Government of Karnataka

ENGLISH READER

FIRST LANGUAGE

(Revised)



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4

Fourth Standard

Part - I

Karnataka Textbook Society (R.)
6th Cross, Malleshwaram,
Bengaluru - 560 003.

Foreword

In the pursuit of fostering a healthier and more balanced educational journey, we present this initiative aimed at reducing the weight of school bags. Education is the cornerstone of progress and it is our responsibility to ensure that the pursuit of knowledge is accompanied by the wellbeing of students.

As a first step, to reduce the burden of heavy bags, the School Education Department, Government of Karnataka has decided to print semester-wise textbooks in 2 parts i.e., Summative Assessment 1 and 2. This intervention will help significantly in reducing the weight of school bags.

This Endeavour signifies a paradigm shift, acknowledging the strain posed by bulky bags on students.

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Manjushree. N. IAS
Managing Director
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Preface

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

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

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

The new books are called Practice Books. Children learn spoken English through activities relating to their immediate environment and personal experiences .The books are full of attractive pictures in four colours. These pictures represent objects which the learners encounter in their life around them. Learners begin learning English by naming objects to begin with and then use them in sentences. In the early stages, a lot of importance is given to fluent communication in the spoken form.

The emphasis gradually shifts to learners using language to express their needs, feelings and emotions (notions and function) in the simplest possible form. Then come simple stories which they listen to and enjoy. Telling stories by the learners and simple conversations follow.

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

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

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

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

The Textbook Society expresses grateful thanks to the chairpersons, writers and scrutinizers for their sincere efforts in preparing the books and making them interesting.

Nagendra Kumar
Managing Director
Karnataka Textbook Society®
Bengaluru

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

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Dear teacher,

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

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

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

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

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

Happy teaching!

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

- Benjamin Franklin

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About the Revision of Textbooks

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

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

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

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Many self inspired individuals and institutions, listing out the wrong information and mistakes there in the text, had sent them to the Education Minister and to the Textbook Society(R.). They were rectified. Before rectification we had exchanged ideas by arranging debates. Discussions had taken place with Primary and Secondary Education Teachers' Associations. Questionnaires were administered among teachers to pool up opinions. Separate meetings were held with teachers, subject inspectors and DIET Principals. Analytical opinions had been collected. To the subject experts of science, social science, mathematics and languages, textbooks were sent in advance and later meetings were held for discussions. Women associations and science related organisations were also invited for discussions. Thus, on the basis of inputs received from various sources, the textbooks have been revised where ever necessary.

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

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

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

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UNIT – I

S5I3I6

Let us listen:

Listen to the poem and repeat after your teacher.

I WANT TO FLY

If I had a pair of wings, with which to fly,
I'd soar straight away, up into the sky.

I'd carry a brush,
and paints in colours bright,
So I could paint
every fluffy cloud in sight!

I'd paint them purple
and yellow and green-
They'd be the prettiest
you've ever seen!



I'd paint rainbows in the sky
every single day,
So I can watch them
when I work and play.

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

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Complete the following sentences:

1. If I had ....., I'd.....

2. If I had ....., I'd.....

3. If I were ....., I'd.....

4. If I were ....., I'd.....

Let us read:

THE THREE BUTTERFLIES

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



One day, it started raining and they got wet.

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

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

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

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

"I'd be glad to shelter you, yellow butterfly," replied the sunflower "but not the other two."

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

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

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

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New words and their meanings:

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

shelter : to provide a place where someone is safe

rather : prefer or wish to

desert : to leave someone without helping

Let us understand:

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

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

1. There are ———— butterflies in the story.

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

Let us learn new words, work with your partner:

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

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

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

A	B
	sunflower
	chrysanthemum
	rose
	tube-rose
	jasmine
	hibiscus

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IV. Circle the right picture:

