ENGLISH

CLASS-4

सत्र 2021–22

DIKSHA एप कैसे डाउनलोड करें?

विकल्प 1 : अपने मोबाइल ब्राउज़र पर diksha.gov.in/app टाइप करें।

विकल्प 2 : Google Play Store में DIKSHA NCTE ढूंढ़े एवं डाउनलोड बटन पर tap करें।

DIKSHA

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

DIKSHA App को लॉच करे → App की समस्त अनुमति को स्वीकार करें → उपयोगकर्ता Profile का चयन करें।



पाठ्यपुस्तक में QR Code को Scan करने के लिए मोबाइल में QR Code tap करें।



मोबाईल को QR Code पर केन्द्रित करें।

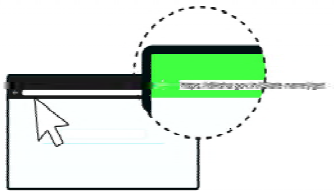


सफल Scan के पश्चात् QR Code से लिंक की गई सूची उपलब्ध होगी।

डेस्कटॉप पर QR Code का उपयोग कर डिजिटल विषय–वस्तु तक कैसे पहुँचे ?



1 QR Code के नीचे 6 अंक का Alpha Numeric Code दिया गया है।



2 ब्राउज़र में diksha. gov.in/cg टाइप करें।



3 सर्च बार पर 6 डिजिट का QR CODE टाईप करें।



4 प्राप्त विषय–वस्तु की सूची से चाही गई विषय–वस्तु पर क्लिक करें।

State Council of Educational Research & Training Chhattisgarh, Raipur

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प्रकाशन वर्ष – 2021

मार्गदर्शक

संचालक

एस.सी.ई.आर.टी.छ.ग.,रायपुर

संयोजक

डॉ. विद्यावती चन्द्राकर

मुख्य समन्वयक

श्री आर. के. वर्मा

समन्वयक

सुशील राठोड़

लेखन मण्डल

नीता जैन, जयश्री आचार्य, सुधा मिश्रा, संदीप दिवाकर,ए.एल.नायक,
कमलेश शर्मा, हेमन्त शर्मा, अमित सक्सेना,

सहयोग

जेस्सी कुरियन, आई. संध्यारानी, शिशिरकना भट्टाचार्य, अर्चना वेरूलकर, वल्सा जॉन, मोहम्मद सईद,
सुकांतो बनिक, रेखारानी मिश्रा, हरीश शर्मा, प्रीति शर्मा, आशिष तिवारी

चित्रांकन

राजेन्द्र सिंह ठाकुर

आवरण पृष्ठ एवं ले–आऊट

रेखराज चौरागड़े

प्रकाशक

छत्तीसगढ़ पाठ्यपुस्तक निगम, रायपुर (छ.ग.)

मुद्रक

मुद्रित पुस्तकों की संख्या – .....

आमुख

अंग्रेजी हमारे देश की भाषा नहीं है किन्तु वर्षों से प्रयोग में लाए जाने के कारण यह हमारी बहुभाषिता में रची–बसी प्रतीत होती है। बच्चे अपने परिवेश से कई अंग्रेजी शब्दों को अनायास ही सुनते और उपयोग करते हुए बड़े होते हैं। विश्व पटल पर अंग्रेजी भाषा की उपयोगिता की दृष्टि से छत्तीसगढ़ राज्य निर्माण पश्चात् प्रदेश में कक्षा पहली से ही अंग्रेजी भाषा के अध्यापन की पहल की गई।

पूर्व में अंग्रेजी विषय का अध्ययन–अध्यापन कक्षा छठवी से एवं कालान्तर में कक्षा तीसरी से प्रारंभ किया गया था। छत्तीसगढ़ निर्माण पश्चात् अंग्रेजी भाषा का अध्यापन कक्षा पहली से प्रारंभ किया गया। अतः कक्षा तीसरी से पाँचवी की पुस्तकों में और अधिक उन्नयन अर्थात् अपग्रेडिंग की आवश्यकता थी। 2012–13 में कक्षा पहली एवं दूसरी की पुस्तकों का पुनःलेखन किया गया किन्तु कक्षा तीसरी, चौथी एवं पाँचवी की किताबें यथावत् प्रचलन में रही, NCERT द्वारा प्रत्येक कक्षा हेतु निर्धारित अधिगम प्रतिफल को ध्यान में रखते हुए पुस्तकों की प्रस्तुति, अभ्यास एवं विषय वस्तु की विविधता के साथ वर्तमान पुस्तकें तैयार की गई हैं। कक्षा छठवीं से आठवीं के लिए तैयार पुस्तकें संप्रेषण कौशल आधारित है। प्रयास यही है कि विद्यार्थी अपने अध्ययन के प्रारंभिक पाँच वर्षों में सामान्य भाषाई दक्षताओं को प्राप्त करने में सक्षम हो सकें।

