

# My World in English

Class – IV

TEXTBOOK DEVELOPMENT AND PUBLISHING COMMITTEE

Chief Production Officer:

**Prof. M.V. Rajya Lakshmi**

Director, SCERT, Andhra Pradesh

Chief Production Organizer:

**Sri. Ch. Pullaiah**

Director, Govt. Textbook Press, Andhra Pradesh



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***ALL FOR ONE  
AND ONE FOR ALL***

***LESS POLLUTION  
IS THE BEST SOLUTION***

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## PREFACE

English has become a preferred language of Education among students hailing from urban as well as rural areas. Therefore, the government of Andhra Pradesh introduced learning of English as a second language from class I onwards with effect from the academic year 2011-12. Since then, the State Council of Educational Research and Training (SCERT) has been putting in its best efforts to produce and publish the most appropriate textbooks to meet the requirements of the students and to reflect the pedagogical standards as maintained by the National Curriculum Framework 2005 (NCF 2005).

The SCERT had a good deal of discussions on the FEEDBACK, which it obtained from their teachers, students and parents in general on the existing English language textbooks. These discussions impelled the SCERT to review and redesign the English texts for classes I to V. The redesigning has continued the useful features of the existing books and brought in a few innovative ideas to make the books more useful. In the process of learning, the SCERT firmly believes that any textbook prescribed should not only ensure facilitation of learning but also enhance the acquisition of knowledge. Keeping in view the pedagogical interests of the teachers and the taught, the SCERT, while preparing the texts, has kept the following points in mind:

- Students are exposed to the known vocabulary initially, and then to the unknown
- Missing links at LKG and UKG are included for the students in classes I and II
- Flash cards are used for classes I and II, which is given under 'say aloud' in class I and in the 'appendix' in class II.
- Guidelines are provided to the teachers after every lesson showing clearly as to how each lesson can be taught to effect learning. This is based on the maxim *successful teaching is successful learning*.
- All the teachers at primary level should adopt a *bilingual instructional method* to facilitate the process of learning. Use of regional language should consistently be decreased from 80% to 10% in primary schools, class I to V
- Reading cards are included in the texts in classes III to V and the students should be encouraged to go beyond what is prescribed in the book
- Vocabulary has been graded according to their use and also their relatability to the experience of the students
- Pictures/ images are made expressive and relatable in all the texts
- The SCERT will be using online services to meet the academic needs of the students at large, especially for CDs
- The aim is to make the students, at the end of five years learning period, competent to read, write, speak, comprehend speech, elocute and communicate well

I hope these English textbooks will help teachers and students to reach their targets.

I thank all the teachers and staff members of the SCERT and others who contributed directly or indirectly to the successful production of these textbooks.

The SCERT welcomes any suggestion for the further improvement of these textbooks.

Date: 22-2-2016

Hyderabad

**Prof. M.V. Rajya Lakshmi**

Director, SCERT  
Andhra Pradesh

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## LAYOUT & ILLUSTRATIONS

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## OUR NATIONAL ANTHEM

- *Rabindranath Tagore*

Jana-gana-mana-adhinayaka, jaya he  
Bharata-bhagya-vidhata.  
Punjab-Sindh-Gujarata-Maratha  
Dravida-Utkala-Banga  
Vindhya-Himachala-Yamuna-Ganga  
Uchchala-Jaladhi-taranga.  
Tava shubha name jage,  
Tava shubha aasisha mage,  
Gahe tava jaya gatha,  
Jana-gana-mangala dayaka, jaya he  
Bharata-bhagya-vidhata.  
Jaya he, jaya he, jaya he,  
Jaya, jaya, jaya, jaya he!

## PLEDGE

- *Pydimarri Venkata Subba Rao*

“India is my country. All Indians are my brothers and sisters.  
I love my country, and I am proud of its rich and varied heritage.

I shall always strive to be worthy of it.

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

To my country and my people, I pledge my devotion.

In their well being and prosperity alone lies my happiness.”

Jai Hind.

## Note to the teacher:

- I) Before coming to school, the children know their family and environment, and talk to each other in their own language. When they come to school, they realise that the same world can be viewed and talked about in a new language. Hence the title ***My World in English***.
- II) Mother tongue can be used very judiciously and methodically to teach a new language; *successful teaching is successful learning*. Textbooks are an excellent source for the teachers to teach and for the learners to learn.
- III) The new books are developed according to the principles enunciated in National Curriculum Framework (NCF) 2005, A.P state curriculum Framework (AP SCF) 2011 and they are in consonance with Right to Education (RTE) 2009.
- IV) These books are guided by two basic principles:
  - i. Grading of content and expression and
  - ii. Relatability to the experience of the children of Andhra Pradesh.

While introducing points of grammar, care has been taken for the minimal use of technical terms, and examples precede the concept for quick comprehension.

## Class IV

Class IV textbook picks up speed as now the children are past eight years in age. Good habits, national unity, honesty, the role of soldiers, the undesirability of superstition, the value of travel, kindness to pets, the need for modesty, real beauty are all multi dimensionally valuable themes. The themes are presented in a way that the students get well motivated to be attentive, receptive and also feel involved.



## CLASS – IV



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# Food for Kids

Part – A



Food is good and tastes delicious,  
Keeps you healthy; it's nutritious.  
Food will also help you grow,  
Make you strong, when you grow.  
Eating foods that are purple and green,  
Will make you into a healthy teen.  
Many great foods are really yummy,  
If you eat too much, you'll hurt your tummy.  
About healthy foods, you should read,  
Learn what kids really need.  
Food information you could share,  
with your family, and show you care.

- Anita



Class IV (F)

## Glossary:

delicious	:	tasty and enjoyable
nutritious	:	healthy
teen	:	teen age / the ages between 13 to 19
tummy	:	stomach
information	:	facts about something
share	:	have something with others
care	:	feel concerned



## Comprehension:

Answer the following questions.

1. How does food help you?
2. What makes you a healthy teen?
3. When do you eat too much? What are its results?
4. How do we get more information about food?



## Part – B

# Healthy food Healthy life

### Reading card:

Kamala is a bright and beautiful girl. She lives in Anantapur, with her mother, father and younger brother. It's a small and happy family. Every morning she gets up early and gets ready to go to school. She is very obedient to her parents and also teachers at school.

One evening, Kamala comes running from school joyfully and rings the bell "Cling cling". When her mother opens the door, she kisses her and says "Mom, here is a good news for you."



**Mother:** Is it so, my dear! That's why you look so happy today! What's the news?

**Kamala:** Today my class teacher said that she would take all the students for a picnic tomorrow.

**Mother:** Oh! It's really nice. Hope you will have a lot of fun!

**Kamala:** Would you help me to get ready for tomorrow's picnic?

**Mother:** Sure, by the way, what type of food do you want? I'll prepare and pack it for you.



(She gives a big list of food items....chocolates, chips, cool drinks,etc.)

**Mother:** Oh! No! This stuff will spoil your health. It won't make you strong and healthy. Fruits, salad, cereals, pulses and boiled eggs are good. I will also give some *vadas*. This nutritious food keeps you healthy and energetic.

**Kamala:** O.K. Mom! I'll follow whatever you say.

Next morning all the children reached the picnic spot along with the teachers. They enjoyed the beauty of nature and played in the park.

The park had a special place for lunch with benches and tables. During the lunch time they all sat down and opened their boxes to eat.

**Kamala:** What did you get for the lunch, Vimala?

**Vimala:** Oh! I have got many items like chocolates, puffs, chops and pizza. All are very tasty, you know.

**Kamala:** It's all junk food you know? My Mother says it's not good for health. We better take fruits, salad, eggs, milk, etc.

**Vimala:** But this is my favourite food. Come on, let us have it.

**Kamala:** Sorry! My Mother packed food for me. It's neat and healthy. I will take that.

(While returning home, Vimala suffered from stomach ache. Immediately her teacher took her to the hospital along with Kamala.)

**Doctor:** What did you take in your lunch today?

**Vimala:** I took chocolates, chops, puffs, pizza, and cake.

**Doctor:** Don't you know that junk food spoils health? It's always better to take healthy homemade food and fruits for good health.

**Vimala:** Yes Doctor, actually my friend Kamala advised me to take fruits and homemade food. But I did not listen to her.

**Doctor:** I'm happy. Now you know that junk food is not good for health. Moreover, it develops obesity and other disorders.





**Teacher:** O.K. Doctor. Here after we will see that all our students take healthy and homemade food. Thank you very much.

**Vimala & Kamala:** Bye doctor.



### Glossary:

bright	:	intelligent
obedient	:	following rules or advice of elders
nutritious	:	nourishing, leading to strength and health
energetic	:	active
ache	:	pain
obesity	:	overweight, fattiness
cereals	:	food made from grains (eg: wheat, rice, oats, ragi)
pulses	:	seeds we can cook and eat. (eg: beans, different types of lentils, redgram)

## A. Comprehension:

Answer the following questions.

1. Where does Kamala live?
2. Why did Kamala come home joyfully?
3. Is she an obedient girl? How can you say?
4. What food does Vimala like most?
5. List the food items that Kamala's mother prepared?
6. Write any two food items that you like.

## B. Vocabulary:

I. Keep the following food items under correct headings.

pulses, eggs, vegetables, chat, burgers, fruits, milk, potato chips, pizza

Healthy food	Junk food

II. Note to the teacher:

Go through the puzzle and do the exercise before you ask the students to do it.

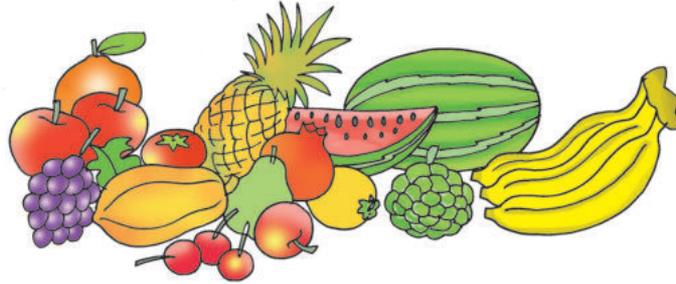


Identify the names of vegetables in the given puzzle. Some words are indifferent and can be formed horizontally, vertically, diagonally and down to up. One is done for you.

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



III. Look at the picture below, identify the names of any six fruits and write them in the space provided.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C. Grammar:

Read the following sentence taken from the lesson.

Example: Kamala is a bright and beautiful girl.

Note: The underlined word 'girl' refers to Kamala. It also refers to other little female children in common. It doesn't name a particular person.

Now identify and underline the words that commonly refer to the persons, places, and things in the following sentences.

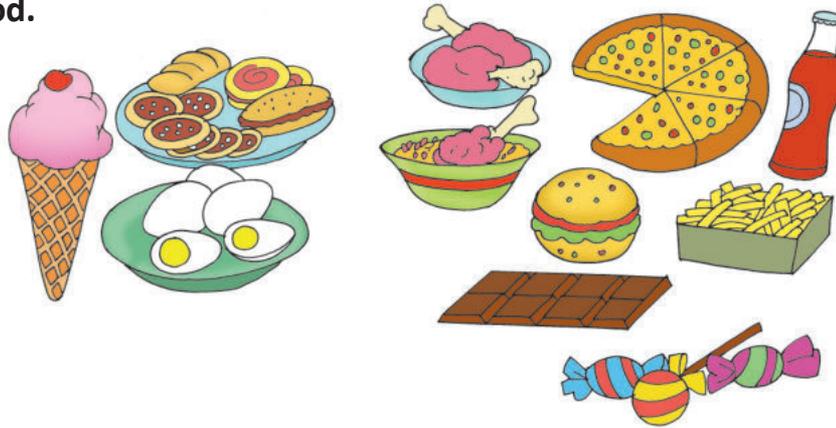
1. Let's go to the playground.
2. What did you get for the lunch, Vimala?
3. She lives in Anantapur town.
4. I go to the school daily.
5. Shall I meet the doctor today?

Such nouns are called *common nouns*. The nouns which refer to particular persons and places are called *proper nouns*.

Example: Kamala, Vimala, Johnson, Mohan, Nellore, Srikakulam, (River) Godavari, Mount Everest etc.

**D. Writing:**

Look at the following picture and write about the disadvantages of the junk food.



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Project work:

Visit some of your friends' houses and write the common food items they take in their meals.

S.No	Friend's name that you visited	Common food items
1		
2		
3		
4		
5		

## Part – C

# Promise of God

### Reading card:

Once upon a time, there was a wicked King. Because of his evil deeds, God decided to curse the land with drought. The King wanted to kill a prophet who warned him about his deeds. But God saved his life. God asked him to go to a nearby brook to be safe.



God ordered crows to take food for him. So every morning crows used to bring bread and meat to him. He used to quench his thirst from the brook.

But in the course of time, the brook dried up because of drought. So God sent the prophet to a city called Sidon. As he reached there, he was tired and hungry. There he saw an old woman and asked “ Please, would you be kind enough to give me some food and water?”



Then she answered saying, “I have a handful of flour and a little oil. This will be the last meal for my son and me before we could die due to drought”. But the prophet said, “Don’t be afraid, just cook a meal and bring it to me. There will be enough for each one of us, and also your jar will never be empty of flour and your jar will not be empty of oil till the drought ends”.

And the old woman obeyed and brought the meal to the prophet. Later she came to know that what the prophet said was true.

### Glossary:

drought	:	the period of time with no rainfall
prophet	:	the one who tells us the will of God
afraid	:	fearful
evil doings	:	very bad acts
brook	:	small stream



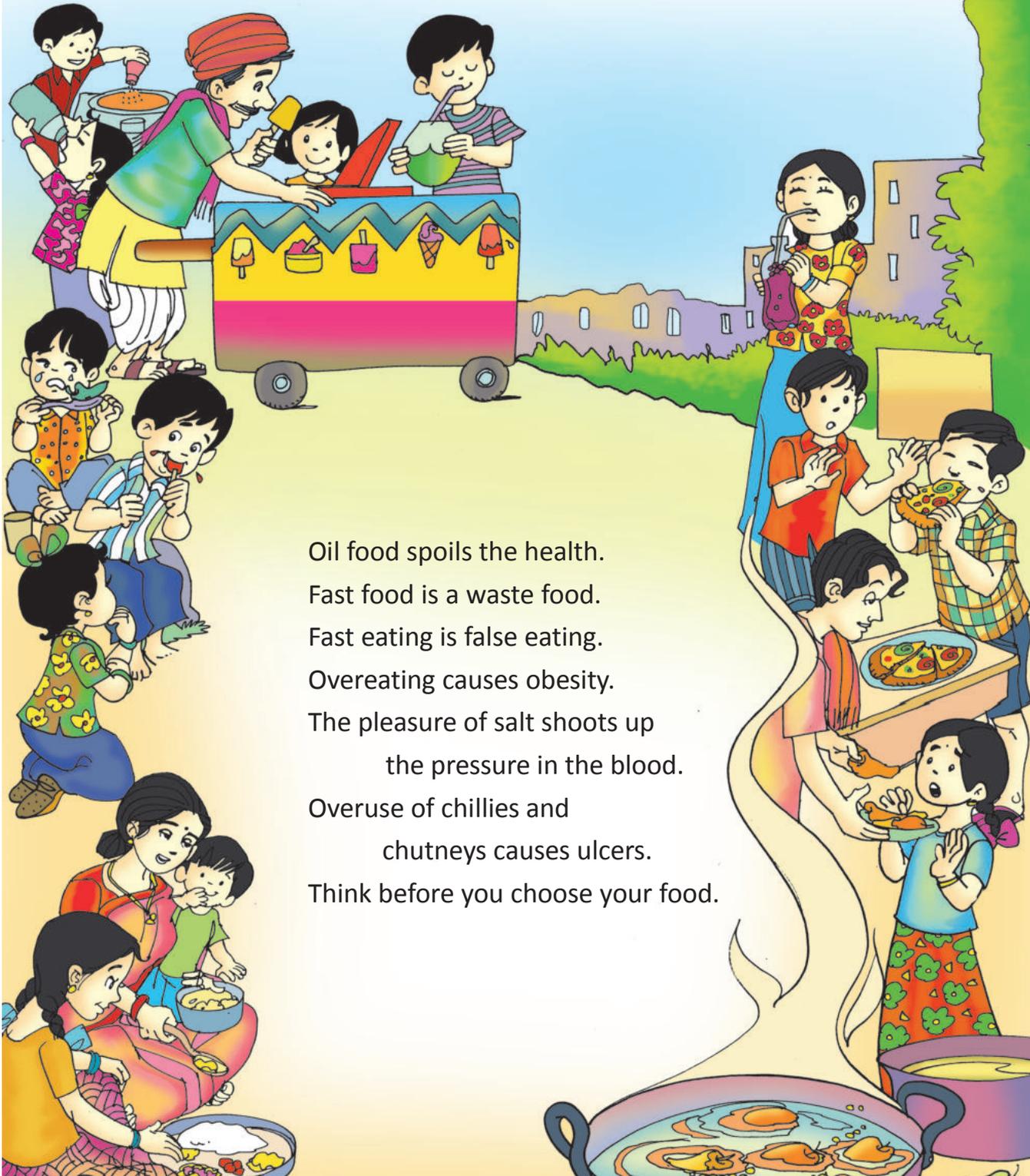
### Comprehension:

State whether the following statements are True or False.

1. God decided to curse the land with drought because of the evil deeds of the king. ( )
2. The woman did not have any flour and oil. ( )
3. God asked the prophet to go to a nearby brook. ( )
4. The prophet did not warn the king to stop his evil doings. ( )
5. At last the woman discovered what the prophet said was true. ( )

Listening input:

## Listen to this - Don't miss



Oil food spoils the health.  
Fast food is a waste food.  
Fast eating is false eating.  
Overeating causes obesity.  
The pleasure of salt shoots up  
the pressure in the blood.  
Overuse of chillies and  
chutneys causes ulcers.  
Think before you choose your food.

### Self-assessment:

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read, understood and enjoyed the poem “Healthy food-Healthy life.”			
I understood how to identify common nouns. I am able to write.			
I know the importance of nutritious food.			



### Note to the teacher:

This unit gives ample scope for making children understand the importance of taking healthy food for healthy life. Encourage children to look and listen attentively and express their thoughts freely.

### Listening and speaking skills:

- \* Talk to them about the eatables such as biscuits, chocolates, fruits, and vegetables.
- \* Ask them questions like 'What keeps your body strong and energetic?'
- \* Speak about any given item for a couple of minutes. Give enough time to children to recite the poem. Appreciate their efforts.
- \* Ask them to listen to the text while you are reading. Let them observe carefully the correct pronunciation of words. Ask them to identify the difficult words and write them down in their notebooks.
- \* Questions under comprehension help to enrich their listening and speaking abilities.

### Reading skills:

Encourage children to recognize the words with the help of pictures. Develop the habit of reading the words in association with the pictures.

Write the names of food items in the lesson on the blackboard. Ask them to identify those words in the lesson.

Exercises under vocabulary like puzzle and 'writing under correct headings' will enable the child to read and recognize certain words.

### Writing skills:

Write some words on the blackboard describing nutritious food. Then help the children to tell the importance of having nutritious food. Then facilitate the children to write a small paragraph on food and also guide them to do the project work. Give them enough time to collect the information and fill it in the table.

Be attentive while the children are writing, and guide them in a friendly way. They develop conventions of writing on practice. Hence make use of them carefully.

### Grammar:

Talk to them about the nouns and its types. Ask them to tell their names. Let them recollect the difference between a common noun and a proper noun.

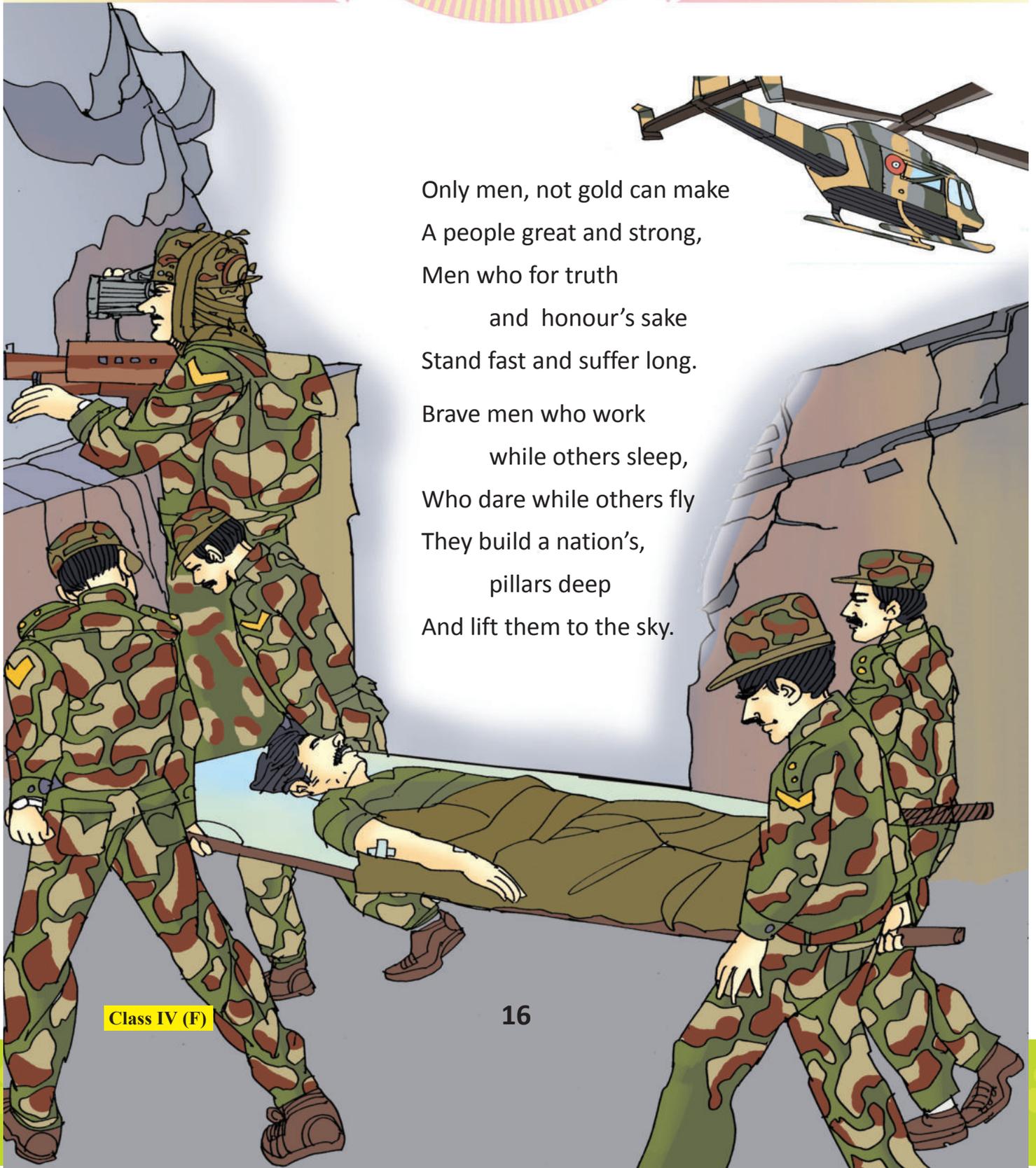
Exercises under grammar will enable the child to understand it more in detail. Encourage children to do the exercise carefully.