mosquito

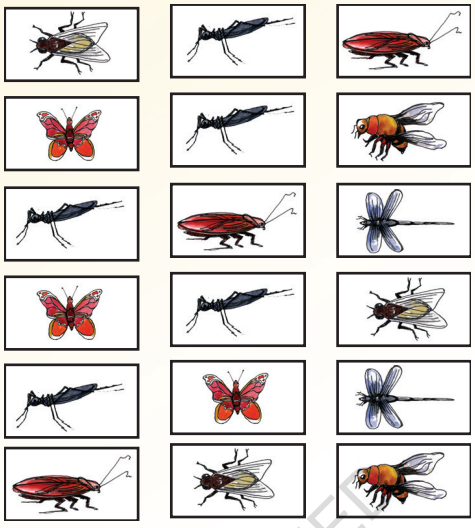
butterfly

cockroach

housefly

dragon fly

honey bee



V. Let us practise language:

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



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

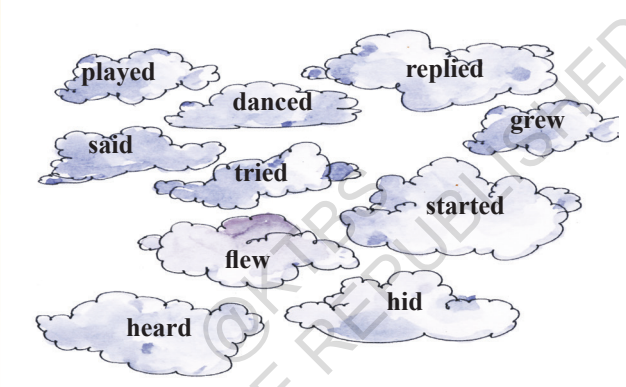
There are not enough flowers in the garden for each butterfly to visit atleast two flowers.

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

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

VII (a) Read the words aloud:



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



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

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

Let us speak

IX (a) Say them aloud after your teacher:

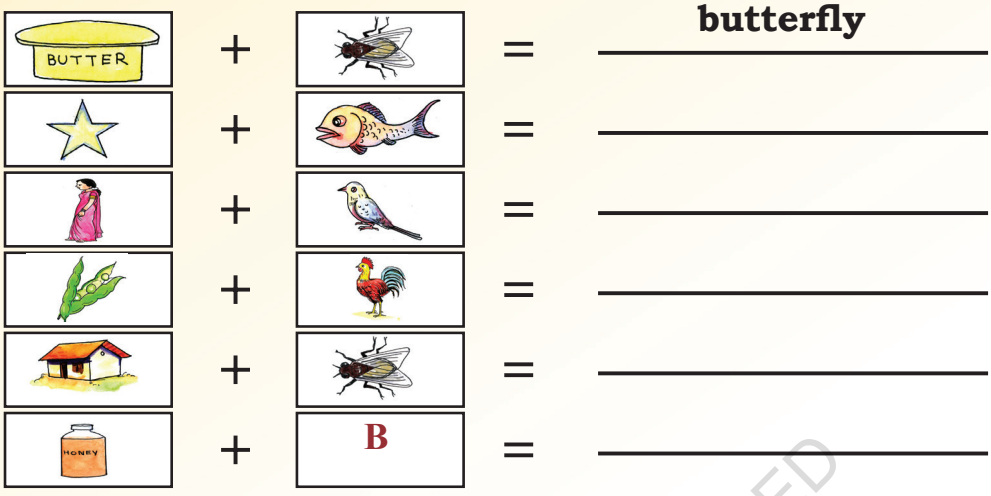
1. I + will = I'll
2. We + will = we'll
3. I + have = I've
4. We + have = we've
5. I + am = I'm
6. I + would / had = I'd
7. We + would / had = we'd

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

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

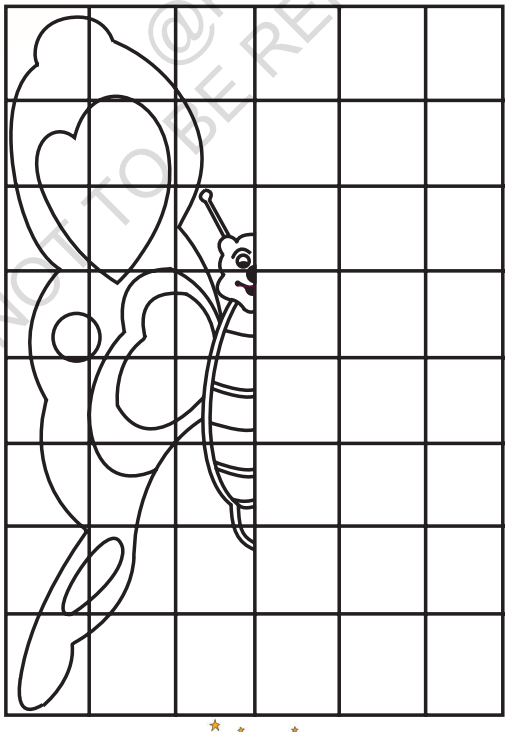
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X. Make words with the help of the pictures given. One is done for you.



Let us do:

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



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Let us recite and enjoy

F2D5L4

BEST FRIENDS

Anonymous



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



Let us write:

I. Complete the following sentences.

_____ is my best friend

I like her/him because _____

II. Write the names of your friends.

_____

_____

_____

_____

_____

III. Write the answers in the given space.

1. Is she/he in your class?

   _____

2. Does she/he sit next to you?

   _____

3. How old is your friend?

   _____

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IV. Tick three things that apply for your friend.

Laughs when I fall

Tells me not to fight with others

Visits me when I'm sick

Shares her/his food

Feels sad when I cry

Feels bad whenever teacher scolds me

Helps me in my studies.