कक्षा तीसरी से पाँचवीं की अंग्रेजी पाठ्यपुस्तकों में अभ्यास के अधिक अवसर देते हुए NCERT द्वारा तैयार पुस्तकों से भी पर्याप्त पाठों को शामिल किया गया है। पुस्तकों की विषय वस्तु को रूचिकर, परिवेशीय एवं बाल–मन अनुरूप बनाने का प्रयास किया गया है। चित्रों एवं मनोरंजक गतिविधियों के माध्यम से भाषा को भी अधिक सुगम एवं सुबोध बनाने का प्रयास किया गया है। हम आशा करते हैं कि बच्चे इन पुस्तकों को स्वतः पढ़ने की कोशिश करेंगे।

शिक्षकों और अभिभावकों से हमारा निवेदन हैं कि पाठ में आए हुए शब्दों और अभ्यासों की पुनरावृत्ति के लिए वे बच्चों को प्रेरित करेंगे ताकि बच्चे सहजता के साथ भाषा को सीख पाएँ और अपनी मातृभाषा के साथ–साथ अंग्रेजी भाषा का भी दैनिक जीवन में उपयोग कर सकें। इससे भाषा के प्रति उनकी झिझक और भय दोनों दूर होंगे। शिक्षक सतत् मूल्यांकन के साथ–साथ कक्षा अध्यापन को उन्नत बनाने एवं बच्चों की सक्रिय सहभागिता को सुनिश्चित करने का प्रयास करेंगे।

स्कूल शिक्षा विभाग एवं राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, छ.ग. द्वारा शिक्षकों एवं विद्यार्थियों में दक्षता संवर्धन हेतु अतिरिक्त पाठ्य संसाधन उपलब्ध कराने की दृष्टि से Energized Text Books एक अभिनव प्रयास है, जिसे ऑन लाईन एवं ऑफ लाईन (डाउनलोड करने के उपरांत) उपयोग किया जा सकता है। ETBs का प्रमुख उद्देश्य पाठ्यवस्तु के अतिरिक्त ऑडियो–वीडियो, एनीमेशन फॉरमेट में अधिगम सामग्री, संबंधित अभ्यास, प्रश्न एवं शिक्षकों के लिए संदर्भ सामग्री प्रदान करना है।

इस पुस्तक के संदर्भ में समीक्षात्मक सुझावों का हम सदैव स्वागत करते हैं और आपकी प्रतिपुष्टियों के माध्यम से विद्यार्थियों के लिए इसे और अधिक लाभप्रद बनाने का प्रयास जारी रहेगा।

संचालक
राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़, रायपुर

किताबें कुछ कहना चाहती है,
आपके साथ रहना चाहती हैं।

बच्चे अपने आस–पास को बहुत नज़दीक से जानते हैं। शाला की प्रारंभिक कक्षाओं में अध्ययनरत बच्चों के मानस पटल को दृष्टिगत रखते हुए उन विषयवस्तु का चयन किया गया है जो उनके आस–पास उपलब्ध है, या उनके दैनिक जीवन से संबंधित है।

हमने बच्चों के सीखने की प्रक्रिया और उनके मनोविज्ञान के परिप्रेक्ष्य में भाषायी उद्देश्यों को प्राप्त करने की कोशिश की है। सुनने, बोलने, पढ़ने एवं लिखने के कौशलों को विकसित करने की दृष्टि से दैनिक जीवन के जीवंत उदाहरणों के द्वारा भाषा उपयोग के अधिकाधिक अवसर उपलब्ध कराते हुए इसके प्रति बच्चों का भय दूर करने का प्रयास किया गया है।

