your classroom.
3. List ten things you see at home.
Read the following and write your own messages.

**The Surprise**

It was 5 September.

Teachers’ Day!

When the Teacher opened the postbox, there was a surprise for her!

All the letters were for the Teacher.

Thank you, Dear Teacher.
Thank you so much.

* All your students of *
* Standard Four *
* Division 'B' *

Postbox

Make a postbox for your classroom and use it to send Birthday and other messages to your classmates.
How do birds fly?
‘Simple!’ You will say, ‘Birds fly using their wings.’
True. But having wings is not enough.
There are many other things that help birds to fly.

Birds have a very light body.

Their bones are very strong but hollow.

Their feathers have special shapes. The feathers are arranged in a special way in the wings.

The wings have powerful muscles.
Birds can move their wings easily in different ways. They flap, they flutter. They soar high into the air.

They glide in the sky. They can turn this way or that way as they fly.

They can see things from far away.

They can land easily and safely.

Birds can ride the wind or air currents and travel long distances.

Can you think of other things that fly? Find out how they fly.
“Little brown sparrows,
Flying around,
Up in the tree-tops,
Down on the ground.

“Come to my window,
Dear sparrows, come!
See! I will give you
Many a crumb.

“Here is some water,
Sparkling and clear,
Come, little sparrows,
Drink without fear.

“If you are tired,
Here is a nest;
Wouldn’t you like to
Come here to rest?”

• Say how you will invite these in 1-2 lines:
  * a little pup
  * a kitten
  * a squirrel
Listen carefully, enact and use.

Teacher:

Form two circles, one inside the other.
Stand facing one another.
Children in the inner circle run a library.
They are standing at the library counter.
Children in the outer circle will visit each person at the counter.
They will enquire about books in the library.
They may return or borrow books.
Practise the following dialogues in the circles.

At the Counter

1. C: Hello. Can I borrow some books, please?
L: Which ones do you want?
C: Story-books.
L: Look at these books. You may borrow two of them.
C: Thank you.
L: Welcome.

2. C: I want to return these books and take new ones.
L: Ok. Which books do you want?
C: I can’t think of any. Please suggest a book.
L: Try ........ . I enjoyed it very much.
C: Ok, I’ll try. Thanks.
L: You are welcome.

3. C: Can you lend me the DVD of (a film)?
L: Sorry. It’s issued out. Someone else has taken it.
C: Never mind. I’ll take it some other time.

C: Child  L: Librarian
Namita gets up at 7 in the morning, and brushes her teeth.

Between 7 and 8, she does household work and goes through the newspaper.

Between 8 and 8:30, she takes a shower.

She eats her breakfast between 8:30 and 9.

Between 9 and 10, she attends a driving class. She is learning to drive a car.

Between 10 and 10:30, she packs her lunch and gets ready to go.

Between 10:30 and 11, she travels to her office.

From 11 to 5, she is at work.

She comes home at 5:30 in the evening and takes tea.
Then, she goes jogging in a park from 6 to 7 in the evening.

She watches TV up to 9 o’clock.

Till 9 o’clock, she also does household work, and sometimes listens to music.

She takes dinner at 9.
Then she reads books and goes to sleep at 11.

**Listen to the time and mime what Namita does at that time.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 am</td>
<td>Wakes up, goes for a jog from 6 to 7 in the evening</td>
</tr>
<tr>
<td>8:15 am</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>8:45 am</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>9:30 am</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>10:00 pm</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>3 o’clock</td>
<td>Diy, household work, listens to music</td>
</tr>
<tr>
<td>5:30 pm</td>
<td>Dinners, watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>6:30 pm</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
<tr>
<td>12 o’clock</td>
<td>Watches TV up to 9 o’clock</td>
</tr>
</tbody>
</table>

am: before noon or midday, pm: after noon or midday
Listen, read aloud, copy and remember.

Early to bed, and early to rise,
Is the way to be healthy, wealthy and wise.

One thing at a time
And that done well,
Is a very good rule
As many can tell.