# A Nation's Strength



Only men, not gold can make  
A people great and strong,  
Men who for truth  
and honour's sake  
Stand fast and suffer long.

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



## Glossary:

honour	:	high moral standards
stand fast	:	continue to do what is right
suffer	:	feel pain
brave	:	courageous, ability to face danger or pain
dare	:	do something challenging
fly	:	run away

## Comprehension:

Answer the following questions:

1. What does the word 'people' stand for?
2. Does wealth alone make a nation strong?
3. How the brave men are different from others?
4. What kind of men can make a nation great and strong?

Fill the following box with a rhyming word from the poem.

make	_____
_____	long
sleep	_____
_____	sky



## Part – B

# Harmony in Variety

### Reading card:



Three cats lived in neighbouring houses. They were close friends and used to meet to discuss matters of common interest. One of them was white in colour. Another one was black. The third was brown. One day the black cat argued that his colour is the best as he could hide in dim light and pounce on the prey without getting noticed. He added that the white colour of his friend was a terrible disadvantage in catching prey in dim light.

The white cat said that white is a primary colour as it is a combination of all colours and a symbol of purity. He added that black is the absence of any colour. When the argument became uncontrollable, the brown cat stepped in. He said, "I will tell a story. Listen carefully and then decide which is the better colour." He narrated a story.

"Before the creation of cats, God made models of cats using clay. Then he put them one by one in the fire to strengthen and harden them before putting life into them.

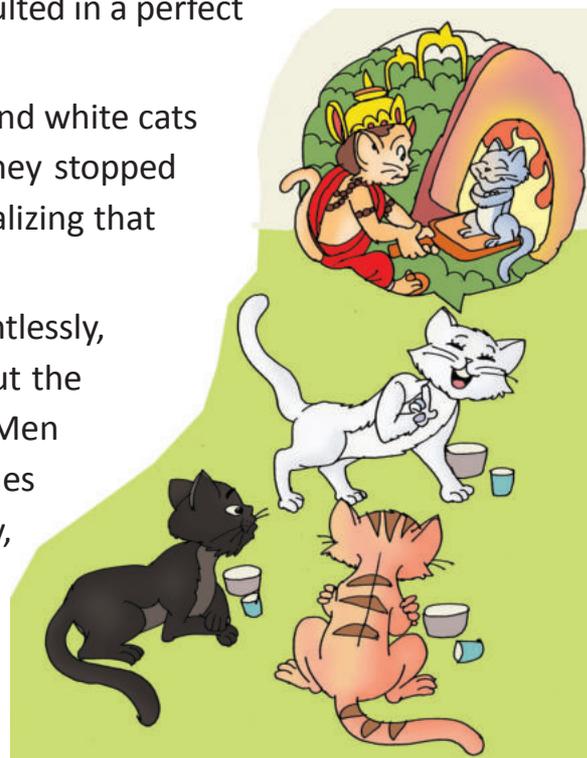


When he put the first model in the furnace, he had no idea about the time required for hardening. He kept it for a long time, and it got charred and overburnt. That was how the first 'black' cat was created. He learned a lesson but brought the black model to life. All black cats are his children. The next time, God was very cautious to avoid overheating.

So he removed the model from the furnace a bit early to avoid overheating. The model was underburnt and white in colour. The white cats came down from him. Now God became proficient in the art and science of hardening the models. So the third experiment was successful, and the model was removed after proper heating. It was perfect and had a beautiful brown colour. All brown cats, including me, are his children. We were heated and hardened correctly for the required time and temperature. This very act resulted in a perfect creation.

The story amused the black and white cats though they could get the message. They stopped their fight and became friends again, realizing that external appearance is not important.

The man has fought thoughtlessly, throughout human history, arguing about the superiority of one race over the others. Men may differ in characteristics and qualities such as caste, colour, charm, community, creed, culture and customs, but he is the roof and crown of creations and a noble work of God. We must appreciate unity in diversity and harmony in variety.



## Glossary:

harmony	:	pleasing and peaceful combination
prey	:	animal hunted for food
pounce	:	jump
terrible	:	very bad
disadvantage	:	drawback
descendants	:	born in the family of someone
clay	:	sticky fine grained earth
furnace	:	enclosed place with hot fire
appearance	:	look
noble	:	honourable



## A. Comprehension:

Answer the following Questions.

1. Why do the three cats meet often?
2. What are the colours of cats in the story?
3. Who started an argument about the greatness of colour?
4. Which colour is the symbol of unity?
5. Who narrated the story?
6. What did God use to make the models of cats?
7. What is the noble work of God?
8. If you were the white cat, what would you have said to your friends?

## B. Vocabulary:

I. Write the plural form of the words given in the table.

<b>Example:</b>	<b>Singular</b>	-	<b>Plural</b>
	cat	-	cats
	monkey	-	monkeys
	donkey	-	donkeys
	diary	-	diaries



Singular (one)	Plural (more than one)
friend	
colour	
story	
model	
descendant	

## II. Fun with Words:

Read the following words. Circle the words that convey unity.

togetherness	harmony	divided
united	oneness	separated
simple		broken



### C. Grammar:

Read the following sentences taken from the story.

The white cat said that white is a primary colour as it is a combination of all colours and a symbol of purity. He added that black is the absence of any colour.

Observe the underlined word 'he' in the above sentence. Here 'he' refers to 'the white cat.' So the word 'he' is used in place of 'the white cat' to speak about it.

Now identify and underline words that are used to refer to persons, places and things.

1. Sundar is a clever boy. He always stands first in the class.
2. Ruth is a beautiful girl. She looks like an angel.
3. Raj and Ravi are good friends. They play games together.
4. The lion is the king of the jungle. It kills the deer for its food.
5. My school is my favourite place. It has a huge playground.

Such words are called **Pronouns**.

### D. Writing:

Write a conversation among three cats about God and his work of creation.

Cat 1: I am born beautiful with black colour.

Cat 2: \_\_\_\_\_

Cat 3: \_\_\_\_\_

Cat 1: \_\_\_\_\_

Cat 2: \_\_\_\_\_

Cat 3: \_\_\_\_\_

Cat 1: \_\_\_\_\_

Cat 2: \_\_\_\_\_

Cat 3: Oh! God is great, he created all things.



## Part – C

### Reading card:

## Importance of unity in India

The importance of India as a large nation lies in its Unity. Unity is India's strength and unity in diversity is the most important feature of India.

Mahatma Gandhi sacrificed his life for communal harmony. Though there are Bengalis, Punjabis, Maharashtrians, Tamilians, etc., in our country, they live



together. Different castes, colours and religions live in India for thousands of years. Dr. B.R Ambedhkar and Babu Jagjivan Ram strengthened our social harmony.

When people quarrel among themselves, they can never stand strong against their enemy. Even animals help one another to face danger. When one animal senses danger, it immediately indicates the same to the other.

It's very sad, that even today we find incidents of disunity. It breaks national harmony in India. The social, economic and religious differences sometimes cause problems. Though there are differences, a strong unseen string is binding the Indians together. That secret string is the philosophy of 'All roads lead to God' and also the attitude of 'Live and let live'. So let our nation be united and strong to fight enemies like poverty, ill health, ignorance and greed. Let us be guided by the five pillars of divine bliss



– **Love, Forgiveness, Compassion, Dutifulness** and **Socialness**. Socialness is the feeling we have for the welfare of others in our society. This can be strengthened if we love others and forgive their faults and mistakes. Be compassionate to them and do our duty well.

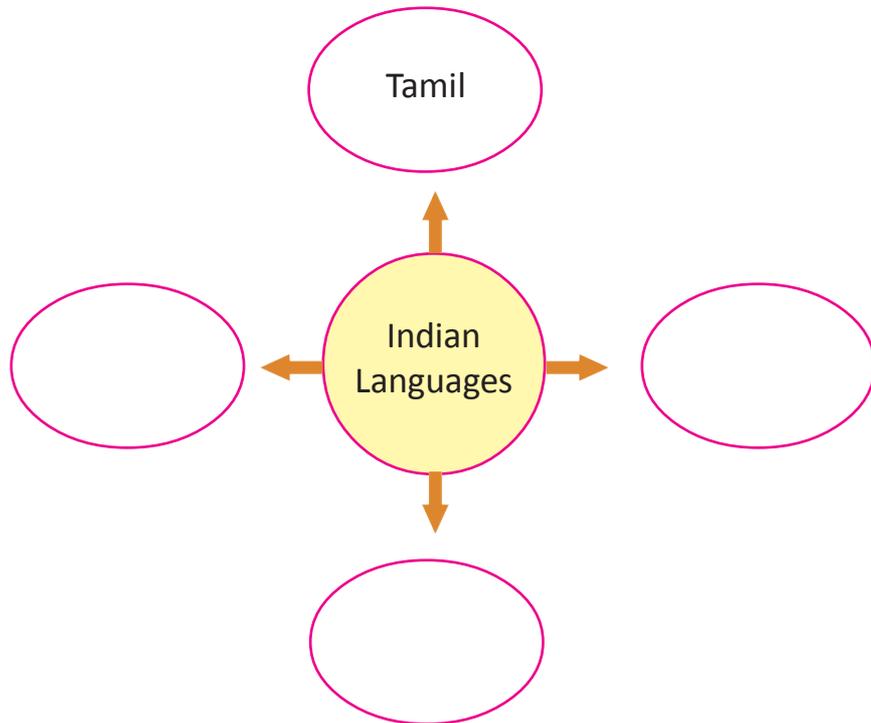
### Glossary:

sacrifice	:	give away
indicate	:	show
hurdle	:	stopping, impediment
harmony	:	pleasing combination of elements in a whole
pillar	:	support
divine	:	related to God, extremely good or pleasant
bliss	:	complete happiness
socialness	:	clear understanding of our membership of the society
dutifulness	:	clear understanding about doing our duties
compassion	:	feeling of sympathy and caring for someone



## Comprehension:

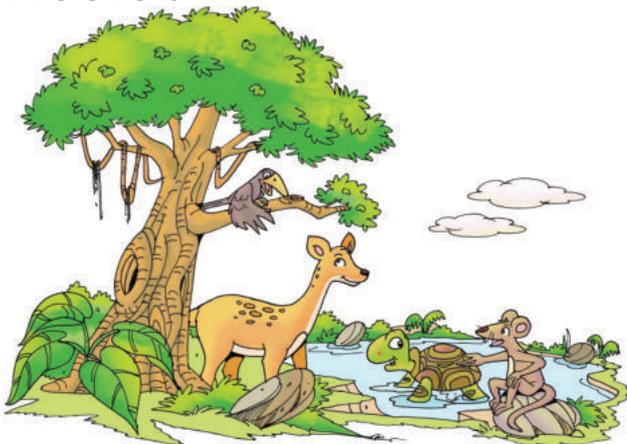
Work in groups and complete the concept map. One is done for you.



## Listening text:

# Unity brings happiness

Once there were a deer, a crow, a mouse and a turtle. They were good friends. One day the deer went out to graze. He was caught in a hunter's trap. In the evening, the deer did not return to his friends. The mouse said to the crow, 'Will you fly over the trees and find the deer? Then fly back to us and tell us where he is.'



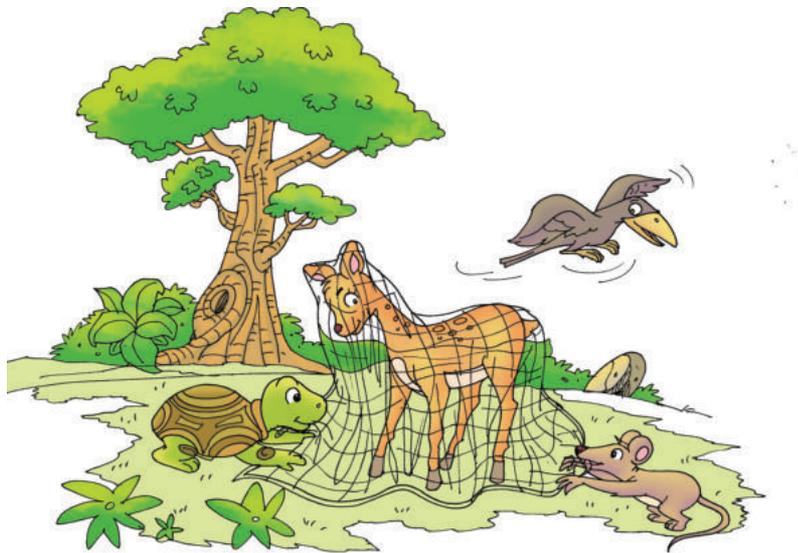
The crow flew off. He came back and said, 'Our friend is in the hunter's trap.' 'What shall we do now?' wondered the mouse and the turtle.

'I will take the mouse on my back,' said the crow. 'He will bite and destroy the trap and set our friend free.'

‘Yes,’ said the mouse. ‘I will do that.’

‘And I will walk to the deer,’ said the turtle. The crow took the mouse on his back and flew with him to the deer.

The mouse bit through the net. The deer was free. The turtle reached his friends and felt happy. Unity is Strength. Friends should act together, and then they will be happy.



### Self-assessment:



Read and tick (v) in the appropriate box.

Indicators	Yes	Somewhat	No
I read, understood and enjoyed the poem “A nation's Strength.”			
I read and understood the texts :			
Harmony in Variety			
Importance of Unity in India			
I learnt how to identify the pronouns.			
I am able to write.			
I understood the conversation among the cats			

### Note to the teacher:



### Objective:

This unit gives an ample scope for making children understand the importance of unity and the value of togetherness. Encourage the children to look and listen attentively and express their thoughts freely.

### Listening and speaking skills:

- \* Talk to them about the different colours, languages, communities and cultures.
- \* Ask them questions like 'What are the different states of our country?'
- \* Use bilingual method while talking to the children and encourage them to use English words and sentences.
- \* Give enough time to children to recite the poem. Appreciate their efforts.
- \* Ask them to listen to the text while you are reading. Let them observe carefully the correct pronunciation of words. Ask them to identify the difficult words and make note of them.
- \* Questions under comprehension help to enrich their listening and speaking abilities.

### Reading skills:

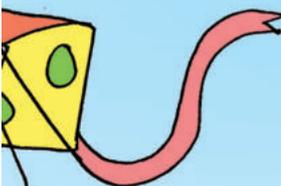
Write the names of food items in the lesson on the blackboard. Ask them to identify those words in the lesson.

Exercises under vocabulary such as **singular** and **plural** words, **Fun with words** will enable the child to read and recognize certain words.

### Writing skills:

Write conversations among the cats as a model on the blackboard. Then facilitate the children to write a conversation on their own as asked in the exercise and also guide them to do the project work. Give them enough time to collect the information and fill it in the table.

## Part – A



I saw you soars the kites on high  
And blow the birds above the sky  
And all around I heard you pass,  
Like ladies' skirts across the grass;  
O wind, a-blowing all day long,  
O the wind that sings so loud a song!



I saw the different things you did,  
But always you, yourself hid;  
I felt your push; I heard your call,  
I could not see yourself at all;  
O wind, a-blowing all day long,  
O the wind, that sings so loud a song!



O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O the wind, that sings so loud a song!

- R. L. Stevenson

## Glossary:

toss	:	throw up
blow	:	force a current of air
a-blowing	:	in the process of blowing
hid	:	kept out of sight
beast	:	a large animal
skirt	:	lower part of a girl's dress



## Comprehension:

Answer the following questions.

1. What is talked about in the poem? Who talks to whom?
2. What does the wind do with kites?
3. How does the wind sing?
4. What does the child feel and hear?
5. What questions does the child ask the wind?
6. If you were the child in the poem, what would you ask the wind?

Fill the following box with rhyming words.

\_\_\_\_\_ grass  
long \_\_\_\_\_  
\_\_\_\_\_ hid  
call \_\_\_\_\_  
\_\_\_\_\_ old  
tree \_\_\_\_\_

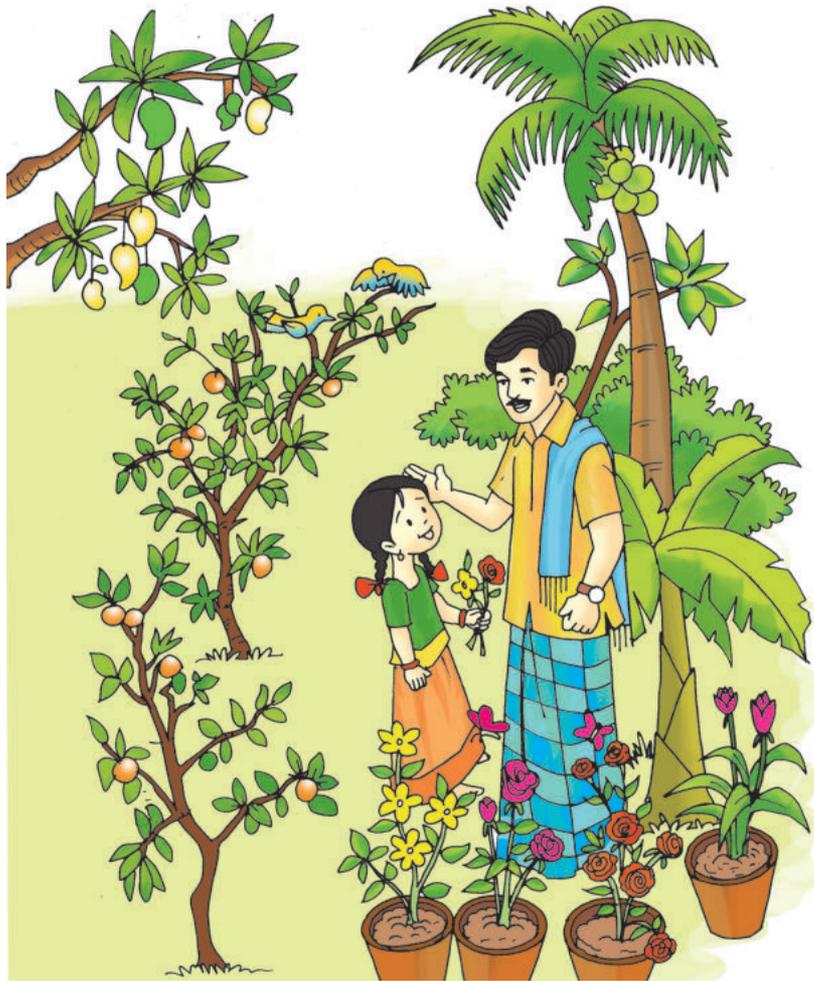


## Part – B

# Green is life

### Reading card:

1. What is this picture about?
2. What things do you find in the picture?
3. Who is the man in the picture?
4. What are the people in the picture talking about?



There is a beautiful garden around Salim's house. The garden has many trees and flower plants. It is nurtured well by a gardener. One day a strong storm blew. And all the trees and plants fell down.

Salim and his daughter Fatima went round the garden. They looked at the wounded gardener, and she talks to her father.

**Fatima:** I don't like trees. They often fall. Sometimes they take our lives and trouble us.

**Salim:** Don't say so, my dear. They are our real friends.

**Fatima:** How is that daddy?

**Salim:** Don't you love to eat jam, marmalade and fruit-cream?

**Fatima:** I do like them very much.

**Salim:** Well, all these food items are made from fruit. These fruits grow on the trees. Can you tell me the names of some the trees that give us fruits?

**Fatima:** Yes daddy, the mango, apple, orange, guava, banana and grape.

**Salim:** Now tell me the names of some other common trees.

**Fatima:** The neem, tamarind, peepal, coconut, teak and banyan.

**Salim:** Excellent. They give us wood to make furniture, doors and windows.

**Fatima:** Oh! They give us fruits and furniture!

**Salim:** Not only that, they bring us rains, give shelter to the birds and animals. The honey is made by bees that make their beehives in the branches of the trees. Some trees have medicinal values, for example, the neem.

**Fatima:** Are small plants also useful for us Daddy?

**Salim:** Yes, they too. They give us food grains, oil seeds and vegetables. Do you like new dresses? Do you know where they come from?

**Fatima:** From mills and factories.

**Salim:** Of course! But they get raw materials from small plants called cotton plants.

**Fatima:** So, I must be thankful first to the cotton plants for all my dresses.

**Salim:** Do you know how paper is made?

**Fatima:** No.

**Salim:** It is made from the pulp of the wood that comes from trees.

**Salim:** We clean house, furniture, utensils and wash clothes. Do you know who cleans the air?

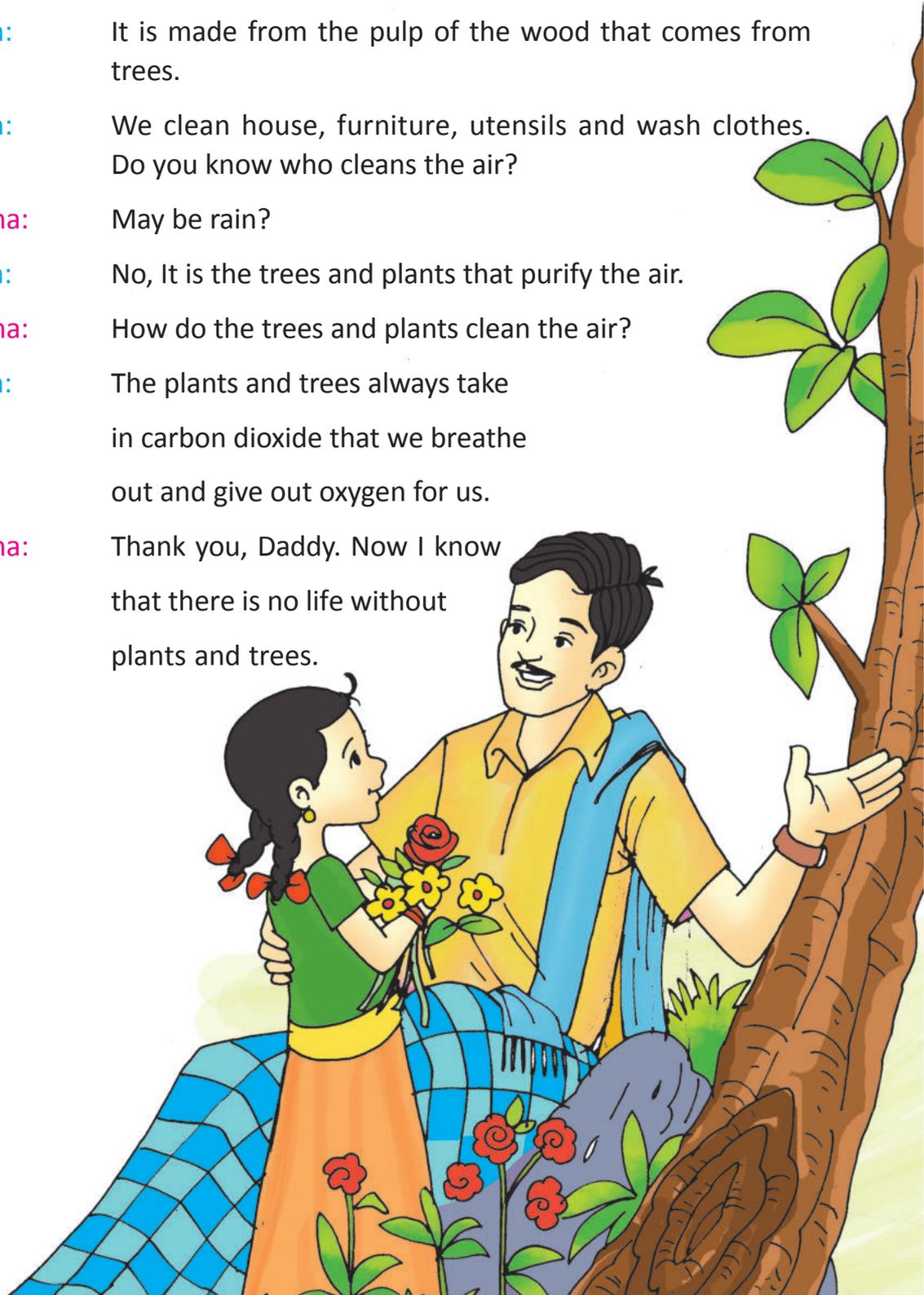
**Fatima:** May be rain?