इस किताब में हमने कविताओं एवं कहानियों को सम्मिलित किया है। विभिन्न संदर्भों, अभ्यास एवं Fun time जैसी गतिविधियों के माध्यम से अंग्रेजी को प्रयोग में लाने का प्रयास किया है।

शिक्षक, बच्चों एवं किताबों के बीच की सबसे मजबूत कड़ी है इसलिए किताब की सफलता या भाषा के उद्देश्यों की पूर्ति तभी संभव हो पाएगी जब शिक्षक इसे बेहतर तरीके से बच्चों तक पहुँचाएँगे। बच्चों को अँग्रेजी भाषा के प्रयोग के अधिकाधिक अवसर प्रदान करेंगे। शिक्षकों से हमारी अपेक्षा है कि वे शब्दों के सही उच्चारण हेतु Dictionary का उपयोग अवश्य करें। Flash cards, Authentic materials, Class activities एवं यथासंभव Multimedia उपयोग द्वारा कक्षा वातावरण को अधिक सजीव एवं आनंददायी बनाये। आशा है कि इस किताब में दिये गये अभ्यास एवं गतिविधियों के माध्यम से बच्चे अंग्रेजी को Minimum शाब्दिक स्तर पर बोलना प्रारंभ करते हुए अंग्रेजी की सामान्य संरचनाओं के प्रयोग तक पहुँचेंगे।

गतिविधियाँ कराते समय प्रत्येक बच्चे की सक्रिय सहभागिता सुनिश्चित करें। उद्देश्यों की पूर्ति हेतु शिक्षक स्वयं कुछ अन्य गतिविधियाँ भी करवा सकते हैं। अंग्रेजी शिक्षण में अधिगम प्रतिफलों की समझ एवं उनको अध्ययन–अध्यापन के माध्यम से प्रस्तुत करने की अपेक्षा के साथ अधिगम प्रतिफल की सूची संलग्न की गई है।

आशा करते हैं कि यह किताब अँग्रेजी भाषा के प्रति बच्चों में रुचि जागृत करने एवं उनमें भाषायी कौशल विकसित करने में सहायक होगी। आपके विचारों एवं सुझावों से हमें अवश्य अवगत कराएँ।

संचालक
राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
छत्तीसगढ़, रायपुर

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to: • participate in role-play, enactment, dialogue and dramatisation of stories read and heard. • listen to simple instructions, announcements in English made in class/school and act accordingly. • participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard. • learn English through posters, charts, etc., in addition to books and children's literature. • read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc. • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a contextual and integrated manner and frame grammatically correct sentences. • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities. • notice categories and word clines. • enrich vocabulary in English mainly through telling and re-telling stories/folk tales. • start using dictionary to find out spelling and meaning. • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing. • infer the meaning of unfamiliar words from the context. • take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/ pictures/comic strips with or without words and interpret them. • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.	**The learner:** LE401. recites poems with appropriate expressions and intonation. LE402. enacts different roles in short skits. LE403. responds to simple instructions, announcements in English made in class/school. LE404. responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read LE405. describes briefly, orally/in writing about events, places and/ /or personal experiences in English. LE406. reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements. LE407. shares riddles and tongue-twisters in English. LE408. solves simple crossword puzzles, builds word chains, etc. LE409. infers the meaning of unfamiliar words by reading them in context. LE410. uses dictionary to find out spelling and meaning. LE411. writes/types dictation of short paragraphs (7-8 sentences). LE412. uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop. LE413. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters. LE414. writes informal letters/messages with a sense of audience. LE415. uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc. LE416. uses nouns, verbs, adjectives, and prepositions in speech and writing. LE417. reads printed script on the classroom walls, notice board, in posters and in advertisements. LE418. speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela. LE419. presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

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AC1TWA

LESSON - 1

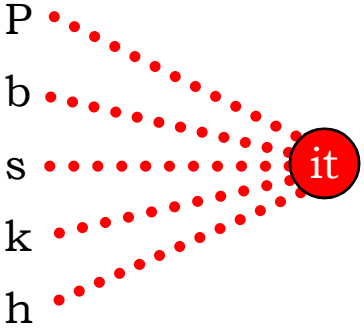
KITE



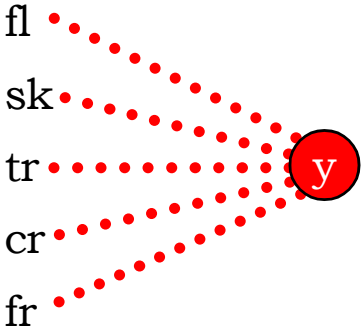
Catch me if you can
Catch me if you can.
I play with winds
I live in the skies
Catch me if you can
Catch me if you can.
I have a long tail
If you let me go
I will fly away.
Catch me if you can
Catch me if you can.
I am blue, green and red
Fly with me till you go to bed.