Hearts, like doors,
Will open with ease
To very, very small keys.
And don’t forget that
Two of these
Are “Thank you, Sir” and
“If you please”!

Good Habits

One, two,
whatever you do,
Start it well,
and carry it through.
Teacher: Look at the tables given above.
Let us use one table at a time.
You have to make words using the letters in each table.
You can begin with any letter and move in any direction.
You cannot jump over a letter or use a letter twice.

Student: Excuse me, Teacher.
Will you please explain it once again?

Teacher: Yes. Let me give you an example.

Example: • s→t→a→n→d
stand
• c→a→p
cap
1. Listen carefully and tick off the words in your table.
   * always * churn * dreaming * gently * market
   * nice * price * should * soft * surprise * toss

2. Find words that end with : **ing** **d**

3. You can use some of the words to give an order. Find at least three of them. Example: ‘Buy!’

4. Find the smaller words in these words :
   * does * creamy * carrying * golden

5. Use the letters in these words to make other words :
   * dreaming * market * surprise
   Example : * bought - but, hut, hot, tub, etc.
Maya the milkmaid was carrying a pot of milk on her head. The milk was fresh and creamy. Maya began to dream.

‘There’s so much milk in the pot. It’s rich and creamy. I’ll make nice, thick dahi with this milk. Then I’ll churn it and make butter. I’ll take the butter to the market. Many people will come to buy the soft and tasty butter. I will sell it at a good price.

I will get a lot of money. What shall I do with the money?

I know what I will do. I will buy big golden earrings. They will be much better than Meera’s earrings. She is always showing them off. But now, Meera, just you wait! I will wear them and walk past her like this.’
Maya began to walk with her head held high. She moved her head slowly from side to side. The milk in her pot rolled gently.

Maya went on dreaming –

‘When Meera sees my rings, she will get a surprise.

She will say, “Oh, what lovely rings! Wait, Maya, wait! I want to see your rings!”

But will I wait? Oh, no! Why should I? Does she ever wait for me? No.

I will just toss my head like this –’

Maya tossed her head (with a jerk).

And what’s this?

Away flew the pot of milk. Out spilled the milk!

No milk - no dahi - no butter - no earrings!

Maya lost her earrings even before she bought them.

2. Guess the meaning of the following words. 

* milkmaid
* churn
* jerk
* spilled

3. Write the steps in Maya’s dream from ‘milk to earrings’.

4. Choose any 3-4 lines from the story and enact them.
1. Choose one word/phrase from each house and make meaningful sentences.

- The lion
- The mouse
- A cat
- A dog
- Amit
- Neena
- A few men
- Some children

- slept
- ran
- jumped
- climbed
- walked
- fell
- under the tree.
- to the wall.
- from the tree.
- a wall.
- on the wall.
- on the mat.

- Try to make bigger sentences by choosing two items from the first two houses. You may add the word ‘and’ where necessary.

2. Choose one word/phrase from each house and make meaningful sentences.

- I will
- We will
- You will
- He will
- She will
- It will
- They will

- sing
- study
- leave
- play
- wash
- paint
- speak
- write
- make it

- tomorrow.
- today.
- tonight.
- on the day after tomorrow.
- two days after tomorrow.
- at once.
- soon.
- later.

- Now try to add the following words to your sentences to make bigger (and meaningful) sentences.

* this place  * a game  * a few lines  * this lesson
* a song  * the drum  * a picture  * my clothes  * a story
Human beings can speak. They can talk to one another. They can pass on messages. They know how to write. So, they can write letters.

Long, long ago, messengers walked or ran all the way to take a message. Sometimes, they rode horses.

Sometimes, they used trained pigeons to carry messages.

Some people used drums to send messages to far-away places.

Some people used smoke signals.
Later, people began to send letters through the ‘Post Office’. They used postcards or inland letters, envelopes, etc.

They had to put postal ‘stamps’ on the envelopes or parcels before sending them off.

Later on, people started using electrical signals. Telegraph machines were used to send or receive these messages. These messages were called telegrams.