**Salim:** No, It is the trees and plants that purify the air.

**Fatima:** How do the trees and plants clean the air?

**Salim:** The plants and trees always take in carbon dioxide that we breathe out and give out oxygen for us.

**Fatima:** Thank you, Daddy. Now I know that there is no life without plants and trees.



## Glossary:

damage	:	spoil
often	:	many times
marmalade	:	orange juice thickened by heating
furniture	:	things such as beds, chairs and tables
beehive	:	the place where bees live and make honey
purify	:	clean by removing dust or dirt
utensils	:	containers used in the kitchen for cooking or storing

## Comprehension:

### Answer the following questions

1. Who disliked the trees in the lesson? Why?
2. Where do the fruits grow?
3. How are the trees useful for us?
4. How do the trees and plants purify the air?
5. What change have you found in Fatima at the end?
6. Do you agree with the ideas of the father in the lesson?

## A. Vocabulary:

### I. Read the following sentence which is taken from the story.

*Salim and his daughter go round the garden.*

Look, when we add a letter before the first letter of the word round, we get a new word **around**.

Can you identify such words from the above passage? Please write down the identified words:

---

---

II. Look at the following words. Make a new word by adding a letter before the first letter of the given words. The words in the lesson help you.

Eg : row

grow

at

\_\_\_\_\_

am

\_\_\_\_\_

ear

\_\_\_\_\_

here

\_\_\_\_\_

as

\_\_\_\_\_

an

\_\_\_\_\_

range

\_\_\_\_\_

ream

\_\_\_\_\_

rain

\_\_\_\_\_



III. Look at the following words. Form new words from them by removing the first letter in each case.

Example:

price

rice

ice

stable

\_\_\_\_\_

\_\_\_\_\_

stone

\_\_\_\_\_

\_\_\_\_\_

blink

\_\_\_\_\_

\_\_\_\_\_

chair

\_\_\_\_\_

\_\_\_\_\_

strain

\_\_\_\_\_

\_\_\_\_\_

cheat

\_\_\_\_\_

\_\_\_\_\_

IV. Look at the following words. Write new words out of them by changing the place of the letters.

Example:

post

stop

garden

\_\_\_\_\_

\_\_\_\_\_

taste

\_\_\_\_\_

\_\_\_\_\_

heat

\_\_\_\_\_

\_\_\_\_\_

read

\_\_\_\_\_

\_\_\_\_\_

waste

\_\_\_\_\_

\_\_\_\_\_

team

\_\_\_\_\_

\_\_\_\_\_

part

\_\_\_\_\_

\_\_\_\_\_

three

\_\_\_\_\_

\_\_\_\_\_

sale

\_\_\_\_\_

\_\_\_\_\_

resist

\_\_\_\_\_

\_\_\_\_\_

B. Grammar:

I. Read the following line taken from the lesson.

We clean house, furniture, utensils and wash clothes.



Note: -

The underlined words are action words. These actions happen every day.

1. When the action is done by one person we say :

She paints pictures. He drives a truck.

When the action is done by more than one person we say :

They paint pictures. They drive trucks.

2. Pick out some sentences which contain action words that refer to day to day activities and actions happening now (at present) from the lesson.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**II. Now fill in the blanks taking the right action word given in the brackets.**

1. Doctors \_\_\_\_\_ (work/works) in hospitals.
2. Nurses \_\_\_\_\_ (helps/help) the doctors.
3. Students \_\_\_\_\_ (go/goes) to school.
4. Farmer \_\_\_\_\_ (grows/grow) crops.
5. Engineers \_\_\_\_\_ (build/builds) bridges.
6. Teacher \_\_\_\_\_ (guides/guide) the pupils.

**III. We use 'not' or 'no' to show the absence of a state or action.**

Eg: Mohan is not in his room.

Mohan is not coming tomorrow.

Lalitha likes her sister but she does not like her friend.

John has many friends here, but he has no friends in Chennai.

John does not have any friends in Chennai.

We have no doubts about this point.

**3. Writing:**

- I. We celebrate world environment day on 8<sup>th</sup> June. Write five or six slogans expressing the importance of nature. The first one has been done for you.

1. Nature saves future.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Now you love your garden better than before. Write a few suggestions to your gardener for speedy growth of the garden. The first one is given to you.**

1. Supply enough water to the plants on time.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Project work:**

**Go round the village and note down the names of important trees and their uses for the society.**

Names of the trees	Their uses / medicinal values

## Part – C

# The gift

### Reading card:

According to a legend, when God had created all the animals of the earth, He called them one by one to give his blessings and a special gift.

He gave the Dog the gift of being faithful, the Deer the gift to run fast, grace to the Swan, a sharp vision to the Owl and a beautiful tail to the Peacock. He gave strength to the Elephant and he gave cleverness to the Fox.





All the animals were happy with their gifts. But at the end of the day, he heard the buzz of a Bee. The little yellow Bee sat on the shoulder of God.

“What have you come for, my little one?” asked the Lord. “Do you too want a gift?”

The little Bee nodded its head. The Bee too wanted a gift.

“What gift do you want from my store? Shall I give you lovely coloured wings or do you want a red beak or a full tail or a hump?”

The Bee seemed not interested in any of these gifts.

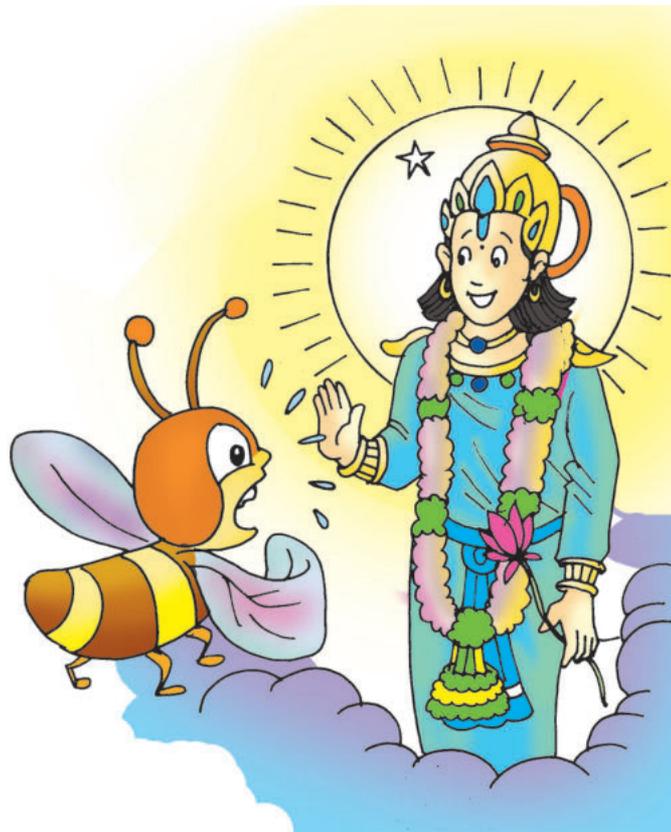
“O Lord,” said the Bee, “I want none of these. Give me a weapon to kill people with.” “You want a weapon of death, you foolish one?” The Lord was very displeased, but He decided to grant the Bee its wish.

“Alright! You shall have your gift.” He dipped his hand into the bag containing the gifts and drew out a tiny sting.

“Take this,” He ordered. “It is a sting that will bring death when used.” The bee was delighted, and it began to circle the Lord’s head hurriedly. “I have got what I wanted,” shouted the Bee.

God said, “Do not be too excited as you have both gained and lost. Your sting will bring pain to the one you sting, but it will bring death to you”

The Bee could not believe what it heard. It had itself asked for trouble. Since that day, and till today bees die the very moment they sting. The foolishness of the first Bee has cost all the bees to suffer!



### Comprehension:

#### A) Answer the following questions:

- 1) What did the Lord give to the Swan?
- 2) Who(m) did the Lord give a beautiful tail?
- 3) What did the Bee ask for?
- 4) What did the Lord give the Bee?
- 5) Was the Bee happy at last? Why/why not?

#### B) Who do you think would have said these words? Match the words with the animals.

1) Thank you, God, for my beautiful tail. ( ) a.



2) Thank you, God, for my sharp eyes. ( ) b.



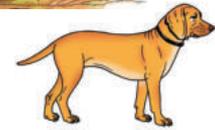
3) Thank you, God, for my faithfulness. ( ) c.



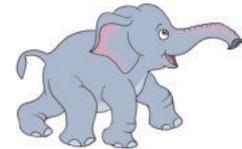
4) Thank you, God, for grace. ( ) d.



5) Thank you, God, for my strength. ( ) e.



6) Thank you, God, for my poison. ( ) f.



### Listening input:

## Earth our berth

Our earth is very old, millions and millions of years old. For a long time there were no human beings on it. Before humans came, there were only animals and before the animals there was a time when no kind of life existed on the earth. You read history in books. But in the olden days when a human did not exist, surely no books could have been written. Every little stone that you see on the road or the mountain may be a little page in nature's book. A little round shiny pebble may tell you how it got rounded and became bright, without any corners or rough edges.



## Comprehension:

Answer the following questions:

1. How old is our Earth?
2. Who lived on the land before humans?
3. How was the earth before the time of animals?
4. Why could no books be written in ancient time?
5. What are the little pages in nature's book filled with?



## Self-assessment:

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read, understood and enjoyed the poem - The Wind.			
I read and understood the texts: 1. Green is life. 2. The Gift.			
I have learnt the process of changing positive sentences into negative sentences.			
I am able to write: 1. Slogans. 2. Suggestions. I was able to do the project work.			

### Note to the teacher:



### Part – A

#### Poem- The wind:

1. The teacher has to sensitize the student with some interesting questions on 'wind'.
2. The teacher has to use the C.D of the poem till the students get acquainted with the tune and the verses. Provide the children a scope to appreciate the nature.

### Part – B

#### Green in life:

1. During the picture interaction, the teacher can put more questions in addition to the given questions to make the theme clear and feel interested about the value of vegetation.
2. Pay special attention to the pictures given in the reading text to make the reading more comfortable. Talk about the gardener and see what he feels about the damage.
3. During the reading aloud session, the teacher has to read the text with proper stress, intonation and pauses.
4. Let the children do all the exercises of vocabulary, grammar and writing on their own. The teacher can support and help the children who have doubts about the exercises.

### Part – C

#### Project work:

The teacher has to provide instructions to the students in planning, executing and recording the project. See that they get a good number of names.  
The teacher should see that every student maintains a personal record of project works.

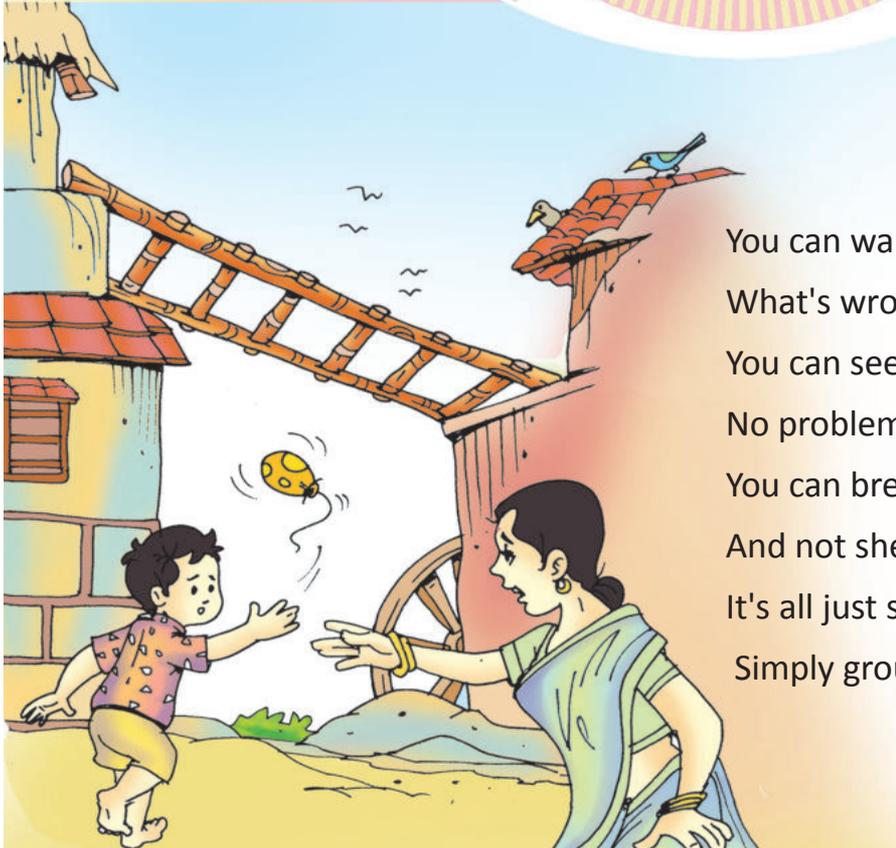
#### Reading card- The gift:

Since the reading card is for additional reading to promote reading proficiency, the teacher has to see that every child reads it without fail. Here also the teacher can help the children who need the help.

#### Listening:

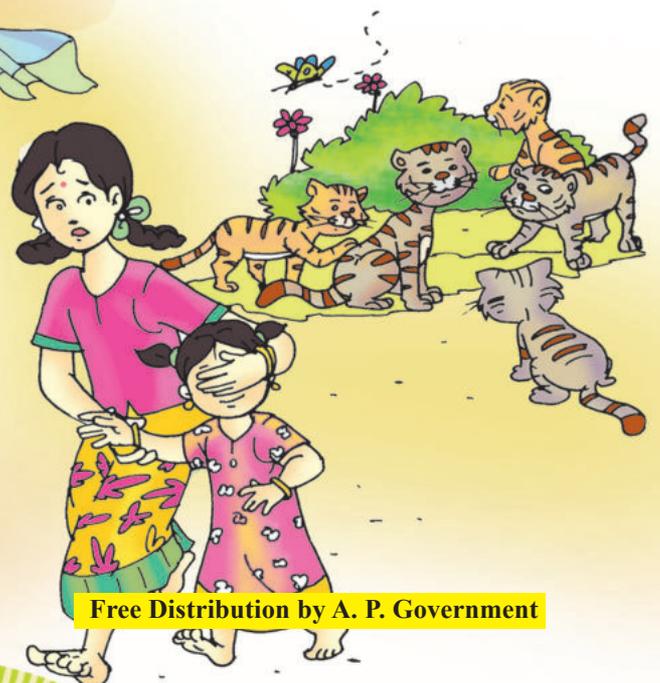
The teacher must get the classroom into the state of total silence and read out the listening text with right stresses, intonation, pauses and voice modulation for effective comprehension. It can be repeated two or three times in the class.

# Superstitions



You can walk under ladders  
What's wrong with that?  
You can see any number of jet black cats,  
No problem in that.  
You can break a million mirrors  
And not shed a tear.  
It's all just stuff and nonsense  
Simply groundless fears.

- Anonymous



## Glossary:

superstition	:	belief that is not supported by reasoning or proof
jet black	:	deep black
shed	:	drop
nonsense	:	foolish behaviour
groundless	:	having no base of reason



## Comprehension:

1. Does the poem speak in favour of superstitions or against them?
2. What are the different superstitions talked about in the poem? List them.
3. Do you believe in the superstitions? Why? Why not?
4. What is the meaning of 'not shed a tear' in the poem?
5. What do people believe when a black cat appears on their way?

## Part – B

### Answer the following questions:

1. What is happening in the picture?
2. Why do people do such activities?
3. Have you seen such incidents happening in your area?
4. Have you ever participated in any of such activities?
5. Do these events bring happiness to the people?

## Facts behind Indian superstitions:

India is a beautiful country. Its culture is very rich. The Westerners praise our culture. But there are some superstitions in our society which are spoiling our unique culture. Other cultures also have superstitions. A Roman belief is mentioned later.

Superstition is a peculiar type of traditional belief without reason. It is founded upon fear born of ignorance and mystery. Let's see some of the Indian superstitions and facts behind them.

### **Cats crossing your path:**

In ancient times, during the night time people used to travel through forests in bullock carts with torch bearers showing them the way. The carriage animals would get past big wild cats like leopards, hyenas, jackals and foxes. These wild animals with their glowing eyes usually scare the horses and bullocks that pull the carts. That is why the travelling party would stop now and then to enable the



animals to refresh themselves before they take up the long journey ahead without any difficulty. Travellers would share their practical experiences and tell other travellers not to proceed when the wild cats appear on the way. This had become a habitual practice and became a superstition. So, when a domestic cat appears on the way, people take it as an evil omen.

### **Hair cut on Tuesday:**

In the olden days, a large portion of the Indians were farmers. After a week of hard work, they would observe Monday as their relaxing day. They would clean their homes and cut their hair on that day. Usually, the barber would have had a much deal on Mondays. So they would have closed their shops on Tuesdays.

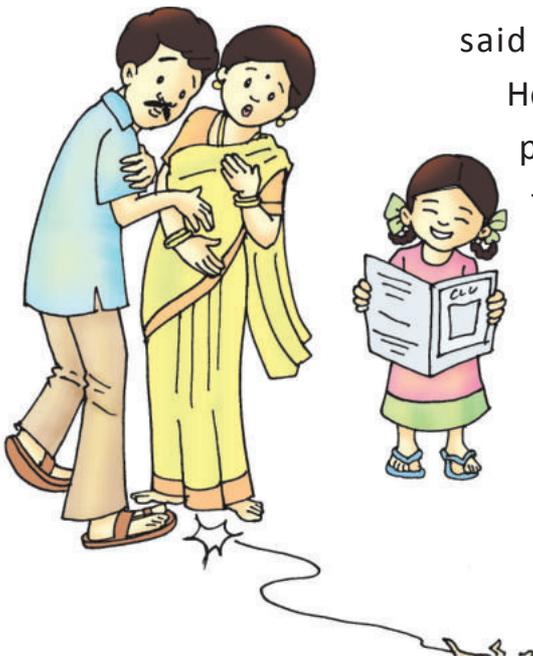
This practice has continued till date. But the reason behind it has been completely forgotten. So the Tuesdays are gradually observed as bad days for the hair cut.

### **Breaking mirror brings seven years bad luck:**

In the olden times, mirrors were not cheap, and they were of inferior quality, and easily broken. Therefore, to avoid this problem, it was told that breaking a mirror brings seven years of bad luck. That was a simple scaring tactic. Seven years idea came from the ancient Roman belief. Romans believe that seven years of time is a period for the renewal of life.



### **Lizard falling on the body is bad luck:**



The falling of a lizard on a person's body is said to indicate certain future happenings. However, the fact is that the lizards are usually poisonous and may release toxic chemicals if they come in contact with human body. Food items like milk, curd and curries may get contaminated if lizards fall in them. So one should be aware of that particular spot on the body, and avoid such contaminated and poisonous food. The only answer to these beliefs is education and social awareness. The children should fight against irrational beliefs effectively.

## Glossary:

toxic	:	poisonous, harmful
westerners	:	people who live in the western part of the world (Europe, North America and South America)
ignorance	:	lack of knowledge
ancient	:	very old
torch	:	a piece of wood or bundle of cloth with a flame at one end used as a light
carriage	:	carts drawn by a horse or bullock
glowing	:	shining
scare	:	frighten
evil omen	:	bad sign
contaminated	:	made dirty, polluted or poison
irrational	:	against reasoning or common sense

## Comprehension:

### I. Answer the following questions

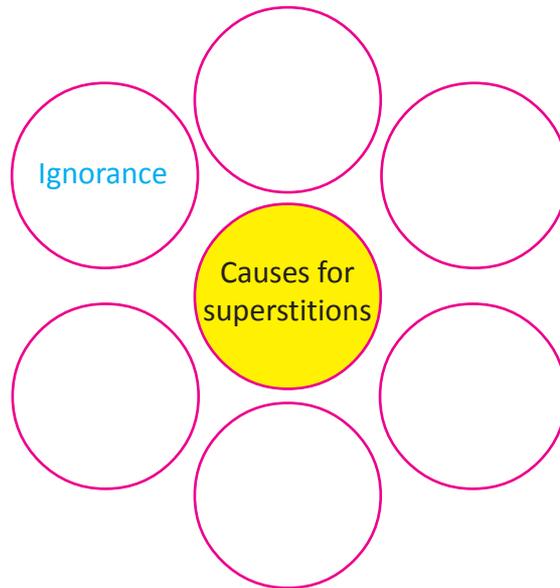
1. What are the things that spoil our unique culture?
2. What was the source of light for the travellers in the ancient times?
3. Why would the traveller's party halt during their long journeys?
4. What was the relaxing day for the farmers in the olden days?
5. How is the falling of a lizard understood?

### II. Read the following sentences and correct the false statements and write them in your notebook.

1. In the past days, a large portion of the Indians were farmers. ( )
2. The barbers would have much deal on Tuesdays. ( )
3. During the old times, the mirrors were cheap, and they were of high quality. ( )
4. Superstition is a peculiar type of traditional belief by reason. ( )
5. Some lizards release poisonous chemicals from their body to protect themselves from their enemies. ( )

## Vocabulary check:

- I. There are many reasons for the survival of superstitions in India. Please, discuss in groups, and complete the concept map.



- II. Complete the grid to form meaningful words from the lesson. One is done for you.

C	H	E	A	P
B				D
P				D
L				D
S				E
C				E



### III. Read the descriptions of persons / things from the lesson and write their names in the space provided.

1. They would stop now and then to enable the animals refresh themselves. \_\_\_\_\_.
2. They wouldn't have much deal on Tuesday. \_\_\_\_\_.
3. These were cheap and were of low quality. \_\_\_\_\_.
4. These are remedies for superstitions. \_\_\_\_\_.
5. They release toxic chemicals if they come in contact with human body. \_\_\_\_\_.

