

MY BOOK OF ENGLISH 4

2017



Department of Elementary Education
Government of Haryana, Shiksha Sadan, Sector-5, Panchkula

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Haryana Gurgaon

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Preface

Globalization and information technology revolution have transformed the world, throwing open new possibilities in the field of education, knowledge and learning. There is a growing feeling that education is not just about academics, but should also focus on shaping the learners' all-round personality to make them responsible citizens, besides enabling them to communicate better in the competitive world.

NCF-2005 emphasizes a radical paradigm shift in teaching from the teacher-centric to pupil-centric approach. In view of this shift, a need was felt to review the existing books and develop a new set of textbooks as per the guidelines laid down in NCF-2005 and new insights gained since then.

A new set of English language textbooks has been developed accordingly for primary classes wherein special attention has been paid to make learners play an active role in the teaching-learning process. Themes that learners can relate to and are interested in, have been chosen as reading materials. Activities that would make learning not only joyful, but also stimulate learners' thinking have been designed. Learners would get ample opportunity to work in pairs/groups to discuss and explore issues and themes embedded in the textbooks. These books are written in simple, clear and effective language to create interest among children.

The activities have been designed with the objective of imparting reading and comprehension skills to help learners face challenges they are likely to encounter in higher classes and the changing environment around them. Likewise, the illustrations used are vibrant and eye-catching to arouse learners' curiosity, enhance their creativity and stimulate their critical thinking.

Research has shown that there is no one method of teaching language. There is an enormous variability in methods of language teaching, but one of the most important considerations in choosing a method is that it should accelerate learning. Thus, a method is just a tool in the hands of an expert teacher to make the most of it.

Every lesson includes certain guidelines for teachers to help them transact effectively the activities included in them. These guidelines supplement teaching and facilitate optimization of learning in the given teaching learning situations. The focus is on Continuous and Comprehensive Evaluation to make teaching-learning more effective to cover all aspects of children's development. Exercises and activities given are integrative in nature and make extensive use of learners' prior knowledge and experience that they bring to the classroom.

The State Council of Educational Research and Training, Haryana is thankful to all those, whose efforts, co-operation and hard work have made it possible to make these books a reality. It is a matter of pride for us to prepare and present these textbooks to our children and teachers.



**Additional Chief Secretary,
School Education Haryana,
Chandigarh.**

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We are thankful to all those individuals, institutions and publications that have been helpful, directly or indirectly, in the development of this book. We have picked up some poems, stories and write ups from various sources and acknowledged the writers as well as the copyright holders of these materials.

We have written to the following authors and copyright holders for granting permission to use the materials included in this book.

The State Council of Education Research and Training thanks the following authors and copyright holders for granting permission to use the following poems and stories included in this book.

Wake Up!, Run! (from Marigold-4, NCERT), *Hurt No Living Thing, Travelling, Travelling* (My English World-4, A.P. Govt.) and *The Saviour* (M.P.R.S.K Bhopal)

The Council has applied to the following for the copyright permission:

- NCERT, New Delhi
- Rajasthan State Textbook Board
- Govt. of Andhra Pradesh, Hyderabad
- M.P.R.S.K Bhopal, Madhya Pradesh

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Sh. R. S. Kharb IAS
Director
Elementary Education Haryana
Panchkula

Teacher's Page

Dear Teachers,

We are proud to present you this new textbook which is based on the presumptions that children are born with an innate ability to acquire different languages. They do not make many mistakes in understanding and speaking these languages. It is not necessary that the children understand everything around them. They will understand it all in due course of time.

The language learning needs care, patience and affection, not only of family but also of teachers. Plenty of language should be used in the classroom environment and children should be provided opportunities to listen and speak the target language. We also believe that languages flourish in each other's company. So, give them enough time and chance to speak this language with their peers and encourage them to express their day to day needs, feelings and imagination in English.

Except in book 1 and 2, each book in the present English textbook series has 14/15 lessons comprising stories, poems, plays etc. Each chapter has the following sections:

Pre Reading

- To set learners thinking about ideas that are related to the text that follows
- To break the silence by making learners participate in discussion using their prior experience, knowledge and language

Reading

- To cultivate correct reading habits among learners
- To train learners to read a text with correct pronunciation, intonation and pauses

Word Meaning in Context

- Meaning of words as used in the text

Comprehension

- To help learners read and assimilate the main ideas and details

Vocabulary

- To encourage learners to understand words in the text and use them in their own sentences
- To train learners consult a dictionary to find the most appropriate meaning of a word and use it in their own sentence
- To help learners form new words

Grammar

- To help learners understand and use in everyday life the language structures used in the texts
- The Grammar items may be contextualized
- Repeated exercises will help children to learn grammar in a spontaneous way
- No need to stress on rules and definitions

Listening and Speaking

- To provide learners a vast scope to develop their listening and speaking skills
- To encourage learners to say words correctly
- To give learners practice in a variety of listening tasks
- To engage learners in practising conversations and dialogues, and reciting some poems
- To help them learn to make requests, seek permission, make polite enquiry, greet people and express gratitude

Writing

- To encourage learners' creativity, and help them describe persons, places, things, events and experiences

Follow Up

- To build on what the child has learnt in the lesson and connect it with the world around him/her.
- To encourage learners to collect, analyze and interpret some information connected with the theme of the main text and share it with the classmates



**Director
SCERT Haryana
Gurgaon**

प्रस्तुत संस्करण

आज के बदलते परिवेश में विद्यार्थियों के साथ-साथ अध्यापकों को भी कई बार, विषय की बारीकियों और नए उदाहरणों के साथ केवल पाठ्य-पुस्तकों से समझाना कुछ अधूरा सा लगता है। ऐसी आवश्यकता महसूस होती है कि पुस्तक के विभिन्न पाठों में आवश्यकता पड़ने पर यदि डिजिटल कंटेंट तुरंत उपलब्ध हो जाय तो अध्ययन-अध्यापन की नीरसता समाप्त हो सकती है और कक्षा में रुचिकर वातावरण तैयार किया जा सकता है। कक्षा में छात्रों के अलग-अलग स्तर के अनुसार यदि गुणवत्तापूर्ण डिजिटल कंटेंट उपलब्ध हो तो, न केवल अध्ययन-अध्यापन और अधिक सशक्त होगा बल्कि कठिन बिन्दुओं को भी बेहतर ढंग से समझने-समझाने में सहायता मिलेगी। उर्जस्वित पुस्तकें (Energized Text Books) इस समस्या को हल करने की दिशा में एक पहल है। ऐसी पुस्तकों की संकल्पना, MHRD भारत सरकार के अध्यापकों को सक्षम करने के उद्देश्य से बनाये गए दीक्षा (DIKSHA) पोर्टल के लिए की गयी है।

दीक्षा के अंतर्गत ऐसी पाठ्य पुस्तकों की कल्पना की गयी है, जिनमें पाठ्यक्रम को और सशक्त करने की क्षमता हो। परंपरागत रूप से उपलब्ध पुस्तकों में QR कोड की सहायता से और अधिक सूचनाएं तथा अतिरिक्त प्रभावी सामग्री जोड़कर उन्हें और अधिक सक्रिय तथा उर्जावान बनाया जा सकता है। अध्यापकों की आवश्यकता के अनुसार उनके द्वारा चिन्हित पाठ के कठिन भागों में QR कोड को प्रिंट कर दिया गया है, इन QR कोडस से विडियो, अभ्यास कार्यपत्रक और मूल्यांकन शीट को लिंक कर दिया गया है।

विद्यालय शिक्षा विभाग द्वारा, राज्य शैक्षिक अनुसन्धान एवं प्रशिक्षण परिषद्, हरियाणा, गुरुग्राम को मानव संसाधन एवं विकास मंत्रालय (MHRD) के दीक्षा पोर्टल हेतु राज्य की नोडल एजेंसी बनाया गया है। इस सम्बन्ध में 12 जुलाई 2018 को शैक्षिक तकनीक (Educational-Technology) के राज्य संसाधन समूह (SRG) की एक संगोष्ठी आयोजित की गयी, जिसमें MHRD द्वारा हरियाणा राज्य के लिए नियुक्त टीम की सहायता से शैक्षिक सत्र 2018-19 हेतु राज्य के लिए एक दीक्षा कैलेंडर तैयार किया गया है इस सम्पूर्ण कार्य को मुख्यतः दो चरणों में विभक्त किया गया है—


प्रथम चरण : QR कोड युक्त पुस्तकें तैयार करना।

द्वितीय चरण : QR कोड से लिंक ई-कंटेंट तैयार करना।

विद्यालय अध्यापकों, डाइट एवं SCERT के विषय-विशेषज्ञों की एक टीम द्वारा कक्षा 1-5 तक की हिंदी, अंग्रेजी, गणित एवं EVS विषय पर तैयार राज्य की पाठ्य-पुस्तकों का बारीकी से पुनरावलोकन प्रारंभ हुआ और कार्यशालाओं में इस कार्य के प्रथम चरण को पूरा किया गया। राज्य भर से चुने हुए इच्छुक कर्मठ अध्यापकों के सहयोग से चरण-2 के अंतर्गत ई-कंटेंट को निर्मित व संकलित करने का कार्य जारी है। इस कार्य के प्रथम चरण को पूर्ण करने के लिए परिषद श्रीमती पूनम भारद्वाज, अनुभागाध्यक्ष, शैक्षिक तकनीक विभाग तथा श्री मनोज कौशिक, समन्वयक (QR Code Project) का आभार व्यक्त करती है। परिषद इस कार्य को पूर्ण करने के लिए श्री नंद किशोर वर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, रुबी सेठी, अध्यापिका, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राजेश कुमारी, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, दीप्ता शर्मा, विषय विशेषज्ञ, एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम, राम मेहर, वरिष्ठ विशेषज्ञ, डाइट, माछरौली, झज्जर, धुपेंद्र सिंह, डाइट, विषय विशेषज्ञ, मात्रश्याम, हिसार, नरेश कुमार, विषय विशेषज्ञ, डाइट, डींग, सिरसा, डॉ एम.आर. यादव, प्राध्यापक, रा.व.मा.वि. निजामपुर, नारनौल, महेंद्रगढ़, कादयान यशवीर सिंह, अध्यापक, रा0व0मा0वि0, वजीराबाद, गुरुग्राम, डॉ पूजा नन्दल, प्राध्यापिका, रा.क.व.मा.वि. झज्जर, विरेंद्र, बी.आर.पी. बी.आर.सी. सालहावास, झज्जर, किरण परुथी, अध्यापिका, रा.व.मा.वि. खेडकी दौला, गुरुग्राम, बिन्दु दक्ष, प्राध्यापिका, रा.क.व.मा.वि. जैकबपूरा, गुरुग्राम का भी हृदय से आभार व्यक्त करती है।

निदेशक

एस.सी.ई.आर.टी. हरियाणा, गुरुग्राम

	दीक्षा एप कैसे डाउन लोड करें ?
	<p>विकल्प 1: अपने मोबाइल ब्राउजर पर diksha.gov.in/app टाइप करें।</p> <p>विकल्प 2: अपने एंड्राइड मोबाइल के Google Play store पर DIKSHA NCTE खोजें और "डाउनलोड" बटन को दबाएँ।</p>

मोबाइल पर **QR** कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें



DIKSHA App लॉन्च करें विद्यार्थी के रूप में जारी और "गेस्ट के रूप में ब्राउज रखने के लिए विद्यार्थी पर करें" पर क्लिक करें।

पाठ्य पुस्तकों में QR कोड स्कैन करने के लिए DIKSHA App में दिए गए QR कोड Icon Tap करें

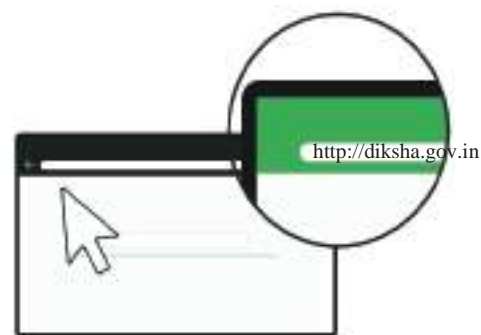
डिवाइस को QR कोड की सफल स्कैन पर QR कोड से जुड़ी डिजिटल पाठ्य सामग्री सूचीबद्ध है। QR डिजिटल पाठ्य सामग्री सूचीबद्ध है। कोड पर केंद्रित करें।

डेस्कटॉप पर **DIAL** कोड का उपयोग कर डिजिटल विषय वस्तु कैसे प्राप्त करें

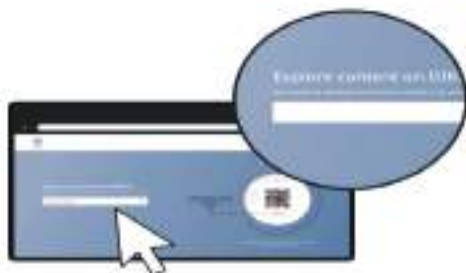


पाठ्य पुस्तक में QR कोड के नीचे 6 अंकों का एक कोड रहता है

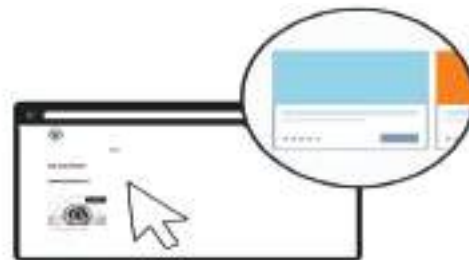
1 जिसे DIAL कोड कहते हैं।



2 ब्राउजर पर diksha.gov.in/hr/get टाइप करें।



3 सर्च बार में DIAL कोड टाइप करें।



4 सभी उपलब्ध पाठ्य सामग्री की सूची देखिए और किसी भी पाठ्य सामग्री पर क्लिक करे और देखे।

TABLE OF CONTENTS - 4

Sr. No.	Name of the Chapter	Genre (Prose/Poem)	Theme	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
1.	Planting Pg - 1	Poem	Nature	SAQs, Sequencing	Rhyming words, Naming of seeds/grains	Nouns and verbs, Adverbs of frequency	Rearranging steps taken to plant a tree	Dos and Don'ts about growing plants, Short description of a flower	Learning about process of germination and sprouting
2.	Abu Ali Counts his Donkeys Pg - 7	Prose	Humour	Right and wrong, SAQs	Words for numbers, Opposite words	Pronouns, Prepositions of place, Articles (a, an, the)	Words/Expression expressing gratitude	Punctuation, Words for numbers, Story completion	Talking about a funny incident, Number game
3.	The Saviour Pg - 21	Prose	Values of kindness	SAQs, True and False statements	Filling in the blanks, Words expressing feelings/emotions, Words for different types of laughter	The simple past tense (negative), Singular and Plural, Use of 'There is/are', Subject - verb agreement	Filling in the blanks after listening to a poem	Correcting errors, Preparing a poster	Giving views about saving and caring of animals
4.	Swami Vivekananda Pg - 33	Prose	Inspiration	MCQs, SAQs,	Family Tree, family relationships, Using words as nouns and verbs	Possessive adjectives, The Past simple and continuous tense	Picture discussion	Writing a short paragraph by rearranging sentences	Talking to grandparents about their childhood
5.	Wake Up! Pg - 45	Poem	Good Habits	MCQs, SAQs	Rhyming words, Phrases ending in 'up'	Adjectives (verb+ing), Degrees of Adjectives	Rhyming words, Role play, Poem recitation	Rearranging the activities, Writing a short paragraph	Observing sounds in nature, Fun with sounds of animals
6.	Living in a Beautiful World Pg - 56	Prose	Recycling	True and False statements, SAQs	Rearranging jumbled letters, Pair of words Noun and adjectives, Finding out words from the grid	Types of sentences, Changing simple sentences into interrogative	Role play	Poster making (Dos and Don'ts), Reusing waste material	Preparing a pencil stand by using waste material
7.	King Midas and his Daughter Pg - 71	Prose	Human Values	Matching group of words to make meaningful sentences, SAQs	Synonyms, Antonyms, A puzzle, A word map	Prepositions, Identifying subject, verb and object, Conjunctions	Identifying false statements, Dictation	A short paragraph, A picture description	Discussion in groups, 'If you were a king.'
8.	Run! Pg - 82	Poem	Countryside	SAQs	Identifying seasons, Words related to seasons	Exclamatory sentences, Prepositions	Questions and Answers, Rhyming words	Dos and Don'ts on road safety, Picture composition	Benefits of running
9.	Dussehra Pg - 93	Prose	Art and Culture- A festival	Choosing correct options, SAQs	Crossword, Word pyramid, Names of festivals	Common and Abstract Nouns, Subject and Predicate	Questions and Answers after listening to a conversation	Recipe, Picture composition	Preparing masks and enacting their characters

Sr. No.	Name of the Chapter	Genre (Prose/Poem)	Theme	Comprehension	Vocabulary	Grammar	Listening and Speaking	Writing	Follow Up
10.	Health and Hygiene Pg - 106	Play	Health and Hygiene		Passage completion with appropriate words				Preparing chart for cleanliness
11.	Saving Trees Pg - 111	Prose	Environment	Ticking correct sentences, SAQs,	Word completion, Homophones, Grid on trees, plants, flowers	Punctuation, Adverbs of manner, Rearranging words to make sentences	Reciting a poem, Rhyming words	Dos & Don'ts about cleanliness, Uses of Trees	Discussion on 'Benefits of Trees'
12.	Hurt No Living Thing Pg - 121	Poem	Values: Sensitivity to others	True and False statements, SAQs	Opposite words, Word formation by adding suffixes '-ful', '-y', and using them in sentences, Separating words	Adverbs of Manner, Making adjectives using 'ing'	Role play, Reciting a poem	A short paragraph on a 'Visit to Zoo', Making placard	Visit a Bird Sanctuary
13.	Travelling, Travelling Pg - 133	Poem	Transportation	Choosing correct options, SAQs,	Making nouns from verbs using suffix '-r' and 'er', Occupations	Completion of sentences using phrases, Using words as nouns and verbs, The future simple tense	Listening to announcements and completing it, Role play	Writing application for leave	Listing of places that students have visited during the last year or may visit in future
14.	Birbal Caught the Thief Pg - 146	Prose	Wisdom	MCQs and SAQs	Matching opposite words, Making adjectives from nouns by adding prefixes/suffixes	Usage of apostrophe 's', The simple past tense, Regular and irregular verbs, Conjunctions	Role play	Rearranging sentences to make a story and Notice writing	Listing steps to get back a lost thing

- **Note:** MCQs - Multiple Choice Questions, SAQs - Short Answer Questions



General Instructions for Assessment



Assessment is designed to assess each student after teaching a set of three lessons.

1. Some of the questions are framed to assess listening and speaking skills.
2. Teacher may change the sequence of these questions for different sets of students.
3. Each set of assessment carries maximum 20 marks.
4. Students securing less than 8 marks will be given remedial classes to enhance their skills and help them to bridge the gap. After giving them remedial teaching they should again be assessed and their assessment should be revised.

1

Planting

Nature



Pre Reading



sunflower



sugarcane



banyan tree



marigold

- What do you see in the pictures?
- Say the names of trees and flowers aloud.
- How do seeds grow into plants and trees?

Reading

Planting

I took a little seed one day,
About a month ago.
I put it in a pot of dirt,
In hopes that it would grow.

I poured a little water,
To make the soil right.
I set the pot upon the sill,
Where the sun would give it light.



I checked the pot most every day,
And turned it once or twice.
With a little care and water,
I helped it grow so nice.

Dick Wilmes

Word Meaning in Context

dirt	soil मिट्टी
hopes	wishes आशाएँ
pour	to make liquid flow out of a container उड़ेलना
sill	a shelf above the door/window छज्जा
twice	two times दो बार

Comprehension



I. Answer the following questions.

1. Where did the poet sow the seed?
2. Why did the poet put water into the soil?
3. Why did the poet keep the pot on the sill?
4. What came out of the seed?

II. Rewrite the following steps in the correct order how a seed grows (germinates) into a plant. Write them in your notebook.

Put the seeds in the soil.	Add some water.	Sprouts come out.
Prepare the soil.	Take some seeds.	

Vocabulary

I. Find out rhyming words from the poem for the words given below.

met		fun	
weed		crow	

- II. We eat different kinds of seeds/grains in our daily life. Name the seeds/grains that you eat and are found in the kitchen of your house. Bring samples of some of these seeds and show them to the class.

For the teacher

Tell students the names of seeds/grains in English generally found in kitchen.

Grammar

- I. Look at the following sentence from the poem.

I **took** a little *seed* one *day*,

About a *month* ago.

In the above sentences, the words in italics like ‘seed’, ‘day’ and ‘month’ are nouns while the word in bold ‘took’ is a verb.

Noun is a word that is used to name a person, place, or a thing. Nouns are also called naming words.

A **verb** is an action word. It indicates an action.

Find out nouns and verbs that occur in the poem and write them in the boxes below.

Nouns			Verbs		

- II. Look at the words in italics in the sentences given below.

1. I checked the pot most *every day*,

2. And turned it *once* or *twice*.

These words are used as **adverbs**.

An **Adverb** is the word that adds more information about place, time, manner, cause or degree to a verb, adjective, phrase or another adverb.

They tell us how often or how frequently something happens. Some more such adverbs are: **usually, often, twice, never, daily, sometimes, seldom, always** etc.

Pick out adverbs from the following sentences and write them in the space given. One has been done for you.

1. He often listens to the radio. often
2. Sahil goes for a morning walk daily. _____
3. I sometimes take sugar in my coffee. _____
4. My grandmother always goes for a walk in the evening. _____
5. Wahid usually helps his mother in the kitchen. _____
6. They never watch TV in the afternoon. _____
7. Barking dogs seldom bite. _____
8. He always reaches school on time. _____
9. I usually go to market to buy vegetables. _____
10. He is seldom late for school. _____
11. She always speaks truth. _____
12. The dentist advised me to brush the teeth twice a day. _____

III. Answer the following questions by choosing the most suitable adverbs from the box. You may use any adverb more than once. One has been done for you.

never	always	sometimes	seldom	usually
-------	--------	-----------	--------	---------

1. How often do you do your homework? I always do my homework.
2. How often do you talk to your friends? _____
3. How often do you play games? _____
4. How often do you work on computer? _____
5. How often do you eat sweets? _____
6. How often do you clean your room? _____

Listening and Speaking



Listen to the steps taken to plant a tree and number these steps in the correct order and speak out in the class.

- ☐ Prepare a pit for the tree.
- ☐ Refill it with enough soil to support the roots.
- ☐ Decide where you want to plant the tree and mark and prepare the place.
- ☐ Measure the root size.
- ☐ If your tree is still a sapling, use a support to help it grow.
- ☐ Place the tree into the pit gently.

Writing

I. Write two Dos and two Don'ts to make a plant grow properly.

Dos	Don'ts

II. Draw a picture of your favourite flower in the space given below and write a small paragraph on it using the following points.

- Its name
- Its colour
- Its season to grow
- Where you see it



A large, empty rectangular box for drawing a picture of a flower.

Follow Up



Take some black grams (*kaala chana*) and soak them in water for a day. Wrap them in a cotton cloth and keep them in a vessel. Spray some water daily for 2-3 days. Observe the changes in the grams. Discuss with your friends and teacher the changes in the grams.

For the teacher

Explain and demonstrate to students the process of germination and sprouting.