Then came the telephone. People made telephone calls from one place to another.

And now? Now we also have mobile or cellular or cellphones. We can speak on the cellphone or we can send an SMS – a written message.

We can send e-mails using the internet. On the computer, we can use many sites to talk to friends and other people. It is now so easy to send a message!
There was a match between ‘A’ and ‘B’ divisions of the fourth standard.
Gaurav was the captain of ‘A’ division’s team.
On the day of the match, this is what he got from the postbox:

Gaurav and his team won the match. Their friends were very happy.
They made a big card for Gaurav and his team. It was too big for the postbox.
They could not put it in the postbox. So, their teacher pasted it on the wall of the classroom.

Congratulations!
You won the match.
We are proud of you!
Read, practise and speak.

Tring, Tring.

B : Hello. ___ speaking.
A : Hello. This is ___.

Will you come with me to see a play?
B : Which one?
A : ___

B : Could you repeat that, please?
A : ___

B : Sorry. I can’t hear you properly.
   Please tell again.
A : Shall I send you an SMS?
B : Please speak a little louder.

A : Wait. I’ll text the name to you.
B : But this is a landline number.

A : All right. I’ll send you a mail.
   What’s your e-mail address?
B : ___

A : Ok. Please check your mail after some time.
B : Ok. Thanks.

---

English words we use.

Make a list of English words you use in Marathi when you talk about the following:
* a computer
* a telephone
* a mobile phone or cellphone
* a video game
* cinema
* the post office
* TV
Clouds

Listen, repeat. Read aloud and sing.

White sheep, white sheep,
On a blue hill.
When the wind stops,
You all stand still.

When the winds blow,
You walk away slow.
White sheep, white sheep,
Where do you go?
Chorus: Oh, what a beautiful day!
   The sun is shining.
   A breeze is blowing.
   Birds are chirping.
   Flowers are blooming.
   Oh, what a happy day!

Sheru enters with his sheep.

Chorus 1: Who’s that?
   It’s Sheru with his sheep.
   Sheru doesn’t look happy.
   What’s wrong, Sheru?

Sheru: I don’t like my job.
   Every day, it’s the same.
   Take the sheep, go to the hill,
   and sit there all day.
   I get so bored.
Chorus 2: Why don’t you sing songs?
Sheru: I don’t like songs.
Chorus 3: Why don’t you play the flute?
Sheru: I don’t like music.
Chorus 4: Why don’t you read a book?
Sheru: I don’t like to read.
    I want to have fun.
    Today, I’m going to have fun.
    Just see what I do.

*Starts shouting.*

Help! Help! Wolf! Wolf!
The wolf is taking my sheep away.
Please help! Please help!

*Men rush in with sticks.*

First Man: Don’t worry, Sheru.
Second Man: We’ll drive the wolf away.
Third Man: Where’s the wolf?
Sheru: Ha! Ha! Ha! There’s no wolf.
    I was shouting just for fun.

Men: You silly boy! This is no fun.
    Don’t do it again.

*Go away.*

Chorus: Sheru, Sheru, don’t be silly.
    Don’t cry ‘Wolf!’ for fun.
Sheru: How I tricked the men!
    Ha! Ha! Ha!
How I fooled them!
Ha! Ha! Ha!
I want to do it again.
Oh! Aah! Wolf! Wolf! Help! Help!
The wolf is taking my sheep away.
Please come! Please help! Wolf! Wolf!

*Men rush in with sticks.*

**Men:** What happened? Where's the wolf?

**Sheru:** Ha! Ha! Fooled you again.
There's no wolf.
But it's so much fun! Ha! Ha!

**Men:** You stupid boy!
We won't listen to you again.
We won't come again, even if you cry.

*Go away.*

**Chorus:** The men are angry.
They won't listen to Sheru again.
Even if Sheru cries,
They won't come again.

**Chorus 1:** But what's this?

**Chorus 2:** It's a wolf.

**Chorus 3:** A real wolf.

**Chorus 4:** A real big bad wolf.
Now what will Sheru do?

**Sheru:** Oh, no! Wolf! Go away, Wolf!
Don't come near! Don't touch my sheep!
Help! Help! Wolf! Wolf!
The wolf is taking my sheep away.
Help! Help! Help!