### Grammar:

#### I. Look at the following sentence taken from the lesson and observe the underlined word.

The Tuesdays are gradually observed as bad days for hair cut.

Here the underlined word 'gradually' adds something to the action word 'observed'. It (gradually) tells about the manner of action.

Snail moves very slowly.

'Slowly' adds the meaning of 'not fast,' to 'moves'.

Such words which describe the action words are called **adverbs** and the action words are called **verbs**.

#### II. When we add '- ly' to adjectives we get adverbs.

1. She fought the leopard bravely. (brave + ly)
2. He solved the problem easily. (easy + ly)
3. She walked towards him slowly. (slow + ly)
4. They danced beautifully. (beautiful + ly)
5. He surrendered to the police meekly. (meek + ly)



III. The words that describe nouns are called *adjectives*.

1. Timely help (time + ly)
2. Friendly advice (friend + ly)
3. Slow movement
4. Strong animal
5. Brave Soldier
6. Beautiful dance
7. Easy game



**Writing:**

If your family is a superstitious family, write four lines about the reasons for their superstitions.

If your family is not superstitious, what made your family not to be superstitious? Write at least four lines.

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**Project work:**

Visit at least five families in your locality and collect data about superstitious practices. Find out the mostly practised superstition and suggest one or two steps to free them from superstitions. Form into groups, discuss and give opinions.

S.No	Head of the family	Superstitions they practise	Source of their superstitions
1.			
2.			
3.			
4.			
5.			

The mostly observed superstition is \_\_\_\_\_.

My suggestions to stop the superstitions are.....

1. \_\_\_\_\_
2. \_\_\_\_\_



## Superstitions, myth and reality

### Reading card:

Once there was a Gurukula *Ashram*. The *Guru* of the *Ashram* was a very knowledgeable person. The students respected him very much. The *Ashram* had a few cows with them. Every night a cat used to come and drink the milk from the *Ashram's* kitchen. *Guru* and his *sishtyas* were worried and disturbed about this.

They made a trap and caught hold of the cat. *Guru* did not want to punish the cat. He believed in *Jeeva Karunyam*. They tied the cat to a post and kept him as their pet and fed him. After some years older *sishtyas* left the *Ashram*, and new *sishtyas* came to *Ashram*. The *Guru* became old and sick and passed away. The *Ashram* selected their next *Guru* and the tradition carried on. The cat was still there tied to the post and was fed and taken care of. One day the cat died. The whole *ashram* felt sad.



The next day the new *Guru* ordered his disciples to find another cat to be tied to the post. The new *Guru* did not know why the cat was to be tied to the post. He had to follow his *Guru*. So he wanted to keep up the tradition of tying a cat to the post ignorantly, with out any reason.

This was a tradition the new *Guru* followed more as a sentiment. In the same way, our forefathers had followed certain rituals. We follow them without reasoning. If we question, we are considered arrogant. So children, please think of the reasons before practising anything.

### Glossary:

myth	:	untrue idea or imagined idea or incident
trap	:	plan for tricking
passed away	:	died
post	:	a wooden pole fixed to the ground
tradition	:	beliefs
forefathers	:	grandparents and great grandparents of our parents
rituals	:	prescribed order of work
arrogant	:	proud

## Comprehension:

Answer the following questions.

1. How did the students treat their *Guru* in an *ashram* system?
2. What was it that disturbed the *Guru* and *sishays* in the *ashram*?
3. If you were in the place of a *sishya* would you follow the same practice?
4. What will happen if we oppose superstitions?
5. Are you ready to oppose superstitions? How?

## Listening input:

Abhishek and Anurag are good friends. One day Abhishek was going to school. On his way, he heard Anurag shouting. Hey! Abhi, stop, wait for me, I am also coming to school. "No," said Abhi. "Yesterday we were late to school because of you." "Not because of me, it is because of a black cat," said Anurag. "A black cat! How does a black cat make one become late?" asked Abhi.

When I started to school, a black cat crossed my way, so I stopped for a while. "Who asked you to stop for a while when the black cat was in the way?" Asked Abhi.



"My grandma told me about certain bad signs, and I'm following" Anurag replied.  
 "Oh, poor Anurag these are called superstitions. We should not blindly believe those things. As school going children, we should think rationally" explained Abhi.

### Self-assessment

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the poem, I read, understood and enjoyed the poem superstitions.			
I listened to the narration, understood and talked about it.			
I read and understood the text — facts behind Indian superstitions.			
I am able to understand and complete the textual exercises:			
Comprehension			
Vocabulary			
Grammar			
Writing			



### Note to the teachers:

#### Poem — Superstitions:

Use CD and let the children enjoy the music and message of the poem. Replay it for the benefit of the slow learners. Ask them to say the rhyming words aloud.

### Reading - B

#### Facts behind Indian superstitions

While interacting with the picture teacher should see that all students appreciate and practise honesty. The teacher should not explain the picture. Let the children speak about the picture on their own.

#### Vocabulary:

Before attempting vocabulary exercises talk at length about superstitions in India and allow the children to work in groups and share their experiences. This facilitates the children to complete the task comfortably.

#### Grammar:

Before attempting grammar exercises talk about verbs first and how some words or phrases change the nature of the verb, and then introduce them the concept of adverb giving examples from the content and beyond.

#### Writing:

Develop a conversation among the students on different superstitions and familiarize them with the ideas of reasoning and blind belief. Then children can do the writing exercises effectively.

#### Project work:

Make the children aware of the methods of collecting information, compiling and tabulating the information and then encourage them to present their version.

#### Reading card:

It is meant for extensive reading and to encourage self-study. Explain in brief the characters and incidents of the story and allow the children to go for self-study.

# Travelling, Travelling



Part – A



Row, row, row your boat,  
Gently round the lake.  
Travelling, travelling on the water,  
Boats are what you take.

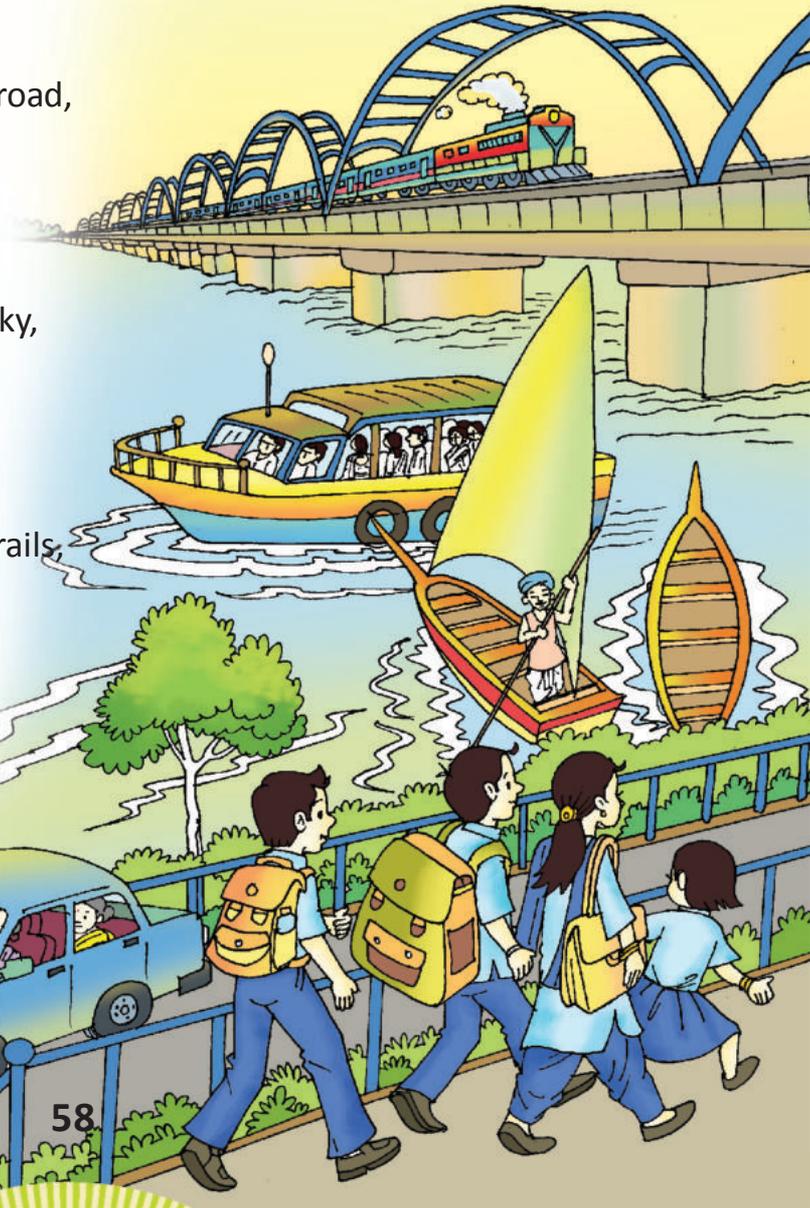
Drive, drive, drive your car,  
Have you merry cruise.  
Travelling, travelling on the road,  
Cars are what you use.

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



## Glossary:

gently	=	softly, smoothly
merry	=	happy
cruise	=	smooth ride
stamp	=	walk strongly with force



## Comprehension:

### I. Answer the following questions.

1. What do you think the poet likes very much?
2. What means of transport do you like very much? Why?
3. By what means of transportation, we can travel faster and safer?

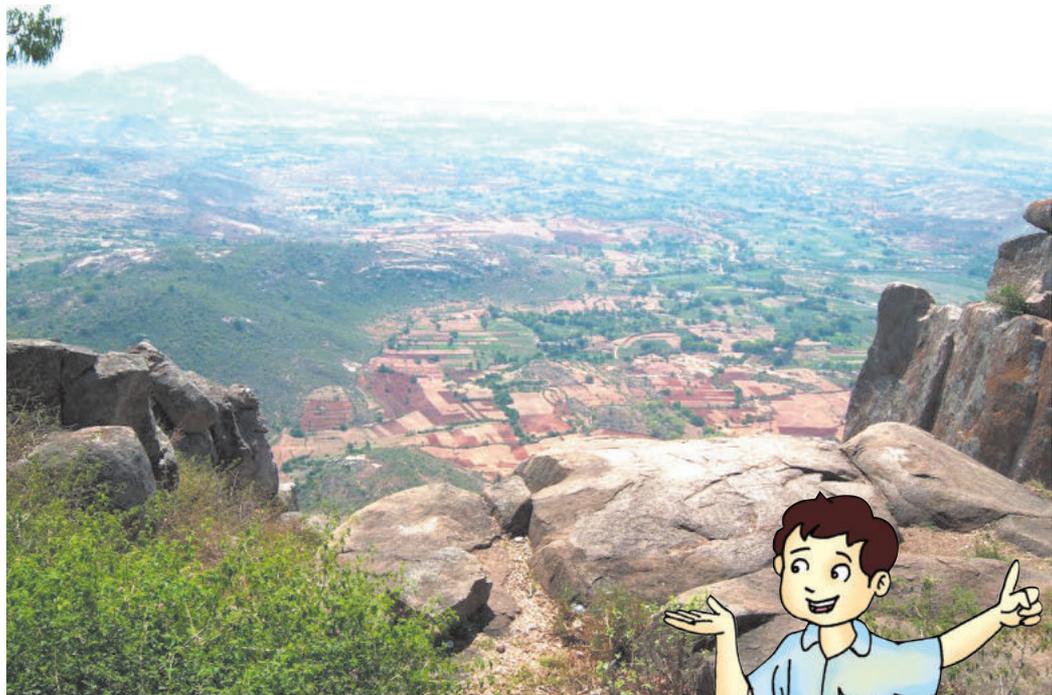
### II. Match the phrases given below. You may choose as many possible ways as you think right. You may add a few more from your experience.

- |                    |                     |
|--------------------|---------------------|
| 1. Row your boat   | along the track     |
| 2. Fly your plane  | on the ground.      |
| 3. Drive your car  | in the air.         |
| 4. Chug your train | round the lake.     |
| 5. Stamp your feet | for a merry cruise. |

### Example:

Row your boat for a merry cruise. Row your boat round the lake.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



1. What do you see in the picture?
2. Have you ever been to such places?
3. Do you like to see such places?
4. When would you like to go to such places?

## A trip to Horsley Hills

### Reading card:

During the summer holidays, John and Priya went to Horsley Hills with their parents. The place is near Madanapalle in Chittoor District of Andhra Pradesh. Horsley Hills is the only hill station in the state and it is called the Ooty of Andhra Pradesh.

John and Priya had a wonderful time there. After the holidays, their friends gathered around them in the school. They were eager to know about the pleasant trip.



"Hi, John and Priya, have you enjoyed your trip to Horsley Hills?" asked Pradeep.

"Yes, it is a lovely place with so many beautiful spots," said Priya.

"How did you go to Horsley Hills from Vijayawada?" asked Shainy.

"Oh, Dad booked tickets for the train from Vijayawada to Pakala. From Pakala, we hired a car to Horsley Hills."

"What is so special about Horsley Hills? Why did you choose that place for your summer trip?" asked Prashastha.



"You must go to Horsley Hills if you want to enjoy cool weather in hot summer," said John.

"Is it?, What makes the place cool even in the summer?" asked Prashastha.

"It is a hill station. It is placed at the height of 1265 metres above the sea level. On high hills and mountains the weather is always cool," said John.

"Why are they called Horsley Hills? Do the hills look like a horse in their shape?" asked Elsie.

"Oh, you silly, they are not in horse shape. The place is named after W.H. Horsley, a British Collector of Cuddapah (Kadapa) District. He visited this place and was impressed by the beauty of the hills. He chose this lovely spot for his summer residence and built a beautiful bungalow." said John.



"How did you go up the hill?" asked Prashastha. "We went up by car," said Priya "The scenic drive onto the Horsley Hills was exciting through the ghat road. It has many curves. There are big and tall trees and dense bushes on either side of the road. The cool breeze of the hills touched our cheeks softly. The *Sampangi* flowers on the hills spread their sweet smell. Oh, it is a joyful ride" said Priya.

"Why do people go to Horsley Hills on a trip?" asked Elsie.

"People go to Horsley Hills because it is cold there in the summer. The air is clean and fresh. The whole area is covered with green trees and colourful flowers. The climate is very cool and calm. Sometimes the clouds cover us and pass by us. Oh, it is a thrilling experience. It is a good place to relax and enjoy" said John.

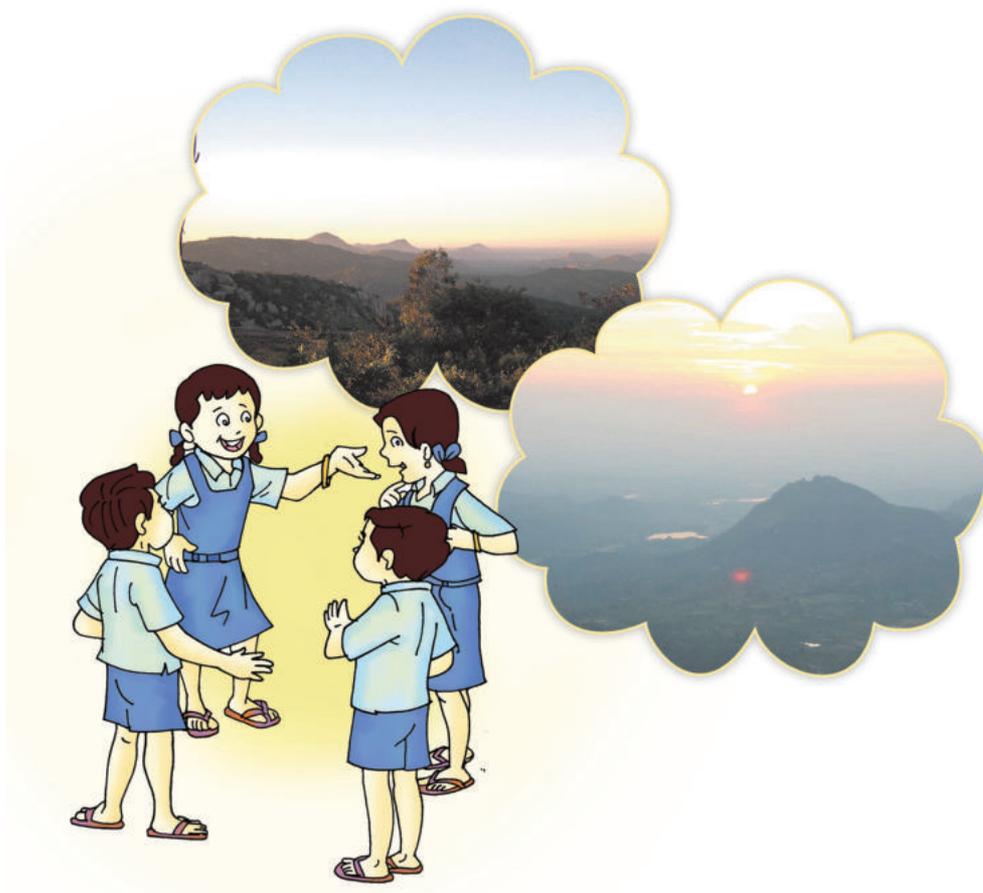
"What are the other places you visited there?" asked Pradeep.



"We visited a big rocky slope called 'Gali Banda'. There, strong winds blow all the day" said John.

"The other important places are the Eastern and Western viewpoints. From this place, we can see glorious sunrises and sunsets. And the low-lying valleys look so nice" said Priya.

"We had a lot of fun at the mini-zoo. We watched a variety of birds and animals. The crocodiles in the zoo are a special attraction" said John.



"Are there any wild animals in the hilly area and the surrounding forests?" asked Pradeep.

"Yes, people say that wild animals like bears, wild dogs, sambars, leopards, panthers and tigers occasionally appear," said John.

"How did you feel the night time on the hilltop?" asked Prashastha.

"Yes, it is freezing and silent during the night. But the stars in the sky look so bright and beautiful" said Priya.

"What did you visit on your way back to home?" asked Elsie.

"We visited Madanapalle, a historic town. At this place, Ravindranath Tagore translated "Janaganamana" the national anthem from Bengali to English. At this very place Mrs. Margaret Cousins, a British woman, composed a tune for Janaganamana. Janaganamana was first sung at a courtyard in Madanapalle" said John.

"We wish we could make a trip to Horsley Hills," said all the children.

## Glossary:

gather	:	to bring together
booked	:	arranged a seat or a berth before
hired	:	paid to get the use of something (house or a car etc...)
weather	:	rain, snow, ice, fog, wind and temperature of a place
impressed	:	felt good
residence	:	a place of living
curves	:	bends, turnings
breeze	:	a gentle wind
spread	:	extend or distribute
climate	:	the sort of weather that an area usually gets at different times of the year.
thrilling	:	a sudden excitement
relax	:	take rest from work or effort
valleys	:	lowlands between hills
attraction	:	the thing that causes interest
translate	:	change something, spoken or written, from one language into another
composed	:	written music or set music for a song
occasionally	:	now and then, sometimes



## Comprehension:

### I. Answer the following questions.

1. Why did John's family choose Horsley Hills for their summer trip?
2. What means of transport did the family use to go to Horsley Hills?
3. What is the reason for the cool weather of the Horsley Hills?
4. Priya said that it was a joyful ride on the ghat road. Why did she say that?
5. Mention the important places they visited.
6. What is the relationship between Madanapalle and Janaganamana?

## Vocabulary:

### Suffixes:

#### A. Read the following sentences and observe the underlined words.

1. It is a lovely place with so many beautiful spots.
2. The whole area is covered with green trees and colourful flowers.  
The underlined words 'beautiful' and 'colourful' end with a suffix 'ful'.  
The base words are 'beauty' and 'colour'.

When suffixes are attached to them, words have become new words, 'beautiful' and 'colourful.'

Now pick out such words ending with suffix '-ful' from the lesson.

1. \_\_\_\_\_
2. \_\_\_\_\_

#### B. Add the suffix '-ful' to the following base words and make new words.

1. care \_\_\_\_\_
2. use \_\_\_\_\_
3. fear \_\_\_\_\_
4. peace \_\_\_\_\_
5. wonder \_\_\_\_\_

## Antonyms:

#### C. Read the following sentence taken from the lesson and observe the underlined words.

You must go to Horsley Hills if you want to enjoy cold weather in hot summer.

The underlined words are opposite to each other.

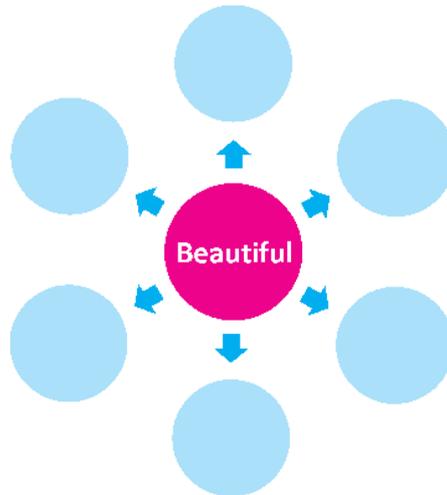
#### D. Write opposite words to the following words taken from the lesson. If there is a need, take the help of your teacher.

1. friends            x        \_\_\_\_\_
2. jolly                x        \_\_\_\_\_
3. beautiful          x        \_\_\_\_\_

- |              |   |       |
|--------------|---|-------|
| 4. special   | x | _____ |
| 5. above     | x | _____ |
| 6. big       | x | _____ |
| 7. tall      | x | _____ |
| 8. clean     | x | _____ |
| 9. fresh     | x | _____ |
| 10. good     | x | _____ |
| 11. strong   | x | _____ |
| 12. sun rise | x | _____ |
| 13. silent   | x | _____ |
| 14. bright   | x | _____ |

E. We saw the word 'beautiful' repeatedly in the lesson. But words which give the same meaning are also used in the lesson. Find out such words and write them in the following mind map.

**Grammar:**



Read the following sentence taken from the story.

We visited Madanapalle, a historic town.

The underlined word visited talks about a completed action. Pick out some more sentences from the lesson with words showing completed actions.

- A. 1. \_\_\_\_\_  
 2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

In most cases 'completed action' is shown by a different form of a verb:  
walk - walked, write - wrote, think - thought.

But in some cases the same form is used: cut - cut, put - put.

B. Read the following sentences and underline the words showing completed actions/ actions happened 'before now'.

1. The children played on the ground
2. My friends attended the marriage of my sister.
3. The monkey climbed the tree.
4. The workers completed their work.
5. My Parents put my sister in the school last month.

C. Fill in the blanks with suitable completed action words given in the box.

walked, ate, cooked, painted, sang

1. My friend \_\_\_\_\_ three mangos.
2. Raju \_\_\_\_\_ the cage white.
3. Mother \_\_\_\_\_ fish curry.
4. Susheela \_\_\_\_\_ a sweet song.
5. The old man \_\_\_\_\_ down the road.



II. Read the following sentence taken from the lesson.

There are big and tall trees and dense bushes on either side of the road.

The underlined words in the sentence add special meaning to 'the trees and the bushes'. In other words, they describe the trees and the bushes. This type of words are called describing words. We have learnt that such words are called adjectives.