2

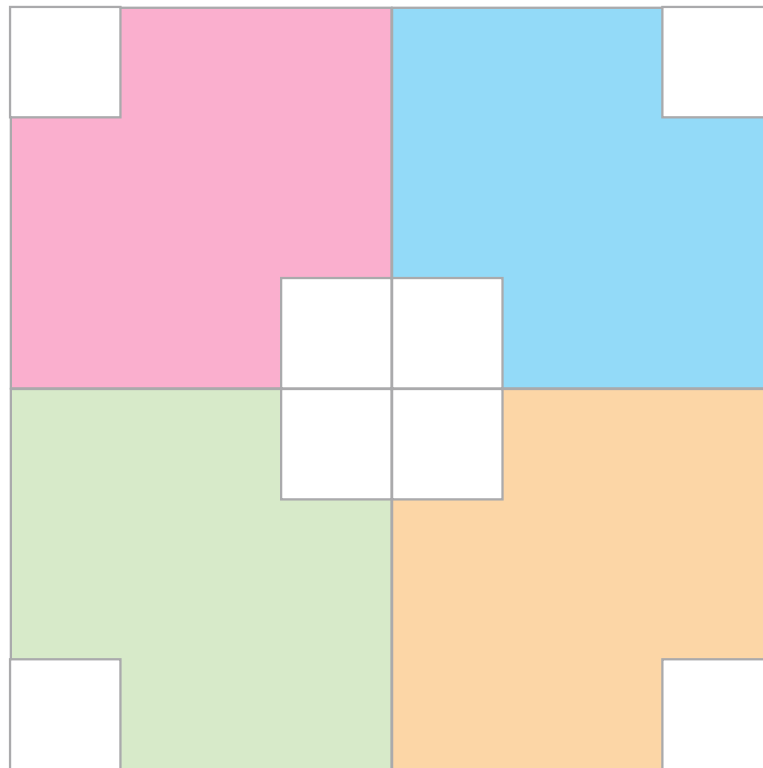
Abu Ali Counts his Donkeys

Humour



Pre Reading

Look carefully at the picture given below. Find out how many squares are there in it.



Reading

One day Abu Ali went to the fair, and bought nine donkeys. He rode home on one of them. The other donkeys followed behind.

After a while Abu Ali said to himself, “Are all my donkeys here?” Just then he turned round to count them.

“One, two, three, four, five, six, seven, eight. Oh! Where’s number nine?” Abu Ali cried.

He jumped down from his donkey. He looked around. He looked behind the rocks and the trees. But there was no donkey to be seen.



“I’ll count them again,” Abu said. “One, two, three, four, five, six, seven, eight, nine. Oh, he must have come back.”

So Abu Ali climbed back onto the donkey and rode away.

After a while he counted his donkeys again. He counted only eight! Once again he jumped down from his donkey. He looked behind the rocks and the trees. But there was no donkey to be seen.

“I’ll count my donkeys again,” he said to himself. And this time there were nine.

Just then Abu Ali saw his friend Musa walking along the road. “Musa,” he called. “Help me to count my donkeys. I keep losing one. When I stop to count I find only eight, but when I get down looking for the ninth, there he is again!”

“Well, I can see ten donkeys, Abu Ali,” laughed Musa.

“Ten! How can you see ten?” asked Abu Ali.

“You are sitting on one and there are eight donkeys behind you,” said Musa.

“Of course,” said Abu Ali, “Oh! I am very foolish. But where is the tenth donkey?”

“He is sitting on the first donkey,” said Musa. “And his name is Abu Ali!”

Word Meaning in Context

behind	at the back of पीछे
rocks	mass of stones चट्टानें
look for	search तलाश करना
climbed	went up चढ़ा



Comprehension

I. Put in the box a tick (✓) for true and a cross (×) for false statements.

1. Abu Ali bought ten donkeys. ☐
2. Abu rode one of the donkeys. ☐
3. He counted one donkey less. ☐
4. He saw his friend Musa walking along the river. ☐
5. He asked his friend Musa to help him. ☐
6. Musa thought that Abu was clever. ☐

II. Answer the following questions.

1. How many donkeys did Abu Ali buy and from where?
2. What did Abu Ali think on the way to home?
3. Why did Abu Ali call Musa?
4. How many donkeys did Musa count?

- I. Circle in the grid as many number words as you can. One has been done for you.

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

- II. Write in words total amount of money shown in each pictures.

1.



+



2.



3.



4.



Now read the numbers and write them in words. One has been done for you.

10	<i>ten</i>	20	
30		40	
50		60	
70		80	
90		100	

When we write a number greater than hundred, we write it as given below.

121	one hundred twenty one
150	one hundred fifty
179	one hundred seventy nine

Now fill in the blanks.

133	..... thirty three
142	..... forty two
157	..... fifty seven
169	one hundred
174	one hundred
188	one hundred
195	..... five
200	two

III. Match the words with their opposites. One has been done for you.

buy	▶	◀	far
after	▶	▶	start
near	▶	▶	weep
behind	▶	▶	sell
stop	▶	▶	before
laugh	▶	▶	clever
silly	▶	▶	in front of

Note: A line connects the 'buy' word to the 'sell' word.



Rohan is a young boy.

He is very intelligent.

He has a big bag. **It** is made of leather. **He** keeps all **his** toys in **it**. The toys in the bag belong to **him**.

I like **him**.

Rohan is a name; a naming word is a noun. So the word Rohan is a noun. The words he, his and him stand for Rohan. These words are **pronouns**.

Pronouns are words used in place of nouns.

I. Rewrite the given sentences using appropriate pronouns in place of underlined nouns.

1. Abu Ali went to the fair. Abu Ali bought nine donkeys.

2. Abu saw his friend Musa. He asked Musa to count the donkeys.

3. Abu Ali wore a beautiful dress. The dress was yellow in colour.

4. Abu Ali and Musa saw the donkeys. Abu Ali and Musa counted them ten.

II. Read the following sentences.

1. Radha is **a** girl.
2. This is **an** ant.
3. Our class went to see **the** Taj Mahal last year.
4. My father reads **the** Indian Express everyday.

In the above sentences, the words in bold **a**, **an** and **the** are articles. **A** is used before singular nouns beginning with consonant sounds. **An** is used before singular nouns beginning with vowel sounds. **The** is used before the names of rivers, oceans, mountains, islands, newspapers, holy books, historical buildings, and also a particular thing or person.

Fill in the blanks with **a**, **an** and **the**.

1. This is _____ pencil.
2. You should take _____ umbrella.
3. Ashutosh is _____ intelligent boy.
4. His father is _____ honest man.
5. English is not _____ difficult language.
6. _____ Gita is a holy book.
7. Aladdin had _____ wonderful lamp.
8. I saw _____ elephant in the zoo.

III. Read the following sentences.

Abu sat **on** a donkey. He got **off** and stood **near** the donkey.

There was no donkey **behind** the rocks.

The words in bold are **prepositions**. These are prepositions of place. They tell us the position of things/persons.

Some other prepositions of place are: **in**, **between**, **under**

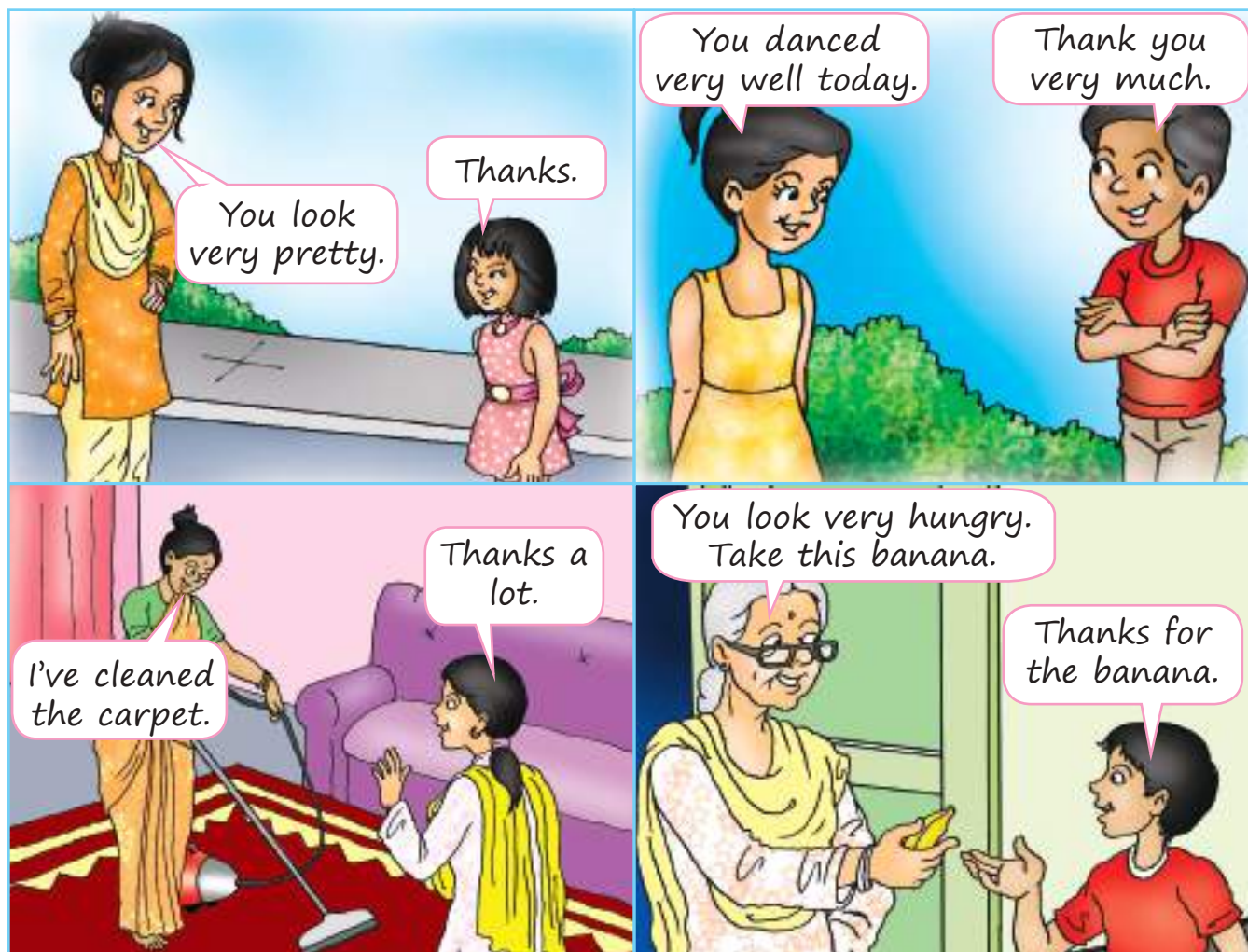


Look at the picture of the classroom and fill in the blanks using prepositions given in the box. One has been done.

in	on	under	near	behind	between
----	----	-------	------	--------	---------

1. The blackboard is *behind* the teacher.
2. The books are _____ the table.
3. The water bottle is _____ the table.
4. The teacher is standing _____ the table and the blackboard.
5. There is a book _____ the teacher's hand.
6. There is a little boy standing _____ the teacher.

I. When someone says something nice to you, you should thank him/her.



II. Here are some comments. Tick (✓) the comments where you will say 'Thanks.'

1. 'You speak English so well!' ☐
2. 'You stole my ball!' ☐
3. 'You have got nice handwriting!' ☐
4. 'You forgot your homework!' ☐
5. 'You have passed your exam. Congratulations!' ☐

I. Rewrite the paragraph given below by using the punctuation marks and capital letters.

Start each sentence with a capital letter and end it with a full stop. All proper nouns also begin with capital letters.

abu ali bought nine donkeys he rode on a donkey the other donkeys followed behind after a while he stopped to count the donkeys he could find only eight of them his friend musa helped him to find the missing donkey abu was sitting on it

II. Write the numbers in words. One has been done for you.

51	.....	166	.....
63	.....	172	.....
69	.....	177	.....
84	.....	179	.....
95	.....	189	.....
99	.....	192	.....
107	<i>one hundred seven</i>	175	.....
109	.....	198	.....
129	.....	169	.....
160	.....	153	.....

III. Look at the picture and complete the story given below with the sentences given in the box.

- He thought that he could eat some grapes.
- He was angry.
- But again he could not reach it.
- He jumped to pick a bunch.
- One day he felt hungry.



A fox lived near a grape farm. _____.

So he walked into the farm _____
_____. He saw bunches of grapes hanging from
the grape vines. _____.

But he could not reach it. He jumped to pick another bunch. _____
_____. He tried again and again.

But the grapes were very high. He could not reach them. _____
_____. As he walked away he said, "The
grapes are sour. I don't want them."

Score Game

For the teacher

- This activity is for the entire week and is targeted for counting practice (in words).
- Ensure the participation and inclusion of every student's name on the score board.
- Select the digits like 1-50 for the first day, 51-100 for the second day,
- 101-150 for the third day, 151-200 for the fourth day and 1-200 for the fifth day.

Process to play

- Divide the class in two groups (Team A and Team B). Select eleven students each from both the groups and make a score board on the blackboard in the class as given below.
- Let one member of the team A speak out any number. Any member from the other team will get up and write his/her name with spoken number in numerals/digits and in words.
- For example, Rohan a member from Team B writes his/her name and the spoken number.

Process to Award

- A member from B team will go to the blackboard and write his/her name with the spoken number in numerals 42 and in words 'forty two'. If this is correct, the teacher will write 2 in the score column. But suppose, there is mistake in either numeral or in words, team will get 1. But if both the numerals and the words are incorrect, then score will be 0.
- If Sonam can't recognize the spoken number 15 and writes 13 then she get 0.
- After the first team has finished, the second team will repeat the same process.
- The team which scores maximum points is declared winner.

Scoreboard

S.no	Name of player	In digits	In words	Points scored by the player
1	Rohan	42	forty two	1
2	Sohan	49	forty nine	2
3	Sunita	59	fifty nine	1
4	Sonam	13	thirteen	0
5				
6				
7				
8				
9				
10				
11				
TOTAL POINTS of the team				



Pre Reading



- Do you love birds?
- Do you feed them? If yes, how often?
- How do you care for them?

Reading

Prince Siddhartha was walking in the garden of his palace. He was pleased to see the flowers blooming, butterflies fluttering their wings, the garden trees swaying in cool breeze and birds chirping.

Suddenly, a swan fell in front of him. It flapped its wings but, unable to overcome its pain, it lay still. Siddhartha was moved with pity. He ran to the poor creature. It was hit by an arrow. There was blood in its wings. Prince Siddhartha took out the arrow from its body very gently and cleaned its wound.

“It is my swan. I have hunted it down.” it was Devdatta, Prince Siddhartha’s cousin. He demanded his hunt.

“No, my brother, it is my swan. I have saved its life. You should have pity for animals.”



“Brother, if I don’t get my hunt, I shall go to the king’s court.” Devdatta said angrily.

“I will not give it to you. You may do as you please,” said Siddhartha. He took care of the swan. Its wound started healing.

After some time Siddhartha was called to the king’s court.

King Shuddodhana sat on his throne. The case of the swan was presented to him. Prince Siddhartha and Devdatta stood in the court to plead their claims.

The hearing went on. The king said, “Let the swan be brought to the court.”

The swan was brought and left standing in the middle of the court. It slowly shuffled towards prince Siddhartha and hid under his seat. King Shuddodhana gave his judgment immediately.

“The saviour has a greater claim over the subject than the killer. Thus, the swan belongs to Siddhartha. It is also proved by the swan’s willing acceptance of the care provided by Siddhartha. Devdatta must show mercy to animals.”

All present in the court praised the judgment.

Word Meaning in Context

saviour	protector रक्षक
blooming	flowering खिलते हुए
fluttering	waving quickly फड़फड़ाते हुए
chirping	sound produced by birds चहचहाते हुए
swaying	swinging or moving झूलते हुए, लहराते हुए
breeze	gentle wind मंद हवा
creature	a living being प्राणी, जीव
wound	injury घाव
hunted	preyed शिकार किया
healing	curing घाव भरना
throne	seat of a king सिंहासन
shuffled	walked without lifting feet पैर घिसटते हुए चला

Comprehension

I. Answer the following questions.

1. What pleased Siddhartha in the garden?
2. Why was Siddhartha moved with pity?



3. Who wounded the swan?
4. What did the swan do when it was brought to the court?
5. What was the judgment of the king?

II. State whether the following statements are true or false. Write T for true and F for false statements.

1. Prince was walking through the forest. ☐
2. Prince Siddhartha took out a thorn from the swan's body. ☐
3. Devdatta was Siddhartha's cousin. ☐
4. King Duryodhana sat on his throne. ☐
5. Finally, the swan was given to Prince Siddhartha. ☐

Vocabulary

I. Fill in the blanks with the correct words from the box given below.

throne	prison	necklace
kingdom	ministers	court

1. All the _____ were present in _____ of the king.
2. The king was sitting on his _____.
3. The guilty was sent to _____ after hearing.
4. The king was very popular throughout his _____.
5. Queen's _____ was made of gold.

II. Look at the pictures of some faces expressing different emotions or feelings. Write an appropriate word under each one of them that describes it. You may choose the word from the box.

angry fearful sad smiling laughing surprised



I. Read the following sentences.

1. A swan *fell* in front of him.
2. A swan **did not fall** in front of him.
3. Prince Siddhartha *took* out the arrow.
4. Prince Siddhartha **did not take** out the arrow.

As you see the verbs in italics in sentences 1 and 3 are in the affirmative and the verbs in sentences 2 and 4 are in the negative.

We replace the second form of the verb ('fell' and 'took') with 'did not + first form of the verb' ('did not fall' and 'did not take') to make negative sentences of affirmative sentences in the simple past tense.

Change the following sentences into negative. Write in your notebook.

1. The king helped the poor.
2. She bought this pen last month.
3. We played hockey yesterday.
4. My brother wrote a letter.
5. I made a kite.

II. Look at the following sentences.

1. **This boy** *is* the captain of the team.
2. **All other boys** *are* the team members.

As you see, the subject in sentence 1 'This boy' is singular and therefore the verb 'is' that goes with it is singular. In sentence 2 the subject 'All other boys' is plural, therefore the verb 'are' is plural.

Change subject of each of the following sentences to plural form and rewrite the sentences after making suitable changes. One has been done for you.

1. The teacher is taking care of the students.
The teachers are taking care of the students.

2. A girl is swimming in the pond.

3. The shopkeeper has sold the toffees.

4. A leaf was falling from the tree.

5. Cow gives us milk.

6. The baby is playing with the toys.

7. A boy is running in the playground.

8. The fly is troubling him.

9. The passenger is waiting for the bus.

10 . A woman is working in the field.

III. Read the following sentences.

1. **There is** a bridge across the river.

2. **There are** eight cows behind you.

3. **There is** a hole in my shoes.

4. **There is** a library in my school.

5. **There are** forty students in my class.

6. **There are** two bed rooms and one drawing room in my house.

As you see, we use there is/are to say that something exists. We use **there is** with singular subjects and **there are** with plural subjects.

Fill in the blanks with There is/There are.

1. _____ a table in the classroom.
2. _____ three chairs in the classroom.
3. _____ a bucket in the bathroom.
4. _____ many people at the bus stand.
5. _____ a glass of milk in the fridge.
6. _____ some bananas on the table.

IV. Tick (✓) the correct form of verb in each of the following sentences.

1. The room **is/are** empty.
2. We **is/are** going to buy a new car.
3. I **like/likes** to eat this cake.
4. We **is/are** going to see a film today.
5. The cycle **needs/need** repairs.
6. The man in the library **are/is** very helpful.
7. We **go/goes** for walk every morning.
8. They **is/are** painting the walls.

V. Complete the following sentences by filling in suitable subjects.

1. _____ are playing hockey.
2. _____ is a very hard working boy.
3. _____ is looking after the patient.
4. _____ goes for a walk every day.
5. _____ have lost my watch.
6. _____ was watching TV at 5 p.m. yesterday.

Listening and Speaking



Listen to the poem and fill in the blanks.

Beautiful _____

There are _____ birds that fly,

They fly in the lovely _____,

For food they wander _____,

But they find the _____ with scare,

When they see the _____, they get a shock,

After that they fly in a _____.

Writing

- I. Read the following paragraph from the lesson. There are five mistakes of spelling and three mistakes of capital letters in it. Correct the mistakes and rewrite the paragraph.**

Sudently a swan fell in front of him. It flaped its wings but, unable to overcome its pain, it lay still. siddhartha was moved with pity. he ran to the poor craeture. It was hit by an arrow. Their was blood in its wings. prince Siddhartha took out the arrow from its body very gantly and cleaned its wound.

II. Look at the poster on 'Benefits of Growing and Protecting Trees'.



Your school is organizing 'Save the Animal' week. Prepare a poster.

Follow Up

Suppose you find some boys throwing stones at a dog and chasing him with sticks. Discuss in your class the steps that you would take in this situation to save the dog.

Assessment

Max. Marks: 20

For Lesson 1-3

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Attempt any four.)

1×4 = 4

- Why did the poet put water into the soil?
- What came out of the seed?
- How many donkeys did Abu Ali buy and from where?
- Why did Abu Ali call Musa?
- Why was Siddhartha moved with pity?
- What was the judgment of the king?

Q.2 Match the words with their opposites.

1×4 = 4

buy	▶	◀	weep
behind	▶	◀	sell
stop	▶	◀	in front of
laugh	▶	◀	start

Q.3 Draw a picture of your favourite flower in the space given and write a small paragraph on it using the following points.

4

- Its name
- Its colour
- The season when it grows
- Where you see it



Q.4 Write the following numbers/numerals in words. (Do any four)

1×4 = 4

40	84	99	107	166	189	192
----	----	----	-----	-----	-----	-----

Q.5 Fill in the blanks with **There is/There are.**

1×4 = 4

- _____ a table in the classroom.
- _____ three chairs in the classroom.
- _____ a bucket in the bathroom.
- _____ many people at the bus stand.

4

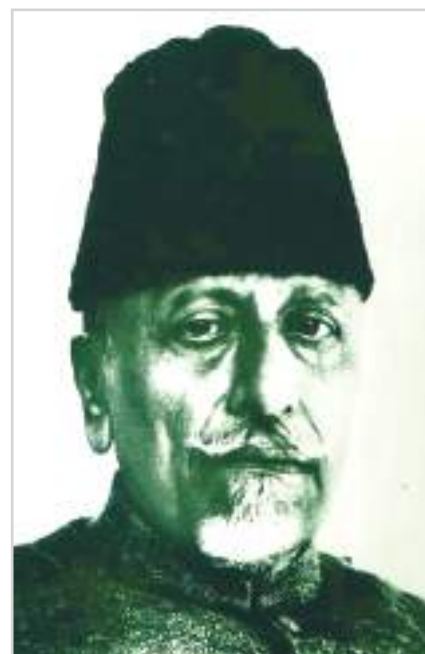
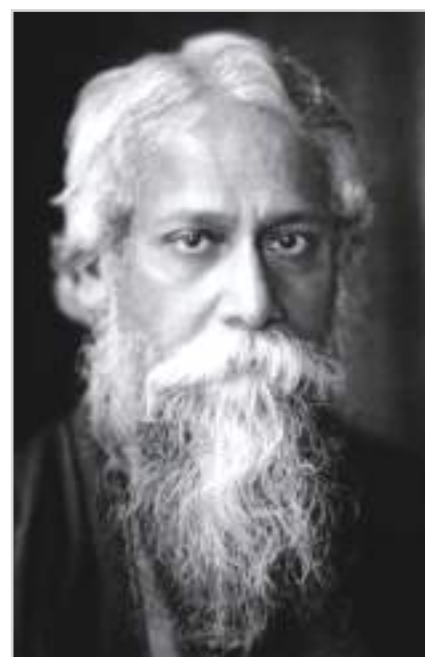
Swami Vivekananda

Inspiration



Pre Reading

Identify the following personalities and speak a few sentences about each one of them.