**Chorus:** No one listens to Sheru now.
No one comes to help.

*Wolf takes a sheep away.*
Sheru : My sheep! My sheep!
    Oh, no! I’m sorry!
    I’m so very sorry!
    I’ll never cry ‘Wolf!’ for fun again!

Chorus : Sheru has learnt his lesson.
        He’ll never cry ‘Wolf!’ for fun again.

* * *

2. Guess the meaning of the following words.

* blooming * tricked * fooled * learnt his lesson

3. Answer the following questions orally.

* What does Sheru do every day? (Take the sheep, ........)
* Why does Sheru not sing songs? (Because he doesn’t like .....)
* Why does Sheru not play the flute?
* Why does Sheru not read a book?
* What did Sheru want?
* What did Sheru say at the end?

4. Enact the play.
Please keep quiet. Listen to me.
Silence, silence, please. No talking. Sshh!
Listen! No noise, please. Keep quiet, everyone.
And I mean everyone. Silence in the classroom.
Vineeta! Stop talking. Stop talking at once.
Who’s that talking in the corner? Who’s talking at the back?
Now look at me and listen very very carefully.
1. Listen, repeat. Read aloud and sing.

Fuzzy wuzzy caterpillar
in the garden creeps,
Makes himself a chrysalis
and soon falls fast asleep.

Fuzzy wuzzy caterpillar
wakes up by and by
To find he has wings of beauty
changed to a butterfly.

2. Change the letters in the following words and make a new word.
   Examples: by → my, in → it, is.
   * up * to * he * of * the * has * find

3. Find the smaller words in these bigger words.
   * caterpillar * spins * himself * asleep * butterfly
1. Read and change the sentences.

Teacher: Change one word at a time and make a different but meaningful sentence.

Maya sells butter.

Maya sells milk.

Maya buys milk.

Meera buys milk.

I saw two birds.

I saw two bags.

I saw my bags.

I saw my bag.

I found my bag.

She found my bag.

2. Find other short sentences in the book and try to change them.

* Priya liked sweets.
* The sky is falling.
* He reached the mango tree.
* Don’t touch my sheep.
* We have a postbox in our classroom.
<table>
<thead>
<tr>
<th>again</th>
<th>cross</th>
<th>him</th>
<th>please</th>
<th>throne</th>
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<tbody>
<tr>
<td>angry</td>
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<td>home</td>
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<td>thunder</td>
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<td>beautiful</td>
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<td>water</td>
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<td>every</td>
<td>magic</td>
<td>speak</td>
<td>waves</td>
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<td>must</td>
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<td>wife</td>
</tr>
<tr>
<td>castle</td>
<td>happened</td>
<td>ordered</td>
<td>surprised</td>
<td>wish</td>
</tr>
<tr>
<td>catch</td>
<td>happy</td>
<td>passed</td>
<td>thing</td>
<td>wore</td>
</tr>
</tbody>
</table>

1. Listen carefully to each word and tick the words that you know.
2. Find the words that show things actions.
3. Read the following sentences. Add a suitable word from the table to the sentence and say it again. Write down the sentence.
   **For Example:** It’s a fish house.
   It’s a beautiful house.
   * I caught a fish.
   * I saw an man.
   * Once there was a woman.
4. Read the pairs of words given below. Make up a sentence using both the words.
   * fish, beautiful
   * animals, water
   * like, diamonds
   * queen, happy
   * fish, net

1. The fish was beautiful. I saw a beautiful fish. The fish was beautiful. I bought a beautiful fish. The fish was beautiful. I bought a beautiful fish.
Malhar was a fisherman. He lived with his wife in a little hut near the sea. He went down to the sea every day to catch fish.

One day, a strange thing happened. He caught a big golden fish in his net. When Malhar took the fish out of water, the fish began to speak.