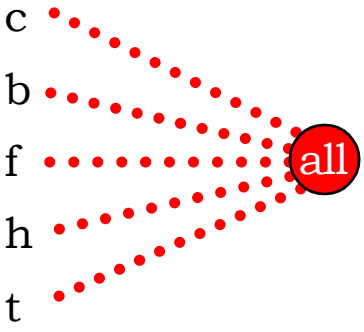
1. Write words with same sounds.



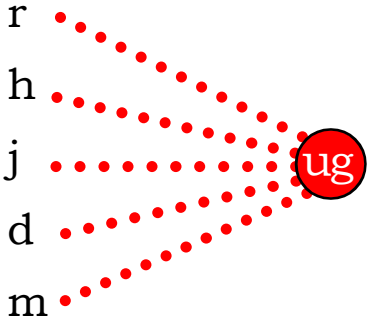
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2. Complete the rhyming words

1. catch, ma_____, __atch
2. can, f_____, __an
3. tail, __ail, f_____
4. Kite, wh_____, br_____
5. bed, r_____, f_____



3. Read the poem carefully and use these words to complete the story of the kite.

(kite, red, fun, fly, play, long)

I am a.....

My colour is.....

I..... in the sky.

I .....with the winds.

I have a.....tail.

I like .....

4. Fill in the blanks with 'can' or 'can't'.

1. The little baby can't walk, it can only crawl.



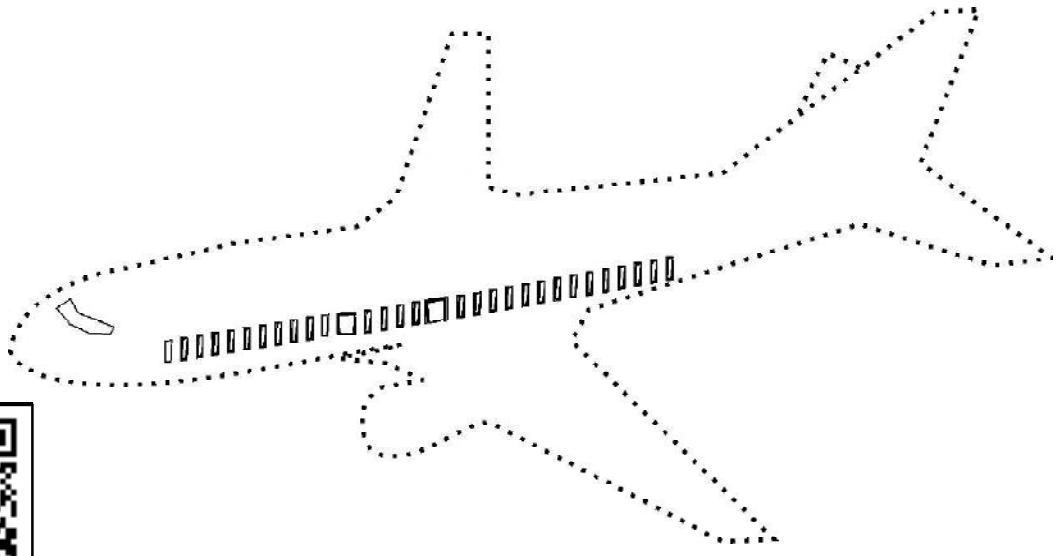
2. A bird.....fly, but an elephant.....
3. An animal.....sing, but a bird.....
4. Can you speak English ?

   No, I ....., but Meena .....

5. Think and write 'can' or 'can't'.

1. Can you fly like a bird ? No, I can't.
2. Can you swim like a fish ?
3. Can you sing like a bird ?
4. Can you speak Marathi ?

6. Join the dots,colour the picture and write five lines about it in your note book.



ACCQX1

LESSON - 2

LET'S HAVE FUN



Here is Shalu.

Here is Raju.