Vivekananda, the great son of India, was born on 12th January 1863 to Vishwanath Dutta and Bhuvneshwari Devi in Simla, a part of the big city Kolkata. He had a divine glow on his face at the time of his birth. His father was kind and helpful to the poor and needy. His mother was a deeply religious lady. Apart from family duties, she spent her time in singing and narrating stories from two great epics, the Ramayana and the Mahabharata. They both took great care of their children's education and good upbringing.



At the time of birth, they named him Vireshwara. But his name was too long for children to say it with ease. So, everybody started calling him Narendra.

Narendra's childhood

Narendra's childhood was remarkable for the incidents that revealed his courage, presence of mind and intelligence. He was very naughty, lively and playful. He loved birds and animals. The qualities of leadership in him were visible since his childhood. His favourite game was 'King and the Court.' He would always play the role of a king and his playmates would act as ministers and courtiers. He and his friends often practised meditation. While meditating, Narendra could sit in the same posture for a long time and he would look like a *Little Buddha*. One day when they were meditating, a black snake came near them. All the children shouted and ran away but Narendra did not even move from his place. He kept his eyes closed. The snake crawled on the floor and left without causing any harm.

Narendra at school

Narendra was good at studies as well as games. He listened to the teacher carefully. He could recall whatever was taught by the teacher. He never used to forget anything even if he listened to it for the first time.

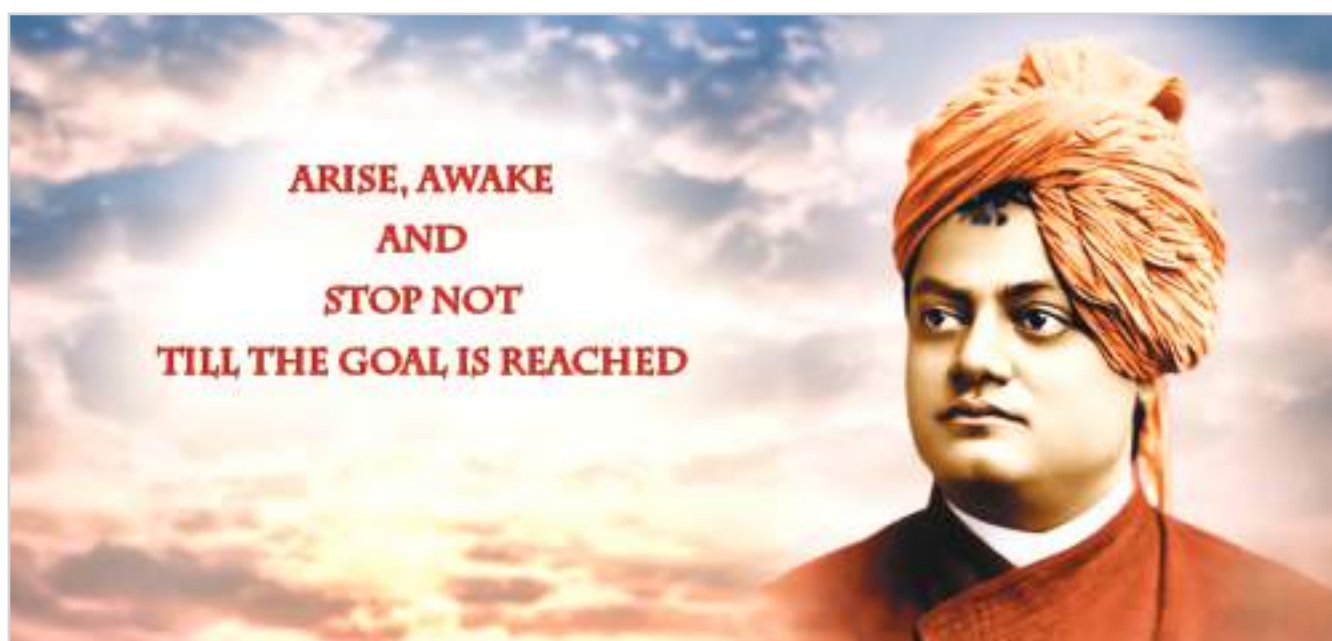
Once Narendra was punished at school. The geography teacher asked him a question which he answered correctly. But the teacher thought Narendra was wrong and punished him. The boy protested, "I've not committed any error, sir. I am sure what I said is right." This made the teacher not only furious but also led him to slap Narendra. When Narendra returned home, his eyes were filled with tears. He narrated everything to his mother. His mother consoled him and said, "My son, why do you care if you are right? Always follow the truth, whatever may happen." Later, when the teacher realized his mistake, he regretted it.

Narendra: a brave boy

Narendra was a brave boy. One day while Narendra and his friends were playing in the garden, they heard a voice calling, 'Run! Run! Ghost! Ghost! There is a ghost in that tree'. Hearing these words all boys ran away in fear. But the boy Narendra stood fearless and asked the gardener, "Where is the ghost? I don't see any ghost in the tree."

Narendra becomes Swami Vivekananda

Narendra's habit of fearlessness, love for mankind and concentration made him one of the greatest spiritual leaders of mankind and thereafter he began to be known as Swami Vivekananda. He was deeply inspired by the teachings of the Gita.



Word Meaning in Context

divine	godly दैविक
glow	shine चमक
epic	long poem, story about heroic deeds महाकाव्य / लम्बी कविता
revealed	made visible उजागर किया
meditation	to think deeply ध्यान लगाना
posture	the way a person sits, stands or walks 'भारीक स्थिति
furious	full of anger बहुत अधिक गुस्से में
console	comfort in time of sorrow सांत्वना देना / ढाढ़स बाँधना
regret	feeling sad over something पछतावा / दुःखी महसूस होना that someone has done

Comprehension



I. Complete the sentences by choosing the correct options.

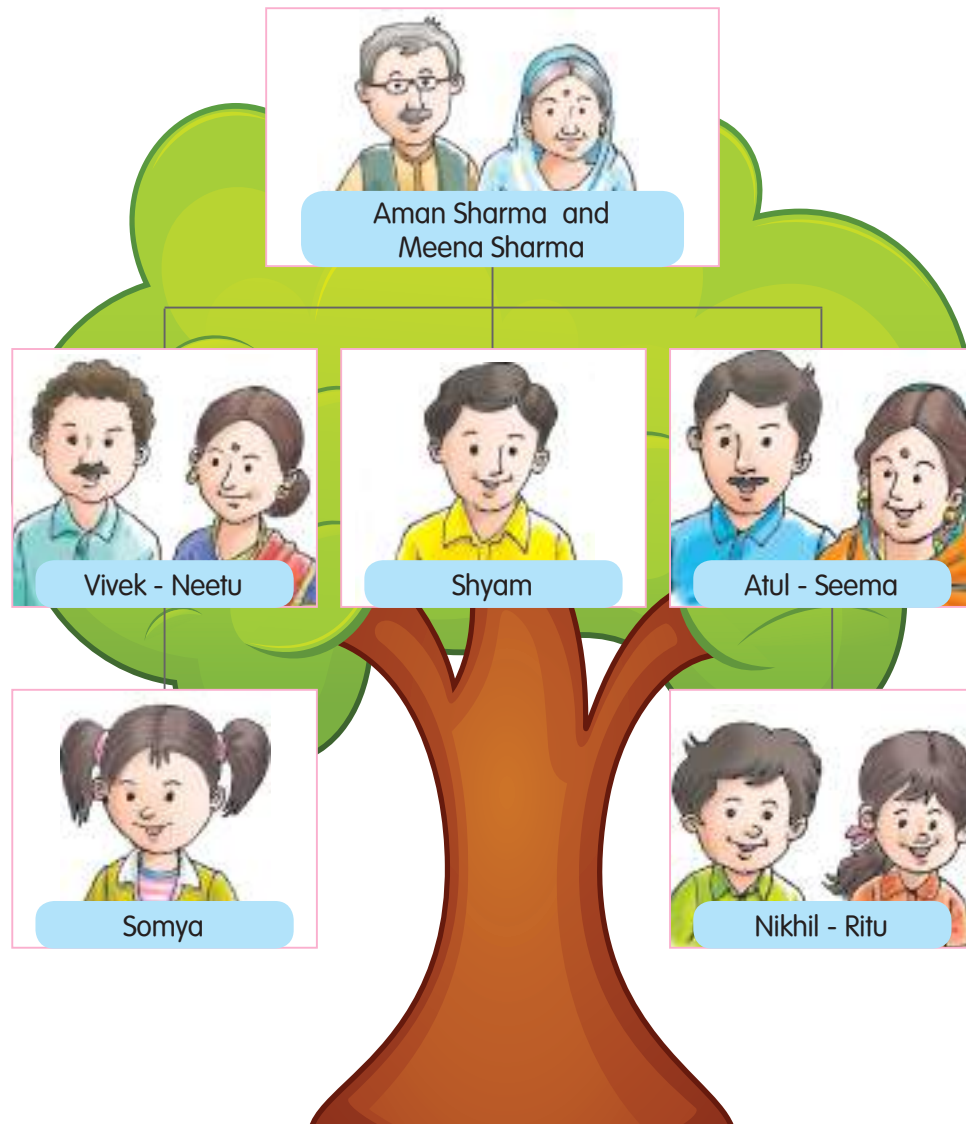
- Narendra was born on _____
 - January 26, 1956.
 - January 12, 1863.
 - August 15, 1947.
- Narendra's mother was a _____
 - careless lady.
 - religious lady.
 - brave lady.
- Vishwanath Dutta was _____
 - miser and unkind.
 - kind and helpful.
 - careless and cruel.
- Narendra's childhood was remarkable for _____
 - horrifying incidents.
 - the inspiring incidents.
 - adventurous incidents.

II. Answer the following questions.

1. Where was Vivekananda born?
2. What did children call Vivekananda in his childhood?
3. Was Narendra punished rightly by his geography teacher? Give reason for your answer.
4. What qualities of Narendra made him one of the greatest spiritual leaders of mankind?

Vocabulary

- I. Look at the family tree of Mr. and Mrs. Sharma and fill in the blanks by using words from the box given on the next page.



brother	sister	daughter	three
husband	wife	parents	grandmother
grandfather	father	mother	son
cousin	nephew	niece	

1. Aman Sharma and Meena Sharma have _____ sons.
2. Vivek, Shyam and Atul are Aman Sharma and Meena Sharma's _____.
3. Vivek is Neetu's _____ and Seema is Atul's _____.
4. Atul is the _____ of Nikhil and Ritu, and Seema is their _____.
5. Nikhil is Ritu's elder _____.
6. Aman Sharma is Somya's _____ and Meena Sharma is her _____.
7. Somya is Vivek and Neetu's _____. She is Shyam's niece.

II. Read the following sentences.

Face
(noun) 1. There was a divine glow on his <i>face</i> .
(verb) 2. He <i>faced</i> the challenge bravely.

Play
(noun) 3. We enjoyed the <i>play</i> .
(verb) 4. We <i>play</i> daily in the evening.

As you see the words '**face**' and '**play**' have been used as nouns in sentences 1 and 3, and as verbs in sentences 2 and 4.

Now use the following words as noun and verb in your own sentences.

place	(n)
	(v)
judge	(n)
	(v)
question	(n)
	(v)
water	(n)
	(v)
work	(n)
	(v)
hope	(n)
	(v)
need	(n)
	(v)
walk	(n)
	(v)
start	(n)
	(v)
answer	(n)
	(v)
cover	(n)
	(v)

cook	(n)
	(v)
harm	(n)
	(v)
cost	(n)
	(v)
aim	(n)
	(v)

Grammar

I. Look at the following examples.

my	<i>my</i> shoes	its	<i>its</i> tail
your	<i>your</i> book	our	<i>our</i> home
his	<i>his</i> sister	their	<i>their</i> children

The words *my*, *its*, *your*, *our*, *his*, *their*, when used before nouns (shoes, tail, book, home, sister, children) are called **possessive adjectives**. They tell us who possesses (owns) a thing/object etc.

Fill in the blanks with words from the box.

my	your	her	his	our	their	its
----	------	-----	-----	-----	-------	-----

1. She has a brother. _____ brother is very intelligent.
2. These are _____ photos. Give them to me.
3. Vivek is an artist. I like _____ paintings very much.
4. We have lost _____ tickets.
5. These books are not mine. Are these _____ books?

6. I have a cycle. _____ colour is red.
7. Mr. and Mrs. Kumar are very rich. It is _____ bungalow.
8. She is _____ youngest sister.

II. Read the following sentence from the story.

One day, when they **were meditating**, a black snake *came* near them.

The verb in bold in this sentence is in the past continuous tense and the verb in italics is in the simple past tense. We use the simple past continuous tense to describe actions that were in progress at a particular time in the past. The simple past tense is used to describe actions that were completed in the past at a particular point of time.

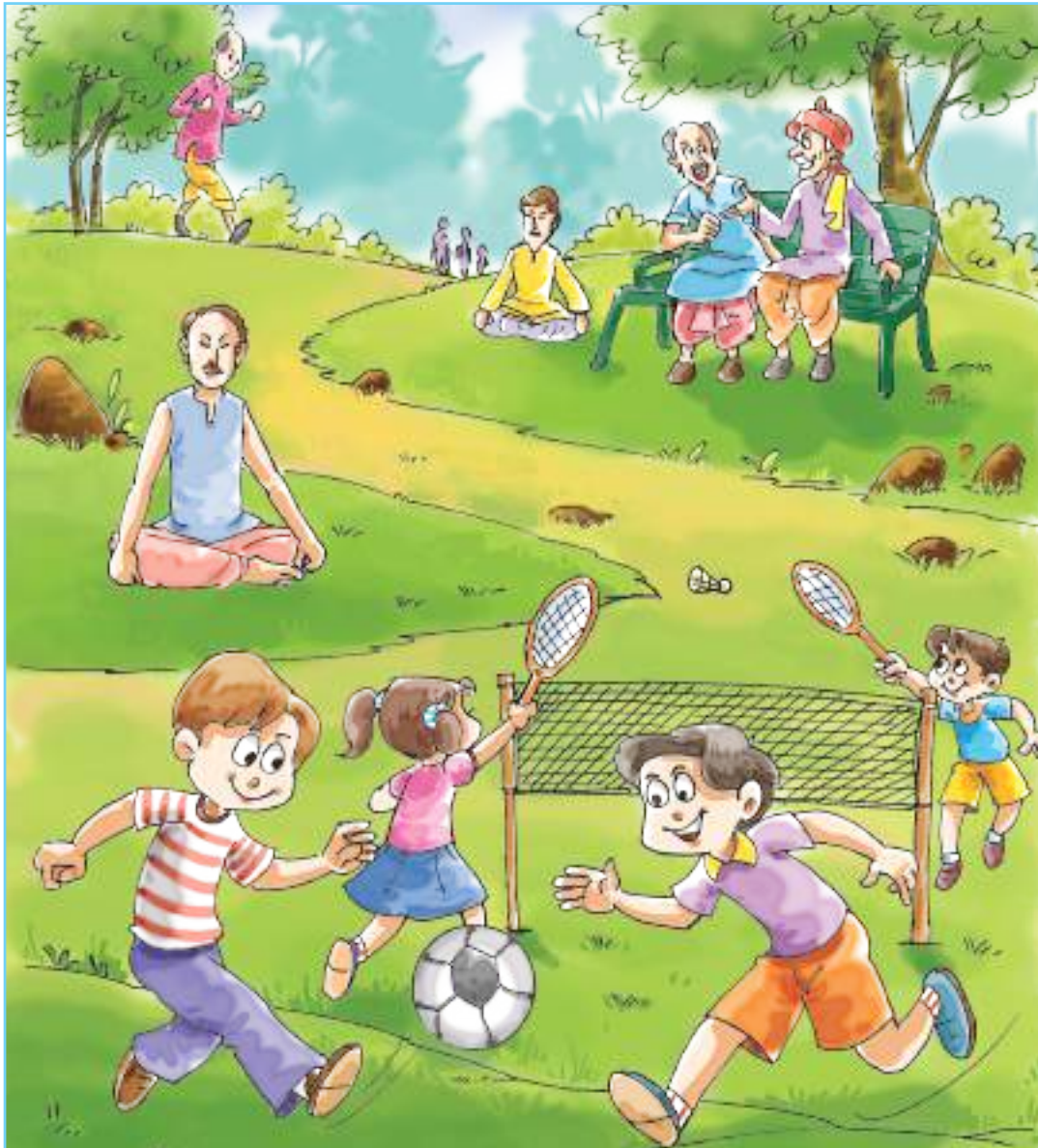
Now pick out some sentences from the story that are in the simple past tense and write them in the space given.

III. Complete the following passage with the appropriate forms of the verbs given in the brackets.

Aryan was a handsome boy. He _____ (sit) on a bench in the park with a bat in his hands. His lovely bicycle _____ (stand) near him. He _____ (waiting) for other children to ask him to play with them. Some children _____ (want) to play with him. His toys and the beautiful bicycle _____ (attract) them. He _____ (feel) happy.

Group Work

Look at the picture carefully. Work in groups. Ask any one in your group to read the questions. Discuss your answers in the group.




1. Is it sunny or cloudy in the picture?
2. What things do you see in the picture?
3. When did you visit a park last time?
4. With whom did you go there?
5. Did you enjoy going there?

I. Rearrange the jumbled sentences to make a paragraph.

1. Narendra was good at studies as well as games.
2. Narendra began to be known as Swami Vivekananda.
3. Narendra was a brave boy.
4. Vivekananda, the great son of India, was born on 12th January 1863.
5. His favourite game was 'King and the Court.'

II. Given below is some information about the life of Swami Vivekananda. Write a paragraph on Vivekananda based on this information.

Name	Vivekananda	
Childhood name	Vireshwara	
Year of birth	1863	
Favourite childhood game	King and the Court	
Qualities	Intelligent, brave, truthful, leader	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Follow Up

Talk to your grandparents and ask them what kind of things they did and enjoyed in their childhood. Based on what they tell you, prepare a list of things and present it to the class.

5

Wake Up!

Good Habits



Pre Reading



I



II

- Why do you think the boy in picture I is running?
- What happens when he reaches the school as shown in picture II?
- Have you ever been late for school? Why were you late and how did you feel then?

Reading

Wake Up!

Wake up! Wake up!

It's a lovely day.

Oh! Please get up and come and play.

The birds are singing in the trees.

And you can hear the buzzing bees.

Wake up! Wake up!



It's a lovely day.
 Oh! Please get up and come and play.
 It's much too late to lie in bed,
 So hurry up, you sleepy head.
 Wash and dress
 And come on out

Everyone is up and about.
 The cow, the horses, the ducks
 And the sheep,
 The tiniest chicken
 Cheep-cheep-cheep
 Wake up!



C. Fletcher

Word Meaning in Context

lovely	beautiful सुन्दर
buzzing	low and continuous भिनभिनाते हुए humming sound (e.g. of bees)
lie	to rest लेटना
sleepy head	inattentive ऊँघते हुए
tiniest	smallest सबसे छोटा

Comprehension

I. Tick (✓) the right options.

- The speaker wants the reader to
 - sleep on ☐
- The birds are singing
 - in the trees ☐

- wake up ☐
- in the room ☐



3. The day is
 - a. boring ☐
 - b. lovely ☐
4. It's much too late to
 - a. do homework ☐
 - b. lie in bed ☐

II. Answer the following questions.

1. What are the birds doing?
2. Why does the speaker ask the late-riser to wake up early?
3. What is suggested by the phrase 'sleepy head'?
4. What is the poet trying to suggest in the poem?

Vocabulary

I. Look at the following pairs of words.

day	play	hen	men
talk	walk	run	fun

These words end with the similar sound. They are called **rhyming words**. Now pick out more such words from the poem which end with the similar sound. Then, write two more words of your own which end with the similar sound.

Word from poem	Rhyming words	Two more words
<i>Bed</i>	<i>Head</i>	

II. Read the following.

1. I **wake up** at 6 a.m. everyday.
2. “Why don’t you **get up** and go to school,” said the mother.
3. “**Hurry up!** We’ll miss the bus,” said Rakhi to Reema.

Here are some more similar words (ending in ‘up’) used in sentences. Guess their meanings and use them in your own sentences.

1. She has **made up** her mind to join army.
2. Let’s **stand up** for the National Anthem.
3. Let’s **give up** our bad manners.
4. Everyone **cheered up** and congratulated him on his birthday.
5. Nobody **turned up** for the party.
6. He **looked up** the calendar for the list of holidays.
7. Our class has **taken up** a project on cleanliness.

Grammar

- I. In the phrase ‘a lovely day,’ ‘lovely’ is a describing word (adjective) because it describes the noun ‘day.’ Now pick out two more phrases from the poem ‘Wake Up’ and separate the describing words from the nouns they describe. Add two more examples to this list.

	Phrase	Describing Word	Naming Word
1.			
2.			
3.			
4.			

II. Some verb + ing words are also describing words (adjectives), as in 'buzzing bees', 'dancing dolls' and 'flying kites.'

The words 'buzzing', 'dancing' and 'flying' are **describing words (adjectives)** because they tell us more about the nouns 'bees', 'dolls' and 'kites'.

Remember:

Wherever we add 'ing' to a verb, sometimes the following changes take place in the spelling of that word.

Examples

buzz + ing = buzzing

sleep + ing = sleeping

play + ing = playing

Sometimes the last letter 'e' is dropped.

Examples

come + ing = coming

wake + ing = waking

Sometimes the last consonant is doubled.

Examples

hit + ing = hitting

sit + ing = sitting

Now complete the sentences by using verb+ ing form of the verbs given in brackets.

1. I saw a _____ train yesterday. (run)
2. He read the news with a _____ face. (smile)
3. I saw a _____ duck. (swim)
4. She touched the _____ candle. (burn)
5. We bought a _____ machine yesterday. (wash)

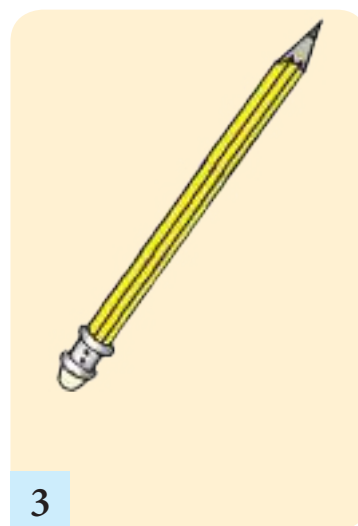
III. Look at the pictures.



The red pencil is long.



The blue pencil is longer than the red one.



The yellow pencil is the longest.

Here 'long', 'longer' and 'longest' are describing words. All of them describe the noun 'pencil'.

As you see, the describing words have three forms of comparison: long/longer/longest. While comparing two persons/objects/ideas we use second form of comparison (e.g. 'longer'). While comparing more than two persons/objects/ideas, third form of comparison (e.g. 'longest') is used. 2nd form is mostly made by adding '-er' to the describing word and third form is mostly made by adding '-est' to the describing word.

For example:

Positive degree	Comparative degree	Superlative degree
long	long + er = longer	long + est = longest
dark	dark + er =	dark + est =
fast	fast + er =	fast + est =

Sometimes the last consonant of the describing word is doubled before adding 'er' or 'est', as shown below.