A. Pick out sentences with describing words (adjectives) **from the story**.

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Fill in the blanks in the following sentences with appropriate words from the box given.

small, strong, long, beautiful, weak, good

1. There is a \_\_\_\_\_ queue at the ticket counter.
2. The \_\_\_\_\_ girl is crying for her mother.
3. There are \_\_\_\_\_ flowers in the garden.
4. The beggar is a \_\_\_\_\_ man.
5. Peter is a \_\_\_\_\_ fighter.
6. She speaks \_\_\_\_\_ English.

C. Match the describing words under column 'A' with nouns in column 'B' and put the right letter in the bracket.

A		B
Describing words		Naming words
1. wise	( )	a. cat
2. cruel	( )	b. sun
3. tall	( )	c. king
4. fat	( )	d. tiger
5. bright	( )	e. tower

### Creative writing

Write a description of a beautiful place (city, village, picnic spot, etc.) you visited. You may try by filling in the space given in the exercise.

Read the guiding words, phrases and sentences in the exercise to get right ideas.

Complete the notes with your own words, phrases and sentences.

1. I visited \_\_\_\_\_ on \_\_\_\_\_ / in \_\_\_\_\_  
I/We reached there by \_\_\_\_\_ and \_\_\_\_\_. The  
weather was \_\_\_\_\_  
\_\_\_\_\_. There I saw  
\_\_\_\_\_. There I liked  
\_\_\_\_\_. The place is special.  
because there \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Project work:

- I. Ask at least five of your friends about different places they visited. And ask them about the most interesting things in those places.

Sl.No.1 is given as an example.

Sl.No.	Name of the Person	Place visited	The interesting thing
1.	David	Manginapudi Beach, Machilipatnam.	beautiful waves of the sea.
2.			
3.			
4.			
5.			

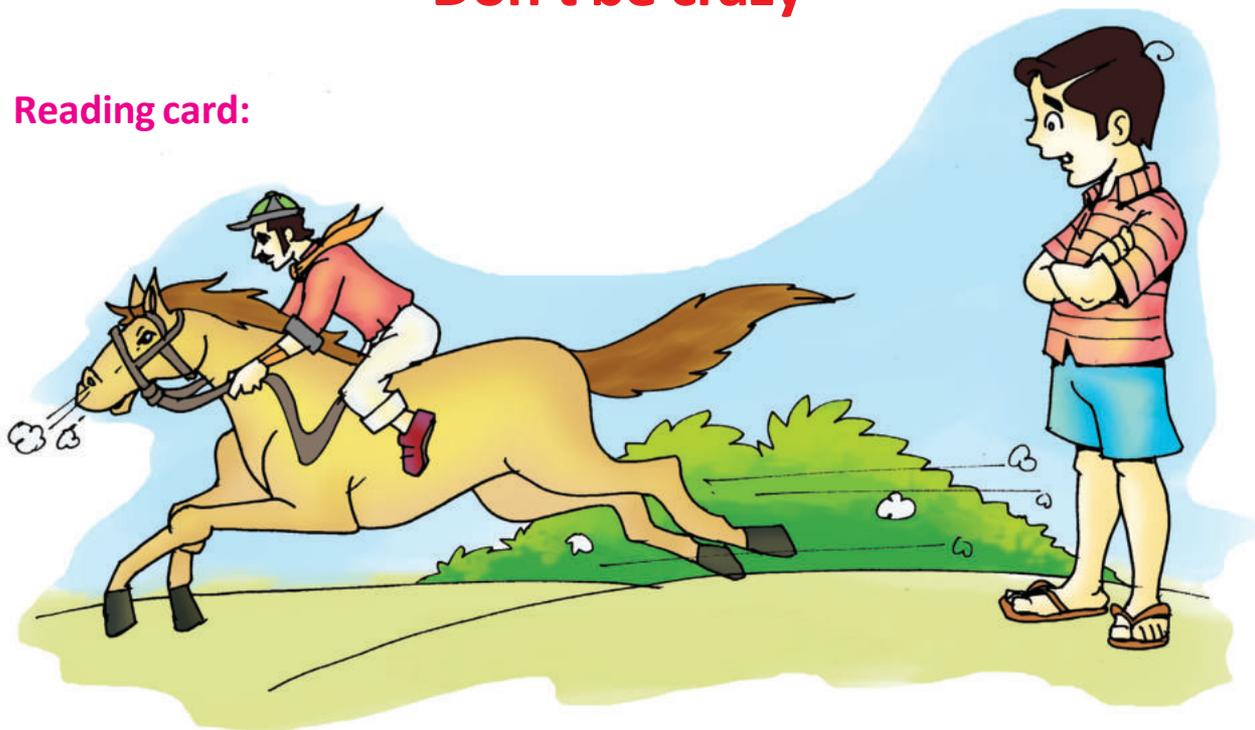
- II. Now form a group of 3 or 4. Collect the data of each member in the group. Now find out what types of places your friends visited and what things or places interested them most.

- A. Most of my friends visited \_\_\_\_\_
- B. They liked \_\_\_\_\_ very much.

## Part – C

### Don't be crazy

#### Reading card:



Once there was a boy called Sukumar. He was fond of travelling by different modes of transport. He loved visiting new places.

One day he saw some boys riding on the backs of the buffalos. And on another occasion he saw a man riding a horse. These pleased him very much.

During the holidays, he went to his relatives' house. There he met a boy named Kiran. He was also an active boy of the same age. Soon they became good friends. Kiran observed that Sukumar was interested in riding various animals.

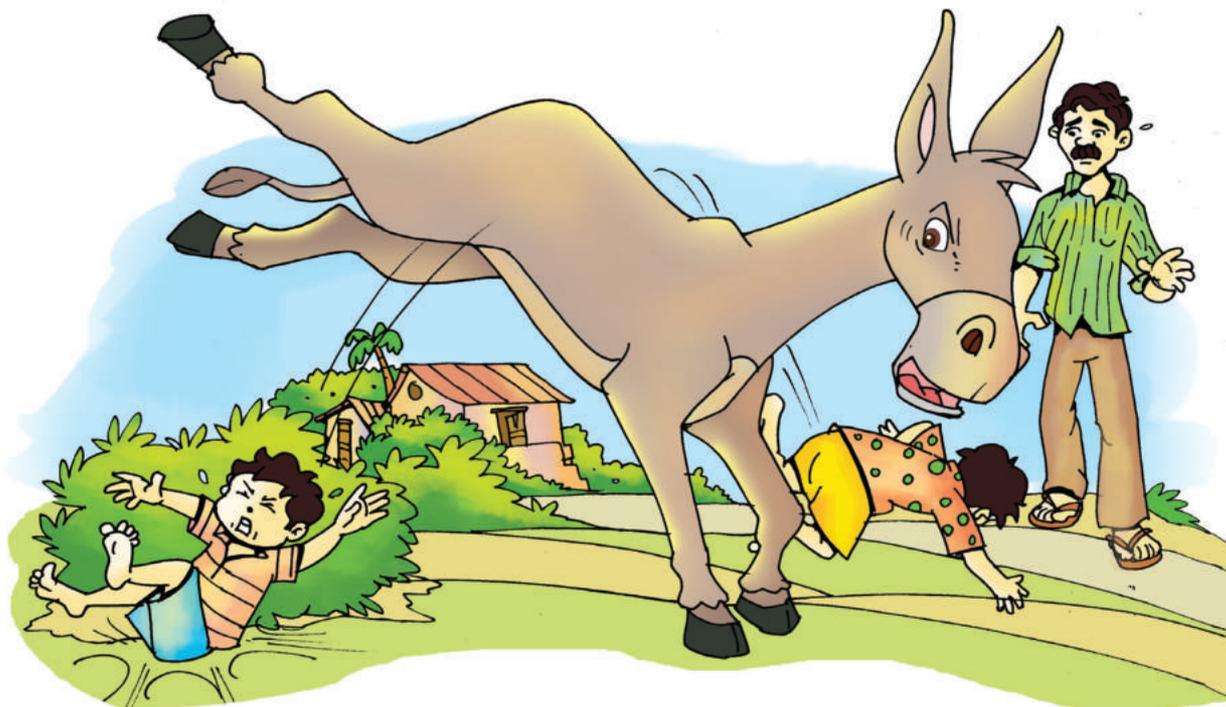
One morning Kiran saw a young donkey grazing near their house. Suddenly a crazy idea flashed in his mind. So he said, "Sukumar, if you jump on this donkey and ride, it will take you right to your village."

Sukumar dreamt of riding the donkey through fields, green grass, trees and bushes. His thoughts became lighter than the air. He suddenly went into a riding mood.

Both the crazy boys were able to make the young animal stand still. Sukumar, however, mounted the young donkey. It was all a strange thing for the animal. So it speedily ran into a thorny bush. The donkey jumped and shook himself for some time. Finally, it threw Sukumar off into the thorny bush and kicked him. Poor Sukumar got badly hurt.

An elderly man who was passing by saw this incident and said to the boys, "You can't handle any animal unless they are properly tamed and trained".

With this Sukumar learnt a lesson in life skills. He learnt about not only taming and training the animals but also managing the people.



## Glossary:

crazy	:	foolish
grazing	:	eating grass
flashed	:	came suddenly
mounted	:	got on
strange	:	not known or seen before
tamed	:	trained to be controlled



## Comprehension:

Answer the following questions.

1. What was Sukumar fond of?
2. What pleased Sukumar very much?
3. What crazy idea flashed in Kiran's mind?
4. What did Sukumar dream of?
5. How did the young donkey feel when Sukumar mounted it?
6. What was the lesson learnt by Sukumar?

## Listening input:

## Humayun's tomb

Delhi is the capital city of India. Today nearly around one crore and fifty lakh people live there. But thousands of years ago, most of the Delhi was a forest. Many kings ruled Delhi. They built forts, towers, and tombs.



One of the beautiful structures in Delhi is Humayun's tomb. Humayun's son Akbar built it in 1572. White marble and red sandstone were used to build the tomb. It was set in a walled garden. Every year around three lakh children visit this monument.

The tomb was completed in seven years at a cost of fifteen lakh rupees. Today, it would cost over Rs.1, 500 Crores to build!

**Answer the following questions.**

1. What is the capital city of India?
2. How was Delhi thousands of years ago?
3. Who built the Humayun's tomb? When was it built?
4. What was the material used to build the tomb?
5. How many children visit the tomb every year?

**Self-assessment:**

**Read and tick (✓) in the appropriate box.**

Indicators	Yes	Somewhat	No
I have understood and enjoyed the song, Travelling, Travelling			
I have read and understood the text A Trip to Horsley Hills.			
I have understood the usage of past tense.			
I have understood the small story 'Don't be Crazy'.			
I have listened to the passage and understood it.			
I can write.			
I can sing the song beautifully.			

### Note to the teacher:

#### Part-A (poem) - Travelling, Travelling

1. The teacher has to sensitize the students with thought-provoking questions on travelling.
2. The teacher can use the C.D till the children get the feel of the poem.

#### Part-B - A Trip to the Horsley Hills

1. The teacher has to sensitize the joyfulness of travelling by various modes.
2. During the interaction, the teacher can put more questions in addition to the given questions in order to make the theme clear and interesting. The teacher has to highlight the natural beauty and the importance of hill stations.
3. Focus on the pictures given in the reading text to make reading easy and understandable.
4. During the reading aloud session, the teacher has to read the text with proper stresses, intonation, pauses and voice modulation for better comprehension.
5. Let the children do all the exercises of vocabulary, grammar and writing on their own. The teacher can support and help the children who need your help.

#### Part - C: Project work

1. The teacher has to provide instructions to the students in planning, executing and recording the project work.
2. The teacher should see that every student maintains personal records of the project works.

#### Reading card:

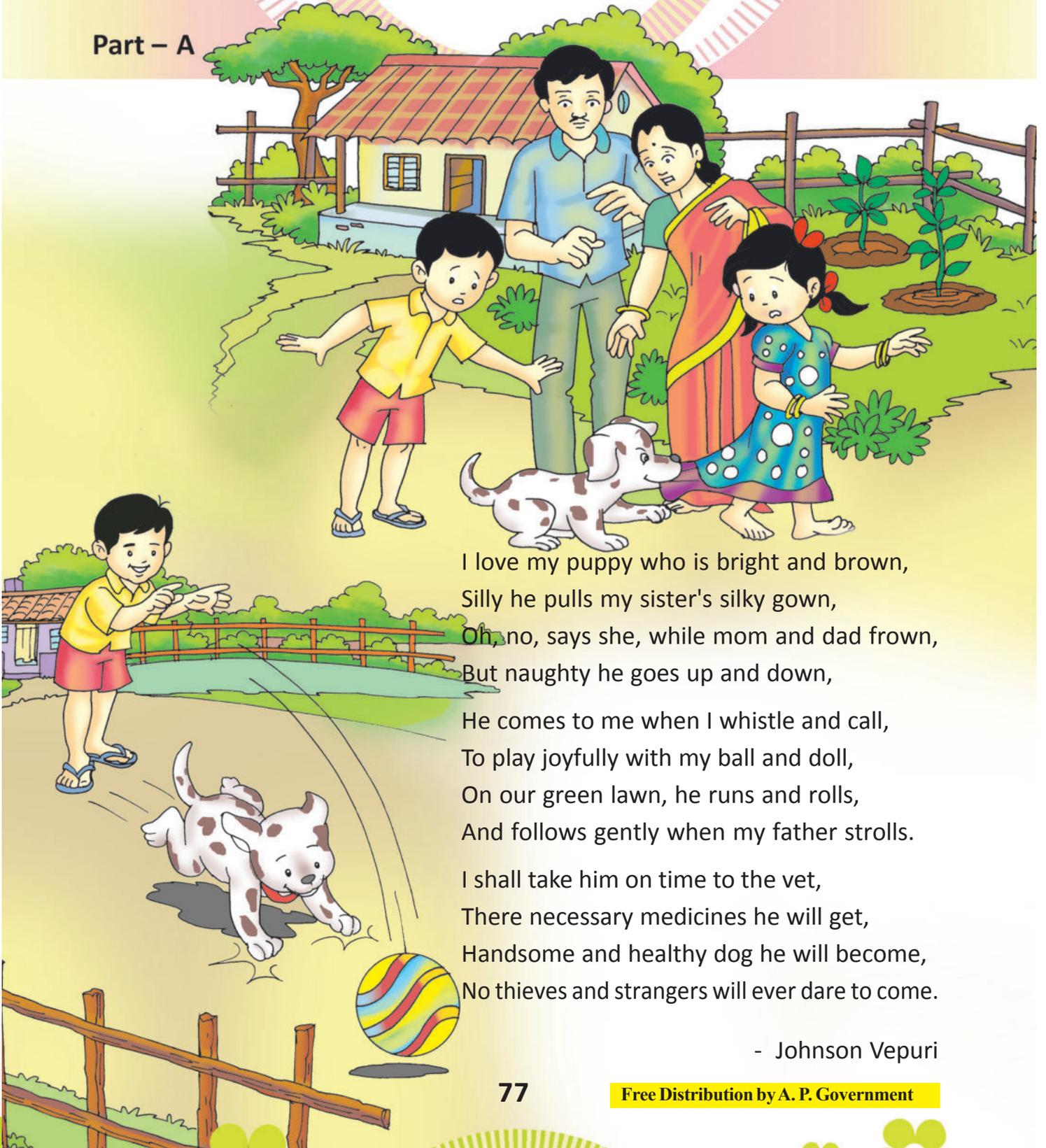
Since the reading card is to promote the reading proficiency of the children, the teacher has to see that every child should read it without fail. Here also the teacher can help the children who need extra help.

#### Listening:

The teacher must get the classroom into the state of pin-drop silence and read out the intended text for listening with right stresses, intonation pauses and voice modulation for effective comprehension.

# My Sweet Puppy

## Part - A



I love my puppy who is bright and brown,  
Silly he pulls my sister's silky gown,  
Oh, no, says she, while mom and dad frown,  
But naughty he goes up and down,

He comes to me when I whistle and call,  
To play joyfully with my ball and doll,  
On our green lawn, he runs and rolls,  
And follows gently when my father strolls.

I shall take him on time to the vet,  
There necessary medicines he will get,  
Handsome and healthy dog he will become,  
No thieves and strangers will ever dare to come.

- Johnson Vepuri

## Glossary:

silly	:	foolish or unreasonable
frown	:	show anger and displeasure
naughty	:	behaving badly and not obeying adults
lawn	:	a piece of land covered with grass that has been carefully cut.
roll	:	to turn over.
vet	:	veterinary doctor
handsome	:	good-looking

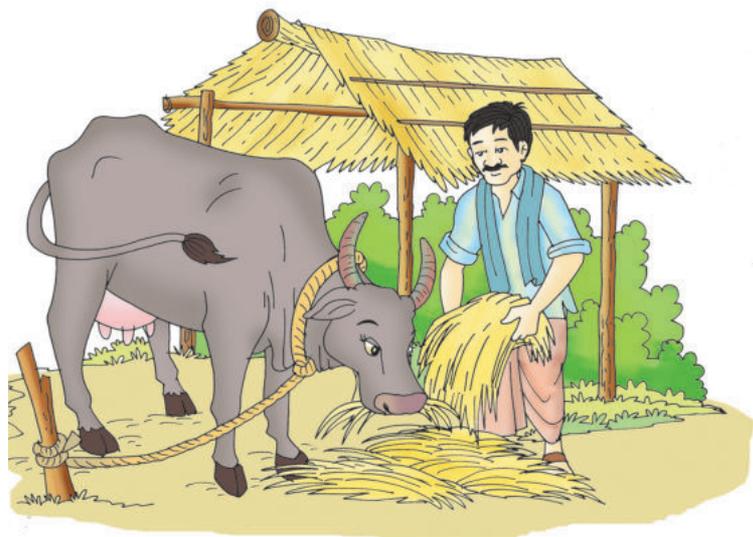
## Comprehension:

Answer the following questions.

1. Why did the poet call the puppy silly and naughty?
2. When the writer calls the puppy, what does it do?
3. Is the puppy always naughty? How can you say?
4. Why should the poet take him to the vet?
5. What would the puppy do when he becomes a dog?
6. Does the poet like the puppy? How can you say?
7. Do you want to have a pet? Why?



## Picture for interaction:





**Points for discussion:**

1. Why do you think the farmer is feeding the buffalo?
2. Why do you think the farmer is washing the buffalo?
3. Why do you think the farmer is feeding the calf at her mother's udder?
4. What would the farmer do with the milk?

## Part – B

# John and his pet

### Reading card:

Nidamanuru is a beautiful village near Vijayawada city. John's family lives there. He is a student of class-IV. He is always playful.



One evening while he was coming from the school, he saw a small bright brown puppy. The puppy was all alone in a corner of the road. John whistled to the puppy. The small one came to him running. He wagged its beautiful tail. John took the puppy into his hands. The puppy looked into his face joyfully. He smelt John and licked his hands affectionately. John was very much touched. He took the puppy home.

When John came with the puppy, his sister Christina said, "Wow! What a beautiful puppy!" But his parents were shocked. "John, you should not bring a puppy home like this. They smell bad. They howl at night and disturb our sleep," said his father. "I will take care of the puppy, and it will not trouble you," said John. But his mother yelled, "John you should keep him outside. Puppies make the floor wet all the time. They do disgraceful things on the rugs. I cannot clean all those things." With this, John was disappointed, but Christina supported him.



That night after the supper, John put the puppy on the veranda. It was all very cold outside. The little puppy started howling and scratching the door. While others were in deep sleep, John woke up. He opened the door and took the puppy into his bed.



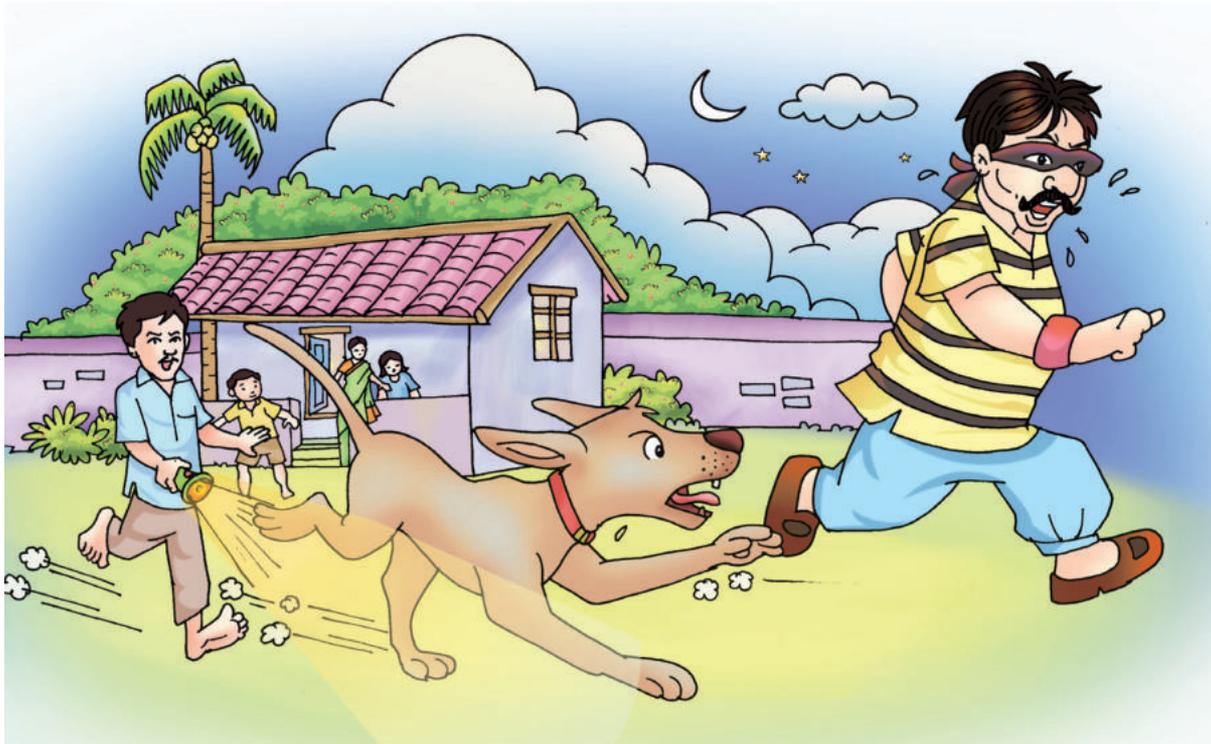
Early in the morning, his parents saw the puppy sleeping in the bed. "John, it's not good. Puppies pass on diseases. They should be taken to the veterinary hospital for injections," shouted his father. That evening after the school John took the puppy to the veterinary hospital.

The next day was John's birthday. On that day, John's mother prepared chicken biryani. The smell watered all the mouths, including the puppy's. The puppy was running happily while the mother was preparing the dish.



At the table, everybody was served enough. While they were yet to begin eating, John took a small bowl and put some chicken biryani in it for the puppy. "Oh, are you mad? We should not feed puppies like this. You can serve it bare bones and the leftovers of rice," said the father.