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

My Best Friend



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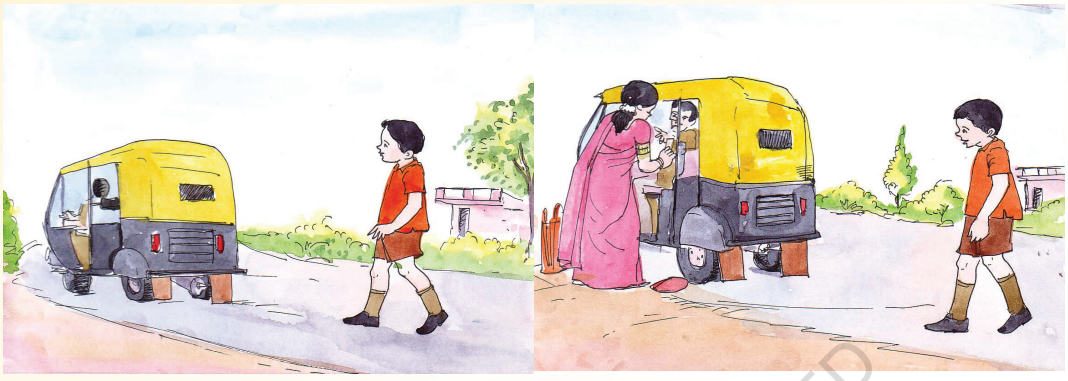
Name:_____

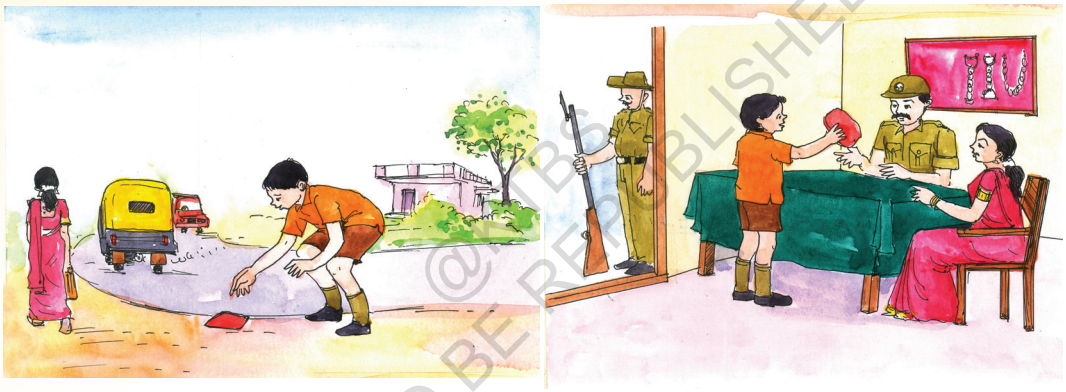
UNIT – II

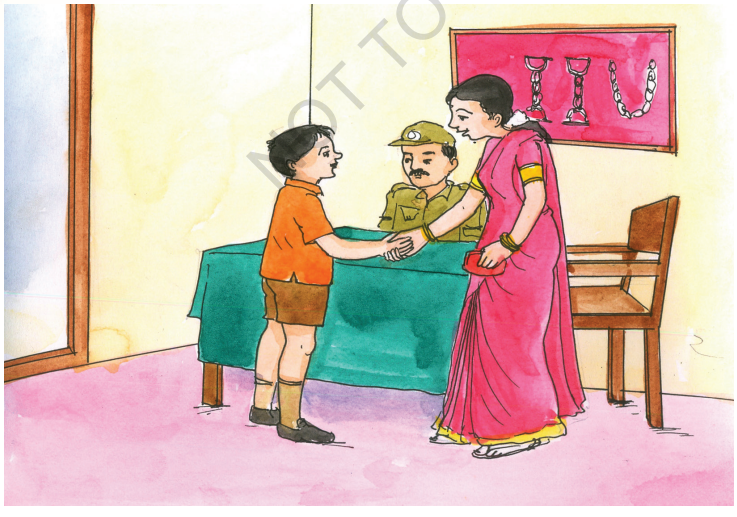
Z1H2F8

Let us understand:

Study the picture and understand.







What kind of a boy is Chandru?

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Let us read:

SPEAK THE TRUTH



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

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

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

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

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

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



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

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

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

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

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

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New words and their meanings:

excuse : a reason that you give to explain your mistake

patiently : calmly

admit : to accept that you have made a mistake

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

Let us understand:

I. Tick (✓) the correct sentences.

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

II. Answer the following questions.

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

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Let us learn new words:

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

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

My father's brother is my _____

My father's sister is my _____

My uncle's / aunt's children are my _____

My brother's/sister's son is my _____

My mother's sister is my _____

My brother's/sister's daughter is my _____

My mother's sister's children are my _____

My mother's mother is my _____.