Positive degree	Comparative degree	Superlative degree
big	big + er = bigger	big + est = biggest
thin	thin + er =	thin + est =
hot	hot + er =	hot + est =

Sometimes the last 'y' of describing word is changed into 'i' and then 'er' or 'est' is added, as shown below.

Positive degree	Comparative degree	Superlative degree
easy	easy + er = easier	easy + est = easiest
holy	holy + er =	holy + est =
dry	dry + er =	dry + est =

Now fill in the blanks with the appropriate forms of comparison.

tiny	tinier	tiniest
.....	happier	.....
lovely	.....	.....
.....	.....	sleepiest

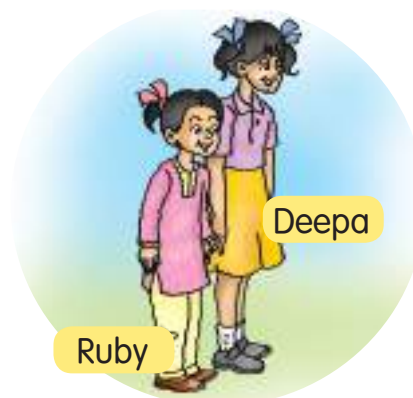
Now complete the sentences.

Q : Who is taller, Ruby or Deepa ?

A : Deepa is _____ than Ruby.

Q : Who is shorter, Ruby or Deepa ?

A : Ruby is _____

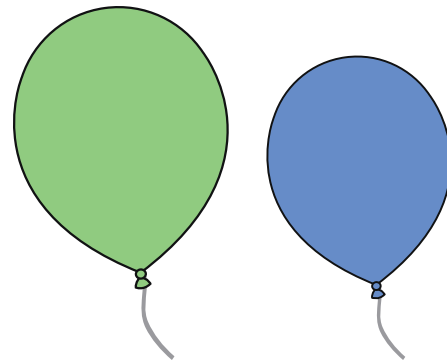


Q : Which balloon is bigger?

A : _____

Q : Which balloon is smaller?

A : _____



Listening and Speaking

I. Repeat the following words aloud after the teacher.

wake	take	lake	make	cake	shake
play	say	way	they	pay	hey

II. Recite the poem.

Early To Bed and Early To Rise

Cocks crow in the morn,

To tell us to rise.

And he who wakes late

Will never be wise.

For early to bed

And early to rise

Is the way to be healthy

And wealthy and wise.

III. Role play the following conversation between Anju and Namita.

Anju : Hello, Namita.

Namita : (*smiles.*)

Anju : Are you busy?

Namita : (*shakes her head to say 'No'.*)

Anju : Shall we go out to play?

Namita : (*shakes her head to say 'No'.*)

Anju : Hey, what's wrong with you?

Namita : (*shakes her head again.*)

Anju : Are you angry with me?

Namita : (*shakes her head to say 'No'.*)

Anju : Can I take your pen?

Namita : (*nods to say 'Yes'.*)

Anju : Where is it?

Namita : (*points to her bag.*)

Anju : Where is Mitali?

Namita : (*shrugs to say 'I don't know.'*)

Anju : Where is Rama?

Namita : (*points outside.*)

Anju : On the playground?

Namita : (*shakes her head to say 'No'.*)

Anju : In the office?

Namita : (*nods to say 'Yes'.*)

Anju : Then I think I'll go to her.

Namita : (*waves 'Good bye'.*)

Writing

I. Arrange the following activities in the order you generally do after you wake up.

take breakfast	brush teeth	go for a walk
go to school	take a bath	take exercise
read the newspaper	pray to God	go to washroom
wish your parents		

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

II. Now describe in a paragraph how you spent your last Sunday.

Follow Up 

I. Go for a morning walk. While doing yoga in a park, listen to rustling of leaves, blowing of wind, chirping of birds etc.

II. Let's have fun with the sounds of some animals.



barking



neighing



mewing



braying



roaring



hissing



chirping



mooing



chattering/gibbering

Work in groups and try to imitate the sounds that some of these animals produce.

6

Living in a Beautiful World

Recycling



Pre Reading



- What differences do you notice in these two classrooms?
- Have you ever seen torn papers and wrappers thrown away here and there in your classroom? If yes, where should we put them?
- How do you feel sitting in an untidy classroom?
- How do you feel sitting in a tidy classroom?
- Can we reuse all waste materials? If yes, give some examples.

Reading

A small boy and his grandfather are going for a walk. On the way they see municipal workers collecting rubbish in a garbage trolley.

Punit : Grandpa, who are these people and what are they doing?

Grandfather : They're municipal workers. They're collecting garbage like waste papers, napkins, plastic bottles, slippers, aluminium foils, wrappers, empty packets, cartons etc.

Punit : Who throws them out?

Grandfather : People use many things everyday. When these things are no longer useful, they throw them away.



Punit : I too have noticed students in my school throwing bits of paper, napkins and wrappers here and there during school time.

Grandfather : Some people throw even peels and bits of fruit at public places like the bus stand, railway station, markets and streets.

Punit : Grandpa, you're absolutely right. I often see heaps of garbage in the streets and market places. This makes our streets and market places look very ugly and unpleasant.

Grandfather : They not only give out a foul smell but also attract flies and mosquitoes. Sometime stray animals make these places dirtier by spreading the garbage all around.

Punit : Look Grandpa, the dirty water over there is flowing on the road and making the place dirty and filthy.

Grandfather : Do you understand what makes these places look so bad?

Punit : I think that wrappers and plastic waste materials choke the drains and make the dirty water stagnate.

Grandfather : Yes, you're right. The overflowing water becomes the breeding place for mosquitoes and all sorts of diseases.

Punit : I think if all of us use less of plastic materials and throw our waste materials into the dustbins, it may reduce filth around us and make our cities and villages clean and beautiful.

Grandfather : You're absolutely right.

Punit : But Grandpa, tell me where do they take the trash and what do they do with it?

Grandfather : It's very simple. The trash from local areas is carried in large containers and dumped in open places to landfill sites outside the city. When the landfill is full, a layer of dirt is spread over the garbage. It prevents the trash from blowing around and keeps animals away. In some areas the trash is burnt in huge furnaces.

Punit : Is there any other way to treat the trash?

Grandfather : Of course, another way to treat the trash is to recycle it.

Punit : Recycle?

Grandfather : Recycling is a process of reusing materials like iron, plastic bottles, polythene bags, sheets of papers, tin foils and iron scraps.

Punit : It's amazing! If all of us learn to be a little more careful and recycle materials in our everyday life, we would make our cities and villages clean and beautiful places to live.

Word Meaning in Context

garbage	trash कूड़ा करकट
foil	metallic paper धातु की परत
wrapper	covering paper लपेटने का कागज़
carton	cardboard box गत्ते का डिब्बा (कार्टन)
peels	skin of fruits or vegetables छीलन / छिलके
choked	blocked रुका हुआ, बंद
damages	destruction नुकसान
breed	give birth (insects) पैदा करना
puddles	small pits of water पानी के छोटे गड्ढे
container	vessel पात्र / बर्तन
dumps	heaps of garbage कूड़े के ढेर
furnaces	kilns भट्टियाँ

Comprehension



I. Write T for true and F for false in the boxes given in front of each statements.

1. People throw even useful things outside. ☐
2. The heaps of garbage look ugly and unpleasant. ☐
3. Puddles of dirty water are the favourite place of mosquitoes. ☐
4. Trash from local areas is loaded into garbage trucks. ☐
5. A clean and beautiful place gives pleasure to everyone. ☐

II. Answer the following questions.

1. List some of the things people should throw into dustbins.
2. How do the drains get choked?
3. Where do the workers put the trash from the dustbins?
4. How will our cities and villages become beautiful?
5. How do we keep animals away from the garbage?

Vocabulary

I. Look at the pairs of words given in boxes. Each pair consists of a noun and an adjective.

brave, bravery	white, whitish	beautiful, beauty
deep, depth	cool, coolness	dark, darkness
sweet, sweetness	soft, softness	

Now complete the following sentences by using correct words given in boxes above.

1. The weather is _____ today.
2. These mangoes are very _____.
3. The milk is _____.

4. Our soldiers are very _____.
5. The night is very _____.
6. This river is _____.
7. These kittens are _____.
8. My pillow is very _____.

II. Pick out the describing words (Adjectives) from the text and write them in the spaces given below.

III. Find in the grid the words given in the box and circle them. One has been done for you.

foil	dump	incinerator	plastic	paper
landfill	furnace	garbage	trash	

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

IV. Letters of some words are in jumbled form. Rearrange them to make meaningful words and match them with the correct pictures. One has been done for you.

TELBTOS

BOTTLES

IOFL

ERYCLCE

ARBGAEG TURKC

TUSDIBN

URNCAFE



- V. Look at the pictures of different types of wastes given below. Match them with the correct dustbins.



Glass



Vegetables and fruits peels



Plastic bottles



**I. Read the following statements.**

1. He is a student.
2. They are players.
3. She is playing football.
4. He can lift this chair.
5. She will win the match.
6. They are absent today.
7. His mother was not sick yesterday.
8. She cannot drive a car.

The above sentences can be changed into questions as shown below:

- Is he a student?
- Are they players?
- Is she playing football?
- Can he lift this chair?
- Will she win the match?
- Are they absent today?
- Was his mother not sick yesterday?
- Can she not drive a car?

For the teacher: Tell the students when we change a sentence into an interrogative sentence, the word order is changed. If there is a main verb (is, am, are, was, were etc.) as in sentences 1-2, the verb is shifted before the subject. But if the sentence consists of a helping verb followed by a main verb as in sentences 3-8, we shift only the helping verb before the subject.

Change the following sentences into interrogative sentence.

1. He is a postman.

2. Paritosh is my cousin.

3. Children are making a noise.

4. She was not angry.

5. They were playing football.

6. Sarita is eight years old.

7. The peacock was dancing in the forest.

8. The cat was not under the table.

9. The books are in the bag.

10. His pen is in the pocket.

II. Read the following sentences.

1. Landfills hold a lot of trash.

2. Dumps are ugly and attract unwanted animals.

3. Did you ever wonder where it all goes?

4. How many things do you throw out each day?

5. Reuse plastic and paper bags.
6. Don't buy things you really don't need.
7. Use cloth napkins instead of paper ones.

The sentences 1-2 are **statements** which give some information. The sentences 3-4 are **questions**. They begin with a question word and end with a **question mark** (?). The sentences 5-7 are instructions. They generally don't have a subject and end with a full stop. In these sentences the subject is hidden. For example, in the sentences 5-7 the subject ('You') is understood.

Now write in the space given below whether each of the following sentences is Statement, Question or Instruction.

1. Please set the table for lunch. _____
2. The Prime Minister will visit England next week. _____
3. Don't you ever get tired of watching television? _____
4. We bought a car in April. _____
5. Have you ever seen a rainbow? _____
6. Stop at the Red Light. _____
7. One day Abu Ali went to the fair. _____
8. Delhi is the capital of India. _____
9. Raise your hands. _____
10. My uncle has written many short stories. _____
11. Have you ever read The Panchtantra? _____
12. The stranger was a kind man. _____
13. Why are you so worried about the exam? _____
14. Poonam wants to be a doctor. _____
15. Always use your own shopping bag. _____

Listening and Speaking

Read the following conversation on 'Keeping Clean' and enact it.

Aditi : *(throwing a chocolate wrapper)* This chocolate is so sweet!

Nidhi : Aditi! What're you doing?

Aditi : I'm enjoying a chocolate.

Nidhi : It's okay! But you shouldn't throw its wrapper like this. You should have put it into a dustbin.

Aditi : Why?

Nidhi : Don't you know that it would help to make our surroundings clean?

Aditi : *(thinking)* I think you're absolutely right. I'd follow your advice in future.

Writing

I. Prepare a poster for your school on Dos and Don'ts about Waste Management. You may use the following sentences.

1. Use both sides of paper to write.
2. Throw torn papers here and there.
3. Always use your own shopping bag made of cloth.
4. Use cartons and empty boxes as dustbin.
5. Throw the waste everywhere.
6. Throw used chips packets, wrappers and fruit peels into dustbin.
7. Throw empty water bottles anywhere.
8. Donate your old toys and clothes instead of throwing them out.
9. Leave the tap open after use.
10. Avoid use of polythene bags.

Dos	Don'ts

II. Reusing waste materials/Best from waste

Given below are steps for making a pencil/pen stand from a waste glass.



STEP 1

Take an empty glass and clean it.



STEP 2

Collect the things that you require for its decoration, e.g. coloured papers, ribbons, buttons of different colours, scrap of clothes, glue etc.



STEP 3

Cover the glass with the coloured paper. Next, paste ribbons, buttons, pieces of broken bangles and scrap of clothes etc. on it with the glue.



STEP 4

Finally, your beautiful pencil stand is ready.
You can use it in your home or present it to the teacher or can gift it to any one of your friends.

Now write the steps for making a flower pot from a plastic bottle.

Step - 1

Step - 2

Step - 3

Step - 4

Follow Up



Prepare a pencil/pen stand by using waste material.

Assessment

For Lesson 4-6

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Do any four.)

1×4 = 4

- a. Where was Vivekananda born?
- b. What qualities of Narendra made him the greatest spiritual leader of mankind?
- b. What are the birds doing in the poem 'Wake Up'?
- d. Why does the speaker ask the late-risers to wake up early?
- e. Where do the workers put the trash from the dustbins?
- f. List some of the things people should throw into dustbins.

Q.2 Write the words that rhyme with the following words.

1×4 = 4

day _____


trees _____


talk _____


sheep _____


Q.3 Match the animals with the sounds that they make. (Do any four.)


1×4 = 4


snake 


 mewing


cow 


 chirping


sparrow 

 mooing

dog 

 hissing

cat 

 barking

Q.4 Describe in a paragraph how you spent your last Sunday.

4

This image shows a single sheet of aged, yellowed paper with horizontal ruling lines. The paper has a slightly textured appearance and a warm, off-white or light yellow color. There are approximately 20 evenly spaced horizontal lines running across the width of the page. The edges of the paper are slightly irregular, giving it a vintage or handmade feel. There is no handwriting or other markings on the page.

Q.5 Complete the sentences by using verb+ing forms of the verbs given in brackets. 1×4 = 4

$$1 \times 4 = 4$$

1. I saw a _____ train yesterday. (run)
2. She touched the _____ candle. (burn)
3. We bought a _____ machine yesterday. (wash)
4. He looked at the _____ sun. (rise)

King Midas and his Daughter

Human Values



Pre Reading



- What do you see in the picture?
- Have you heard the story 'Aladdin and his Magic Lamp?'
- If you got the magic lamp, what would you wish to get?

King Midas lived and ruled a long, long time ago. There were only two things that he loved. One was his lovely daughter, and the other was gold. He had rooms and rooms filled with things made of gold. But he was never satisfied. He always wanted more gold.

One day, a strange man came to his palace and asked, 'O King, are you a happy man?'

'No', said King Midas. 'I want more gold'.

'I'll give you a gift,' said the strange man. 'From now on, everything you touch will turn into gold.' The king was very pleased. He went around touching things and they turned into gold. Whatever he touched- chairs, tables, curtains, vases, flowers – turned into gold. He was very happy. Then, he sat down to eat his lunch. But as soon as he touched his food, it turned into gold. He tried to drink water, but the water, too, turned into gold. He got up from the table, hungry and thirsty. King Midas realized his mistake. Just then, his



little daughter came into the room and rushed to him. Before the king could stop her, she hugged him and lo! She at once turned into a statue of gold.

King Midas wept and wept, but there was nothing he could do. The stranger came again the next day. 'You must be very happy now,' he said. But the king shook his head sadly. 'No,' he said. 'I have lost everything I loved. I have realized my mistake.'



The stranger was a kind man. He said, 'Bring water from the river and sprinkle it on everything. You will get back everything you have lost.' King Midas quickly fetched water from the river. First, he sprinkled it on his daughter and she came back to life. Then, he sprinkled it on everything around him. He got back his food and water too. He was really happy now. He thanked the stranger heartily.

Word Meaning in Context

stranger	unknown person अजनबी
realized	felt महसूस किया

rushed	ran तेज़ी से चला
hugged	embraced गले लगाया
fetches	brought जाकर लाया

Comprehension



I. Match the group of words in A with those in B to make meaningful sentences.

A

B

King Midas was	▶	◀	turned into gold.
He once got	▶	◀	a strange gift.
Whatever he touched	▶	◀	his mistake.
Daughter of King Midas	▶	◀	a very greedy man.
Soon the king realized	▶	◀	turned into a statue of gold.

II. Answer the following questions.

1. What did King Midas love very much?
2. Who came to the king's palace?
3. Why was King Midas an unhappy man?
4. What gift did the stranger give to the king?
5. What happened when the king touched anything?
6. Why did King Midas thank the stranger again at the end?

I. Match words with their meanings.

Words

gift



folly



fetch



pleased



vase



Meanings

bring



a container



present



fault



happy



II. Match the words in A with their opposites in B.

A

up



sad



kind



day



more



quickly



love



lost



B

night



hate



down



cruel



happy



found



less



slowly



- III. Letters along with numbers are given in the Help Box. Pick up the letters from the Help Box and write them according to the number given in Box B.

Help Box

3	14	8	11	16	2	24	21	9	13	5	20	7
A	B	C	D	E	F	G	H	I	J	K	L	M

22	10	17	1	15	23	12	26	19	4	25	18	6
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Box B

- □

□

□

10

22

8

16

there was a

□

□

□

□

□

□

20

9

12

12

20

16

princess.
- □

□

23

21

16

had

□

□

□

□

□

□

□

□

□

□

16

19

16

15

18

12

21

9

22

24

.
- But she

□

□

□

4

3

23

always

□

□

□

23

3

11

because she had never

□

23

□

□

□

16

16

22

the world outside the

□

□

□

□

□

□

17

3

20

3

8

16

.
- She

□

□

□

□

4

16

22

12

to the

□

□

□

□

□

□

□

2

10

15

15

16

23

12

.
- She

□

□

□

23

3

4

the

□

□

□

□

□

□

14

16

3

26

12

18

of

□

□

□

□

□

□

22

3

12

26

15

16

.
- That

□

□

□

□

7

3

11

16

her

□

□

□

□

□

21

3

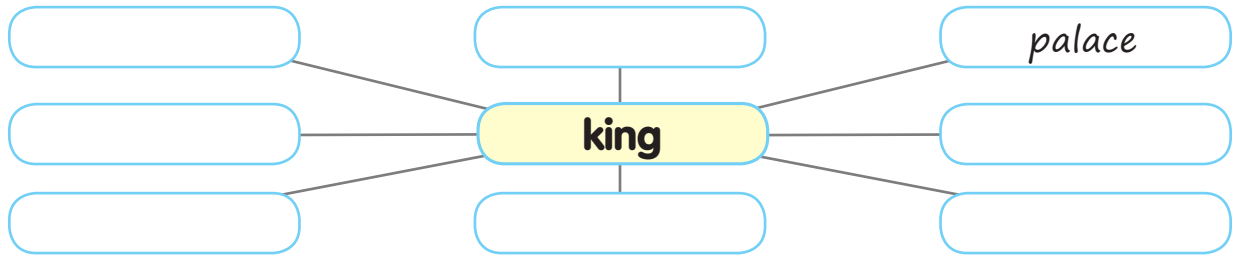
17

17

18

.

IV. Write words associated with 'King.' One has been done for you.



Grammar

I. Fill in the blanks with the prepositions given below.

at of on into from to with in

1. The chair is made _____ wood.
2. Everything turned _____ gold.
3. A strange man came _____ the king's palace.
4. The king brought water _____ the river.
5. I get up _____ 6 o' clock daily.
6. My daughter will come _____ Monday.
7. The jug is filled _____ water.
8. I study _____ class 4.

II. Circle verbs in the first paragraph of the story and use any 5 of them to make your own sentences.

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

III. Look at the following sentence.

King Midas thanked *the stranger*.

In the above sentence, the word in italics 'the stranger' is the object of the verb 'thank'.

Here are some more examples of objects given in italics.

1. Leela reads *newspaper*.
2. Rahul likes *apples*.
3. The postman delivers *letters*.
4. Cow eats *grass*.
5. Sapna is playing *football*.
6. My brother likes *storybooks*.

**Read the following sentences and complete the table given below.
One has been done.**

1. I fly a kite.
2. My grandmother reads the Geeta.
3. My mother cooks food.
4. I like fruit.
5. I am writing a letter
6. The teacher is teaching English.
7. They are playing kho-kho.
8. We sing songs.
9. The gardener is watering the plants.
10. My father bought a new car.

Subject	Verb	Object
<i>I</i>	<i>fly</i>	<i>a kite</i>

IV. Read the following sentence and look at the use of ‘and’ and ‘but’ in it.

King Midas wept **and** wept, **but** there was nothing he could do.

As you see ‘and’ is used to add (or emphasize), ‘but’ is used to express opposite ideas.

Fill in the blanks with ‘and’ or ‘but’.

- I like to eat bread _____ butter in breakfast.
- My younger sister likes milk _____ not coffee.
- My teacher is punctual _____ hard working.
- I bought pencils, an eraser _____ some note books yesterday.
- The dog in black _____ white colour is barking at me.
- I like swimming _____ my brother doesn’t.
- She is poor _____ honest.
- It is snowing _____ it is not cold.
- He wants to see the film _____ he has no money.
- He has a car, a scooter _____ a bicycle.

Listening and Speaking



I. Listen to a short story about greed and tick (✓) the sentences that are not true.

1. The hungry dog was happy to find a bone. ☐
2. While crossing a road, the dog saw his shadow in water. ☐
3. On seeing his reflection he started barking. ☐
4. The bone in his mouth fell into the water. ☐
5. The dog jumped into the water and got back the bone. ☐

II. Now rewrite the story in your own words.

Writing

I. If you find a magic pencil, what would you ask the pencil to do for you?

You may begin as below.

I would ask it to complete my home work. _____

II. Look at the picture and describe it in 4-5 sentences.



Follow Up

If you were a king, what would you do? Discuss in groups.



- What do you see in the picture?
- What do you think is the mood of the children in the picture? Give reason for your answer.
- When do you feel happy? Narrate one situation or occasion when you felt very happy.

Run!

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

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

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

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



Mary Daunt

Word Meaning in Context

raindrops	drops of rain बारिश की बूंदें
country	away from the city देहात
'neath (beneath)	under नीचे
breeze	a light wind शीतल, मंद पवन
lane	a narrow road तंग गली
meadow	a grass field चरागाह
merry	happy खुशी

Comprehension



Answer the following questions.

1. What does the poet suggest us in the first stanza?
2. Where does the poet tell us to run in the second stanza?
3. List the places where the poet wants us to go.
4. What message does the poet give us in the last stanza?

Vocabulary

- I. Read the name of things given in the Help Box and write them in the appropriate columns. Some of these things can be used for more than one season. One has been done for you.

gloves	coat	sweater	jacket	umbrella
shorts	sunglasses	sandals	quilt	shoes
muffler	raincoat	swimsuit	cap	tracksuit

Summer Season	Winter Season	Rainy Season
<i>shorts</i>	<i>coat</i>	<i>raincoat</i>

II. Look at the pictures and write the names of the seasons in the space provided under the pictures.



I. Look at the following sentences.

1. Run! Run! Run!
Run in the rain drops!
2. Run to the country,
Away! Away!

In the above sentences, the sign of **exclamation** (!) has been used. We use this sign to express a sudden feeling of joy, sorrow or surprise.

Some more examples of exclamatory sentences are given below.

1. What a lovely day!
2. What a beautiful flower!
3. Hurrah! We have won the match.
4. Alas! We have lost the match.
5. Bravo! Well done.