“O fisherman, please let me go.” Malhar was very surprised. He was a kind man. He let the fish go.

Malhar went home empty-handed. He told his wife about the fish. His wife was not very kind.

“Foolish man ! Why did you let the fish go? Go back to the sea and call the fish. It must be a magic fish. Ask the fish to grant you a wish.”

So Malhar went back to the sea and called the fish.

“O fish, please grant me a wish.” The fish popped up its head out of the blue sea and said,

“What is your wish?”
“I want a big house with a garden for my wife.”

“Go back home. Your wish is granted.”

Malhar went back home. In place of his little hut, he saw a big house with a garden. “What a beautiful house!” he said.

Some days passed. Malhar’s wife said to him, “This house is not enough. I want to live in a castle. I want to be a queen.”

So Malhar went back to the sea and called the fish.

“O fish, please grant me a wish.”

There were big waves in the sea. The fish came and asked,

“What is your wish?”

“My wife wants to be a queen.”

“Go back home. Your wish is granted.”

Malhar went back home. In place of the big house, he saw a castle. The castle had many buildings and towers. There were many gardens around the castle.

“What a beautiful castle!” said Malhar.
In the castle, his wife sat on a throne of gold and diamonds. She wore a crown.

“Are you happy, now ?” asked Malhar.

“We shall see,” said his wife.

Some days passed. Malhar’s wife called him, “This is not enough for me. Now I want to be a goddess.”

“What are you asking for, wife ? It is not right.” said Malhar. But his wife became angry.

“Go to the fish at once!” she ordered.

Malhar went back to the sea and called the fish, “O fish, please grant me one more wish.”

When the fish came, there was a storm in the sea. The fish looked very very cross.

“What is it, now ?”

“My wife wants to be a goddess,” said Malhar in a small voice.

“Go back home!” the fish said. His voice was like thunder, “And don’t come again.”

Malhar went back home. In place of the big castle, he saw his little hut. His wife had to live in the little hut once again.
2. Read the following words and write at least one sentence about each.

For example: Hut: The hut was near the sea.

* Malhar
* Malhar’s wife
* The golden fish
* house
* castle

3. Discuss the following in Marathi.

* Why was there a storm in the sea when the fish came for the last time?
* Suppose you met the fish. What will you ask for?

Circles

Listen, speak and use.

Teacher: Let us use the circles to practise some questions and answers.

Chit-chat

* What’s your favourite dish?
* Who is your favourite player?
* Which song do you like to sing?
* How do you come to school?
* When do you reach home after school?
* Where do you play?
* What are you good at?

Take down the answers to any one question and present them in the classroom.
Sonali, Neeta, Himani and Manish are all friends. Sometimes they have fights and quarrels. But they get over their quarrels. That is because they know a magic word. You can read it in Sonali’s letter to Neeta. Can you find it?

Friends again!
Did you find the magic word?
At the Bottom of the Ocean

What is there under the sea?

The sea is very deep. There are many plants and animals in the sea. Some of them are very small. We cannot see them with our eyes.

There are fishes, turtles and many strange and beautiful animals in the sea. The largest of all animals is the blue whale. It lives in the sea.

There are many different types of plants in the sea. In some places, there are so many that it is like an underwater forest.
The bottom of the ocean is known as ‘ocean floor’. The ocean floor is not flat. Just as we see mountains and valleys and plains on land, there are mountains and plains and also deep trenches in the ocean floor.

When the top of such a mountain rises out of ocean water, it forms an island. You can see these things in the picture below.

- Draw a picture of the sky and write the names of the things you show in the picture.
1. Listen carefully, read with me and learn.

Children of class IV B went to a big garden for a picnic. At the gate, they saw a big board. The names of the different parts of the garden were written on the board, one below the other. “What a long list!” the children said.

“Where shall we go first?” someone asked.

“To the lake! Boating!” many children said.

“But how do we go there?”

“See, there’s a map of the garden here, we will see the map and find our way to the lake.”