Let us write:

IV. How many cousins do you have?

_____

2. Write their names.

_____

_____

_____

_____

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

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

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

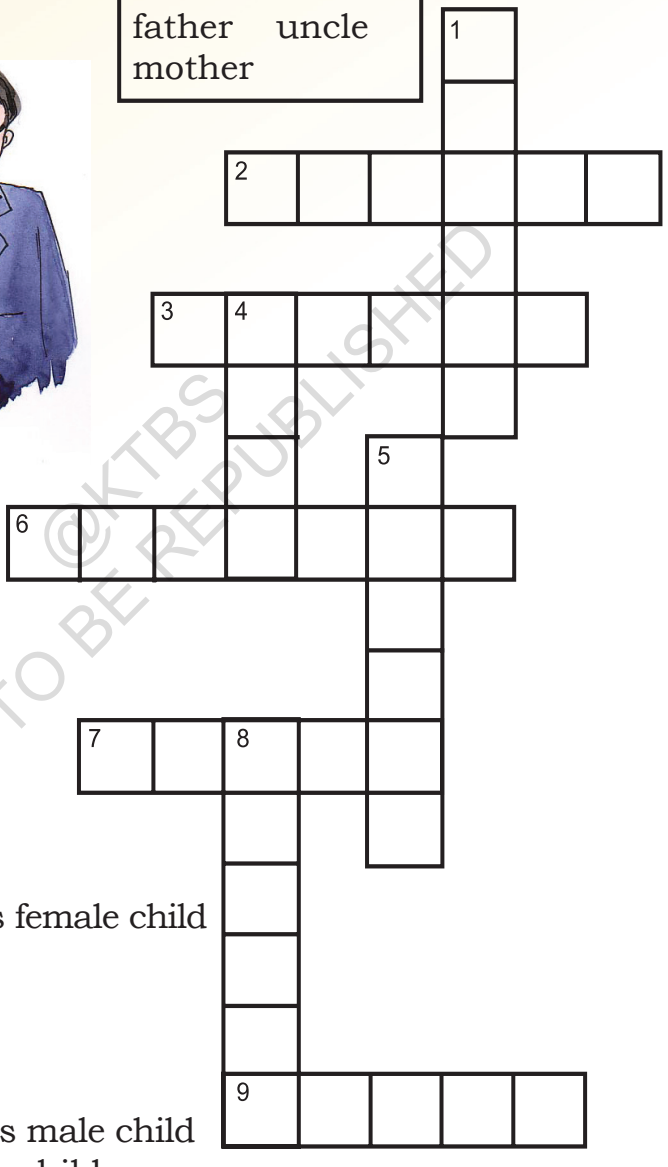
Let us practise new words:

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

aunt	nephew
brother	niece
cousin	sister
father	uncle
mother	





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Across

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

Down

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

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

Box "A"

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

Box "B"



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Let us practise language:

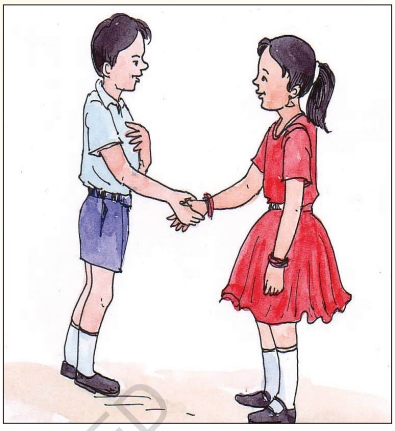
VII. Use the right words given in brackets and complete the sentences.

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

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

Let us speak:

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



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

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

You : _____

Seema : Thank you, very much.

You : _____.

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

Thanks a lot

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

Many thanks....

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

B8F4E5

Repeat the rhyme after your teacher.

ALL THINGS BRIGHT AND BEAUTIFUL

Cecil Frances Alexander

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

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

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

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

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

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Let us understand:

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



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

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

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

UNIT – III

H7I6W1

Let us listen and do:

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

THIS IS THE WAY



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



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



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



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

You may add some of your routines and repeat the rhyme

This is the way I go to school.....
This is the way I read my books
---------- wear my clothes
---------- eat my food
---------- drink my tea

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Let us read:

CLEANLINESS IS NEXT TO GODLINESS

Scene : A classroom

Characters: A teacher and students

Teacher enters the classroom

.....

Children : Good morning, Sir.

Teacher : Very good morning, sit down children.



Please answer your attendence. Anusha?

Anusha : Yes, Sir.

Teacher : Bharati?

Bharati : Present, Sir.

Teacher : Chetan?

Mohsin : He is absent, Sir.

Teacher : Do you know why he is absent?

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

Teacher : Oh! How sad.

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

These days many people suffer from malaria.

Rita: What causes malaria, Sir?

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

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Savita : I have not heard of dengue, what is it Sir?

Teacher : Dengue fever is a disease caused by a virus carried by mosquitoes.