You may note that the words such as 'Hurrah', 'Alas', 'Bravo' etc. are used in **exclamatory sentences**.

Read the following sentences and put the sign of exclamation (!) and sign of interrogation (?) and full stop (.) wherever necessary.

1. Is it winter season
2. Alas I have lost my book
3. How old are you
4. Bravo You have done well
5. Are you coming home today
6. What a beautiful doll
7. What a nice painting
8. Is it a holiday today
9. May I take your pen
10. O lovely pussy

II. Look at the pictures and read the sentences.



Bindiya is diving *into* the swimming pool.



Bhavesb is going *towards* the play ground.



The vegetables are *in* the basket.



The cow is sitting *under* the tree.



Kamal is going to the market *with* his grandfather.



Shubham is throwing the ball *through* the window.

The words in italics are called **prepositions**.

Look at the pictures and complete the given sentences. You may use the prepositions given in the Help Box.



into	with	near	through	in	from
to	behind	under	across	on	

- Three men are passing _____ the forest.
- Look! Peacock is dancing _____ the garden.
- The pup is playing _____ a dog.
- A rat is running _____ a hole.
- A car is standing _____ the bridge.
- The Spiderman is jumping _____ the top of the building
_____ the ground.
- The tailor is putting the thread _____ the needle.
- The school is _____ the temple.
- The children are playing _____ the tree.
- The dog is swimming _____ the river.

Listening and Speaking

I. Work in pairs and answer the questions given below. One has been done for you.

- Where do you find tall buildings?
We find tall buildings in cities.
- Where do you throw litter?

- Where do you buy ice cream from?

- Where do you find beautiful flowers?

5. Where do you keep money?

6. Where are wild animals kept for people to see?

7. Where do you go for hair cut?

8. Where do you board a train from?

II. Say the following words aloud.

races	faces	cases	laces	traces
places	trees	breeze	cheese	freeze
squeeze	bees	each	beach	teach
peach	leach	bleach	lead	bead
feed	greed	seed	need	tear
fear	dear	near	bear	clear

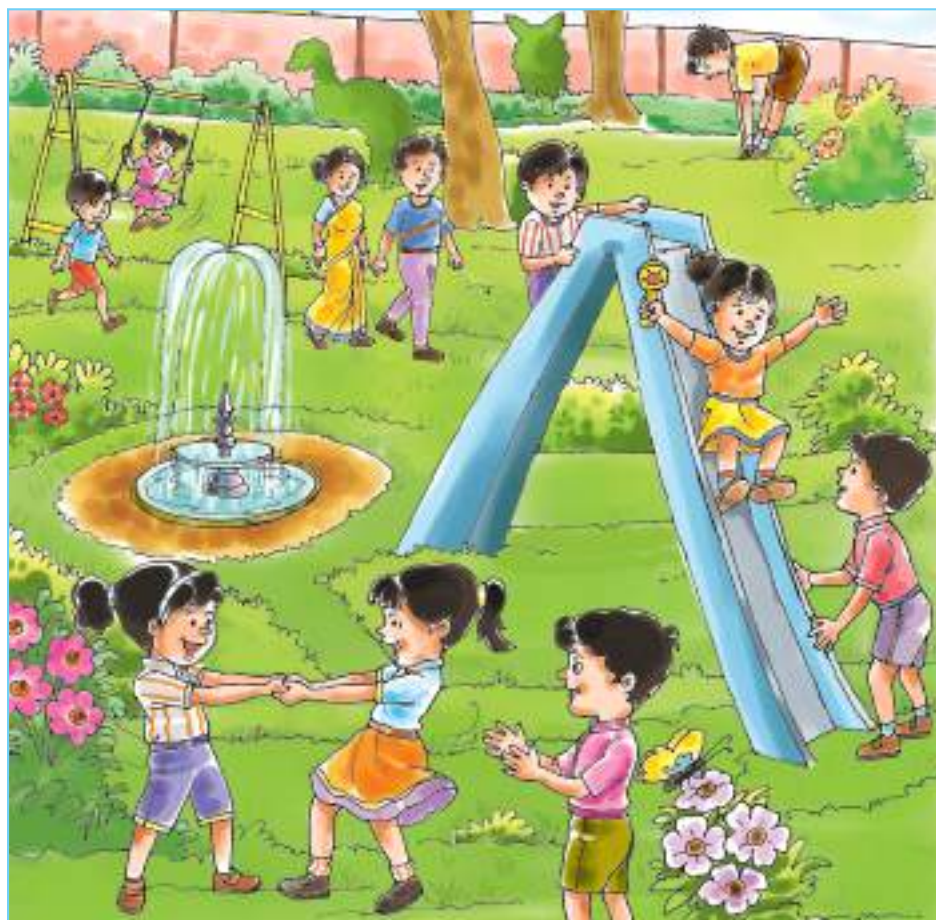
Writing



I. Write five sentences about Dos and Don'ts for road safety. One has been done for you.

Dos	Don'ts
<i>Follow traffic signals.</i>	<i>Do not play on the road.</i>

- II. Write a short paragraph about what you see in the picture given below. You may use the hints given with picture to develop the paragraph.



Hints:

park, children playing, people walking, swings, flowers, trees, people sitting on benches, fountain, etc.

II. Write some sentences on your favourite game.

Follow Up



Read about how running keeps us fit and discuss the benefits of running in your groups. Two benefits of running are listed below.

- It reduces tension.
- It makes us healthy.



Pre Reading



- Look at the picture and say what the people are doing?
- Name the festival shown in the picture.
- How do you celebrate this festival?
- Which festival celebrates the victory of Lord Rama over Ravana?

India is a land of festivals and celebrations. One or the other festival is celebrated in some part of the country throughout the year. All festivals convey the message of love, brotherhood and unity. They are celebrated by all Indians.

Dussehra is an important festival. It is also known as Vijyadashmi. It is usually celebrated in the month of October in the honour of Lord



Rama's victory over Ravana, the king of Lanka. It marks the victory of good over evil and virtue over vice. Ten days before Dussehra the Ramlila is staged during the night in towns as well as cities. In Ramlilas, the stories from Lord Rama's life are enacted in the form of a drama for ten days. Thousands of people watch and listen it with great reverence and enjoyment. The marriage of Rama and Sita is celebrated with great pomp and show. The marriage procession passes through the main streets of the city. The spectators line up in the streets to witness the sight. The *bazaars* are decorated with lights. Many stalls of sweets, gifts and toys are set up.

On the last day a grand celebration is held in an open ground outside the city. Big effigies of Kumbhkarna, Ravana and his son Meghnad are set up there. Men, women and children wear gala dresses and assemble in the ground two to three hours before sunset. The whole ground hums with life. Children enjoy fun and amusement. People stand in an open circle around the effigies.

Towards sunset, fireworks are let off. Then Rama and Lakshmana come in a chariot. Rama shoots arrows on the effigies and they are set on fire. Crackers and shells explode with a deafening sound. Within a few minutes the effigies are reduced to ashes. After this people return home in a joyous mood. Thus, the festival comes to a



happy ending, giving the message of victory of virtue over vice and good over evil.

Dussehra celebrations of Kullu and Mysore are world famous and are major tourist attractions.

convey the message	express संदेश पहुँचाना
unity	togetherness एकता
honour	respect सम्मान
virtue	good quality गुण
vice	evil quality दुर्गुण
depict	show दर्शाना
enacted	played the role of अभिनय किया
reverence	deep respect आदर
festivity	celebration उत्सव का समय
assemble	gather इकट्ठे होना
effigies	roughly made models पुतले
reduced to ashes	burned up राख हो गये
deafening sound	very loud sound बहुत तेज़ आवाज़

Comprehension



I. Tick (✓) the correct option.

1. The festival of Dussehra shows the victory of virtue over

- ☐ a. vice ☐ b. goodness
☐ c. kindness

2. Dussehra is celebrated in the month of

- ☐ a. January ☐ b. April
☐ c. October

3. Ravana was the king of

- ☐ a. Ayodhya ☐ b. Lanka
☐ c. Mithila

4. Name of Ravana's son was

☐ a. Meghnad

☐ b. Bali

☐ c. Kumbhkarna

II. Answer the following questions.

1. When is Dussehra celebrated?

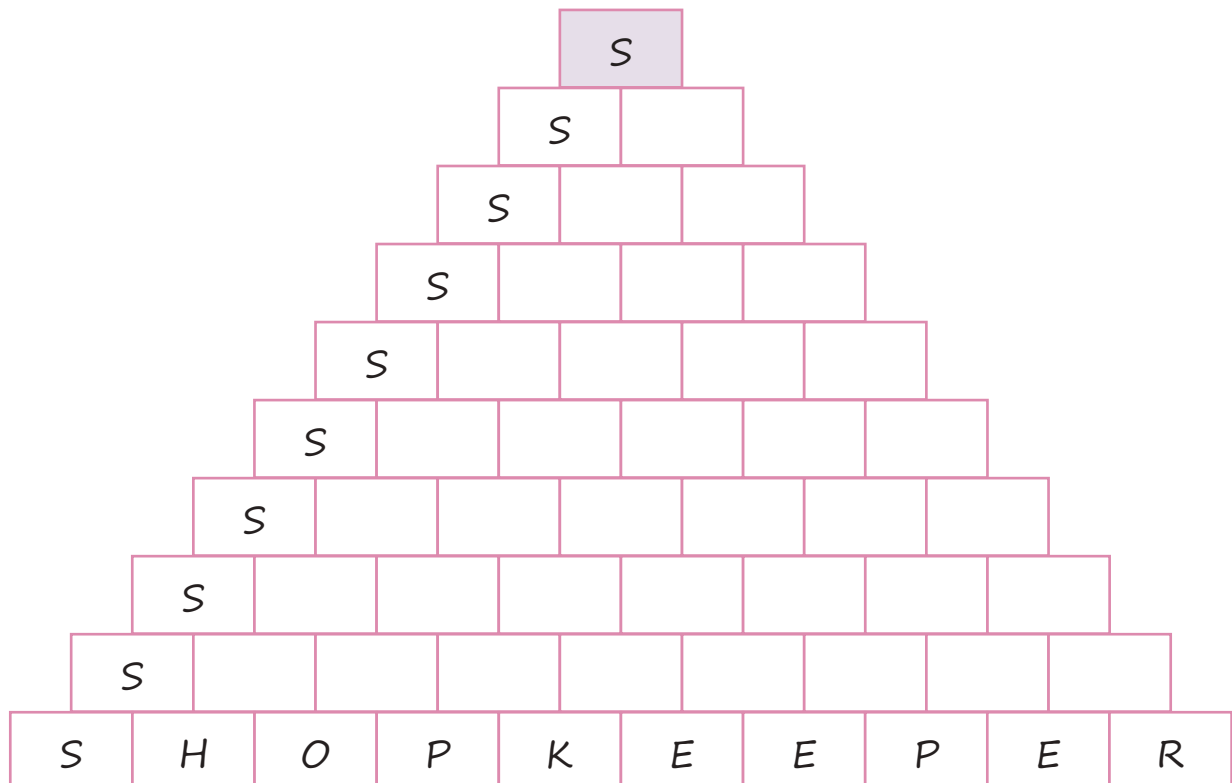
2. Why is Dussehra celebrated?

3. What is shown in 'Ramlila'?

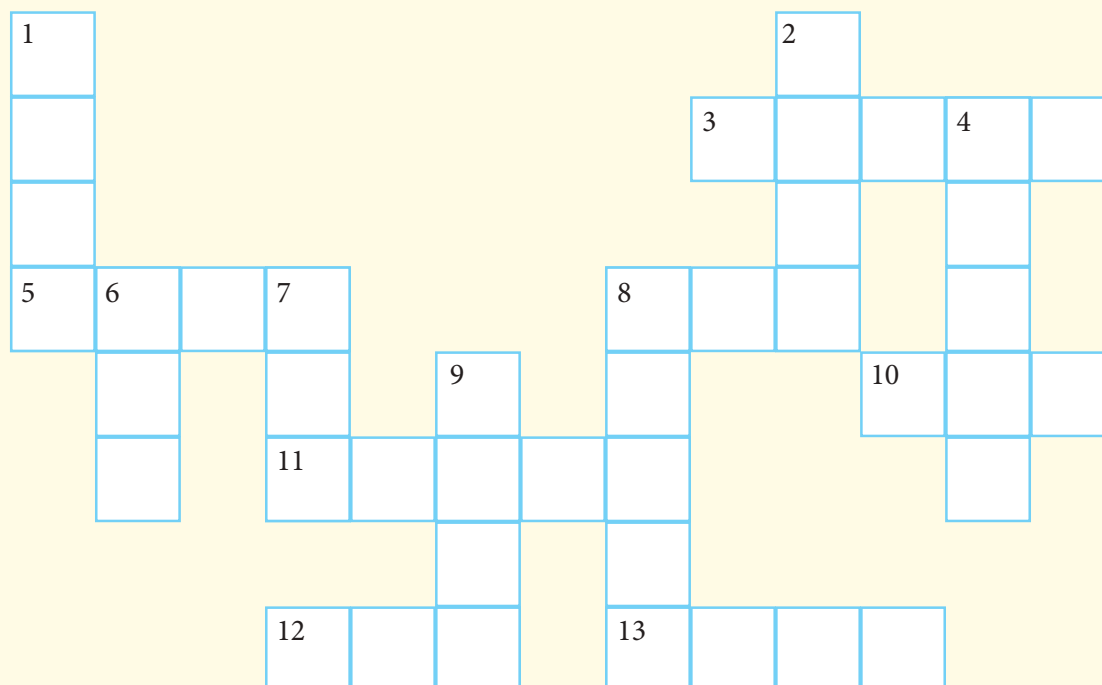
4. Who sets the effigies of Ravana, his son and brother on fire?

Vocabulary

I. Complete the pyramid with the words of your own choice. One has been done for you.



II. Complete the crossword with the opposites of the words given as clues. Each clue is the opposite of the word in the crossword.



Across →

3. open

5. up

8. high

10. wet

11. right

12. good

13. fat

Down ↓

1. hot

2. fast

4. tall

6. on

7. old

8. dark

9. quiet

III. Write in the space given below the festivals that your family and friends celebrate.

Grammar

I. You have already learnt that a **common noun** refers to a class of objects/things.

Examples: girl, city, book, cow, tree etc.

There are some nouns that name an idea, quality, or state rather than a concrete or real object. These are called as abstract nouns.

Examples: joy, beauty, duty, friendship etc.

Pick out common nouns and abstract nouns from the nouns given below and put them in the appropriate columns.

car	virtue	jug	bulb	fight	soap	wisdom
vice	evil	towel	sadness	hut	table	grief
honesty	tyre	hope	apple	chair	honour	justice
van	freedom	courage	love	happiness		

Common Nouns			Abstract Nouns		

II. Look at the words/group of words given below in bold and italics.

1. **The festival of Dussehra** *falls twenty days before Diwali.*
2. **It** *shows the victory of virtue over vice.*

Here the word(s) in bold are the ‘**subjects**’ of the sentences while the words in italics are the ‘**predicates**’. Every sentence has a subject and a predicate.

The **subject** tells what the sentence is about and the **predicate** tells what the subject is or does.

Some examples of subject (in bold) and predicate (in italics) are given below.

1. **The house** *is big.*
2. **The car** *is blue.*
3. **Our English teacher** *likes us.*
4. **Kalpana Chawla** *was the first woman to travel into space.*

Complete the following sentences by filling in the subject or the predicate.

1. _____ ran in the field.
2. John _____.
3. Ram Singh _____.
4. _____ lives in Delhi.
5. _____ and _____ are playing outside.
6. _____ is a nice man.
7. _____ is a naughty boy.
8. Alisha _____.
9. _____ will go to Shimla for summer vacation.
10. _____ sings very sweetly.

Listening and Speaking



Listen to the conversation between Ravi and his father. Answer the following questions.

1. Where is Ravi going with his father?
2. How many effigies are put on fire?
3. What does Ravi want to buy?
4. Who is on the left of Ravana?

Writing

- I. People of Haryana love to eat *kheer* on Dussehra. Complete the recipe by filling in the blanks. You can choose the suitable words from the box.

serve	pan	boil	lumps
continue	completely	thickened	ready

Ingredients (measuring cup used, 1 cup = 250 ml)

- 1 litre milk
- $\frac{1}{4}$ cup rice
- 5 to 6 tbsp sugar or as required (tbsp - tablespoon)
- 6 green cardamoms (*elaichi*)
- a pinch of saffron (*kesar*)
- 15-20 almonds (*badam*)
- 12-15 cashewnuts (*kaju*)
- 1 tbsp raisins (*kismis*)



STEP 1

First, rinse the rice.



STEP 2

Heat milk in a _____ and let it come to a _____.



STEP 3

Add the rice and _____ to stir so that _____ are not formed.



STEP 4

When the rice is almost $\frac{3}{4}$ th done, add sugar, almonds, kaju, elaichi, kismis and kesar.



STEP 5

Cook till the rice is _____ cooked and _____.



STEP 6

Finally, the kheer is _____. You can _____ it hot or cool.

II. Picture Composition

Look at the given picture and write a short paragraph describing it. You may include the following points.

- What the occasion was
- Where it was celebrated
- How it was celebrated
- Which dishes you prepared



Follow Up

Make a monkey mask or a king's crown and enact their characters.

Assessment

For Lesson 7-9

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Do any four.)

1×4 = 4

- a. What did King Midas love very much?
- b. Why was king Midas an unhappy man?
- c. What gift did the stranger give to the king?
- d. List the places where the poet wants to go in the poem 'Run!'?
- e. Why is *Dussehra* celebrated?
- f. What is shown in *Ramlila*?

Q.2 A. Write names of any two things that you use in winter.

B. Write the names of any two seasons.

2×2 = 4

Q.3 Match the following words with their meanings. (Do any four.)

1×4 = 4

gift	▶	◀	gather
meadow	▶	◀	good quality
fetch	▶	◀	present
virtue	▶	◀	a grass field
assemble	▶	◀	bring

Q.4 A. Describe in a paragraph how you celebrate Holi.

1×2 = 2

B. If you find a magic pen, what would you ask the pen to do for you?

1×2 = 2

Q.5 Fill in the blanks with the correct prepositions. (Do any four.)

1×4 = 4

- a. The chair is made _____ wood.
- b. Everything turned _____ gold.
- c. I study _____ class IV.
- d. I get up _____ 6 o'clock daily.
- e. My sister will come _____ Monday.
- f. The jug is filled _____ water.

Health and Hygiene

(Play: For dramatization only)

Scene-1



In a government primary school students are studying in the classroom. Soon pleasant smell of cooked meal from the kitchen reaches the classroom. Some students start looking out of the window and begin to feel hungry and wait for the recess bell.

Rakhi : Aha! What a nice smell coming from the kitchen! I feel so hungry.

Tina : *(whispering)* I too feel very hungry. The smell makes my mouth watered.

Rakhi : Let's first quickly finish our class work and then enjoy the delicious food during the recess.

(Soon the recess bell rings. All the children rush for food. Raju and Sonu are making noise and elbowing each other.)



Teacher : *(pointing to Raju and Sonu)* Raju and Sonu, come here.

Sonu : Yes, sir.

Teacher : Why are you elbowing each other?

Sonu : Sir, I'm not elbowing him. Raju is elbowing me.

Raju : Sir, I did nothing. He's telling a lie.

Teacher : Alright! now stop fighting. Go and wash your hands before eating your food.

Sonu : Why wash our hands again, sir? We've washed our hands already in the morning.

Teacher : It's very strange. Don't you know that we must wash our hands every time before we eat anything?

Sonu : Sir, we are not the only ones. Even Rakhi, Mohit, Chinki haven't washed their hands.

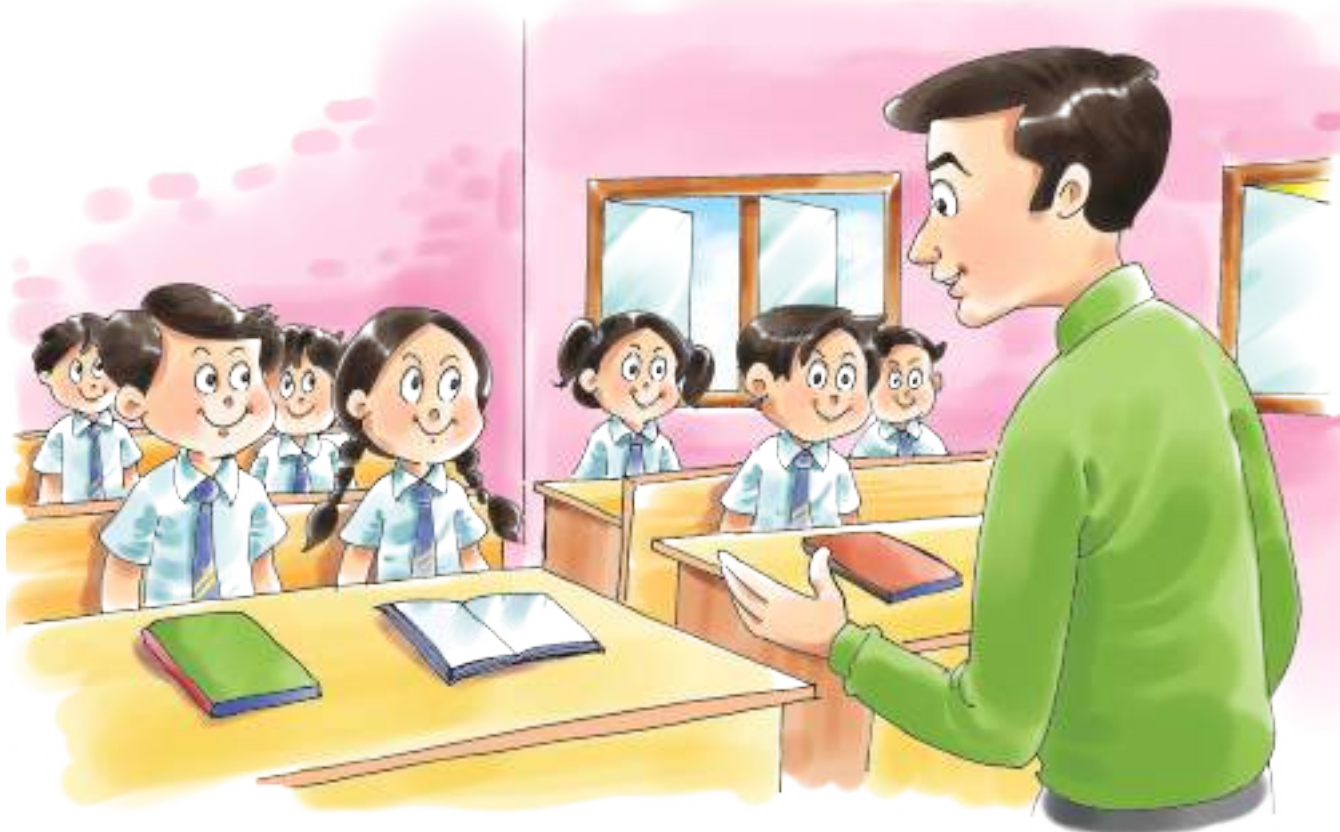
(Teacher blows the whistle and calls all children to assemble in a circle.)

Teacher : Do you know why I have called you here? I've come to know that most of you start eating your lunch before washing your hands. You should know that this habit will make you fall sick. When you eat with dirty hands, you carry some kinds of germs inside your body.

Students : Sir, is this the only way to keep ourselves healthy?