The teachers took the children to the lake for boat rides. Then they sat under a tree to eat some snacks.

There was another big board near the tree. There was a chart on the board with pictures of trees in it.

“What does it mean, Teacher?” the children asked.
“It’s a **pictogram** or **pictograph,**” said the Teacher. “It gives you information with the help of pictures. This chart tells us how many trees of each type there are in this garden. Now look at the chart carefully and tell me what trees there are in this garden.”

“Mango, neem, jamun, banyan, peepal, gulmohar, bakul, jarul (tamhan) and rain trees.”

“Very good. Now tell me how many trees of each type there are.”

The children answered this question correctly. Can you answer the question with the help of this pictogram?

---

2. **Now, as a class activity, prepare the following to give some information related to your school.**

* Any list. (Put your list in alphabetical order.)
* Any map.
* Any pictogram.

**You may discuss the topics for the pictogram in Marathi. But the title and the labels in the pictogram must be in English.** (Furniture, rooms, trees, people, etc.)
Listen carefully, read and sing with me.

Never darkness do I see,
Not even a shadowy place,
But you can see me all day,
Though I might burn your face.

To cross the water, I’m the way,
For water I’m above;
I touch it not, and truth to say,
I neither swim nor move.

My feet stay warm,
But my head is cold.
No one can move me,
I’m just too old.

Examples:
My name begins with ‘c’,
ends with ‘r’.
Many times there is a mouse
with me. Who am I?

It has four legs.
We see it in the classroom.
We put things on it.
What is it?

Prepare at least 3 riddles that end with ‘Who am I?’
and three more that end with ‘What is it?’

Examples:
(1) To cross the water, I’m the way,
For water I’m above;
I touch it not, and truth to say,
I neither swim nor move.

(2) Never darkness do I see,
Not even a shadowy place,
But you can see me all day,
Though I might burn your face.

(3) My feet stay warm,
But my head is cold.
No one can move me,
I’m just too old.

(4) It has four legs.
We see it in the classroom.
We put things on it.
What is it?

(5) My name begins with ‘c’,
ends with ‘r’.
Many times there is a mouse
with me. Who am I?

(6) It has four legs.
We see it in the classroom.
We put things on it.
What is it?
Listen, sing and enact.

Like a leaf or a feather
In the windy, windy weather,
We will all twirl around
And all sink down – together.

Like a bud or a flower
Getting soaked in a shower,
We will all sway about
And all dance together.

- Find other things you might like to imitate.
  Then present the actions and the related English words in the class.
  Example: Swim around like a fish.

Mark what you write!

1. Note the following marks. From this book, find at least 5 examples of each of the following:
   * Sentences that end with ?
   * Sentences that end with !
   * Sentences that end with .
   * Words that have ,.

2. Find at least one example of each of these marks from some other book, magazine, etc.

3. Can you think of one more example of each on your own? Add it to your list.
Listen carefully and read with me.

Let us take a trip to the kingdom of plants.

What a great variety!

There are thousands and thousands of different types of plants here.

This is moss. It is soft. It looks like a bright green carpet.

Look at the grass. This too, is soft, green and short.

But do you know, rice, wheat and jowar are also types of grass. They give us grain.

This plant has a thin stem and so many leaves. It is a herb.
2. List the names of different types of plants.
3. Draw pictures to show the following:
   * stem  * branch  * trunk  * bush  * leaf  * thorn
Good morning.
I’m Ria.
I want to tell you about my dog.
His name is Spotty.
He has black spots on his body.
He wants to play with me all the time.
I love my dog.

Hello.
I am Sarthak.
I would like to tell you about my brother.
He is in the eighth standard.
He goes to a music class.
He is a very good singer.

Hello, everybody!
I’m Shraddha.
I want to show to you my collection of seeds.
I put the seeds in small packets.
Sometimes, I take them out and arrange them in different ways.
I am going to prepare labels for my packets.
1. Listen carefully and tick off the words you know.

2. Find and write the words that contain the following words:

   - right
   - rain
   - hen
   - nut
   - not
   - lace
   - arrow.