Savita : How do I know I have dengue?

Teacher : The symptoms are headache, rashes and body pain.

Suresh : Is it infectious?

Teacher : No, when a mosquito bites a person who has been infected with a dengue virus, the mosquito can become a carrier of the virus. If it bites someone else, that person can be infected with dengue fever. The virus can't spread directly from person to person.

Suresh : How can we avoid this, Sir?

Teacher : It's easy, keep your surroundings clean, use an insect repellant, cover sleep areas with netting, avoid going outdoors at dusk and dawn, when mosquitoes are most active. Dirty water in the gutters and the ditches are the breeding places for mosquitoes.

Students : We come to school and we don't find time to clean them up.

Teacher : You don't have school on Sundays, you can spare sometime on Sundays to clear them up.

Students : Good idea, Sir. We will make sure that we keep our surroundings clean.

Teacher : That's good. Remember, "Cleanliness is next to Godliness."

Students : "Cleanliness is next to Godliness."

* * *

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New words and their meanings:

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

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

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

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

dawn : the time just before sun rise

dusk : the time just before night

repellant: the substance that drives things away

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

virus : a very tiny living substance that can cause diseases

Let us understand:

I. Personal cleanliness keeps us healthy.

Tick (✓) the statements that help you keep good health. One is done for you

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

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

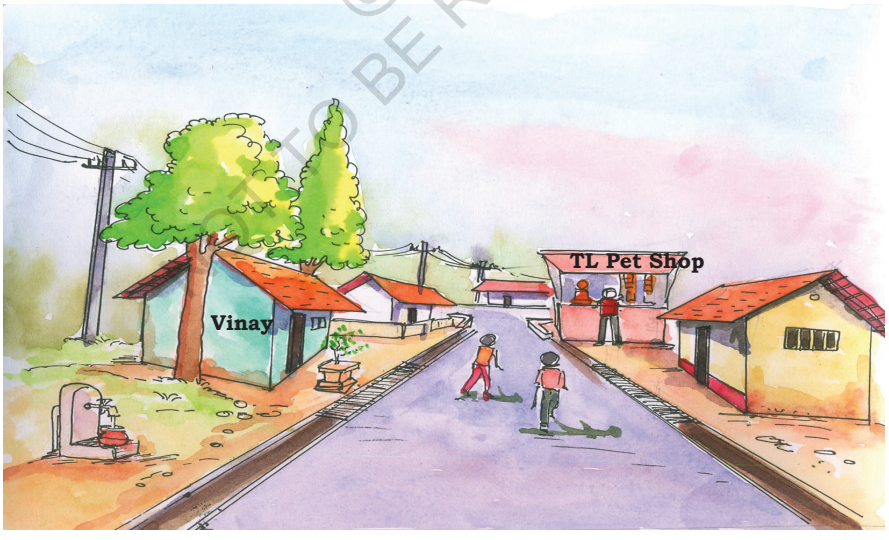
A	B
Cholera	mosquito
Malaria	dog
Rabies	housefly
Bird flu	rat
Plague	chicken

III. Answer the following questions:

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

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Let us practise language:



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

1. What is on either side of his house?

   _____

2. What is infront of his house?

   _____

3. What can you see opposite his house?

   _____

4. What shop is there diagonally opposite his house?

   _____

5. Where is the tap?

   _____

6. What can you see behind his house?

   _____

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



1. The mosquito is _____ fruit bowl.
2. The cat is _____ the table.
3. The butterfly is _____ the flowers.
4. The rat is _____ the cupboard.
5. The cockroach is _____ the table.
6. The fly is _____ the tumbler.

Let us learn new words

VI. The opposites of the underlined words are found in the lesson. Identify and complete the sentences given below:

1. Mohsin was present, but Chetan was _____ _____ from the class.
2. The surrounding of the house was dirty, but the classroom was _____.
3. Chetan's classmates were healthy, but Chetan was _____.

VII. Make smaller words from the given word; "EDUCATION". Remember, each letter should be used only once in each word. Follow the example.

Two letter words	Three letter words	Four or more letter words
in	cat	neat

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Let us speak:

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

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

You : _____.

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

Seema : Oh! I'm sorry, tomorrow I'm going to clean my house.

You : _____.



Practise these "expressions of inviting" with your friends:

Shall we.....

You must .....

Why don't you.....

Please do come.....