Here is Kalu,
the dog.

Shalu likes Kalu.

Raju likes Kalu.



Here they are in water. They like water.



Come in Kalu. It's fun. It is fun in the water.

Come, come, come.



Kalu comes in. Kalu likes water.

It is fun in the water, says Raju.

I have a ball, says Shalu



Here is the ball, Kalu, says Shalu.

Get the ball, Kalu, says Raju.

Kalu runs for the ball.



Kalu likes fun.

Shalu and Raju like fun.

They all like fun.

1. Read and write.

1. Who is Kalu ?
2. Who are playing ?
3. What are they playing with ?
4. Where are they playing ?
5. Does Kalu like water ?
6. Do you play in water ?

2. Read this story.

This is Golu. Here is Gotu, his goat.

Golu likes Gotu. Gotu likes grass.

Golu and Gotu play with a football.



3. Punctuate the given sentences.

1. water is precious
2. mahesh must not waste water
3. we use water for drinking cooking cleaning and washing.

4. Fun time

(A) Repeat as fast as you can :

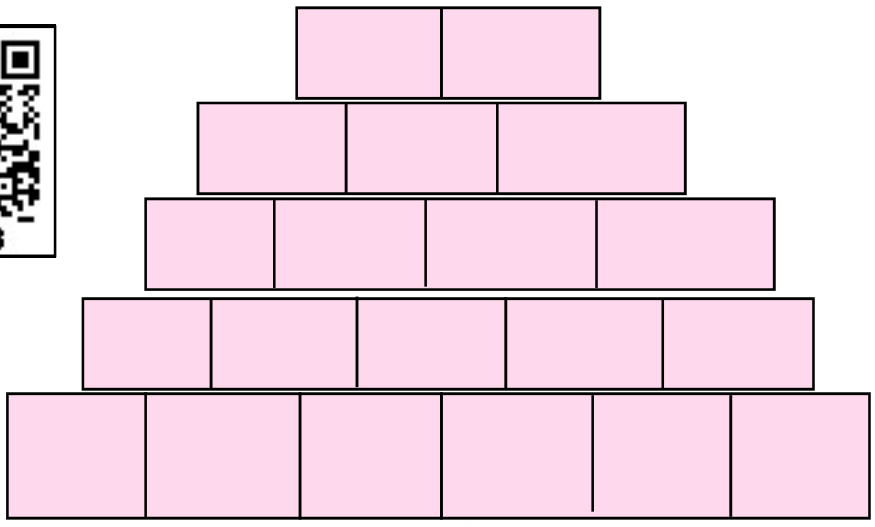
1. Lead need, lead need, lead need.
2. Red lorry, yellow lorry; red lorry, yellow lorry.
3. Mixed biscuits, mixed biscuits, mixed biscuits.
4. Proper coffee, copper coffee; proper coffee, copper coffee.

(B) Let's create a pyramid :

Use the following clues.

1. A two letter word beginning with B.
2. A three letter words beginning with C.
3. A four letter words beginning with D.
4. A five letter words beginning with E.
5. A six letter words beginning with F.

ACVI1B



LESSON - 3

RADHA IN A TOY SHOP

Mother : Radha, is this a doll?



Radha : Yes, it is.

Radha : Mother, is this an orange?



Mother : Yes, it is.

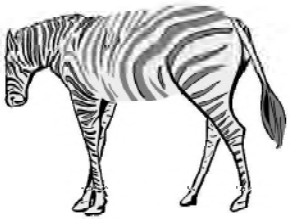
Radha : Is this a box?



Mother : No, it is not.

It is a book.

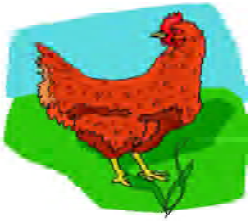
Mother : Is this a horse?



Radha : No, it is not.

It is a zebra.

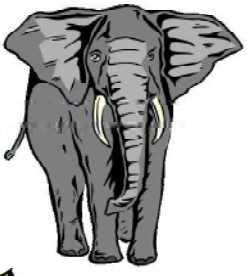
Radha : Is this a duck?



Mother : No, it is not.

It is a hen.

Radha : What is this ?



Is it an elephant ?

Mother : Yes, it is.

Radha : What is that ?



Is that an aeroplane?

Mother : No, it is not.