John felt sorrowful. He took his birthday special reluctantly. After the dinner, he took some bones and a little rice sadly to the puppy. On seeing John the puppy jumped and shook its tail and licked its mouth. But with tearful eyes John said,



"My dear puppy, I wanted to give you my birthday special. But, sorry, I could get you only these leftovers." But the puppy ate it all speedily and wagged its tail thankfully. This moved not only John but also his family members.

Soon, the puppy became a dog. One night when all were asleep the dog started barking continuously. John's father woke up and came out. There was some movement in the bushes. Father heard some whispering over there. When he focused his torch, he saw some thieves running away, jumping over the wall.

From that day onwards the dog became a good friend to all the family members. He followed them wherever they go. He guarded their house and played with them.

If you love and keep animals, they will give happiness and good service. Animals are always our best friends.

## Glossary:

wagged	:	moved rapidly from side to side
licked	:	passed the tongue over
affectionately	:	lovingly
touched	:	moved emotionally
yell	:	scream
disturb	:	trouble
wet	:	watery
disgraceful	:	shameful
rugs	:	thick woolen blankets
disappointed	:	felt unhappy
supper	:	night meal
howling	:	crying or screaming of an animal
scratching	:	rubbing with nails or claws
disease	:	illness
veterinary hospital	:	hospital where animals are treated
serve	:	work for, help
enough	:	as much as is necessary
bowl	:	a container with an open top
waste stuff	:	waste material
whispering	:	making a soft low noise
reluctantly	:	unwillingly



## Comprehension:

Answer the following questions.

1. Where does John's family live?

2. What happened one morning?
3. Why did the parents say 'no' to the puppy?
4. What did the puppy do the first night? Why?
5. Why should one take puppies to the veterinary hospital?
6. What was served to the family members on John's birthday?
7. Why was John in tearful eyes on his birthday?
8. How did the dog save the family?
9. Do you too want to have a pet? Why?

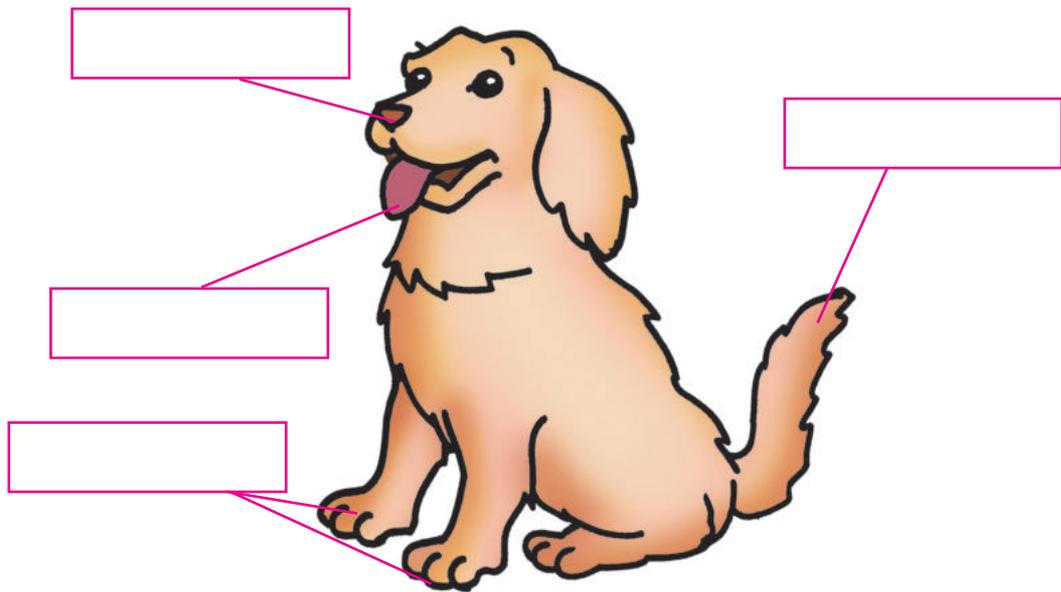
**Vocabulary:**

Read the following sentence taken from the story and observe the underlined word.

- ◆ The puppy wagged its tail.

The underlined word 'wagged' is an action done by the puppy.

- A. Now write the words showing the actions of the puppy with its body parts. These words are called action words.**



**B. Read the following sentence taken from the lesson and observe the underlined word.**

The little puppy started howling and scratching the door. The underlined word is a sound made by the puppy.

Fill in the blanks by finding the makers of the sound.

A	B
1. bark	_____
2. yell	_____
3. whisper	_____
4. shout	_____
5. wow	_____

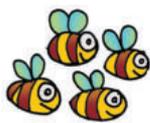
**C. Here are some pictures of animals and the sounds they make. Play a guessing game by matching the animals with their respective sound. Take the help of the teacher if necessary.**

A

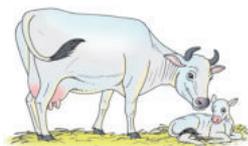
B



low, moo



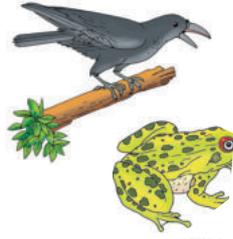
crow



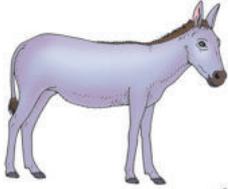
carol/ chirp/  
sing/ twitter



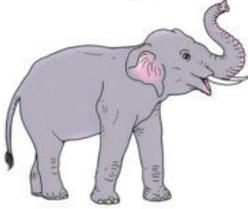
buzz, hum



bleat

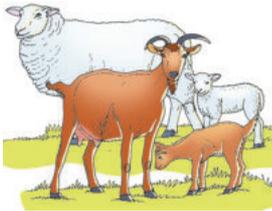


chatter/ gibber

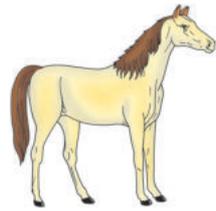


roar

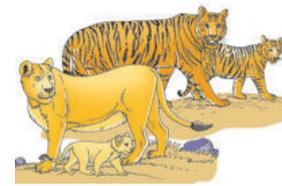
trumpet



squeak



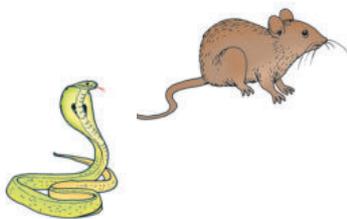
hiss



bray



croak



caw

neigh

## Grammar:

Read the following sentence taken from the story and observe the underlined word.

One evening while he was coming from the school, he saw a small brown puppy.

Here the underlined word (while) connects two ongoing actions that took place at the same time. The words while and when are used in the story to connect two actions that happened at the same time.

**A. Now identify such sentences from the story and write them in the space given under.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Match the following sentences and phrases given under column A with column B. Combine them by adding while/when in the beginning/middle and form meaningful sentences. The first one has been done for you.

**(While/When)**

**A**

**B**

- |                          |     |                                  |
|--------------------------|-----|----------------------------------|
| 1. I was singing         | ( ) | A. my dog barks                  |
| 2. A stranger comes      | ( ) | B. we saw a monkey               |
| 3. John whistled         | ( ) | C. we heard a knock at the door. |
| 4. We went to the garden | ( ) | D. my sister was dancing.        |
| 5. We were sleeping      | ( ) | E. the puppy wagged its tail.    |



Eg: While I was singing my sister was dancing.

---

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**Creative writing:**

We see, so many pet animals like dogs, cats, rabbits, and birds in our houses. More than that, people keep domestic animals like buffaloes, cows, goats and sheep for milk and milk products. Some animals like oxen and donkeys are used to carry loads.

Now take an animal that you like the most.

**Describe the animal and write how it is useful to you.**

You may try by filling in the space given in the exercise. You can add your own sentences if you want to.

I love \_\_\_\_\_ very much because \_\_\_\_\_

\_\_\_\_\_.

It is useful for us because it \_\_\_\_\_

\_\_\_\_\_.

I/we feel it with \_\_\_\_\_

\_\_\_\_\_.

When I/we touch it with love, it \_\_\_\_\_

\_\_\_\_\_.

### Project work:

Visit at least five houses in your locality who rear animals. Fill in the table.

Finally, write your comments.

Sl.no	Name of the head of the house	Animals he/she rears	Uses of the animal	Comments on the animal by its master

**Your comments :**

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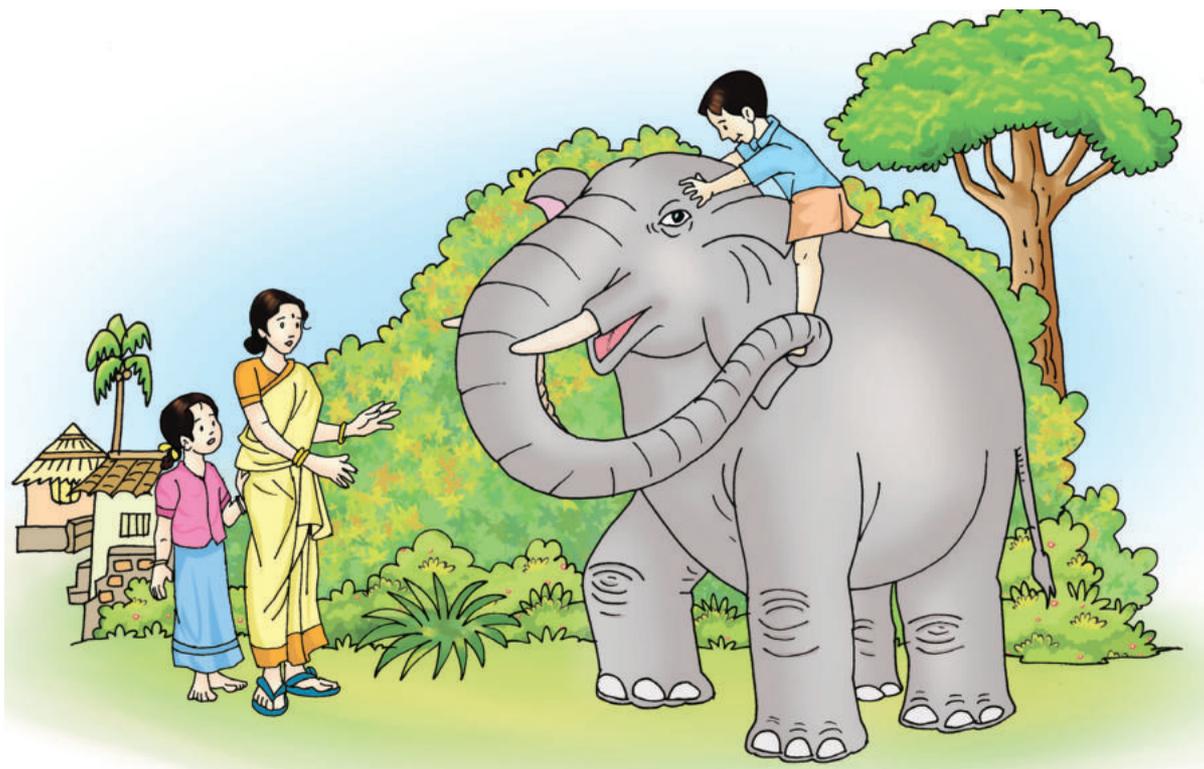
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## Part – C

# A man and an animal

### Reading card:

Once, there was a man who had an elephant. He was a cruel man. He made the elephant work very hard. But he gave the animal very little food. The elephant was angry with the man. One day, the large animal stepped on the man and killed him. The man's wife cried bitterly. With tears flowing down her cheeks, she brought her children to the elephant. "Look at these children, you vicious animal," she said to the elephant. "Who'll look after them now? They have nothing to eat!"



She threw the children at the elephant's feet and cried, "You killed their father. Now, you kill them too!" The elephant looked at the children. There were tears in his eyes.

He put his trunk around the boy and raised him slowly onto his back. From that day, he looked upon the boy as his master and worked for him.

### Comprehension questions:

1. Why did the elephant kill the man?
2. What did the man's wife say to the elephant?
3. There were tears in the elephant's eyes. Why did the elephant feel so bad?
4. How did the elephant look upon the boy?
5. How should we treat the animals?

## The lost sheep

### Listening input:

Once, there lived a shepherd in a village. He was a kind and good man. He had a hundred sheep.

One day, he took the sheep to the riverside. There was a lot of grass for the sheep. In the evening, the shepherd took them back home. He counted the sheep. There were only ninety-nine! One sheep was lost. The shepherd was sad.



He went out looking for the lost sheep. He walked all the way back to the river. At last, late in the night, he found the sheep in a bush. The bush was full of thorns. He got the sheep out and carried it home. He was happy.

He showed the sheep to his friends. All of them were happy too.

### Comprehension questions:

1. How many sheep did the shepherd have?
2. Where did he take his sheep?
3. When he counted the sheep in the evening, how many were there?
4. Where did he find the lost sheep?
5. Why did the shepherd feel happy at the end?

### Self-assessment:

**How well did I understand this unit?**

Indicators	Yes	Somewhat	No
I read, understood and enjoyed the poem, 'My Sweet Puppy.'			
I read and understood the texts. 1. Kindness to Animals. 2. A man and an animal.			
I understood the usage of 'when and while' to talk about actions happening at the same time.			
I am able to write about pet or domestic animals I like most.			
I listened to the narration 'the lost sheep' understood it and talked about it.			

### Note to the teacher:

#### Part - A (poem) - My sweet puppy

The teacher should sensitize the students on loving pets and animals. The funny things the pets do are to be highlighted.

C.D should be used to get the poem acquainted.

#### Part - B - John and his pet

1. The teacher has to sensitize the students on treating the animals with love and care.
2. He / She has to identify the uses of the animals to human beings
3. Enable the students to complete all the exercises in the vocabulary on their own or in groups.
4. While helping the pupils with their grammar exercises, the teacher can use the mother tongue to explain different points regarding simultaneous actions.
5. Creative writing is given as a guided writing to lessen the burden, and to help them to come out with their own ideas. The teacher should guide them.

#### Part - C - Project work

Ask the students to do the project work individually.

#### Reading card:

The behaviour of animals, when they are treated badly, needs to be explained.

#### Listening:

Make sure that listening comprehension is for training the ears.

# Honesty

## Part – A



Where are the days of promise?  
Where are the days of practice?

Where are the days of divinity?  
Where are the days of unity?

Where are the days of quality?  
Where are the days of equality?

Where are the days of sincerity?  
Where are the days of priority?

Where are the days of freedom?  
Where are the days of wisdom?

Where are the days of fraternity?  
Where are the days of opportunity?

Where are the days of generosity?  
Where are the days of honesty?

Oh! It is we, we, we  
That will try, try, try  
To bring back happiness  
And ensure for all gladness.

- Daniel Prabhakar Kondepogu

### Glossary:

divinity	:	godliness
sincerity	:	uprightness
priority	:	treating something as important with a view to doing it before other things.
fraternity	:	friendship /brotherhood
generosity	:	willing to give, help
honesty	:	truthfulness

**Fill the following box with rhyming words from the poem.**

promise	
	unity
quality	
	priority
freedom	
	opportunity
generosity	

1. What is not present in our society?
2. Do you agree with the poet? Why/ why not?
3. What does the word 'we' refer to?
4. Are you ready to bring happy days into our lives? How?

**Picture for interaction:**



**Answer the following questions.**

1. Who do you see in the picture?
2. What is the girl handing over to the headmaster?
3. How did the headmaster react?
4. What might be the feelings of the child and the headmaster?
5. Have you ever handed over a thing which you found to its owner??

## Part – B

# The pot of wealth

### Reading card:

Once there was a farmer in a village. He was old and no longer able to work on the field. He had to lease his land to his neighbour.



As the rains were timely and enough, the neighbour started ploughing the field for sowing seeds. He had hardly ploughed half the field when the ploughshare hit something hard on the ground. It was a pot filled with gold and silver. He was surprised and happy. He at once rushed to the owner of the land and said, "Hey, brother, there is a pot of gold in your field. Come and take it".

"No, brother, you have paid for the land, and you are ploughing it. So, all that comes from it is yours" said the poor farmer.

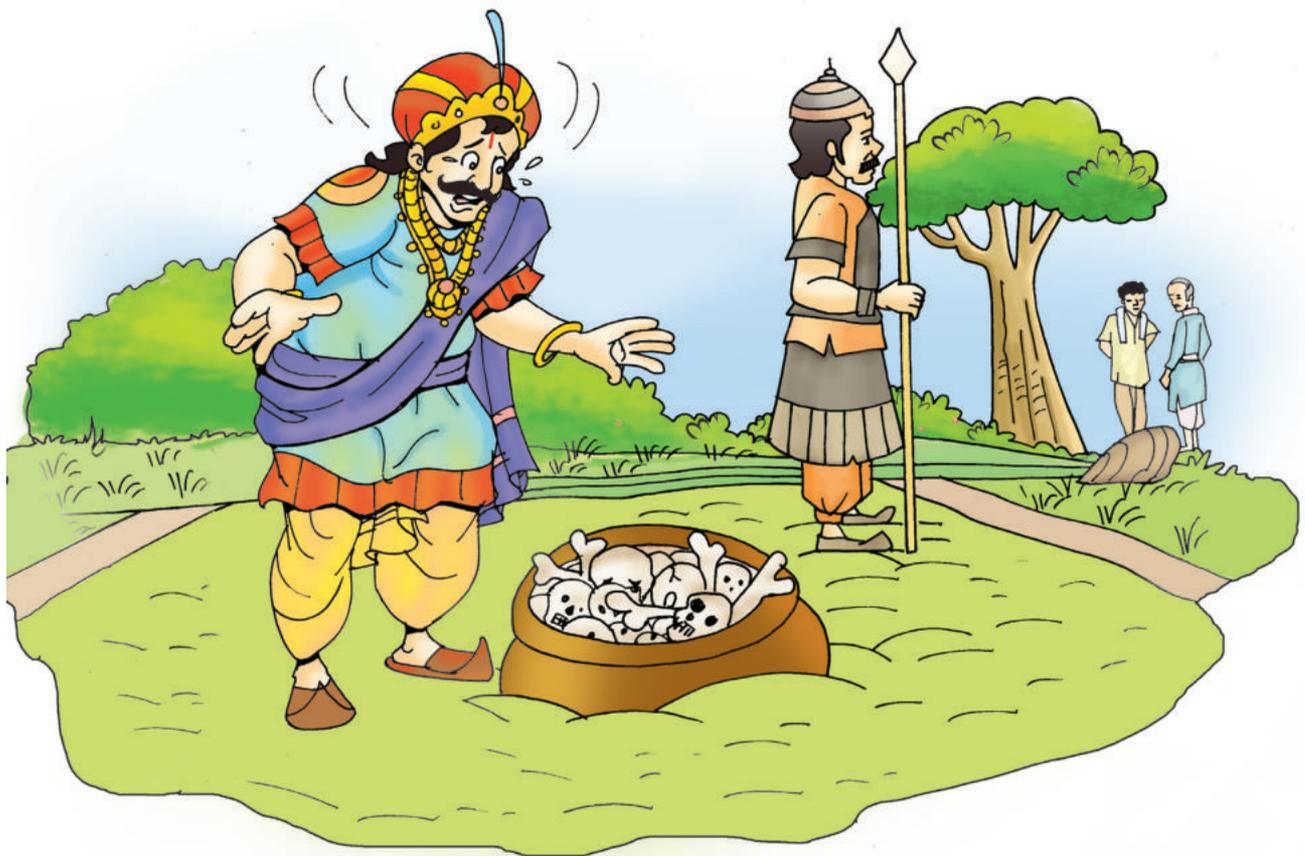
The neighbour said, "I do not take it because I am not the owner of the land." The owner refused to accept it as he had leased it to his neighbour. The matter reached the king's ear. Soon the owner and the neighbour were brought



into the king's palace. The king said, "The gold belongs to neither of you. It is found in my kingdom, so it belongs to me only."



The king with his ministers came to the field. The king looked into the pot and moved back in horror. The pot was full of skulls and bones. He was very furious. He ordered the two men to be flogged for fooling him. Both the men in reply said, "Your Majesty! There is no mistake; the pot has no skulls and bones in it. Would you please look into it again?" The king then asked his men to look into the pot. They even put their hands into it and said that the pot was full of gold and silver.



"So, you mean that I didn't look at it properly!" exclaimed the king. He took a second chance to look into the pot and he found it full of deadly skulls and bones. The puzzled king called a council of all his wise men. They discussed the matter, and said, "The gold is the reward to the poor fellows for their hard work and honesty, but you, out of greed, trying to rob them of their happiness."

"All right", said the king, "but who does the wealth belong to?"

"The owner of the land!" cried the neighbour.

"The person who ploughs it!" said the owner.

"No more dispute", said the wise men.

"Tell us whether you have a son or a daughter." It turned out that one had a son and other had a girl.

"Let the neighbours marry off their son and daughter, and give the pot to the couple," decided the wise men. All accepted the suggestion.

The wedding between the son and daughter of the two honest neighbours was attended by all the villagers, including the king.



## Glossary:

plough	:	digging the land for seeds
ploughshare	:	sharp blade used to plough
lease	:	giving one's land to someone else for cultivation in return for a fixed amount of money
greedy	:	wanting a lot more
horror	:	strong feeling of fear
furious	:	angry
flogged	:	beat someone with a whip
exclaimed	:	shout with surprise
council	:	group of people to make decision
rob	:	take something valuable by force
honest	:	truthful, sincere and respectable
dispute	:	quarrel
suggestion	:	an idea given for others to follow



## Comprehension:

1. Why did the old farmer lease his land to his neighbour?
2. How did the neighbour find the pot buried in the earth?
3. What was the pot filled with?
4. Why did the tenant rush to the owner of the land?
5. How did the king show his greed?
6. Why did the king step back in fear?
7. What made the king angry with the poor farmers?
8. Why did the king call for the wise men?
9. What suggestion did the wise men give?
10. What is the moral of the story?

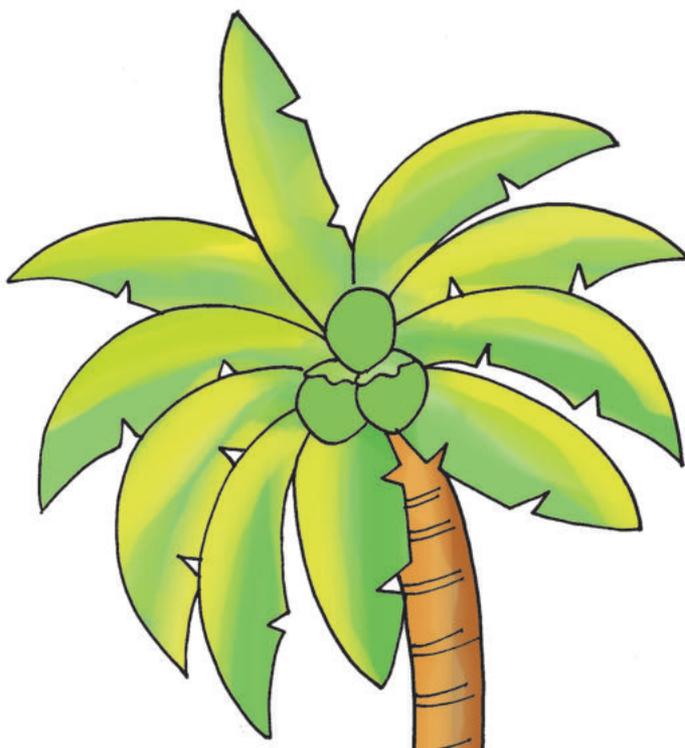
## Vocabulary:

Read the following words taken from the lesson.

farmer	neighbour	field	king	gold
seeds	horror	ploughshare	honesty	
wise men	ploughing	palace	sowing	

**Exercise 1:** Identify the above words in the lesson and underline them.

**Exercise 2:** Fill the leaves of the tree with the words of agriculture/cultivation. You may use the words of your own too.