* * *

Let us listen and recite:

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THE CLOCK

U8B6D9



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

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

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

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Let us do:

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

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

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

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

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

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

fast :
know :
Okay :
tick-tock :
ball :

UNIT - IV

Y6P8E8

Let us listen:

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

ANDROCLES AND THE LION



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

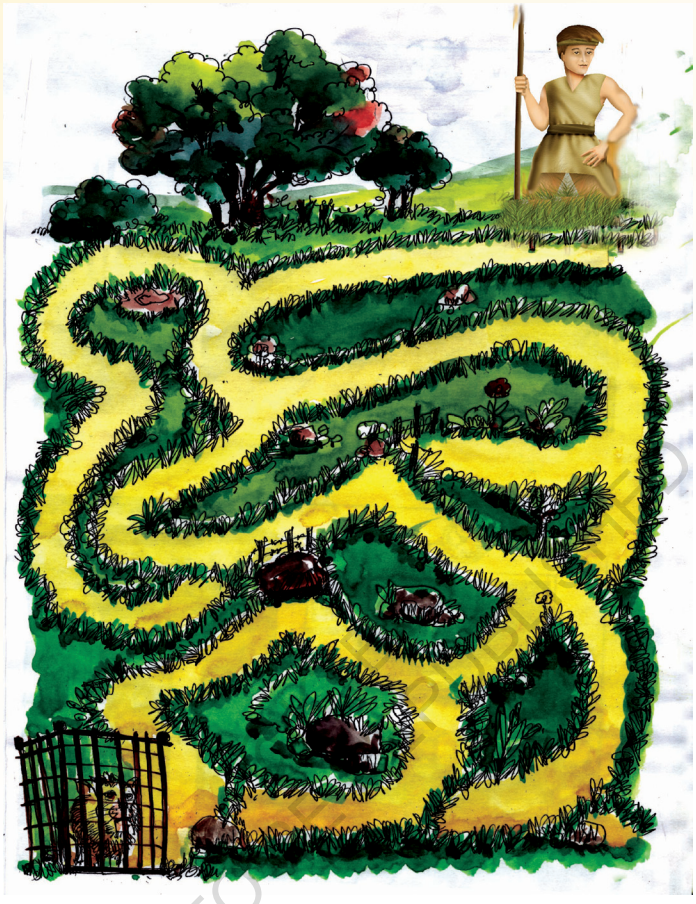
He hid himself in a cave.

There was a lion in the cave. He had a big thorn in his paw. It gave him a lot of pain. Androcles pulled the thorn out. The lion licked his hands to thank him.

ii. Now answer these questions.

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

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



Let us read:

SAMEER'S FRIENDS

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

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

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



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

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

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

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New words and their meanings:

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

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

announced : to tell people something in a loud voice

pleased : very happy

Let us understand:

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

Maya felt very bad for poor Sameer. ( )

It was the time for lunch. ( )

All the children shared their food with Sameer. ( )

Sameer had forgotten to bring his lunch. ( )

II. Answer the following questions:

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

Let us learn new words:

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

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

eg. A cheerful sound

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

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

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

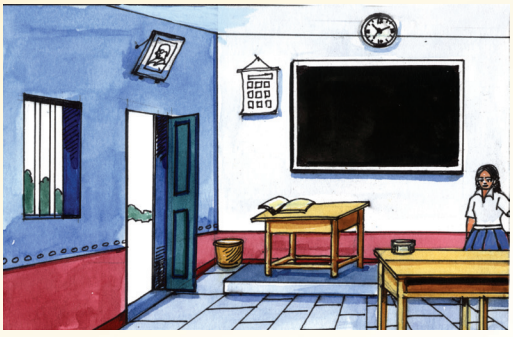
Let us practise language:

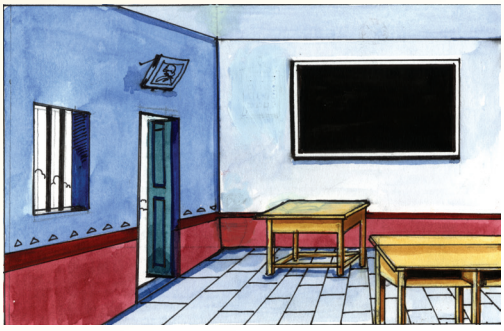
V. Fill in the blanks with the correct form of the words given in brackets.

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

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





1. A girl is missing.
2. _____
3. _____
4. _____
5. _____
6. _____

Let us write:

VII. Write the names of Sameer's friends .

Maya, _____, _____

_____, _____, _____

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

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

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Let us speak:

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

Seema : This is my pet dog.

You : _____?

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

You : _____.



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

This is .....

Meet .....

Do you know.....

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Fun Time.

Say who am I ?

I have no legs
But I can run.
I have no tongue
But I tell everyone;
"Time to start to work!"
"Time to go to bed!"
"Time to get up again
You, sleepy head!."

Let us listen and recite:

I6R1R1

HEAVEN ON EARTH



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

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

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Let us understand:

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

e.g. Eden : Heaven

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

II. Complete the poem.

Little _____ of _____

And _____deed _____

Make the _____an _____

_____ the _____ above.

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

1. mighty _____.
2. _____ land.
3. _____ deeds.
4. heaven _____.