3. Find the words that tell us about numbers.

   For Example: First.

4. Complete the following sentences using different words from the table above.

   - Who will do it .......... ?
   - She picked up the ......... .
   - Please ......... me.
   - The king was in the ......... .

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1. after
2. fourth
3. minutes
4. rose
5. story-teller

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<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>as</td>
<td>grain</td>
<td>never</td>
<td>second</td>
<td>tell</td>
<td></td>
</tr>
<tr>
<td>believe</td>
<td>grains</td>
<td>new</td>
<td>shore</td>
<td>telling</td>
<td></td>
</tr>
<tr>
<td>bright</td>
<td>heaps</td>
<td>next</td>
<td>sixth</td>
<td>tenth</td>
<td></td>
</tr>
<tr>
<td>broke</td>
<td>hole</td>
<td>night</td>
<td>sparrow</td>
<td>third</td>
<td></td>
</tr>
<tr>
<td>bucket</td>
<td>idea</td>
<td>ninth</td>
<td>sparrows</td>
<td>thought</td>
<td></td>
</tr>
<tr>
<td>eighth</td>
<td>if</td>
<td>nothing</td>
<td>station</td>
<td>tomorrow</td>
<td></td>
</tr>
<tr>
<td>end</td>
<td>king</td>
<td>palace</td>
<td>storehouse</td>
<td>usual</td>
<td></td>
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<tr>
<td>fifth</td>
<td>kitchen</td>
<td>picked</td>
<td>stories</td>
<td>wall</td>
<td></td>
</tr>
<tr>
<td>first</td>
<td>loved</td>
<td>river</td>
<td>story</td>
<td>yourself</td>
<td></td>
</tr>
</tbody>
</table>
Once there was a king.  
He loved stories.  
“Tell me a story!” he said all the time.

At the end of the story, he said,  
“And then? What happened next?”

“Nothing. This is the end,”  
said the story-teller.

“Tell me a story that has no end.
I want a never-ending story.”

The story-teller thought and thought.
All his stories had an end.

He could not think of a never-ending story.

Then he had a bright idea.
He began to tell a new story.

“Once there was a king.
He lived in a big palace.
The palace had a big kitchen and a big storehouse.
There were big heaps of grain in the storehouse.
There was a hole in the wall of the storehouse.
A little sparrow saw the hole, and swiftly flew inside the storehouse. Then she picked a grain and flew away.”

“What happened next?” said the king.

“Then another sparrow saw the hole, flew in, picked a grain and flew away.”

“Oh, and then? What happened next?”

“Then a third sparrow saw the hole, flew in, picked a grain and flew away.”

“And then?”

“Then a fourth sparrow saw the hole....”

The story went on and on like this.

Even now, the story-teller is telling the king this story about the grains and the sparrows.

If you don’t believe me, you can go there and see for yourself.
2. Read and learn.

3. Write the two words that make up these big words.

* story-teller
* never-ending
* storehouse

4. Discuss, in Marathi, how you can end the story-teller’s ‘Never-ending story’.

5. Now try to find other never-ending stories. Present your ideas in English.

Examples:

1. One bus came to the bus-stand and went away after five minutes.
   Then another ......

2. One man came, filled his bucket at the river and went away.
   Then another ......

3. One wave rose, came to the shore and broke at the shore.
   Then another ......

4. It was day and then it was night and then the next day and the next night, and then, the next...

5. Munnu said, “I will do my homework tomorrow”. The next day, he said, “I will do my homework tomorrow”. The day after, he said, ........... . Then the next day, .......
1. Listen, repeat. Read aloud and sing.

Five Fluffy Little Robins,
Looked up at the sky.
It was time to leave the nest,
And find out how to fly.

Four flitter-fluttered off,
But one was full of fear.
He said, “It’s far too high,
I think I’ll stay right here!”

“Come on!”, said the others,
Flying freely in the sun.
So their little brother tried it
And found that it was fun.