Teacher : *(smiling)* No, there are many other dos and don'ts while we eat. I'll tell you some of them. These are:

- Always eat well cooked food.
- Wash your hands properly before and after taking meals.
- Chew your food properly.
- Don't take food more than what you can eat.



- Always use clean utensils.
- Don't leave any food in your plate.

Students : Thank you, sir. We'll follow these.

Teacher : *(smiling)* You're welcome. Now, go and have your meals peacefully.

(All children queue up to wash their hands.)

Scene-2

Scene at Sonu's house

It's dinner time. Sonu is washing his hands. His mother is calling him for dinner.

Mother : *(surprisingly)* Sonu, what are you doing?

Sonu : Mummy, I'm washing my hands.

Mother : Why are you doing this? You never done this before.

Sonu : Mummy, today our teacher told us that we should wash our hands before meals. He told us that if we eat with dirty hands, we carry some kinds of germs inside our body and can fall sick easily.

Mother : (*fondling Sonu*) Ok! I'm really happy that you have learned about healthy habits. I really appreciate your teacher.

(*Mother serves the dinner.*)

New Words

pleasant	nice अच्छा
whispering	speaking very softly फुसफुसाते हुए
delicious	relishing स्वादिष्ट
elbowing	pushing with elbow कोहनी मार कर रास्ता बनाते हुए
assemble	gather together इकट्ठा होना
spill	scatter बिखेरना
queue	a line कतार, पंक्ति
germs	bacteria that cause diseases जीवाणु
efforts	attempts प्रयत्न, प्रयास

Vocabulary

Complete the passage by using appropriate words given in the box.

comb	toothpaste	soap	towel
uniform	oil	toothbrush	

I wake up early in the morning. I brush my teeth with _____
and _____. Then I take my bath by applying _____ on

my body. I always use a clean _____ to soak my body. After this I apply some _____ in my hair and brush with a _____. Then I wear my school _____ and get ready for school.

Follow Up

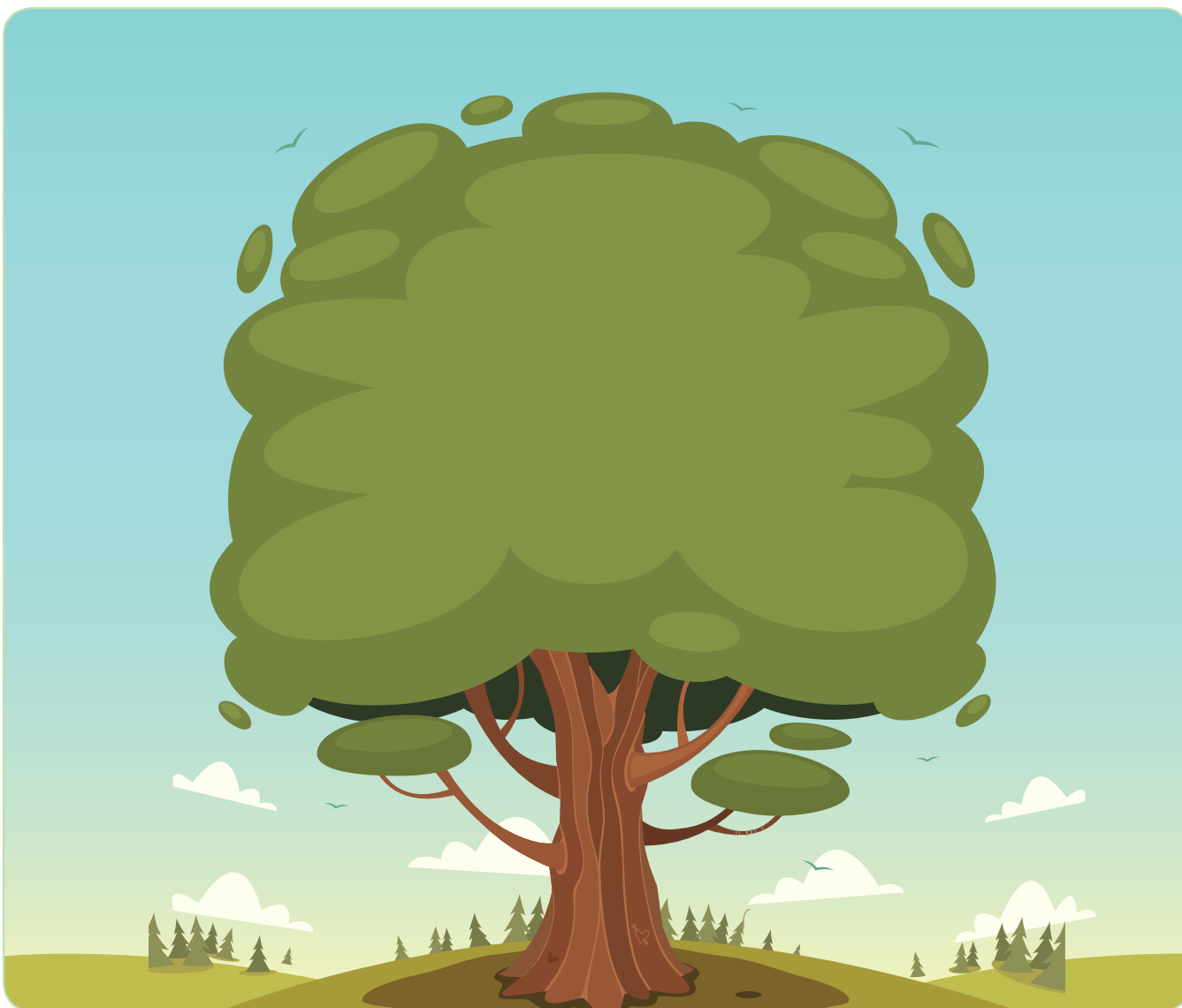


Prepare a chart of Dos and Don'ts for cleanliness in life.

Dos	Don'ts



Pre Reading



- Name some trees that you see in your surroundings.
- Have you ever planted a tree? Where and when did you plant it?
- What do we get from trees?
- Why should we not cut trees?

Anaro, a girl of nine, lived in a mountain village in the Garhwal Himalayas. It was a small village surrounded by many green ash trees. The river Alaknanda flowed nearby singing and dancing in a zigzag way.

People got firewood, fodder for their cattle, wood for their houses and farm tools from the forest. Anaro used to spend her time in the forest with her grandma. She played under ash trees and felt very happy among them.



Grandma would say to her, “Trees are our friends. They give us fresh and pure air. The earth looks beautiful with trees. So we should grow and save trees.”

Anaro would listen to her grandma carefully and looked upon trees as her friends.

One day there was a flood in the Alaknanda. It caused landslides. More than two hundred persons were swept away in it. Anaro’s Grandma was also among them. Anaro become alone. Now she would spend many afternoons in the forest thinking about her grandma and ash trees.

The villagers had come to know that cutting of trees had caused landslides and flood in the river. They become aware to save trees. One afternoon Anaro was playing in the forest. She saw dusty trucks slow down to a stop. Many persons got down, carrying axes in their hands. They had come there to cut trees.

Anaro, at once, rushed to the village and informed the village headman, Gaura Devi.



Gaura Devi gathered other women from the village. They picked up drums and like an army reached the forest to save their trees. “Chipko! Chipko! Chipko! Hug the trees!” saying this, they clung to the trees. They were ready to die. The lumbermen did not know what to do. Finally, they threw their axes down and returned.

Word Meaning in Context

surrounded by	encircled by घिरा हुआ
zigzag	not straight टेढ़ा-मेढ़ा
fodder	hay, straw पशुओं का चारा
carefully	with care ध्यानपूर्वक
landslides	downhill flow of rocks and mud भूस्खलन

swept away	flowed away बह गया
aware	having knowledge of something सतर्क
dusty	covered with dust धूल भरा
gathered	assembled इकट्ठे हुए
hug	to fold in arms गले लगना
clung	held tightly चिपका
lumberman	wood merchant लकड़ी विक्रेता



Comprehension

I. Tick (✓) the correct statements.

1. Anaro's village was on the bank of the river Alaknanda. ☐
2. Anaro never felt happy in the forest. ☐
3. Anaro played under ash trees. ☐
4. All the women of the village joined the army. ☐
5. The women of the village cut trees. ☐
6. Men from the timber company killed Anaro's grandma. ☐
7. If we cut down trees, landslides are caused. ☐

II. Answer the following questions.

1. Where did Anaro live?
2. What did people get from the forest?
3. What caused landslides and flood in the river?
4. What did the village women do to stop men from cutting down trees?
5. What do trees give us?

I. Some incomplete words associated with trees are given below. Fill in the missing letters.

1. b__rk

2. t__mb__r

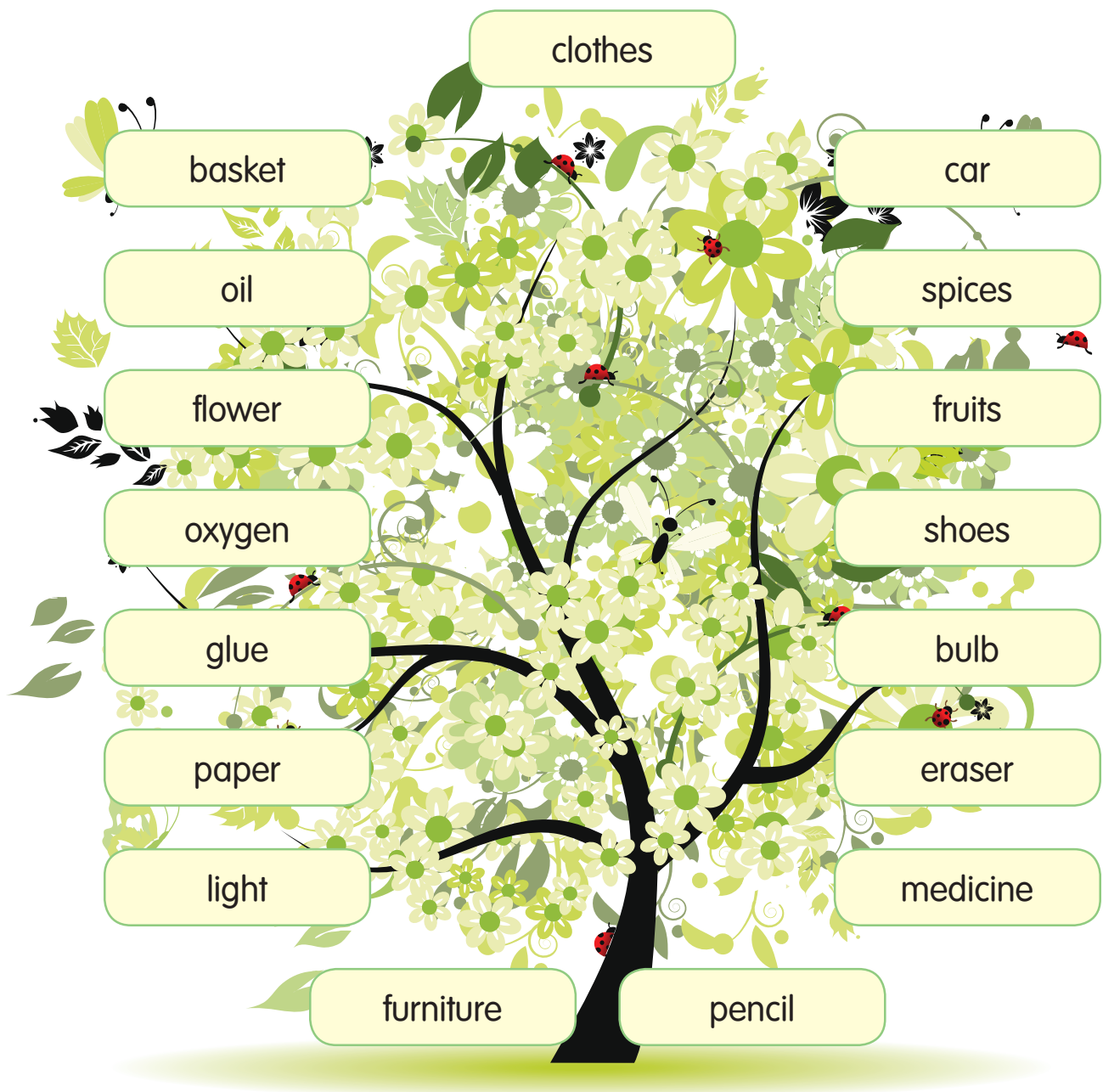
3. r__s__n

4. f__rew__d

5. s__ad__w

6. f__re__t

II. Look at the picture and circle the things that we get from trees and plants.



III. There are 10 names of trees, plants and flowers hidden in the grid below. Find out and circle them.

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

IV. Tick (✓) the correct options in the following sentences.

- Did you (write/right) the diary yesterday?
- Her (hair/hare) is curly.
- The (floor/flour) is slippery.
- My (sun/son) is in army.
- He believes in (piece/peace).
- This (rod/road) is made of (steel/steal).

Grammar

I. Punctuate the following sentences using the capital letters, full stops and question marks where necessary.

- we fly kites on baisakhi

2. we live in a big house in sonapat

3. I can speak hindi and english

4. my mother ran out to alert the neighbours

5. they are enjoying a hindi movie

6. where is my pen

7. do you play in the evening

8. my sister works in mysore

9. i listen to news daily

10. ravi is an intelligent boy

**II. Rearrange the words in each row to make meaningful sentences.
One has been done for you.**

e.g. daily /read/I/newspaper

I read newspaper daily.

1. bird/beautiful/peacock/a/is

2. playing/are/in/children/the park

3. give/flowers/sweet/us/smell

4. many/trees/ were/there/fruit/in the garden

5. there/cow/in/a/was/the field

6. raining/is/it/heavily

7. up the wall/ant/the/climbing/was

8. our/we/celebrate/Republic Day/on 26th January

III. Complete the following sentences with the most appropriate adverb from the box.

brightly

quickly

loudly

easily

carelessly

silently

slowly

neatly

1. The children love to sing _____.

2. Read your lesson _____.

3. Walk _____ as the road is slippery.
4. The sun is shining _____.
5. Do your work _____.
6. Come here _____. You have to see this.
7. He put the vase _____ on the table. It fell on the floor.
8. This sum is very easy. You can solve it _____.

Listening and Speaking



I. Recite the poem given below.

Trees are the kindest things I know,
They do no harm, they simply grow.
And spread a shade for sleepy cows,
And gather birds among their boughs.

II. Listen to the words given below and say some more words that end with the same sound. One has been done for you.

- | | | | |
|-----------|--------------------|----------|-------|
| 1. thing | <u>swing/bring</u> | 2. harm | _____ |
| 3. grow | _____ | 4. know | _____ |
| 5. kind | _____ | 6. shade | _____ |
| 7. gather | _____ | | |

I. Write at least five sentences on the 'Uses of Trees'.

II. Your school is celebrating 'Swachh Bharat Day'. Make a list of Dos and Don'ts.

Dos	Don'ts

- Discuss how trees clean the air and cool our surroundings.
- Suppose your school is going to celebrate 'The Green Day.' Make a poster showing Dos and Don'ts to save trees.

Hurt No Living Thing



Pre Reading

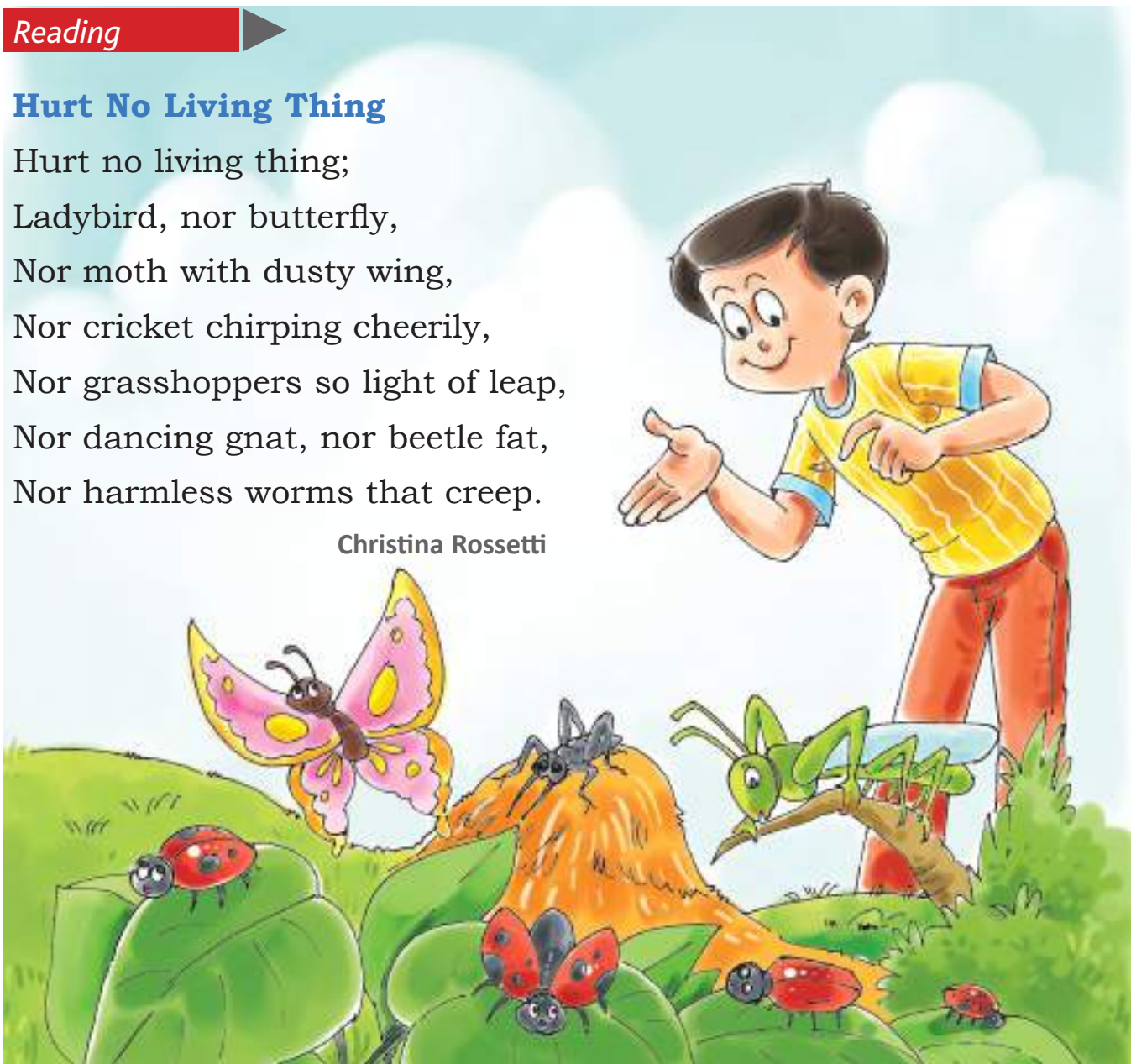
- Have you ever visited a zoo?
- Have you ever seen anybody teasing or hurting animals?
- How do you feel if someone hurts you?

Reading

Hurt No Living Thing

Hurt no living thing;
Ladybird, nor butterfly,
Nor moth with dusty wing,
Nor cricket chirping cheerily,
Nor grasshoppers so light of leap,
Nor dancing gnat, nor beetle fat,
Nor harmless worms that creep.

Christina Rossetti



Word Meaning in Context

hurt	cause pain दर्द देना
dusty	full of dust धूल भरा
cheerily	happily खुशी से
leap	jump उछलना



Comprehension

I. Read the following statements and write T if they are true and F if false.

1. Moth has colourful wings.
2. Cricket sings in a cheerful way.
3. Grasshoppers can jump high in the air.
4. We should not hurt any living thing.

☐
☐
☐
☐

II. Answer the following questions.

1. What does the poet ask us not to do?
2. What quality of cricket is highlighted in the poem?
3. What do you think is the colour of the wing of the moth?
4. What is the poet trying to suggest in the poem?

Vocabulary

I. Pick out opposites of the following words from the poem and write them.

harmful _____

sadly _____

thin _____ heavy _____
dead _____ bright _____

- II. 'Harmless' is a describing word. In this word '-less' suffix has been added to the word 'harm'. We can also add the suffix '-ful' to make the word 'harmful'. Notice that the words 'harmless' and 'harmful' are opposite words. Here are a few more words ending in '-less' and 'ful': 'careless' and 'careful', 'useless' and 'useful', 'hopeless' and 'hopeful'

Write at least five more words that take 'less' and 'ful' as suffixes.

- III. **Fill in the blanks by choosing appropriate words from the box.**









beautiful	useless	careless	careful	thankful
-----------	---------	----------	---------	----------

1. My mother is always _____. She crosses the road at the Zebra crossing.
2. They are very _____ for all the help that they have got.
3. The rainbow after the rain yesterday was _____.
4. My brother dropped his mobile phone into the bath tub and now it is _____.
5. Our maid was _____. She broke our dinner set.

- IV. 'Dusty' in 'Dusty wing' is a describing word in which suffix '-y' has been added to the noun 'dust'. Add 'y' to each of the following nouns to form the adjectives and use them in your own sentences. One has been done for you.

Noun	Adjective	Sentence
rain	rainy	<i>I always enjoy a rainy day.</i>
cloud		
dirt		
air		
shine		
storm		

- V. Pick out the 'harmless' and the 'harmful' things from the following living things and write them in the appropriate columns.

			
frog	mosquito	housefly	grasshopper
butterfly	rat	scorpion	rabbit
			

Harmful	Harmless

Grammar

I. Read the following line from the poem.

Nor cricket chirping cheerily,

Here 'cheerily' describes how cricket chirps (action verb). It describes the manner of chirping by cricket. It is thus an **adverb of manner**. It tells how the action is done. It is generally formed by adding '-ly' to any adjective ('quickly', 'slowly') but when the adjective ends in 'y', as in 'cheery', we need to replace the final letter 'y' with 'i' before adding '-ly':
cheery + ly = cheerily, merry + ly = merrily

Here are some examples where the adjectives end in the letter 'y':

1. merry + ly = merrily
2. lucky + ly = luckily

If the adjective ends in '-le', replace the '-e' with '-y'.

'gentle' becomes 'gently'

'terrible' becomes 'terribly'

Now add '-ly' to the words in brackets and complete the sentences.

1. Read your lesson _____. (silent)
2. We heard the news _____. (happy)

3. Ritu sang _____. (sweet)
4. The baby is crying _____. (loud)
5. He did his work _____. (proper).
6. He fought _____. (brave).

II. In the phrase 'living things' living is an adjective. It tells us that the things are alive and not dead. Similarly, in the 'barking dogs' barking is an adjective.

Now think of V+ing (e.g. live+ing = living; bark+ing = barking) type of adjectives that modifies the following nouns. Pick out the appropriate V+ing given in the box and write it before the particular word given below.

drinking	writing	shining	dining	frying
swimming	flowing	racing	saving	walking
jumping	bathing	washing	dancing	burning

_____ table	_____ river
_____ stars	_____ stick
_____ water	_____ soap
_____ pan	_____ machine
_____ frog	_____ doll
_____ suit	_____ car
_____ pad	_____ account
_____ candle	

I. Speak aloud the following pairs of words.

heard	hard	curd	card	bird	bard
burn	barn	firm	farm	hurt	heart

Think of some more such pairs of words and speak them aloud.

II. Work in pairs and role play the following conversation between Ramesh and Kusum.

Ramesh : Kusum, I hear a strange crying sound.

Kusum : So do I.