It is a kite.

1. Read and learn.

No, it is not.

Yes, it is.

What is this?

2. Write short answers.

Is this a cow ?



Yes, it is.

Is this a sparrow ?



No, It is a .....

Is this a dog ?



No,

It is a.....

What is this, Meena ?



This is a.....

Is this a ship ?



No, it is not.

It is an .....

Is this a cow, Ravi ?



No, it is not.

It is a.....

3. Rewrite correctly and match with the picture.

1. rangoe orange

2. onmeyk m.....k.....

3. ganmo m.....

4. tarrop p.....

5. dllo .....

6. rac .....

7. kucd .....

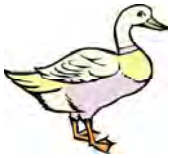
8. shif .....

9. pihs .....

10. tiek .....









ADEA4L

ADN669

LESSON - 4

MICE

I think mice

Are rather nice.

Their tails are long,

Their faces small.

They haven't any

Chins at all.



Their ears are pink,

Their teeth are white.

They run about

The house at night.



They nibble things

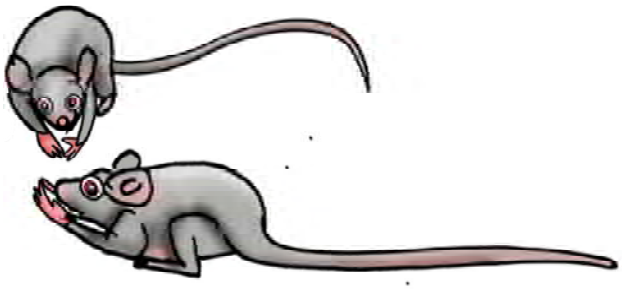
They shouldn't touch,

And no one seems

To like them much

But I think mice

Are nice.



1. Find the opposites of the words from the poem :

(a) short .....

(b) black .....

(c) dislike .....

(d) big .....

2. Find the parts of the body of a mice that are mentioned in the poem.

....

....

....

3. Fill in the blanks with the name of animals.

1. ..... live on trees.
2. ..... live in kennels.
3. ..... sleep in their shed.
4. ..... live in the hole.
5. ..... live in den.
6. ..... live in stable.

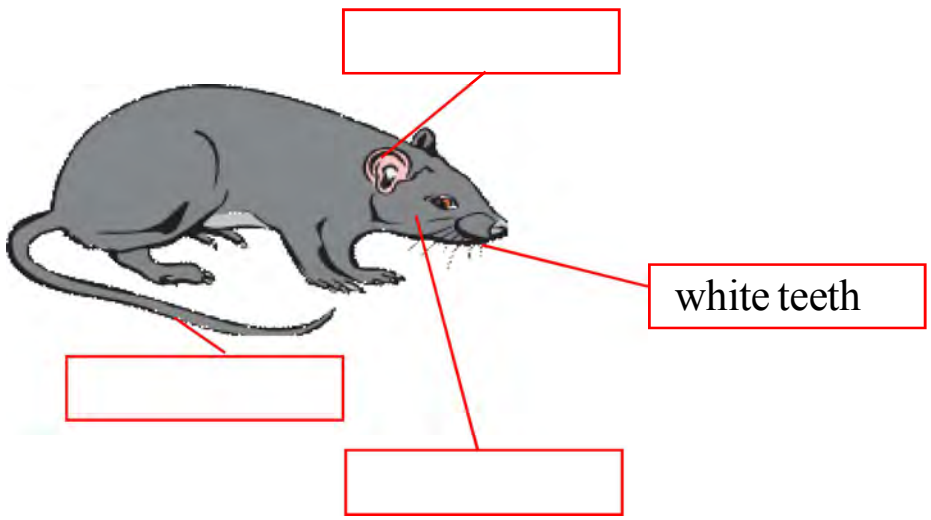
4. Which of the statements about mice are true? Tick (✓) against the correct sentences.

1. Mice have short tails.
2. Mice have a big chin.
3. Mice have pink ears.
4. Mice run about the house at night.
5. Mice nibble everything they find in the house.
6. Everyone likes mice.

5. Write the rhyming words

mice	nice	rice	price
small	.....	.....	.....
white	.....	.....	.....
touch	.....	.....	.....
mouse	.....	.....	.....