IV. Say the above sets of words aloud.

* * *

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UNIT – V

Q7U1Y4

Let us listen and recite:

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

Henry Wadsworth Longfellow

Let us read:

THE WISE KING OF MEWAR

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

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

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

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

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

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

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

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

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

The minister was ashamed and learnt a lesson.

"Service to Mankind is Service to God."

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New words and their meanings:

strolling : walking in a slow and relaxed way

royal : relating to or belonging to a king or queen

attendant : a person whose job is to help or look after others

hurried : to do something or go somewhere more quickly than usual

calm : relaxed and quiet

palm : the inside surface of your hand in which you hold things

nervous : worried or frightened about something

pardon : to let someone free without being punished

pelt : to throw things at someone or something

stroke : hit/blow

incident : an event that is important or unusual

ashamed : feeling uncomfortable because of something you have done

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Let us understand:

I Answer the following questions :

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

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

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

3. The old man confessed his mistake. ( )

4. The king punished the old man. ( )

5. The king was generous and kind. ( )

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









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



Let us write:

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

Once there lived a king_____

_____

_____

_____

_____

Let us speak:

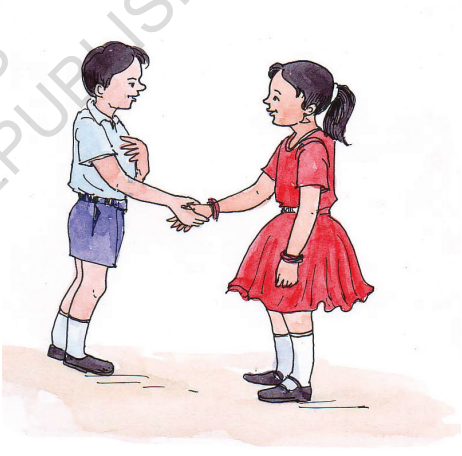
V. Fill up the blanks with suitable responding words to have a meaningful dialogue and practise.

Seema : Take some sweets, today is my birthday.

You : _____, "_____"

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

You : _____.



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

Practise them.

Happy returns of the day.

Happy birthday

Many happy returns of the day.

VI. Let us do:

Make a Greeting card :

a) Take a thick sheet of colour paper.

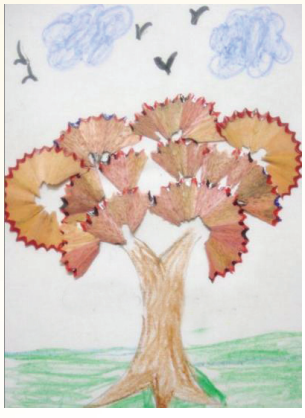
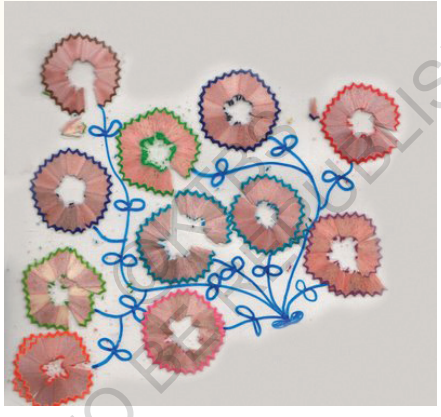
b) Cut out the size of a greeting card from it

c) Fold it in the centre

d) Paste dry leaves / flowers or draw something beautiful (see the samples below)

e) Write a few words appreciating your friend

f) Give it to your friend





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Let us listen and recite:

P3H5T3

Kindness

anonymous



It takes a big heart and a brave soul,
To drive someone's troubles away,
Everyone promises to offer help tomorrow,
But very few can step forward to help today,
Those who dare to act right now, rather than later
Know the real meaning of kindness.
It is this urge of wanting to make a visible difference,
Is when kindliness actually becomes godliness.

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Answer the following questions.

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

* * *

UNIT - VI

F6T6F4

Let us know:



Have you seen this person in newspapers or on TV screen?
What do you know about him?

Let us read:

A LETTER TO A DAUGHTER

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



Dear Harshini,

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

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

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"Punyakoti." Now I am going to write about of Ekalavya.

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

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

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

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

Have a nice day and take care, my dear.

Your loving Papa,

Basavaraj

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New words and their meanings:

to get used to : to feel comfortable with a new situation

previous : before now or before a particular time

desire : a strong hope or wish

archery : the sport of shooting arrows from a bow.

request : to ask for something in a polite way

disappointed : to feel unhappy

concentration : ability to think about something carefully or for a long time

expert : someone who has a special skill or special knowledge of a subject

facilities : services that are given for a particular purpose

guide : to show someone the right way of doing things

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Let us understand:

I Answer the following:

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

Let us learn new words:



II "dis" is a prefix. It is used to show negative or opposite :
Add 'dis' to the following words and know their meanings. Your teacher will help you.

eg.: dis + regard = disregard

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

Let us write:

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

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

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

1. Ekalavya was a king

   _____

2. Dronacharya was the prince of Hastinapura

   _____

3. Ekalavya made the clay model of his mother

   _____

4. Dronacharya agreed to teach Ekalavya

   _____

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V. Letter Quiz:

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

Complete this. One example is given for you.