Ramesh : I feel the sound is perhaps coming from that side. Let's go and see.

Kusum : If we go there, we'd get late for school.



Ramesh : Don't worry. It looks someone needs help. We must help.

Kusum : Alright, let's rush there.

(They rush in that direction and find that a chick is lying on the ground and crying)

Ramesh : Perhaps, it has fallen from its nest.

Kusum : Let's put it back to its nest quickly. Otherwise, it may die.

(They put the chick in its nest and feel happy)



III. Let's recite a poem describing the movements of various living things.



Frogs jump
Caterpillars hump

Worms wiggle
Bugs jiggle
Rabbits hop



Horses clop
Snakes slide
Seagulls glide



Mice creep
Deer leap



Puppies bounce
Kittens pounce



Lions stalk
But-- I walk!



by Evelyn Beyer

Writing

I. Imagine that you plan to visit a zoo next week. Write a paragraph describing your plan. You may include the following information.

- What time you will go
- How you will go
- With whom you will go there

- What you will carry with you
- What you will do there
- How long you will stay there

II. Look at the placard expressing love for animals.



Now make a placard against cruelty to animals and birds.

Follow Up

Look at the pictures of Sultanpur National Park in Gurugram district. Visit this National Park or any other bird sanctuary in your state and make a list of birds that you see there.



Assessment

For Lesson 10-12

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Do any four.)

1×4 = 4

- Where did Anaro live?
- What do trees give us?
- What did the village women do to stop men from cutting down trees?
- What quality of cricket is highlighted in the poem 'Hurt No Living Thing'?
- What does the poet ask us not to do in the poem 'Hurt No Living Thing'?
- What do you think is the colour of the wing of the moth?
- Name the characters of the play 'Health and Hygiene'.

Q.2 Complete the passage by using appropriate words given in the box.

1/2×8=4

comb	toothpaste	soap	towel
teeth	uniform	oil	toothbrush

I wake up early in the morning. I brush my _____ with _____ and _____. Then I take my bath by applying _____ on my body. I always use a clean _____ to soak my body. After this I apply some _____ in my hair and brush with a _____. Then I wear my school _____. And get ready for school.

Q.3 Rearrange the words in each row to make meaningful sentences. (any four) $1 \times 4 = 4$

- a. playing/are/in/children/the/park
- b. give/flowers/sweet/us/smell
- c. there/cow/in/a/was/the/field
- d. bird/beautiful/peacock/a/is
- e. a/daily/read/I/newspaper

Q.4 Write a paragraph on 'Uses of Trees'. You may include the following points. 4

- bring rains
- give out oxygen
- give shade
- make air fresh
- give wood

Q.5 Complete the following sentences with the most appropriate adverb from the box. (Do any four.) $1 \times 4 = 4$

easily	brightly	carelessly	loudly	silently
--------	----------	------------	--------	----------

- a. The sun is shining _____.
- b. He put the vase _____ on the table. It fell on the floor.
- c. Read your lesson _____.
- d. The sum is very easy. You can solve it _____.
- e. The children love to sing _____.

13

Travelling, Travelling

Transportation



Pre Reading



- Name the means of transport that you see in the picture.

- Which is the fastest means of transport?
- Which is the cheapest means of transport?
- Which is the most popular means of transport?
- Which means of transport have you travelled by?

Reading

Travelling, Travelling

Row, row, row your boat,

Gently round the lake.

Travelling, travelling on the water,

Boats are what you take.



Drive, drive, drive your car,

Have a merry cruise.

Travelling, travelling on the road,

Cars are what you use.



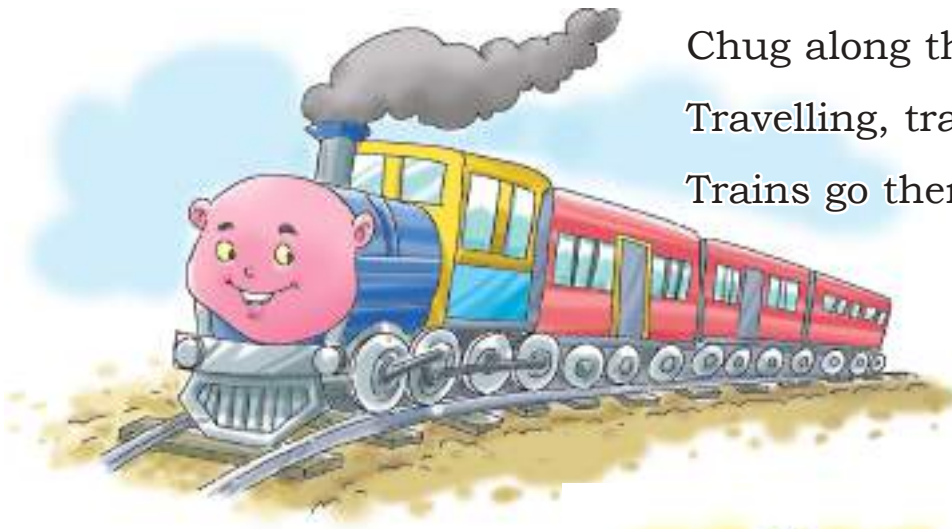
Fly, fly, fly your plane,

High up in the air.

Travelling, travelling through the sky,

Planes will get you there.





Chug, chug, chug your train

Chug along the track.

Travelling, travelling on the rails,

Trains go there and back

Stamp, Stamp, stamp your feet,

Stamp them on the ground.

Travelling, travelling on your feet,

Walk to get around!



-Anonymous

Word Meaning in Context

gently	softly विन्नमता से
cruise	travel (in a ship for pleasure) जहाज़ से यात्रा करना
merry	happy आनन्दपूर्ण
chug	move slowly and noisily छुक-छुक की आवाज़ से चलना
stamp	put foot down forcefully and noisily पैर पटकना

Comprehension



I. Answer the following questions.

1. Which means of transport do people use while travelling on the water?
2. Which means of transport run on the track?
3. Which moves faster, a boat or a ship?
4. Which means of transport do you think is the most expensive?
5. How would you like to travel? And why?

II. Read the table carefully and tick (✓) the right options.

On the water	car	boat	scooter	train	ship
On the road	aeroplane	train	boat	car	helicopter
In the sky	car	train	aeroplane	helicopter	boat
On the rails/ track	boat	plane	train	cycle	metro

Vocabulary

I. Look at the following words.

1. drive - driver
2. row - rower

Here 'drive' and 'row' are **action words** (verbs). When we add 'r'/'er' to the verbs, the words thus formed (e.g. driver, rower) refer to the doers (noun) of actions.

Complete the following sentences after making necessary changes to the words given in the box. One has been done for you.

teach	dance	sing	play	make	drive
-------	-------	------	------	------	-------

e.g. Sahil sings songs.

He is a singer.

1. God has made us.

He is our _____.

2. Mr. Sube Singh teaches us English.

He is our English _____.

3. Some boys are playing in the ground.

They are _____.

4. Lata dances very well.

She is a good _____.

5. My uncle drives a school bus.

He is a _____.

II. Now define the following. One has been done for you

A joker A Joker is a person who makes us laugh.

1. A photographer _____

2. A fruit seller _____

3. A gardener _____

4. A reader _____

5. A cricketer _____

6. A plumber _____

7. A painter _____

8. A helper _____

I. Read the following sentences carefully and look at how the same word 'water' has been used.

1. I drink a lot of *water* every day. (noun)
I *water* the plants in my house. (verb)
2. I enjoy reading this *book*. (noun)
I *booked* my seat in the Shatabdi Express. (verb)
3. I have broken my *comb*. (noun)
I *comb* my hair everyday after taking bath. (verb)
4. I *play* badminton every Sunday. (verb)
I saw a Haryanvi *play* yesterday. (noun)

Read the following sentences and tick (✓) whether words in italics have been used as nouns (N) or verbs (V).

- | | |
|--|---|
| 1. Raju was the first to <i>bat</i> . | V <input type="checkbox"/> N <input type="checkbox"/> |
| 2. He bought a very costly <i>bat</i> . | V <input type="checkbox"/> N <input type="checkbox"/> |
| 3. The <i>cook</i> spoiled the food. | V <input type="checkbox"/> N <input type="checkbox"/> |
| 4. My mother <i>cooks</i> tasty food | V <input type="checkbox"/> N <input type="checkbox"/> |
| 5. I drink <i>milk</i> everyday | V <input type="checkbox"/> N <input type="checkbox"/> |
| 6. My mother <i>milks</i> the cow every day. | V <input type="checkbox"/> N <input type="checkbox"/> |
| 7. Please sit in a <i>row</i> . | V <input type="checkbox"/> N <input type="checkbox"/> |
| 8. They <i>row</i> boats on Pongal festival. | V <input type="checkbox"/> N <input type="checkbox"/> |
| 9. I <i>fly</i> kites on the Independence Day. | V <input type="checkbox"/> N <input type="checkbox"/> |
| 10. A <i>fly</i> kept disturbing me. | V <input type="checkbox"/> N <input type="checkbox"/> |

II. Read the following phrases.

on the water	on the wall	on the table
on the rails	through the window	round the tree
round the pole	in the air	in the ground
in the room	in the bag	through the sky

Complete the sentences by using some of the phrases given above.

1. Duck swims _____
2. The ball is _____
3. Pratigya is looking _____
4. The boys are dancing _____
5. The insect is climbing _____
6. The children are playing _____
7. The train is running _____
8. The aeroplane is flying _____

III. Here is an extract from a conversation between Rohan and Manu about how Manu is planning to spend his next summer holidays.

Rohan : Manu, where **will** you **go** during the summer holidays?

Manu : Papa says that we **will go** to Sohna in Gurugram district.

Rohan : That's wonderful! How **will** you **go**?

Manu : We'll **go** by taxi. Papa **will book** a taxi next week.

Rohan : Where **will** you **stay**?

Manu : We'll **stay** at Sohna Complex.

Rohan : What things **will** you **see** in Sohna?

Manu : On the first day we'll see the Hot Spring (*Shivkund*). Then we'll go to Damdama lake. There we will enjoy boating and trekking.

Rohan : That **will be** fantastic.

Manu : Next day we'll go to see the Shopping Mall in Gurugram. We'll see many shops and adventure activities.

Rohan : **Will** you **go** to Kingdom of Dreams as well?

Manu : No, we **won't go** there.

As you see, will + verb (in the first form) is used to express actions in the future. Words/expressions such as tomorrow, next day/ week/ month/summer etc. are generally used to express future time. The negative form of 'will go' is 'will not go', but sometime we use 'won't go' in place of 'will not go'.

Now use the correct forms of verbs given in brackets to express future time.

1. I _____ (help) you with your homework in the evening today.
2. She _____ (be) here very soon.
3. They _____ (come) at 8 o'clock tomorrow morning.
4. Will you _____ (call) me next week?
5. We _____ (not, return) before next month.

6. It _____ (rain) tomorrow.
7. We _____ (not, stay) at home this Sunday.
8. My mother _____ (bake) a cake for my birthday party next Monday.
9. I _____ (take) you with me next month.
10. Ankita _____ (take) part in the competition today.
11. Will it _____ (be) very hot next summer?
12. I _____ (see) you next week.

Listening and Speaking



I. Listen to the announcement made at the railway station and complete the following.

May I have your attention please? The Delhi-Bikaner _____ train no. 54321 from New Delhi via _____, Rewari to Bikaner is reported running late by _____ minutes. The inconvenience caused is _____ regretted.

II. Work in groups and practise making the following announcement for train arrival.

May I have your attention please? The Himalayan Queen Express from New Delhi to Kalka 14095 is running on time. It is shortly arriving on platform no. 2. Thank you.

III. Read the following conversation between Rohan & his friend Sonu describing Rohan's visit to Dehradun and Mussoorie.

(Rohan spends a few days at Dehradun. Now he returns home.)

Sonu : Hello Rohan, are you back from Dehradun?

Rohan : Yes. I returned yesterday only.

Sonu : How was your trip?

Rohan : I had a lot of fun. I had a ride in the cable car in Mussoorie. I had bath at the Kempty falls and had a horse ride too.

Sonu : You really make me feel jealous. I too would go there next summer.

Writing

An application for leave

August 10, 20__

The Head Teacher
Government Primary School
Mahendergarh

Madam/Sir

I am a student of class IV in your school. I am going to Delhi with my parents. So I cannot come to school. Please grant me leave for two days.

Yours obediently

Rohan

Class IV

Roll No. 10

- I. **Suppose you have fallen sick. You are unable to go to school. Complete the application for sick leave.**

Date _____

The Head Teacher
Government Primary School

Madam/Sir

Yours obediently

Class IV

Roll No. _____

- II. Your father is taking you to Delhi for a wedding. Write an application to the Headmaster requesting him to grant you leave for three days.**



List the names of places you have visited during the last two years. Also list the names of the places you would like to visit in future.

Places you have visited	Places you would like to visit
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

14

Birbal Caught the Thief

Wisdom



Pre Reading

- How do you feel when some of your belongings are lost?
- If you suspect somebody, what would you do?

Reading

Once there was a rich merchant. He lived in a small village surrounded by a forest. He had many servants in his big house. One night, when the merchant was sleeping, someone entered his room quietly and stole his precious diamonds. In the morning when the merchant woke up, he found his diamonds stolen. He enquired about them from his servants, but they denied having any information.



The merchant suspected that the thief was one of his servants. So he went to the court of King Akbar and narrated the whole incident. Akbar asked Birbal to help the merchant find his lost diamonds.

The next day Birbal went to the merchant's house and asked all his servants who had stolen the merchant's diamonds last night. Again, everybody denied.

Birbal thought for a moment, and then gave a stick of equal length to all the servants of the merchant. And he said to them, "The stick of the real thief will be longer by two inches tomorrow. All of you should be present here again tomorrow with your sticks."



All the servants went to their homes and gathered again at the same place the next day. Birbal asked each one of them to show him their sticks. One of the servants had his stick shorter by two inches. As

soon as Birbal saw the servant's stick, he shouted, "Catch him! He is the thief." The thief fell at Birbal's feet. Birbal took him to the merchant.

Later, the merchant asked Birbal, "How did you catch the thief?" Birbal said, "The thief had already cut his stick by two inches in the night, fearing that the stick would have grown longer by two inches."

Thus the trick to catch the guilty thief worked well.

Word Meaning in Context

stick	wooden rod डंडी / छड़ी
surrounded	covered on all sides घिरा हुआ
precious	valuable कीमती
suspected	supposed to be true संदेह हुआ
denied	not allowed इंकार किया
narrated	told वर्णन किया
assembled	gathered इकट्ठे हुए
trick	a clever act ढाँव

Comprehension



I. Tick (✓) the right options.

1. Where did the merchant live?

☐ in a palace

☐ in a hotel

☐ in a big house

2. What did the thief steal from the merchant house?

☐ gold

☐ diamonds

☐ silver

3. Whom did the merchant call for help?

☐ Akbar

☐ Birbal

☐ his servants

4. What did the Birbal give to the servants?

☐ an iron rod

☐ a steel rod

☐ a wooden stick

II. Answer the following questions.

1. What happened when the merchant woke up in the morning?

2. Where did the merchant go to narrate the whole incident?

3. What trick did Birbal play to catch the thief?

4. What did the thief do at night?

Vocabulary

I. Match the words in column A with their opposites in column B. One has been done for you.

A

small

asleep

order

lock

master

gather

sharp

anger

B

disorder

unlock

servant

big

awake

blunt

calm

scatter

II. Making adjectives from the nouns given below.

How **foolish** you are!

The trick to catch the **guilty** worked.

‘Foolish’ and ‘guilty’ in these sentences are adjectives. They are formed by adding suffixes ‘-ish’ and ‘-y’ to nouns ‘fool’ and ‘guilt’ respectively.

Here are some adjectives formed from nouns:

magic + al = magical

photograph + ic = photographic

Make adjectives from the following nouns by adding given suffixes and making necessary changes in the spelling wherever needed.

athlete + ic	_____	culture + al	_____
self + ish	_____	salt + y	_____
clinic + al	_____	nation + al	_____
practice + al	_____	dirt + y	_____
child + ish	_____	accident + al	_____
book + ish	_____	logic + al	_____

III. Fill in the blanks by adding appropriate prefixes/suffixes to the given words. You may use one prefix or suffix more than once. One has been done for you.

Prefixes							
dis-	im-	mis-	il-	in-	re-	un-	
Suffixes							
-able	-ance	-ion	-ment	-al	-ful	-ly	-y

Prefix	Suffix
<u>im</u> possible	assign_____
_____appear	law_____
_____close	help_____
_____complete	arrange_____
_____suitable	live_____
_____sensible	nation_____
_____mature	comfort_____
_____order	taste_____
_____perfect	avoid_____

Grammar

I. Read the sentences carefully.

1. He **lived** in a small village.
2. Someone **entered** his room quietly.
3. He **found** his diamonds stolen.
4. All the servants **went** to their homes.

The words in bold in the above sentences are all in the simple past tense. In sentences 1-2 verbs end in -'ed' whereas verbs in sentences 3-4 don't end in -ed. The verbs that end in -'ed' are called **regular verbs** and other verbs are called **irregular verbs**.

All these verbs express actions completed in the past.

Now pick out regular and irregular verbs from the lesson and put them in the appropriate columns given below.

Regular Verbs	Irregular Verbs

II. Read the following sentences from the story.

As soon as Birbal saw **servant's stick**, he shouted, "Catch him! He's the thief!" Birbal went to the **merchant's house**.

In the sentences given above 'servant's stick' tells that the stick belongs to the servant. Similarly, 'merchant's house' tells that the house belongs to the merchant. The apostrophe (') combined with 's' conveys the idea of possession or belongingness.

Now rewrite the following sentences by using ('). One has been done for you.

This doll belongs to Radha.

This is Radha's doll.

1. The stick that belongs to the thief grew shorter.

2. Someone crept into the room that belongs to the merchant.

3. The house of my uncle is very big.

4. The pen that belongs to my father is very costly.

5. Rahul is the father of Rohit.

III. Combining Sentences

Read the following sentences.

1. All the villagers were asleep.

2. Someone crept into the merchant's room.

These two sentences have been combined below using 'when'.

When all the villagers were asleep, someone crept into the merchant's room.

Combine the following pairs of sentences using the words given in the box.

because

so

when

as soon as

1. It is raining. She is wearing a raincoat.

2. He could not come to school yesterday. He was ill.

3. Our team scored a goal. We cheered loudly.

4. The teacher entered the class. All students got up.

5. Don't make a noise. Children are writing their assignments.

Listening and Speaking

Work in groups and role play the following scene. It is a conversation between the minister, king and the thief.

(The trial of the thief)

Minister : My lord! Here's the thief. He was caught for stealing the crown.

King : *(to the thief)* Why did you steal?

Thief : My lord! Let me explain.

King : Alright. I give you a chance to defend yourself.

Thief : My Lord! I'm a farmer. This year there was no rain (*becomes silent*).

King : Why have you stopped? Tell me more.

Thief : My Lord, Whatever money I had from the crop I grew, it was taken away as tax, as a result. My family was left with nothing. We were all starving. This led me to steal.

Minister : My lord! He is telling a lie.

King : *(to the minister)* You keep quiet. But we don't collect any tax from the subjects of our kingdom.

Thief : But My Lord, I was forced to pay tax every year.

King : Now, I know the truth.

(orders the soldiers) Arrest the minister and release the man.

All speak in one voice: Long live the king!



I. Rearrange the following sentences to form a story and write them in the space given below.

- ☐ He lived in a beautiful palace.
- ☐ One day his crown was stolen.
- ☐ Once there was a king.
- ☐ All of them tried hard to find the crown.
- ☐ By their efforts the thief was caught.
- ☐ He asked the ministers, army men and friends to find the thief.
- ☐ At last, crown reached its right place - on the head of the king.

II.

NOTICE

28 May 20__

LOST! LOST! LOST!

I have lost my watch in the playground. It is a Titan watch. Its strap is of yellow colour and on one side of the strap a star symbol is shown. The numbers inside the watch are written in Roman letters. The finder is requested to deposit it in the school office. He/She will be suitably rewarded.

(Student of class IV)

Amrita

You have lost your lunch box in the school. Prepare a notice giving details of the lunch box for the notice board of your school.

Follow Up

Suppose you lose one of your belongings in the school. Discuss in groups the steps that you would take to find out the lost thing.

Assessment

For Lesson 13-14

Max. Marks: 20

For the teacher

Follow the general instructions for assessments given at the back of Table of Contents.

Q.1 Answer the following questions. (Do any four.)

1×4 = 4

- a. Which moves faster a boat or a ship?
- b. Which means of transport run on the track?
- c. Which means of transport do you think is the most expensive?
- d. What happened to the merchant when he woke up in the morning?
- e. Why did the merchant cry out in anger?
- f. What trick did Birbal play to catch the thief?

Q.2 Define the following. (Do any four.)

1×4 = 4

1. A photographer _____
2. A fruit seller _____
3. A gardener _____
4. A reader _____
5. A cricketer _____
6. A plumber _____
7. A painter _____
8. A helper _____

Q.3. Match the words with their meanings.

1×4 = 4

searched



gathered



warned



faithful



loyal



cautioned



collected



looked for

Q.4. Suppose your brother has fallen sick. Since your parents are not at home, you have to take care of him. Write an application for leave giving a proper reason.

Q.5. Combine the following pairs of sentences using words given in the box.

1×4 = 4

because

so

when

as

soon

as

- It is raining. She is wearing a raincoat.
- He could not come to school yesterday. He was ill.
- The teacher entered the class. All students stood up.
- Our team scored a goal. We cheered loudly.

Appendix: Listening and Speaking Texts

For the teacher

- Read each text aloud, slowly and clearly.
- Repeat the text more than once if students require it.
- Ask students to close the books while they are listening to the text.
- Ask students to solve the exercise as given in the book.

1. Planting



Page 5

Read the following steps for planting a tree to the students and then ask them to number the steps in correct order written in jumbled form. And also ask them to read these steps in the class after numbering.

- Decide where you want to plant the tree and mark and prepare the place.
- Measure the root size.
- Prepare the pit for the tree.
- Place the tree into the pit gently.
- Refill the pit with enough soil to support the roots.
- If your tree is still a sapling, use a tree support to help it grow.

3. The Saviour



Page 29

Recite the poem at least twice or thrice and then ask students to fill in the blanks.

Beautiful Birds

There are some beautiful birds that fly,
They fly in the lovely bright sky,
For food they wander here and there,
But they find the food with scare,
When they see the hunter, they get a shock,
After that they fly in a flock.

7. King Midas and his Daughter



Page 80

Read out the story of the Greedy Dog to the students and ask them to tick (✓) the sentences that are not true.

Once there was a dog. One day, he was very hungry. He went in search of food. He found a bone. He felt very happy. He held the bone tightly in his mouth and scowled at anyone who tried to take it away.

On his way to home, he had to cross a bridge. While crossing the bridge, the dog saw his reflection in the water below. The foolish dog thought there was another dog in the water, holding another bone. The greedy dog wanted to have that bone too. He growled and barked at his own reflection in the water. As the foolish dog opened his mouth, the piece of bone fell into the water.

9. Dussehra



Page 101

It is Dussehra today. Ravi is going to the Dussehra fair with his father.

Ravi : Oh, look father! The effigy of Ravana is so big.

Father : Yes! Yes! There are two more effigies.

Ravi : Who're they?

Father : The one on the left of Ravana is the effigy of Kumbhkarana. The other one is that of Meghnad.

Ravi : Father, I want to buy a bow and some arrows.