**Exercise 3:** Now, find the words related to 'King' in the lesson.

Fill in the boxes given below.

You may also use some other words of your own related to the king.

1	4	7
2	5	8
3	6	9

## Grammar:

- A. Read the following sentence taken from the lesson and observe the underlined words.

I do not take it.

Note: Here the sentence is made negative by using the words 'do not'. It shows absence of action.

- B. Look at the following sentence from the lesson.

"- you have paid for the land, and you are ploughing it."

In 'have paid' we have 'completed action' with a result for 'now'. The payment is over but its value is still in force. The form 'paid' is called the third form ;

pay - paid - paid, write - wrote - written, cut - cut - cut.

In 'are ploughing' ploughing shows action in progress and 'are' refers to 'now'. But if it is 'was ploughing' 'was' refers to 'before now'.

Fill in the blanks in the following sentences using suitable negative words from the box given.

did not, was not, do not, are not

1. The king \_\_\_\_\_ ready to lose the pot of wealth.
2. The old farmer \_\_\_\_\_ have the strength to work on the field.
3. Wise men \_\_\_\_\_ like bad ideas and actions.
4. Many people \_\_\_\_\_ happy with what they have.

## Writing:

You find a cell phone in a park. After an hour, a person comes there searching here and there. He talks to you enquiring about the cell. Finally, you give it to the person who lost it.

**Now write a conversation between the new person and you.**

You: What are you searching for?

New person : \_\_\_\_\_

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

New person : \_\_\_\_\_

You : Be careful while you are carrying valuable things.

**Project work:**

**Visit some of your friends and collect information from them about incidents showing honesty.**

S. No.	Name of the friend	Type of incident	Where it happened	Any reward out of it
1.				
2.				
3.				
4.				
5.				

## Part – C

# A man of his word

### Reading card:

Long long ago in Sindh, there lived two friends called Chaman and Suman. One day some soldiers reported to the King that Chaman had spoken against him. The King became furious. "Arrest Chaman at once and put him in prison," said the King. Chaman knew what he had spoken. So he refused to take back his words. And the King ordered that Chaman must die.

Suman went to see his friend in prison. "May I help you in this matter?" he asked, "I wish I could die for you".

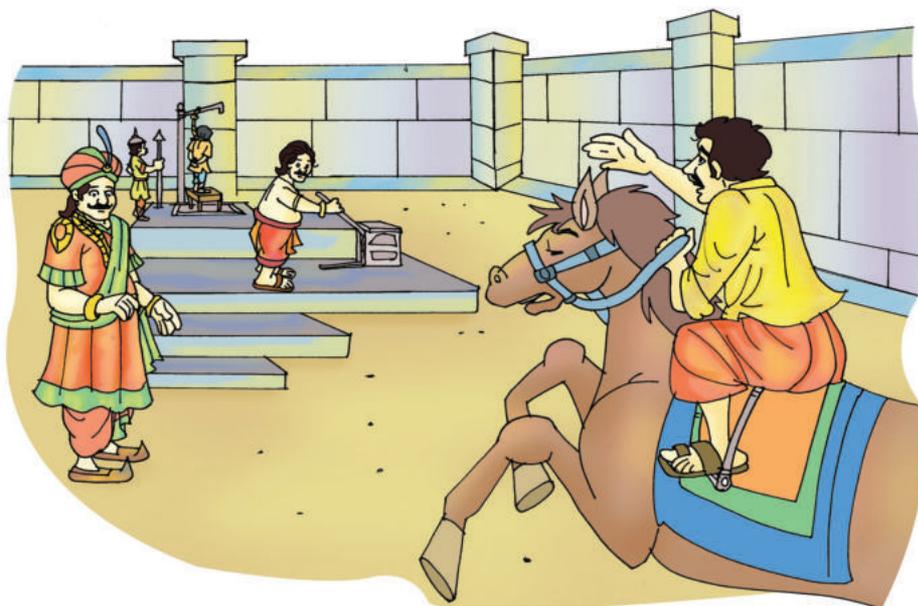
"I am prepared to die," replied Chaman, " but before I die, I would like to see my mother."

Suman went to the King and begged him to allow Chaman to go home and see his mother. "I will die in his place if he doesn't return."

The King agreed. Chaman went home while Suman took his place in prison. The day for Chaman to die arrived. The King sent for Suman. "Where is your



friend? You trusted him too far. Now you must die for your foolish mistake," the King said. But Suman trusted his friend and said, "I know, Chaman could not



come in time because of some serious problem. I am ready to die in his place."

Then the soldiers prepared to hang Suman. Just then Chaman rushed into the palace and embraced Suman. "Thank God, I have arrived in time," he sighed. "Many problems delayed my return. I am sorry. But here I am! Thank you for your trust and patience."

The King was watching all this. He was moved to see how Chaman kept his word. "I have many people in my kingdom. But I have never found a man as trustworthy as you. I am glad that I have at least one person who keeps his word. I spare your life. You are free to go home now."

**Answer the following questions.**

1. What is the story about?
2. Why was Chaman sentenced to death?
3. What did Suman beg the King for?
4. How did Chaman keep his word?
5. Why did the King spare Chaman's life?
6. Which character in the story do you like the most? Why?

## Listening input:

# Tickets, please!

The story told here happened more than ninety three years ago. India was not a free country at that time. The British were ruling the country and the Indian people were fighting for freedom. Great men like Mahatma Gandhi and Jawaharlal Nehru led the people in their struggle against the British.

In 1923, the Congress was holding its meeting at Kakinada, in Madras Presidency now in Andhra Pradesh. A Khadi Exhibition was also held there. A little girl was standing at the gate of the exhibition. She was about fourteen years old; she was told not to let anyone in the exhibition hall without a ticket.

Jawaharlal Nehru came to the exhibition grounds and wanted to go in. He had neither a ticket nor the money to buy one. The girl at the gate stopped him. "You can't go in unless you have a ticket, Sir," she told the great man. The people who had put up the exhibition came running to the gate. "Do you know who you are stopping?" asked one of them.

"Yes, I do," said the girl. "It is Jawaharlal Nehru. But I am only following the rules."



Then they bought a ticket for Nehru, and he went into the exhibition hall. "The country needs girls like her, who can do their duty with courage," said Nehru. The little girl's name was Durgabai. When she grew up, she worked hard and helped many people. She did many things for the women of India. Durgabai Deshmukh died on 9 May 1981, in Hyderabad.

### What does the story Say?

Read the sentences below. In each sentence, there is a blank. Fill in the blank with the right word from the list of words given below.

money      stopped      free      needed      fighting

1. India was not a \_\_\_\_\_ country, ninety three years ago.
2. Indians were \_\_\_\_\_ for freedom.
3. Jawaharlal Nehru had neither a ticket nor the \_\_\_\_\_ to buy one.
4. The little girl \_\_\_\_\_ Nehru at the gate.
5. Nehru said that the country \_\_\_\_\_ girls like Durgabai.

### Self-assessment:

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I read, understood and enjoyed the poem 'Honesty'.			
I read and understood the texts: 1. The pot of wealth 2. Ticket, please!			
I understood the process of making negative sentences.  I am able to write a few dialogues.			



**Note to the teacher:**

**Reading - A:**

**Poem:** Use C.D and let the children enjoy the music and message of the poem. Replay it for the benefit of slow learners. Ask them to say rhyming words aloud.

**Reading - B:**

While interacting with the picture teacher should see that all students understand and appreciate the concept of honesty.

The teacher should not explain the picture. Let the children speak about the picture on their own. Ensure maximum comprehension making use of the picture.

**Exercise - Vocabulary:**

Before attempting vocabulary exercises talk at length about farmers, the instruments they use and the way they live. This enables the students to complete the exercises easily.

**Exercise - Grammar:**

Before attempting exercises talk about the likes and dislikes of students and their friends. This enables the students to frame negative sentences.

**Exercise - Writing:**

Create conversation among students on different incidents so that they can do writing exercise easily.

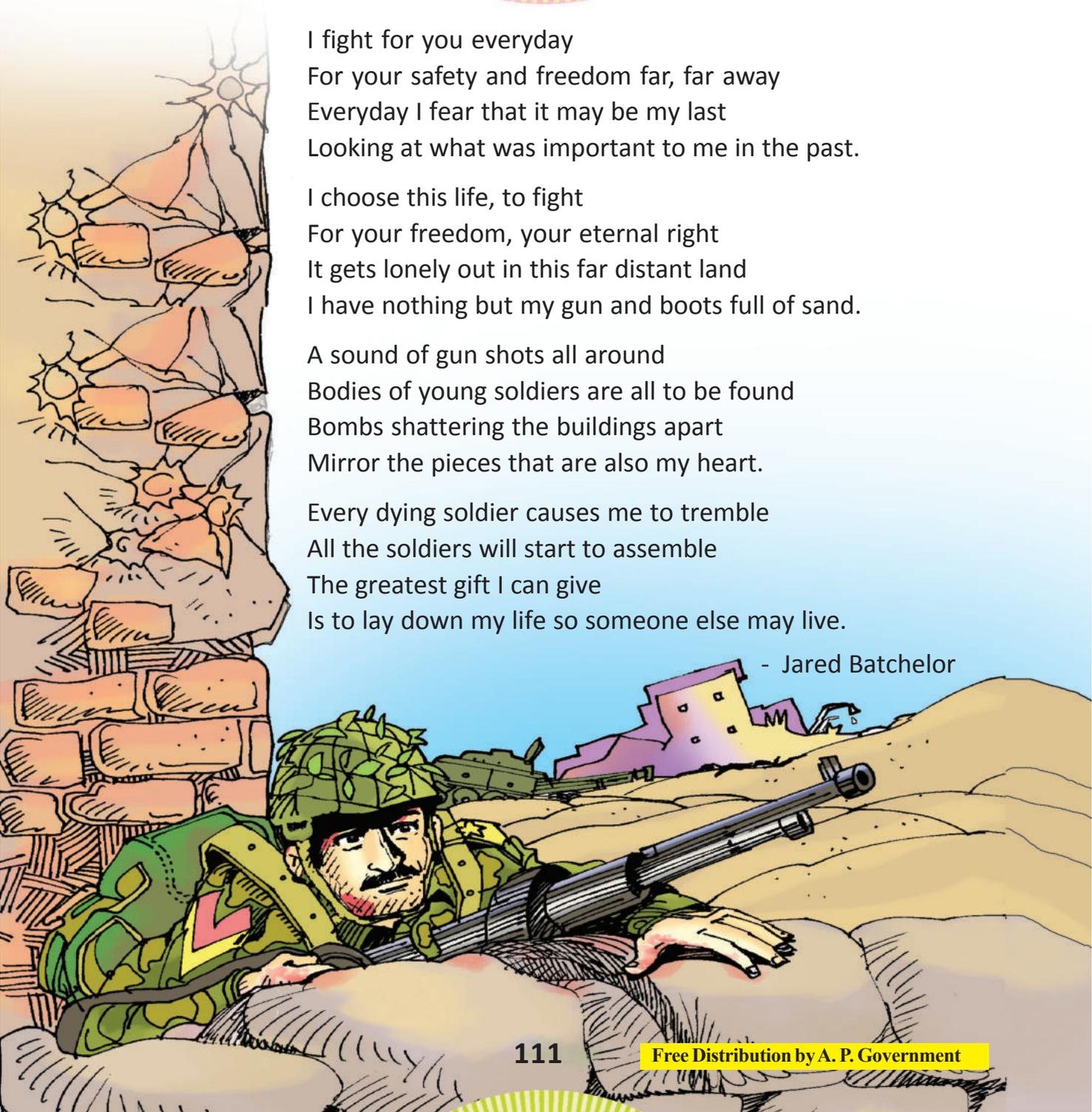
**Project work:**

Make the children aware of the methods of collecting information, organizing and presenting in the table.

Reading card; it is for additional reading to improve self-study. Talk about the characters and the incident.

# A Letter From a Soldier

Part – A



I fight for you everyday  
For your safety and freedom far, far away  
Everyday I fear that it may be my last  
Looking at what was important to me in the past.

I choose this life, to fight  
For your freedom, your eternal right  
It gets lonely out in this far distant land  
I have nothing but my gun and boots full of sand.

A sound of gun shots all around  
Bodies of young soldiers are all to be found  
Bombs shattering the buildings apart  
Mirror the pieces that are also my heart.

Every dying soldier causes me to tremble  
All the soldiers will start to assemble  
The greatest gift I can give  
Is to lay down my life so someone else may live.

- Jared Batchelor

## Glossary:

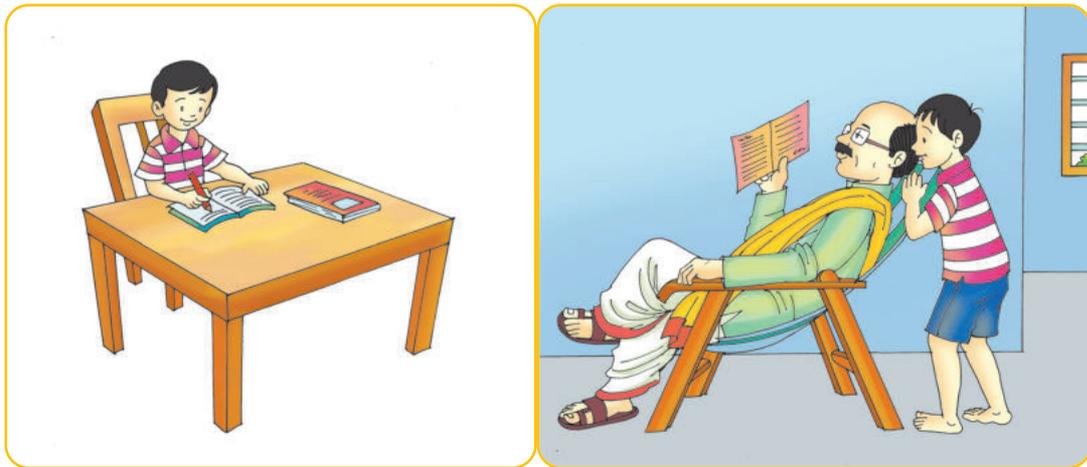
freedom	:	the state of being free
eternal	:	lasting forever without beginning or end
lonely	:	alone
shattering	:	breaking into small pieces
tremble	:	shake, shudder involuntarily
assemble	:	come together in a group

## Comprehension:

1. Who is speaking through this poem?
2. Who is it written to?
3. What is the soldier's every day's fear?
4. Why did the soldier choose to fight?
5. What do you understand by the word 'Shattering'?

## Part – B

### Picture for interaction:



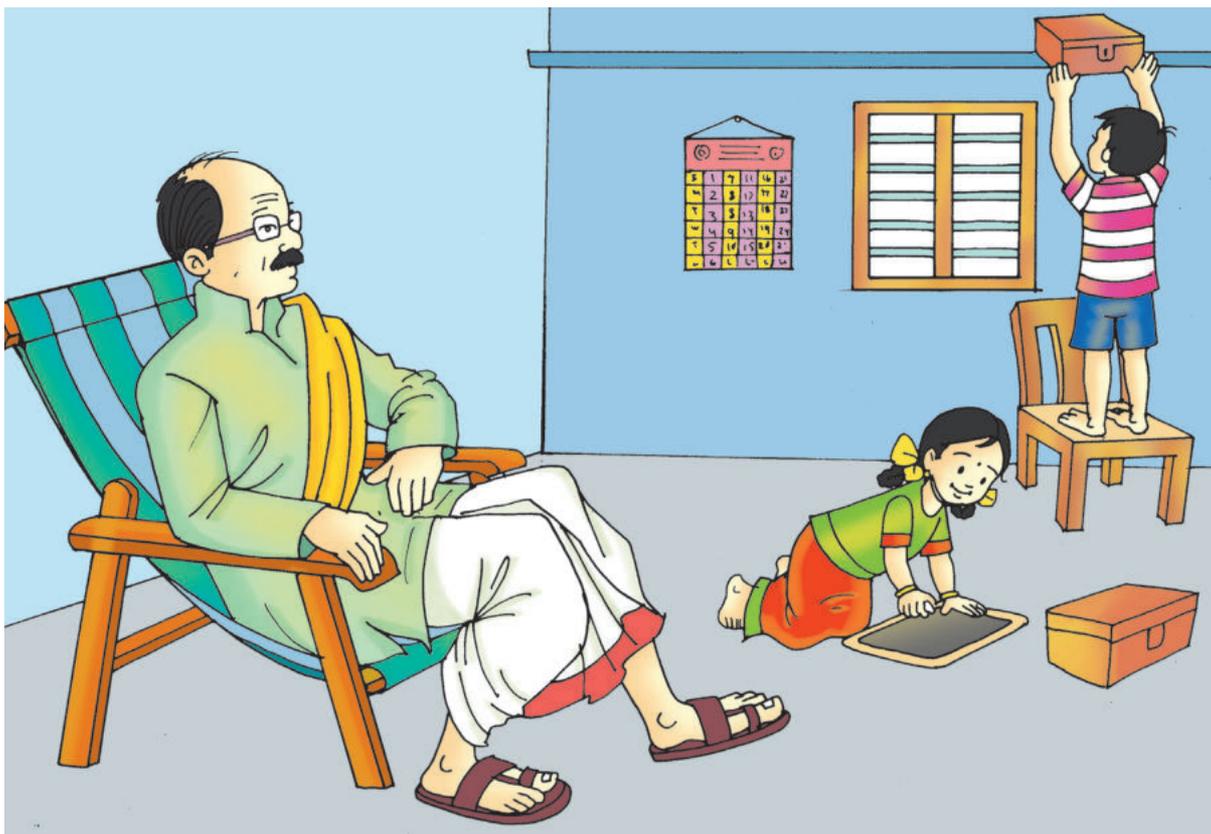
### Answer the following questions.

1. What is the boy doing?
2. Why did the old man feel happy?
3. Have you ever written letters to anybody?
4. What is the need of writing letters?

## My letters and my memories

Mr. Narayan Rao's house is full with his son's family. They came there on a week's holiday after a long time. It is a remote place, his hometown where Mr. Rao is living after his retirement. Koushik and Rushika are his grandchildren; running up and down, hiding here and there, and going to every nook and corner.

"Koushik, dear. Can you bring an inland letter from the post office? I want to write a letter to my friend Purna Rao, who lives in Pune," said Mr. Rama Rao.



Koushik stopped going out a second and said "Hey! Grand pa... now-a-days everybody is using a mobile phone. "Why don't you talk to your friend on the phone?" Mr. Rao came closer to him, held his shoulders and said, "Hello young boy! You may be in the modern age, but to me writing a letter and getting a letter is a pleasure.

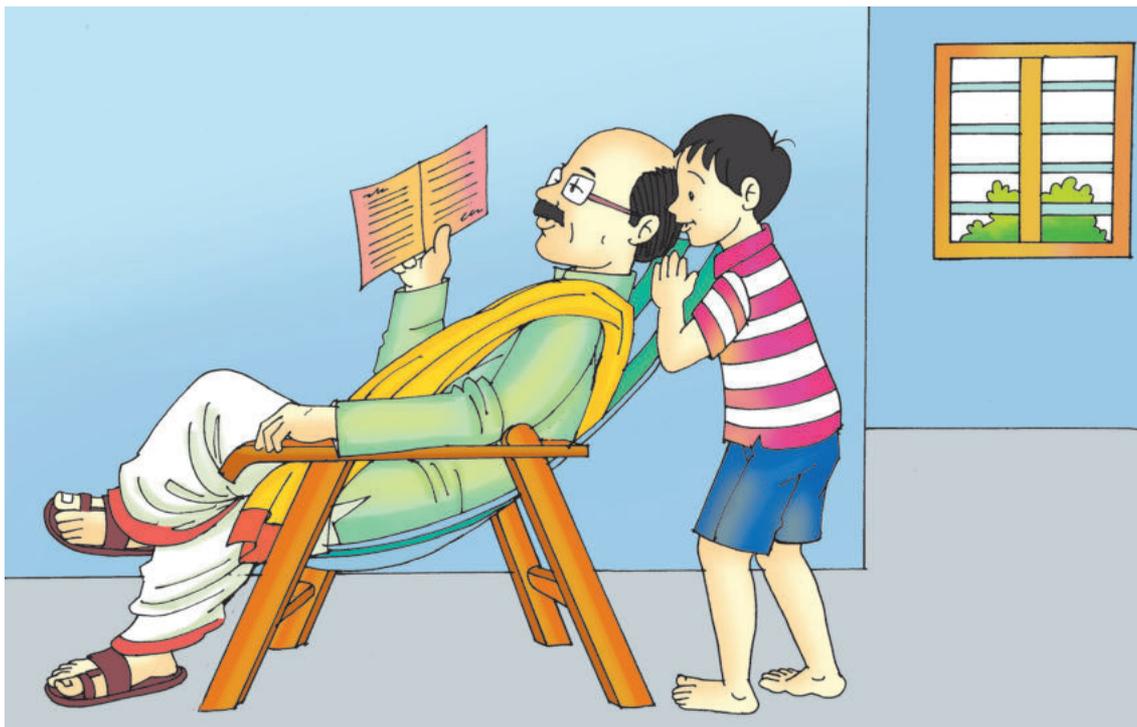
"See, grand pa...you have to spend some time to write, and it takes at least one or two days to reach your friend. His reply reaches you after another three

days! You can make a call and talk to him and get the information right now. Why this waiting and wasting of time?" Koushik exclaimed.

Mr. Rao slowly bent and sat in his arm chair. He leaned back removing his spectacles. He said, "Can you bring down my old box from the attic in my bedroom?"

The boy mounted a chair and brought the box down. "What does it contain?" he murmured and tried to open it. His sister snatched it from his hands and ran away. Noticing the worry of his grandfather, the boy ran after her and brought it back.

Mr. Rao took it into his hands and said, "My little boy, come I'll show you a few precious memories of my life." He opened the box and took out some old letters. He turned to the boy and said, "These are the sweetest memories your grandmother left for me.



Look, these are the memories of my friends. Look at this,...it is a letter of praise sent by our military commander. I can recall those happy moments of my life only through these letters. Those memories are still fresh in them. These are

my treasure of happiness. I will never ignore them. A phone call may keep you happy at that moment, but these memories are everlasting."