Which letter asks the reason?

Ans. : Y (Why)

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

VI. Let us repeat:

Proverb : Repeat these after your teacher.

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

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

VII. Let us know:

Additional information to think over :

Do you know the famous "bows" SHIVADHANASSU and GANDIVA?

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

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

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VIII. Let us write:

Whom do you like the most ?

Write four sentences on why you like her / him ?

IX. Let us speak:

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



Practise it with your friend.

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

You : .....
.....

Seema : I like jack fruit, do you?

You : .....
.....

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

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

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



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



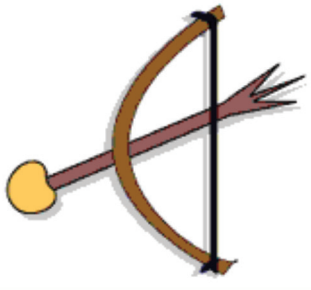
Step 1: Bend the stem in the form of an arc making sure it does not break. Tie elastic from one end to the other.

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



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



Let us listen and recite:

K9J4L4

GIVE IT OUR ALL

Anonymous

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

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

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



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

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

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New words and their meanings:

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

Let us Understand:

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

* * *

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WORDS LIST

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

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

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chase away
cheerful
cheerily chicken
chirping
cholera
choose
chrysanthemum
circle
clay
climb
clue
cockroach
comb
combine
concentration
concern(n)
concern(v)
confess
confession
connect
construct
contain
container
continue
cook (n)
cook (v)
corn
corner
corridor
cousin
cowhand
create
creature
creep
cricket
crime
cuckoo
curious
decision
deed
deep
delicious
depart
describe
desert (n)
desert (v)
desire
develop
dialogue
diamond
dictionary
different
difficult
dirty
disagree
disappoint
disease
distance
ditch
dragon fly
dream
drown
dull
during
eagerly
earn
edge
effort
either
elastic
empty
enemy
enter
entice
excuse(n)

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excuse(v)
expert
extremely
eyeball
facilities
faithful
famous
far away
fever
field
fight
fly (n)
fly (v)
fold
forehead
fought
free time
fresh
frog
full of
gallery
gender
generous
gift
glory
glue
grass(n)
graze(v)
greatness
grow up
guava
guide (v)
guide (n)
gutter
handover
harm
herd
hibiscus
hide
honour
hop
hoper
housefly
humane
hunt
hurry
hurt
identify
illustration
immediately
incident
inculcate
indicate
insect
itch
jack fruit
jasmine
justice
kid
kind(n)
kind(adj)
kingdom
kinship
kneel
labourer
layer
leap
leave
lick
lie(n)
lie(v)
lift
live(n)
live(v)
look

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lower
malaria
maze
meat
mention
message
minister
moist
mosquito
moth
nail
neem
neighbouring
nephew
nervous
niece
objectives
omnipotent
omnipresent
onwards
pail
palm
pardon
patiently
paw
pelt
petal
petty
plant (n)
plant (v)
plasticine
politely
ponder
poster
precious
present
previous
problem
punish
quiver
rabies
race
receive
rectangle
refer
refuse
regularly
repeat
reply
represent
request (n)
request (v)
respond
response(n)
respond(v)
responsible
rest of
return
rhyme
ring
roll
root
royal
ruby
rule
rush
sapling
scissors
search
seed
shade
shawl
shelter(n)
shelter(v)
shoot (n)

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shoot(v)
shout
sick
skill
smallness
soil
solve
soon
sow
specify
spend
spray
spring
sprinkle
stem
stick
strike
strive
stroke
stroll
strong
succeed
suitable
sunny
surely
surrounding
swim
takeaway
tall
tasty
tear
tear off
tears
telecast
thick
thief
thorn
thorough
tiny
tired
title
to feel very bad
to get rid of
to look after
together
tongue
top
trim
tuberose
twice
under go
unite
used to
visit
waist
wakeup
want(n)
want (v)
way
wheat
wide
will (n)
will (v)
win
wing
wipe
wipe away
woo
wood
wound
yield (n)
yield (v).

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THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [1]**[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 [2][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.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

Constitution of India

Part IV A (Article 51 A)

Fundamental Duties

It shall be the duty of every citizen of India —

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers, wildlife and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

*(k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

Note: The Article 51A containing Fundamental Duties was inserted by the Constitution (42nd Amendment) Act, 1976 (with effect from 3 January 1977).

*(k) was inserted by the Constitution (86th Amendment) Act, 2002 (with effect from 1 April 2010).

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NOTE

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