Father : Yes, hurry up! The effigies have started burning. The crackers are bursting. Let's not miss the scene.

13. Travelling, Travelling



Page 141

May I have your attention please? The Delhi –Bikaner superfast train no. 54321 from New Delhi via Gurgaon, Rewari to Bikaner is reported running late by 10 minutes. The inconvenience caused is deeply regretted.

Mini Dictionary

A

a bit	<i>adv.</i> a small amount of anything <i>opp.</i> a lot	थोड़ा
afraid	<i>adj.</i> full of fear <i>opp.</i> fearless	डरा हुआ
alert	<i>adj.</i> watchful, aware of a danger <i>n.</i> the state of being watchful <i>v.</i> to make aware	सजग चेतावनी सतर्क करना
announce	<i>v.</i> to make known publicly, to declare <i>n.</i> announcement	घोषणा करना
anxious	<i>adj.</i> worried <i>opp.</i> carefree	चिंतित
appear	<i>v.</i> to come into view <i>opp.</i> disappear <i>n.</i> appearance	दिखाई देना, प्रकट होना
assemble	<i>v.</i> gather, collect	एकत्र करना, इकट्ठा होना
attire	<i>n.</i> dress, clothes	पहनावा, परिधान

B

beg	<i>v.</i> asking people for money or food, a polite request	भीख मांगना नम्र निवेदन
behind	<i>prep.</i> at the back of <i>opp.</i> in front of	के पीछे
bend	<i>n.</i> curve or turn <i>v.</i> to become curved <i>opp.</i> straight	मोड़, झुकना

beneath	<i>prep.</i> below, underneath <i>opp.</i> above	नीचे
blossom	<i>n.</i> flowers of a fruit tree <i>v.</i> to bloom	खिलना, विकसित होना, फूल
breeze	<i>n.</i> a soft gentle wind <i>v.</i> to go past quickly	‘रिक्तल, मंद पवन तेजी से आना या जाना
bug	<i>n.</i> a little insect <i>pl.</i> bugs	कीड़ा, कीट
burn	<i>v.</i> to be on fire	जलाना
buy	<i>v.</i> to get something by paying money <i>opp.</i> sell	खरीदना
buzz	<i>n.</i> a buzzing sound <i>v.</i> to make a humming sound	भिनभिनाहट भिनभिनाना
C		
cargo	<i>n.</i> goods carried in a ship or a vehicle	माल/जहाज में लदा माल
carton	<i>n.</i> a cardboard box <i>pl.</i> cartons	गत्ते का डब्बा
cheer	<i>n.</i> a shout of praise <i>v.</i> to shout in praise or support happily	खुशी में की गई प्रशंसा समर्थन में चिल्लाना
chew	<i>v.</i> to grind with teeth	चबाना
chick	<i>n.</i> a young bird <i>pl.</i> chicks	चूजे
chilli	<i>n.</i> red pepper	लाल मिर्च
chug	<i>v.</i> making a short repeated sound of an engine	छुक-छुक की आवाज़ करना

clasp	<i>n.</i> a tight hold, a metal fastener to hold two things together <i>v.</i> to hold tightly	बकसुआ कस के पकड़ना
climb	<i>n.</i> an act of climbing <i>v.</i> to go up	चढ़ाई चढ़ना
cling	<i>v.</i> to hold tightly, stick to something	पकड़ना
communication	<i>n.</i> exchange of ideas or feelings	संचार, सम्प्रेषण
condition	<i>n.</i> present state of things, a term	स्थिति, शर्त
container	<i>n.</i> a box or a bottle a large box to transport goods <i>pl.</i> containers	बर्तन, धारक, पात्र
convey	<i>v.</i> make known ideas or feelings to another	संदेश देना
country	<i>n.</i> land occupied by a nation <i>pl.</i> countries	देश
countryside	<i>n.</i> rural areas	देहात का क्षेत्र
creep	<i>v.</i> to move slowly and quietly	रेंगना, सरकना
cruise	<i>v.</i> sail about or roam around, travel at a high speed	जहाज में इधर-उधर घूमना तेज़ गति से यात्रा करना
currency	<i>n.</i> money used in a country	किसी देश की मुद्रा
curve	<i>n.</i> bend, turn <i>pl.</i> curves	मोड़, घुमाव
D		
deafening sound	<i>n.</i> a loud noise	बहुत ज़ोर की आवाज़

delicious	<i>adj.</i> tasty	स्वादुिष्ट
delight	<i>n.</i> great pleasure	प्रसन्नता
demand	<i>v.</i> to ask for, to call for	मांगना
demon	<i>n.</i> evil or wicked person	शैतान
depict	<i>v.</i> to show in a picture, describe in words	चित्रित करना, वर्णन करना
dirt	<i>n.</i> dust or mud	धूल, गर्दा, कीचड़
distance	<i>n.</i> space between two places or points <i>adj.</i> distant	दूरी, फासला
dump	<i>n.</i> a heap of rubbish <i>v.</i> to throw away	कूड़े का ढेर फेंक देना
dusty	<i>adj.</i> full of dust <i>n.</i> dust	धूल भरा
E		
earn	<i>v.</i> to get money for one's labour <i>opp.</i> spend	कमाना
ease	<i>n.</i> comfort <i>v.</i> to feel relaxed	सुख या आराम आराम से
echo	<i>n.</i> a reflected sound, a sound which <i>pl.</i> echoes comes back from a deep well or valley	गूंज, प्रति ध्वनि
effigy	<i>n.</i> a rough model of a disliked person <i>pl.</i> effigies an image in wood, metal or stone	पुतला
effort	<i>n.</i> use power to do something, attempt <i>pl.</i> efforts	प्रयास, प्रयत्न
elbowing	<i>v.</i> to force one's way through a crowd	भीड़ में अपना मार्ग बनाना
emblem	<i>n.</i> symbol	प्रतीक, चिह्न

enact	<i>v.</i> to play someone's role, make a law	अभिनय करना, कानून बनाना
exactly	<i>adv.</i> correct in every detail	एकदम सही
explain	<i>v.</i> to tell about something in detail	वर्णन करना
F		
faithful	<i>adj.</i> loyal and true <i>opp.</i> unfaithful	वफादार
fall	<i>v.</i> to go down <i>opp.</i> rise	गिरना
farmer	<i>n.</i> who works on a farm <i>pl.</i> farmers	किसान
feather	<i>n.</i> soft hair like structure on the body of birds <i>pl.</i> feathers	पंख
festivity	<i>n.</i> happiness, celebration <i>pl.</i> festivities	उत्सव का समय
fetch	<i>v.</i> to go and bring	जाकर लाना
field	<i>n.</i> a place where farmer grows crops <i>pl.</i> fields	खेत
find	<i>v.</i> to discover <i>opp.</i> lose	ढूँढना, खोजना
firewood	<i>n.</i> wood for burning	जलाने की लकड़ी
flash	<i>n.</i> a sudden burst of flame or light, an electric torch <i>v.</i> to appear as a bright light	चमक, टार्च, चमक प्रकट होना तेज़ रोशनी की तरह दिखना
foil	<i>n.</i> a thin layer of metal <i>v.</i> to prevent someone from succeeding	धातु की पतली परत रोड़े अटकाना

foolish	<i>adj.</i> unwise, silly or stupid <i>opp.</i> wise	मूर्ख
foreign	<i>adj.</i> in or from another country <i>n.</i> foreigner	विदेश
forest	<i>n.</i> large area of land covered with trees	जंगल, वन
forgive	<i>v.</i> pardon	माफ करना
frown	<i>v.</i> to draw the eyebrows together in anger <i>n.</i> a serious look causing lines on the forehead	गुस्से में भौंहे सिकोड़ना त्योरियाँ चढ़ाना
furnace	<i>n.</i> an oven, a heating chamber	भट्ठी
G		
garbage	<i>n.</i> rubbish, discarded waste	कचरा
gel	<i>n.</i> fluid, a jelly like liquid	जैल
genie	<i>n.</i> a magical figure	जिन्न
gently	<i>adv.</i> carefully and slowly <i>n.</i> gentle	धीरे से, विनम्रता से
germ	<i>n.</i> bacteria	किटाणु
gesture	<i>n.</i> movement of the body to express an idea or feeling	इशारा, संकेत
get	<i>v.</i> to receive, to obtain <i>opp.</i> lose, give	पाना, प्राप्त करना
glad	<i>adj.</i> happy, pleased <i>opp.</i> sad	खुश, प्रसन्न
glare	<i>n.</i> strong light, an angry stare <i>v.</i> to look angrily	तेज़ रोशनी रोशनी, घूरना गुस्से से देखना
gleam	<i>n.</i> brightness <i>v.</i> to shine	चमक चमकना

gobble	<i>v.</i> to eat fast noisily and greedily	जल्दी-जल्दी आवाज़ करते हुए खाना
goods	<i>n.</i> things	माल, सामान
grant	<i>v.</i> to allow, to give <i>opp.</i> refuse	प्रदान करना
gratitude	<i>n.</i> thankfulness, state of being grateful	कृतज्ञता, आभार
grin	<i>n.</i> a wide smile	खिसयानी हँसी
	<i>v.</i> to smile broadly showing teeth	दाँत दिखाकर हँसना
grocer	<i>n.</i> a dealer of general household articles	पंसारी
guilty	<i>adj.</i> responsible for a crime, a wrong doer <i>n.</i> guilt	दोषी
H		
hold	<i>n.</i> a grip <i>v.</i> to grasp <i>opp.</i> release	पकड़ पकड़ना
honour	<i>n.</i> deep respect, high esteem <i>v.</i> to give respect	आदर, सम्मान करना
hook	<i>n.</i> a curved metal piece for hanging something <i>pl.</i> hooks	काँटा, हुक
hope	<i>n.</i> desire, wish <i>v.</i> to wish for something	आशा उम्मीद
horn	<i>n.</i> hard outgrowth on the head of cattle, a sounding instrument	सींग भोंपू
hug	<i>n.</i> an affectionate clasp <i>v.</i> to take in arms, to clasp with affection	प्यार भरी जकड़ प्यार से गले लगाना

hurry	<i>n.</i> haste, <i>v.</i> to do something fast	जल्दबाजी, जल्दी में कुछ करना
hurt	<i>n.</i> harm, injury, <i>v.</i> to damage, to cause injury	नुकसान, चोट नुकसान पहुँचाना, चोट पहुँचाना
I		
incinerator	<i>n.</i> a furnace or an oven to burn rubbish <i>pl.</i> incinerators	कूड़े को जलाने की भट्ठी
interest	<i>n.</i> feeling of attention, concern or curiosity in something, charge made for borrowing money <i>v.</i> to take interest	रुचि, ब्याज रुचि लेना
invent	<i>v.</i> to create something, to make <i>n.</i> invention	आविष्कार करना, बनाना
J		
jingle	<i>n.</i> tinkling sounds of coins, keys or small bells <i>v.</i> to make a tinkling sound <i>pl.</i> jingles	खनखनाहट खन-खन करना
L		
landfill	<i>n.</i> land where waste materials are buried under the earth <i>pl.</i> landfills	कूड़ा दबाने की जगह
landslide	<i>n.</i> a mass of earth that slides down the slope of a mountain <i>pl.</i> landslides	भूस्खलन
lane	<i>n.</i> a narrow lane <i>pl.</i> lanes	तंग गली

laugh	<i>v.</i> to smile widely (types of laugh)	हँसना
	Cackle: to laugh harshly or sharply	कुड़कुड़ा कर हँसना
	Chuckle: to laugh mildly and/or quietly	दबी हुई हँसी
	Giggle: to laugh with short, repetitive sounds	खिसियाना
	Grin: to give a broad smile	मुस्कान
	Guffaw: to laugh loudly	ठहाका लगा कर हँसना
	Jeer: to laugh disrespectfully or mockingly	मजाक उड़ाना
	Scoff: to laugh with hatred	उपहास / व्यंग करना
leap	<i>n.</i> a sudden jump or increase <i>v.</i> to jump	उछाल कूदना, उछलना
leave	<i>n.</i> permission to be away from work, <i>v.</i> to go away	छुट्टी
lick	<i>v.</i> pass the tongue over or under something	चाटना
lie	<i>n.</i> a false statement <i>pl.</i> lies	झूठ
look	<i>n.</i> a glance <i>v.</i> to see	एक नज़र देखना
lotus	<i>n.</i> a type of flower	कमल का फूल
loud	<i>adj.</i> not quiet, causing great noise	ऊँचा, जोर का
lovely	<i>adj.</i> beautiful, good looking	सुन्दर (प्यारा), आकर्षक
M		
mailbox	<i>n.</i> a box for collecting letters, letter box <i>pl.</i> mailboxes	पत्र-पेटी

majesty	<i>n.</i> royal power, kingly appearance	शाही (राजसी)
mast	<i>n.</i> a tall pole to support a ship's sails, a flag pole	नाव का मस्तूल (खम्बा)
meadow	<i>n.</i> grasslands, grazing grounds <i>pl.</i> meadows	चरागाह
mean	<i>adj.</i> narrow minded, selfish,	नीच, स्वार्थी
means	<i>n.</i> method or way used to achieve an end	साधन
merry	<i>adj.</i> happy, cheerful, pleasant	खुशी
N		
national	<i>adj.</i> of a nation	राष्ट्रीय
near	<i>adj.</i> not far from, close by <i>opp.</i> far	समीप पास
neat	<i>adj.</i> tidy, clean <i>opp.</i> untidy, dirty	साफ, स्वच्छ
never	<i>adv.</i> at no time <i>opp.</i> always	कभी नहीं
O		
ocean	<i>n.</i> a vast body of salt water, big sea <i>pl.</i> oceans	महासागर
P		
passenger	<i>n.</i> traveller in a public vehicle <i>pl.</i> passengers	यात्री, सवारी
peasant	<i>n.</i> farmer, engaged in agriculture <i>pl.</i> peasants	किसान
peel	<i>n.</i> skin of a fruit or vegetable <i>pl.</i> peels <i>v.</i> to remove the skin or bark	छिलका छिलका उतारना

pick	<i>v.</i> to lift, to raise <i>opp.</i> drop	उठाना
pile	<i>n.</i> heap, a number of things lying one upon other <i>pl.</i> piles	ढेर
plead	<i>v.</i> to argue, to ask for something	बहस करना, कुछ मांगना
pleasant	<i>adj.</i> enjoyable, giving pleasure <i>opp.</i> unpleasant	आनन्द दायक
pour	<i>v.</i> to transfer a liquid from one container to the other, to make a liquid flow	उड़ेलना
praiseworthy	<i>n.</i> deserving praise	प्रशंसनीय
prevent	<i>v.</i> to stop something <i>n.</i> prevention	रोकना
prey	<i>n.</i> something or someone hunted for food, victim	शिकार
puzzle	<i>n.</i> a question or a problem difficult to understand <i>v.</i> unable to think clearly <i>pl.</i> puzzles	कठिन प्रश्न, पहेली स्पष्ट न सोच पाना
Q		
queue	<i>n.</i> a line of people waiting for their turn <i>pl.</i> queues	पंक्ति, लाइन
R		
raindrop	<i>n.</i> droplet of rain <i>pl.</i> raindrops	बारिश की बूंद
ray	<i>n.</i> a beam of light <i>pl.</i> rays	किरण

realize	<i>v.</i> to understand, feel, to turn a plan into reality, to recover money	अनुभव करना, वसूली करना
recycle	<i>v.</i> reuse, to treat used material so that it could be used again	पुनर्चक्रण
refuse	<i>n.</i> rubbish, garbage <i>v.</i> to reject, to say no	कचरा, इन्कार करना
reluctant	<i>adj.</i> unwilling <i>opp.</i> willing	अनिच्छुक
resin	<i>n.</i> a sticky liquid from fir trees	पेड़ से निकलने वाला राल, चिपचिपा पदार्थ
reverence	<i>n.</i> deep respect	आदर भाव
reward	<i>n.</i> something received in return for one's services, merit	इनाम
riddle	<i>n.</i> a puzzling question, thing or a situation	पहेली
ride	<i>v.</i> to sit on a horse or vehicle, to travel	सवारी करना, सवारी
rock	<i>n.</i> a hard material of earth's crust, stone	चट्टान
rub	<i>v.</i> to move something over other <i>n.</i> act of rubbing	रगड़ रगड़ना
rug	<i>n.</i> a kind of coarse clothing, covering for floor <i>pl.</i> rugs	कालीन, फर्श पर बिछाने की दरी
rush	<i>n.</i> grass like marshy plant <i>v.</i> to go or come speedily, to flow with noise	सरकण्डे जैसा पौधा तेज़ी से चलना
S		
safe	<i>adj.</i> free from harm, <i>n.</i> a chest <i>pl.</i> safes <i>opp.</i> harmful	सुरक्षित तिजोरी

scowl	<i>n.</i> angry expression <i>v.</i> to look at someone angrily	क्रोध का भाव क्रोध से देखना
scream	<i>n.</i> a loud cry <i>v.</i> to utter a loud sharp cry, to cry loudly	चीख जोर से चिल्लाना
search	<i>n.</i> hunt, look for <i>v.</i> to look carefully at something or to look for some missing things	तलाश ढूँढ़ना खोजना
sheaf	<i>n.</i> a bundle in which cereal plants are bound after they are reaped	गट्ठा या पूली (गेहूँ/जौ) की
shiny	<i>adj.</i> bright, <i>v.</i> shine <i>opp.</i> dull	चमकीला
shout	<i>v.</i> to utter a sudden cry	शोर करना, चिल्लाना
shriek	<i>n.</i> sharp outcry, <i>v.</i> to utter a shrill sound	चीख, चीखना
sick	<i>adj.</i> in poor health, not well <i>opp.</i> healthy	बीमार, अस्वस्थ
sidewalk	<i>n.</i> a footpath, a pavement	पैदलपथ
sign	<i>n.</i> symbol to represent something <i>v.</i> to put one's name on a paper, document	चिह्न, निशान किसी कागज़ पर दस्तखत करना
sill	<i>n.</i> a horizontal piece beneath a door or a window <i>pl.</i> sills	खिड़की या दरवाजे के नीचे लगी पट्टी
siren	<i>n.</i> a device which makes a long loud warning sound <i>pl.</i> sirens	भौंपू
slump	<i>n.</i> a drop or a heavy fall, rapid fall in prices <i>v.</i> to drop or to fall heavily,	गिरावट (मांग/ कीमत) गिरावट आना

spend	<i>v.</i> to pay out money, to pass time	खर्च करना, समय बिताना
spill	<i>n.</i> a peg or plug of wood, a splinter for lighting candles <i>pl.</i> spills	लकड़ी या कागज़ की बत्ती, लम्बी दियासलाई
	<i>v.</i> to fall from a horse or a container, falling out of a vehicle	छलकना
spoke	<i>n.</i> bars that connect the outer ring to centre <i>pl.</i> spokes	पहिए की तिल्ली
spray	<i>n.</i> dispersed liquid <i>v.</i> to project a liquid to disperse <i>pl.</i> sprays	छिड़काव, छिड़कना
squeak	<i>n.</i> a high pitched sound, <i>v.</i> to squeal <i>pl.</i> squeaks	चूँ-चूँ की आवाज़, चूँ-चूँ करना
stamp	<i>n.</i> something with which an impression is made, postage stamp,	मोहर डाक टिकट
	<i>v.</i> to put one's foot down heavily, print something on a paper and cloth <i>pl.</i> stamps	छाप लगाना, ठप्पा लगाना
statue	<i>n.</i> a representation of a person in metal, wood or stone <i>pl.</i> statues	बुत
stick	<i>n.</i> a long rod, a branch cut from a tree <i>v.</i> to cling fast to something <i>pl.</i> sticks	पेड़ की टहनी, डंडी चिपकन
strange	<i>adj.</i> odd, unusual, unknown <i>n.</i> stranger	अजीब, असाधारण
stripe	<i>n.</i> a long straight line of a single colour <i>pl.</i> stripes	पट्टी, धारी

suggest	<i>v.</i> to imply, to recommend, to advise <i>n.</i> suggestion	सुझाव देना
sulk	<i>v.</i> to remain silent in a bad mood <i>n.</i> sulky	रुठना
surround	<i>v.</i> encircle, to move all around <i>n.</i> surrounding	इर्द-गिर्द घूमना
sweep	<i>v.</i> to clean with a broom or brush <i>n.</i> sweeper	झाड़ू लगाना
symbol	<i>n.</i> sign, mark <i>pl.</i> symbols	प्रतीक, चिह्न
T		
termite	<i>n.</i> a white bodied insect, a wood consuming insect <i>pl.</i> termites	दीमक
terror	<i>n.</i> fear	भय, आतंक
timber	<i>n.</i> wood suitable for building	इमारती लकड़ी
tiny	<i>adj.</i> very small <i>opp.</i> huge	बहुत छोटा
traffic	<i>n.</i> movement of vehicles and people	परिवहन
transport	<i>n.</i> means to go from one place to another <i>v.</i> to move from one place to another	यातायात का साधन एक जगह से दूसरी जगह लाना ले जाना
trash	<i>n.</i> useless, worthless, rubbish	कूड़ा
travel	<i>v.</i> to go from one place to another	यात्रा करना
trick	<i>n.</i> something done to cheat somebody, clever ways <i>pl.</i> tricks	दौंव, करतब

trouble	<i>n.</i> a problem, a difficulty <i>pl.</i> troubles <i>v.</i> to bother someone	कष्ट, कष्ट देना
trumpet	<i>n.</i> a musical instrument, cry of an elephant <i>pl.</i> trumpets	बाजा, बीन, हाथी की चिंगाड़
tug	<i>v.</i> to pull hard, to drag	झटके से खींचना
twice	<i>adv.</i> two times, for second time	दोबारा
twirl	<i>v.</i> to turn around, to curl	गोलाई में घूमना
U		
unity	<i>adj.</i> togetherness, joined <i>n.</i> union	एकता
V		
vice	<i>n.</i> immoral conduct, bad habit <i>pl.</i> vices	बुराई
virtue	<i>n.</i> noble and good quality <i>pl.</i> virtues	अच्छाई
W		
watch	<i>n.</i> a device showing time <i>v.</i> to look at, to guard <i>pl.</i> watches	घड़ी पहरेदारी करना, निगरानी करना
wave	<i>n.</i> up and down movement on the surface of water, curve <i>pl.</i> waves	तरंग, लहर
wear	<i>v.</i> to put on clothes or a dress <i>n.</i> clothing	पहनना
whisker	<i>n.</i> stiff hair near mouth of certain animals <i>pl.</i> whiskers	गलमुच्छे, जानवरों के मुँह के लंबे बाल

whisper	<i>n.</i> soft sound <i>v.</i> to speak with hushed sounds, talk softly <i>pl.</i> whispers	बहुत धीमी आवाज़ फुसफुसाना
whoop	<i>n.</i> a loud cry of excitement, a war cry	चीख, युद्ध की ललकार
wide	<i>adj.</i> broad	चौड़ा, विस्तृत
wild	<i>adj.</i> untamed, not domesticated <i>opp.</i> domestic	जंगली
wish	<i>n.</i> a desire or longing, <i>v.</i> to hope, to want <i>pl.</i> wishes	इच्छा इच्छा करना
worship	<i>n.</i> religious service <i>v.</i> to adore a deity, to pray	पूजा, भक्ति, उपासना पूजा करना
wrapper	<i>n.</i> cover or packing material	आवरण
Y		
yawn	<i>n.</i> an act of yawning <i>v.</i> to take a deep breath with mouth wide open	जम्हाई उबासी लेना, जम्हाई लेना