Koushik picked up a letter and read it curiously. He travelled in his mind into the past and saw his grandfather as a young military man. The boy imagined the incidents of those days. He stared at his grandfather for a minute. He was reading the letter of appreciation from his officer, with his eyes shining and hands on his mustache.

What is the boy thinking now?



The Family travelled back to Hyderabad after their holidays. A few days passed.

The bicycle bell rang in front of Mr. Rao's House. "Sir, you've got a letter," shouted the postman. Mr. Rama Rao walked swiftly and happily to receive it.

He thought the letter is from his old friend. But to his surprise, it is not from him. He opened it. His eyes became wide and ran after the contents. The letter is.....

Dear Grandpa...

You are right. Letter writing is old-fashioned, but letters capture the past events and preserve them for the future. I read your letters and found the same kind of memories of yours with my father. I saw the love and care you gave to my father. I read about the childish acts of my father and the love of my grandmother. While reading those letters, I came to know the hardships you faced during those days.

Those letters filled my heart with joy. They gave me the feeling of meeting dear ones and hugging loved ones. Letters are a real treasure of our memories.

Your loving grandson,

Koushik

## Glossary:

nook and corner	:	all the places in a building
era	:	a period in history
mounted	:	climbed
murmured	:	spoke in a low voice
precious	:	of great value
ignore	:	not to take notice of
attic	:	a space at the top of a building, under the roof
curiously	:	with interest
preserve	:	keep safe
treasure	:	valuable things
swiftly	:	speedily



## Comprehension:

### I. Answer the following questions.

1. How did the grandfather try to explain the value of letters?
2. How would Mr. Rao feel if he lost his old letters?
3. What did Koushik realize after reading the old letters?
4. Do you think Koushik will now use letters to contact people? Give reasons.

### II. Arrange the events in the order that they happened in the story.

- a. Rama Rao opened the box.
- b. Koushik came from Hyderabad.
- c. Rama Rao showed the letters.
- d. Koushik was not willing to go to the post office.
- e. Koushik wrote a letter to his grandpa.
- f. Koushik realized the importance of writing letters.

## Vocabulary:

### I. Read the following sentence.

Grandfather's letter filled Koushik's heart with joy.

How would you feel in the following situations?

1. Your father shouts at you in the presence of your friend.
2. Your teacher always praises your friend who you think is not as good as you are.
3. You have failed, not done well in the examination.
4. You won a prize.

You may use the words from the box given below.

happy	sad	insulted	scared
jealous	disappointed	surprised	angry

### II. Look at the pictures and make comparisons using 'as....as'. Use the clues given below.

high, beautiful, big, fast, strong



The man is as strong as iron.



The \_\_\_\_\_ as Everest.



The \_\_\_\_\_ an angel.

The \_\_\_\_\_ a palace.



The \_\_\_\_\_ a train.

### Grammar:

**1. Read the sentences given below.**

I can recall those happy moments.

Can you bring down my old box?

Look at the word 'can'. Does it give the same meaning in both the sentences?

In the first sentence the word 'can' talks about ability. In the second sentence, 'can' talks about the request.

Pick out sentences with similar usage of 'can' from the story you have read.

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**1. Read the pairs of sentences. What do they express - request or ability? Write in the blanks given below.**

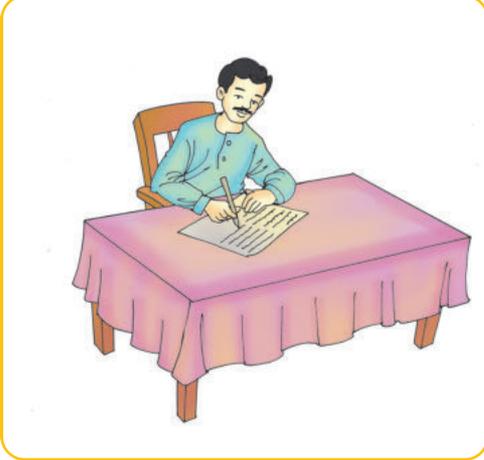
i. Can I borrow your bicycle? \_\_\_\_\_

I can teach how to swim. \_\_\_\_\_

- ii. He can speak many languages. \_\_\_\_\_  
 Can I have lunch with you at Hotel Savera? \_\_\_\_\_
- iii. Can I take your book? \_\_\_\_\_  
 Raju can walk long distances without getting tired. \_\_\_\_\_

**Writing:**

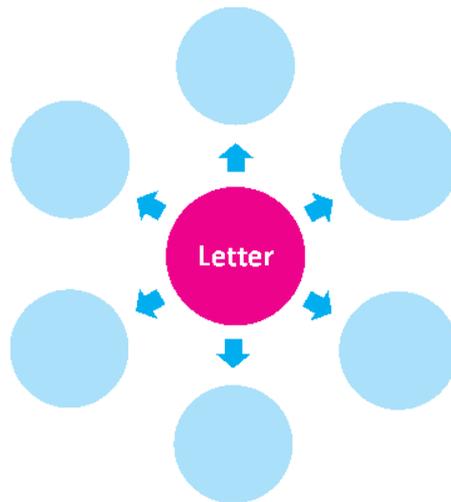
I. Describe the action happening in each of the following pictures in a sentence.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**II. Fill the word web by using the information in the letter you have read in the story. Use the clues given here.**

1. How did the boy greet the receiver of the letter?
2. How did he end the letter?
3. What was the letter about?
4. Who wrote it?
5. What else do you need in the letter?



**III. Imagine yourself as Koushik. Write a letter to your friend describing your experience of having read your grandfather's letter.**

Place: \_\_\_\_\_

Date: \_\_\_\_\_

Dear friend,

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---

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To: \_\_\_\_\_  
\_\_\_\_\_

Yours lovingly  
\_\_\_\_\_

## Reading card:

### **Five reasons to get back the lost art of letter writing.**

A letter can communicate things well than an email. It is a beautiful form of communication that, can change lives when used strategically. Here are some reasons why one should write more letters? It is simply to get back to the lost art of letter writing.

### **Letters are personal.**

They contain your effort, your handwriting, and your choice of stationery. Even before the words are read, you have sent something that no one else could send. No one else has your handwriting or taste in cards. In a way, you are revealing part of yourself to the recipient and that immediately softens the heart.

### **Letters are inexpensive.**

A box of 10 postcards may be Rs 5 and an inland letter costs about Rs 2.50. Anyone can afford to write letters. The impact of a letter is sometimes bigger than sending a gift of more value. So why not write a letter to those you care?

### **Letters can be reread.**

Especially if you are sending a word of encouragement or prayer, the recipient can reread what you wrote, put it on their desk, or keep it in their book or purse. Such encouragement can be of great value.

### **Letters give the gift of time.**

Especially when you are writing to someone about a sensitive topic, the letter gives the recipient the ability to hear your words without the pressure to respond immediately. This is not the case with face-to-face conversation, emails or texting, in which response is immediately required. We can write letters asking forgiveness for past mistakes to friends or family members. It soothes their pain and grief.

### **Letters build relationships.**

Through letters, we can communicate love and care about the recipient, that he / she is important to us over time, continuous letter-writing can build up a relationship. Letter writing is a great solution for strained family relationships.

Why don't you pick up a card and write to someone who you care for?

## Glossary:

- communicate : making one's ideas known to others  
revealing : making a secret known  
recipient : a person who is given something  
inexpensive : cheap  
afford : to spend money on something  
sensitive : easily influenced by something  
forgiveness : the act of excusing  
grief : a great sorrow



## Comprehension:

1. How do letters soften our hearts?
2. How are the letters inexpensive?
3. What does the reading of letters give us?
4. What do the letters provide the recipients?
5. How do the letters build relationships?

## Project work:

Collect different types of letters used in communication and paste them in your project workbook and complete the details in the table.

Type of letter	Cost	Space/ length for communication

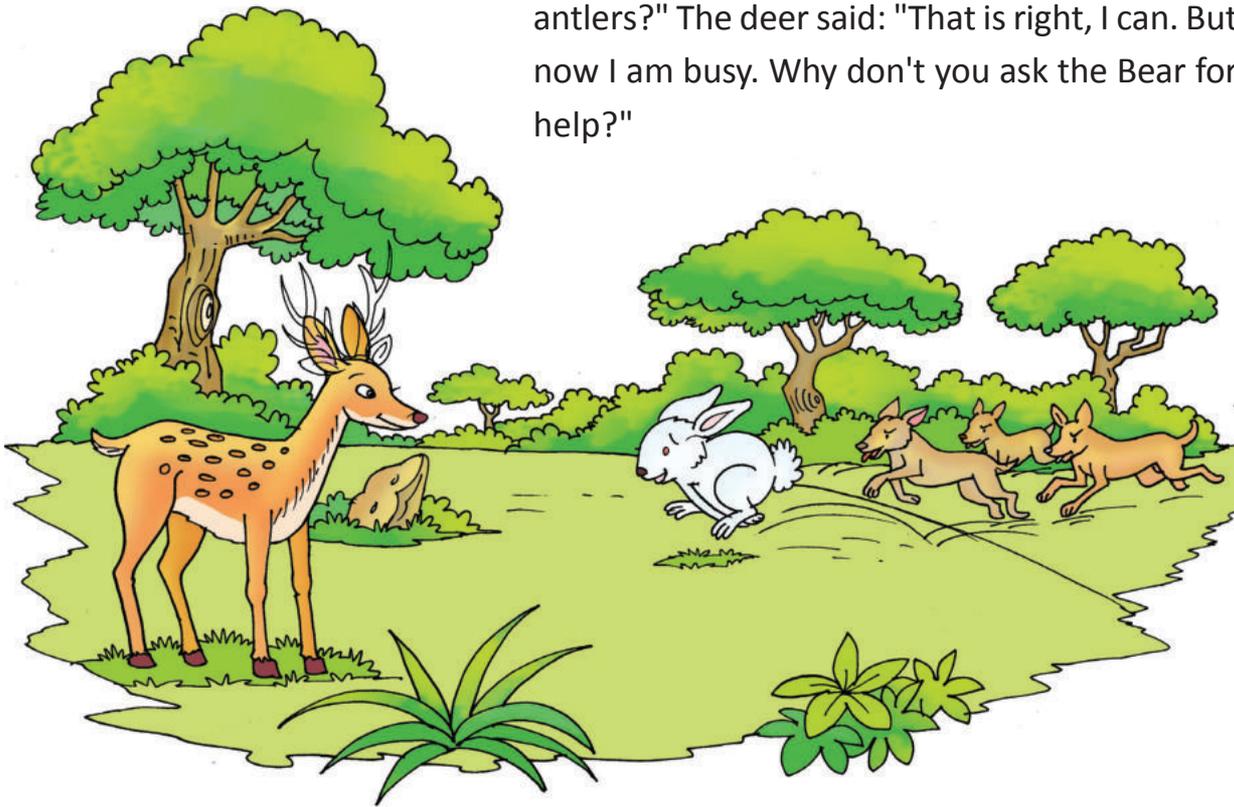
Listening input:

## My letters and my memories

Bunny rabbit lived in the forest. He had many friends. He was proud of his friends.

One day Bunny rabbit heard the loud barking of the wild dogs. He was very scared. He decided to ask for help. He quickly went to his friend deer. He said:

"Dear friend, some wild dogs are chasing me. Can you chase them away with your sharp antlers?" The deer said: "That is right, I can. But now I am busy. Why don't you ask the Bear for help?"



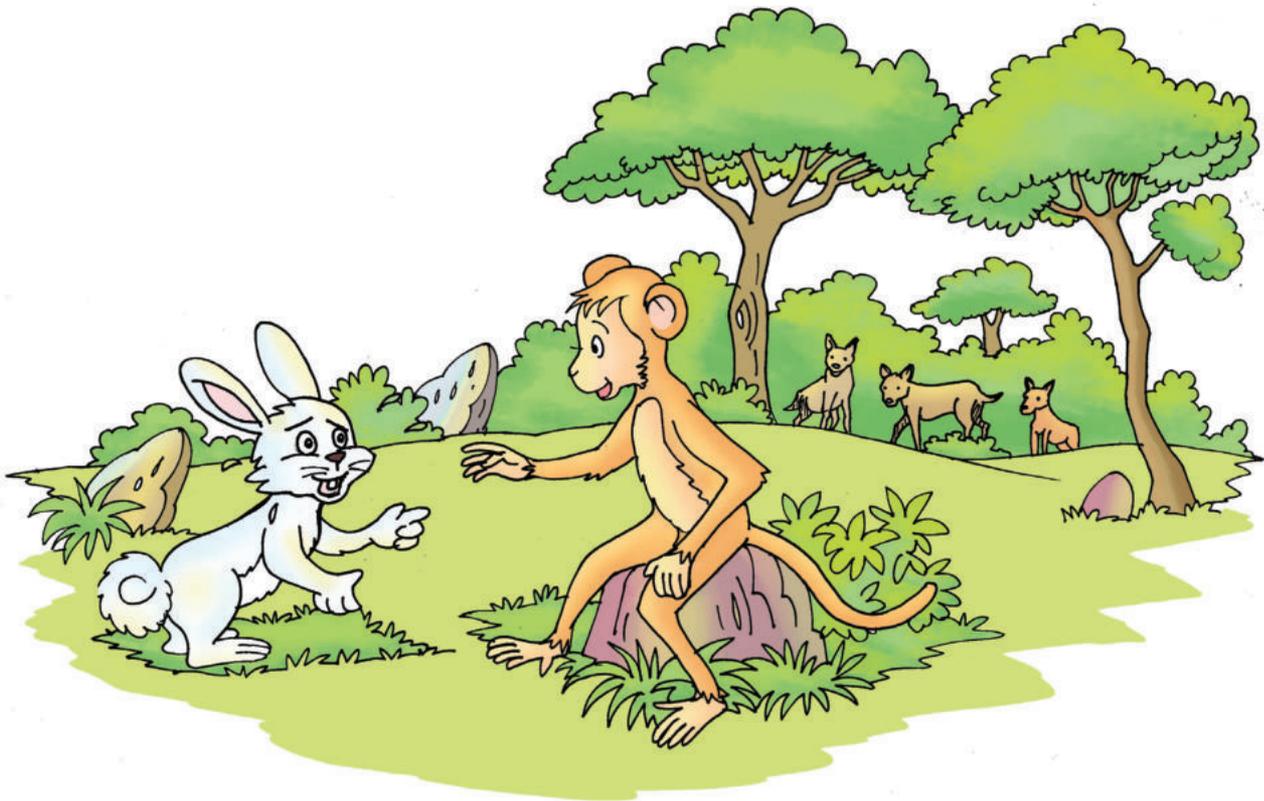
Bunny rabbit ran to the bear. "My dear friend you are very strong, please help me. Some wild dogs are after me. Please chase them away," he requested the bear.

Bear replied: "I am sorry. I am hungry and tired. I need to find some food. Please ask the monkey for help."

Poor Bunny went to the monkey, elephant, goat and all his friends. Bunny felt sad that nobody was ready to help him.

He understood that he had to think of a way out. He hid under a bush. He stayed there until the wild dogs went their way.

Dear children, in this story Bunny the rabbit went to each of his friends asking for help. This was exactly how the communication system was in the olden days. In the present day world, we have several ways of communication. One among them is the communication through letter writing. Children, in this lesson you have learnt about the importance of letter writing and how it conveys our feelings to others.



### Self-assessment:

Read and tick (✓) in the appropriate box.

Indicators	Yes	Somewhat	No
I listened to the poem; I read, understood and enjoyed the poem 'Letter from a soldier.'			
I listened to the narration, understood and talked about it.			
I read and understood the text - My letters my memories.			
I am able to understand and complete the textual exercises:			
Comprehension			
Vocabulary			
Grammar			
Writing			



**Note to the teacher:**

**Poem - A Letter from a soldier**

Use CD and let the children enjoy the music and message of the poem. Replay it for the benefit of the slow learners. Ask them to say the rhyming words aloud.

**Reading - B:**

My letters and my memories

**Picture:** While interacting with the picture, the teacher should see that all students appreciate the practice of letter writing. The teacher need not explain the picture in detail. Let the children speak about the picture on their own. Ensure maximum comprehension using the picture.

**Exercise - Vocabulary:**

Before attempting vocabulary exercises, talk at length about different joyful situations and allow the children to work in groups and share their experiences. This facilitates the children to complete the task easily.

**Exercise - Grammar:**

Before attempting grammar exercises, talk about expressing ability first and give them different examples illustrating the concept of expressing ability.

**Exercise - Writing:**

Develop a conversation among the students on different events of letter writing and familiarize them. Then children can do the writing exercises effectively.

**Project work:**

Make the children aware of methods of collecting information, compiling and tabulating the information and then encourage them to present their version.

**Reading card:**

It is meant for extensive reading and to encourage self-study. Explain in brief the characters and incidents of the story and allow the children to go for self-study.

## Words to remember :

a-blowing	:	in the process of blowing
ache	:	pain
affectionately	:	lovingly
afford	:	to spend money on something
afraid	:	fearful
ancient	:	very old
appearance	:	look
arrogant	:	proud
assemble	:	come together in a group
attic	:	a space at the top of a building, under the roof
attraction	:	the thing that causes interest
beast	:	a large animal
beehive	:	the place where bees live and make honey
bliss	:	complete happiness
blow	:	force a current of air
booked	:	arranged a seat or a berth before
bowl	:	a container with an open top
brave	:	courageous, ability to face danger or pain
breeze	:	a gentle wind
bright	:	intelligent
brook	:	small stream
care	:	feel concerned
carriage	:	cart drawn by a horse or bullock
cereals	:	food made from grains (eg: wheat, rice, oats, ragi)
clay	:	sticky fine grained earth
climate	:	the sort of weather that an area usually gets at different times of the year.
communicate	:	making one's ideas known to others
compassion	:	feeling of sympathy and caring for someone
composed	:	written music or set music for a song
contaminated	:	made dirty, polluted or poison
council	:	group of people to make decision
crazy	:	foolish
cruise	:	smooth ride
curiously	:	with interest
curves	:	bends, turnings
damage	:	spoil
dare	:	do something challenging
delicious	:	tasty and enjoyable
descendants	:	born in the family of someone
disadvantage	:	drawback
disappointed	:	felt unhappy
discovered	:	found
disease	:	illness
disgraceful	:	shameful
dispute	:	quarrel



disturb	:	trouble
divine	:	related to God, extremely good or pleasant
divinity	:	godliness
drought	:	the period of time with no rainfall
dutifulness	:	clear understanding about doing our duties
energetic	:	active
enough	:	as much as is necessary
era	:	a period in history
eternal	:	lasting forever without beginning or end
evil doings	:	very bad acts
evil omen	:	bad sign
exclaimed	:	shout with surprise
flashed	:	came suddenly
flogged	:	beat someone with a whip
fly	:	run away
forefathers	:	grandparents and great grandparents of our parents
forgiveness	:	the act of excusing
fraternity	:	friendship /brotherhood
freedom	:	the state of being free
frown	:	show anger and displeasure
furious	:	angry
furnace	:	enclosed place with hot fire
furniture	:	things such as beds, chairs and tables
gather	:	to bring together
generosity	:	willing to give, help
gently	:	softly, smoothly
glowing	:	shining
grazing	:	eating grass
greedy	:	wanting a lot more
grief	:	a great sorrow
groundless	:	having no base of reason
handsome	:	good-looking
harmony	:	pleasing and peaceful combination
harmony	:	pleasing combination of elements in a whole
hid	:	kept out of sight
hired	:	paid to get the use of something (house or a car etc...)
honest	:	truthful, sincere and respectable
honesty	:	truthfulness
honour	:	high moral standards
horror	:	strong feeling of fear
howling	:	crying or screaming of an animal
hurdle	:	stopping, impediment
ignorance	:	lack of knowledge
ignore	:	not to take notice of
impressed	:	felt good in return for a fixed amount of money
indicate	:	show
inexpensive	:	cheap
information	:	facts about something

irrational	:	against reasoning or common sense
jet black	:	deep black
lawn	:	a piece of land covered with grass that has been carefully cut.
lease	:	giving one's land to someone else for cultivation
licked	:	passed the tongue over
lonely	:	alone
marmalade	:	orange juice thickened by heating
merry	:	happy
mounted	:	climbed
mounted	:	got on
murmured	:	spoke in a low voice
myth	:	untrue idea or imagined idea or incident
naughty	:	behaving badly and not obeying adults
noble	:	honourable
nonsense	:	foolish behaviour
nook and corner	:	all the places in a building
nutritious	:	nourising, leading to strength and health
nutritious	:	healthy
obedient	:	following rules or advice of elders
obesity	:	overweight, fattiness
occasionally	:	now and then , sometimes
often	:	many times
passed away	:	died
pillar	:	support
plough	:	digging the land for seeds
ploughshare	:	sharp blade used to plough
post	:	a wooden pole fixed to the ground
pounce	:	jump
precious	:	of great value
preserve	:	keep safe
prey	:	animal hunted for food
priority	:	treating something as important with a view to doing it before other things.
prophet	:	the one who tells us the will of God
pulses	:	seeds we can cook and eat. (eg: beans, different types of lentils, redgram)
purify	:	clean by removing dust or dirt
recipient	:	a person who is given something
relax	:	take rest from work or effort
reluctantly	:	unwillingly
residence	:	a place of living
revealing	:	making a secret known
rituals	:	prescribed order of work
rob	:	take something valuable by force
roll	:	to turn over.
rugs	:	thick woolen blankets
sacrifice	:	give away
scare	:	frighten



scratching	:	rubbing with nails or claws
sensitive	:	easily influenced by something
serve	:	work for, help
share	:	have something with others
shattering	:	breaking into small pieces
shed	:	drop
silly	:	foolish or unreasonable
sincerity	:	uprightness
skirt	:	lower part of a girl's dress
socialness	:	clear understanding of our membership of the society
spread	:	extend or distribute
stamp	:	walk strongly with force
stand fast	:	continue to do what is right
strange	:	not known or seen before
suffer	:	feel pain
suggestion	:	an idea given for others to follow
superstition	:	belief that is not supported by reasoning or proof
supper	:	night meal
swiftly	:	speedily
tamed	:	trained to be controlled
teen	:	teenage / the ages between 13 to 19
terrible	:	very bad
thrilling	:	a sudden excitement
torch	:	a piece of wood or bundle of cloth with a flame at one end used as a light
toss	:	throw up
touched	:	moved emotionally
toxic	:	poisonous, harmful
tradition	:	beliefs
translate	:	change something, spoken or written, from one language into another
trap	:	plan for tricking
treasure	:	valuable things
tremble	:	shake, shudder involuntarily
tummy	:	stomach
utensils	:	containers used in the kitchen for cooking or storing
valleys	:	lowlands between hills
vet	:	veterinary doctor
veterinary hospital	:	hospital where animals are treated
wagged	:	moved rapidly from side to side
waste stuff	:	waste material
weather	:	rain, snow, ice, fog, wind and temperature of a place
westerners	:	people who live in the western part of the world (Europe, North America and South America)
wet	:	watery
whispering	:	making a soft low noise
yell	:	scream

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