2. Complete the following in as many different ways as possible.

* It was time to ..........  * It’s far too .........
1. Make as many meaningful sentences from the table as you can.

<table>
<thead>
<tr>
<th>Thank you</th>
<th>I’m sorry</th>
</tr>
</thead>
<tbody>
<tr>
<td>for spilling water on your book.</td>
<td>for spilling water on your book.</td>
</tr>
<tr>
<td>for giving me your book.</td>
<td>for giving me your book.</td>
</tr>
<tr>
<td>for telling me his address.</td>
<td>for telling me his address.</td>
</tr>
<tr>
<td>I forgot your birthday.</td>
<td>I forgot your birthday.</td>
</tr>
<tr>
<td>for a lovely treat.</td>
<td>for a lovely treat.</td>
</tr>
<tr>
<td>for this beautiful gift.</td>
<td>for this beautiful gift.</td>
</tr>
<tr>
<td>for being late / I’m late.</td>
<td>for being late / I’m late.</td>
</tr>
<tr>
<td>for saving my kitten.</td>
<td>for saving my kitten.</td>
</tr>
<tr>
<td>I broke this cup.</td>
<td>I broke this cup.</td>
</tr>
</tbody>
</table>

2. Read aloud the sentences you make. Form pairs. Then imagine the remaining conversation and present it.

Example:

**Manda**: Please pass me that water bottle.

**Nanda**: Here! Catch!

**Manda**: Wait! Oh no!

**Manda**: I’m sorry for spilling water on your book.
Listen, read and do.

Order, order!

Make the following lists putting 5-8 items in each list.

* Fruits  * Vegetables  * Things in your school bag
* Birds  * Animals  * Colours

(You may find some examples even in this book!)

Now, re-arrange your list in alphabetical order.

Example: List of some subjects you have to study in high school.

<table>
<thead>
<tr>
<th>First List</th>
<th>List in Alphabetical Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Marathi</td>
<td>1. English  Top of the list</td>
</tr>
<tr>
<td>1. English</td>
<td>2. Geography  Middle of the list</td>
</tr>
<tr>
<td>3. Hindi</td>
<td>3. Hindi</td>
</tr>
<tr>
<td>4. History</td>
<td>5. Marathi</td>
</tr>
<tr>
<td>2. Geography</td>
<td>6. Mathematics</td>
</tr>
<tr>
<td>7. Science</td>
<td>7. Science  Bottom of the list</td>
</tr>
</tbody>
</table>

Re-arrange your list in the order of your preferences, putting what you like most at the top.

Use the lists to put questions to your partner in pairs.

Example:

* What comes before ________ ?
* What comes after ________ ?
* Which subject do you like best ?
* Which subject do you like the least ?
* Do you like ________ better than ________ ?
* What do you like better — ________ or ________ ?
Daddy : Sachin, why are you wearing an odd pair of shoes?
Sachin : The other pair is just as odd as this one.

Mummy : What’s going on?
Bunty : The teacher has asked us to write ten lines on a pet dog.

Sona : What are you doing, Mona?
Mona : I am writing a letter to my younger brother.
Sona : Why are you writing it so slowly?
Mona : Because my brother is small. He cannot read fast.

* Collect jokes from newspapers, magazines or books and learn to tell a few jokes well.
51) ಭೂಮಿಕೆ ಮತ್ತು ವ್ಯಾಕರಣ
52) ಕಲ್ಪನೆಗಳು ಮತ್ತು ವಿಷಯಗಳು
53) ಮುಖ್ಯ ತಂತ್ರಗಳು
54) ಮೊದಲು ವಿಶೇಷವಾಗಿ ಪ್ರಶ್ನೆಗಳು
55) ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೆ ಪ್ರಶ್ನೆಗಳು
56) ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೆ ಪ್ರಶ್ನೆಗಳು
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100) ಎಲ್ಲಾ ವಿಷಯಗಳಿಗೆ ಪ್ರಶ್ನೆಗಳು
MY ENGLISH BOOK FOUR

STANDARD FOUR

(మాత్రమే మారినుంటాం)

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