6. Here is the picture of a mouse. Label the picture with phrases from the poem.



ADX27W

LESSON - 5

FIND YOUR SWEETS

AE6X9J

Sonu : Mother made some sweets today. Mona, do you know where they are.

Mona : No, I don't.

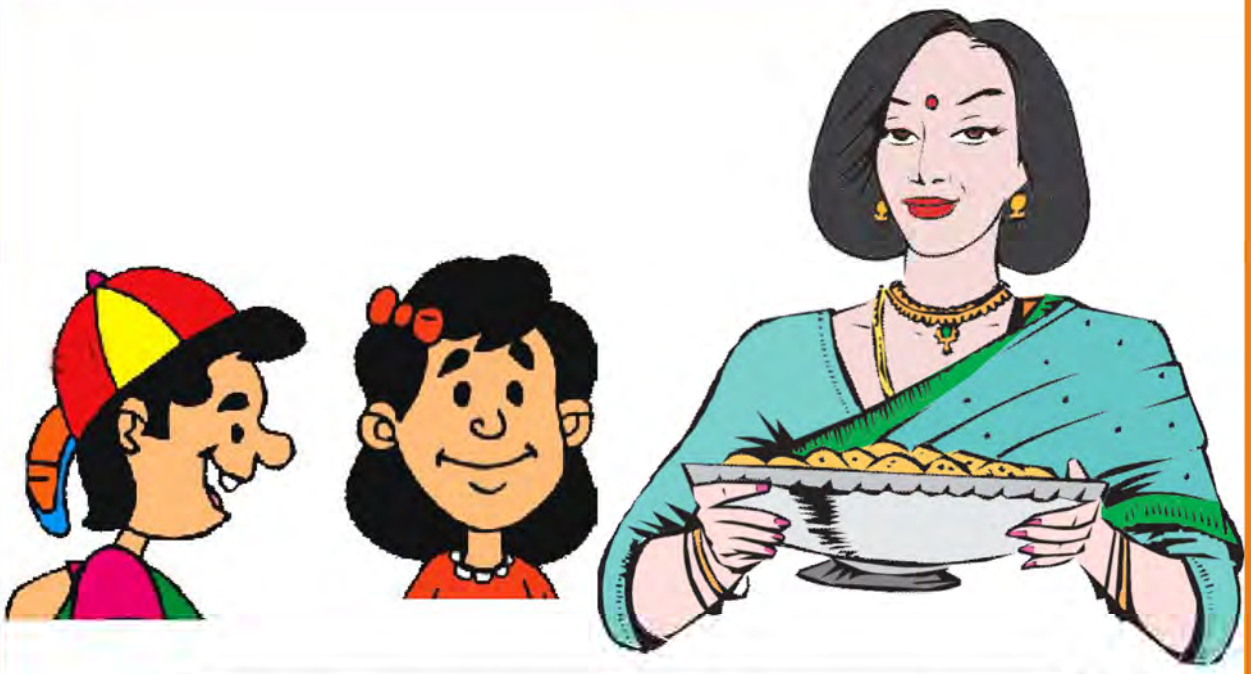
Mother : I have kept them for you in two places. You have to find them.

Mona will go first. She is younger to Sonu.



Mona : Help me to find it.

Mother : Go to the kitchen and look at the window.



On the window there is a message.

Message - Look for a bottle. In the bottle there is a hint. It says,

"Open the little box on top of the trunk."

Mona : Oh! there are sweets for me!
Thank you, Maa.

Sonu : It is my turn now.

Mother : Your hint is, *"Go to your room and look behind your almirah"*

Sonu : My message says, *"Look in front of your book-shelf."* There is a letter here. *It says, "Look under your bed."* Oh! I have it. It is a beautiful box. There are sweets in it. Thank you, Maa.

I. New words

kitchen, window, message, behind, almirah, book-shelf

II. Read and write

Answer these questions :

(1) Who made the sweets?

(2) Who went first to find the sweets?

(3) What was there in the bottle?

(4) Where was the letter?

(5) Where did Sonu get the sweets?

III. Say aloud

sweets, today, know, places, younger, kitchen, window, message, bottle, trunk, shelf, beautiful

IV. Let's talk

(1) Do you like sweets?

(2) Which is your favourite sweet?

(3) Name the sweets your mother makes at home.

V. Vocabulary

(A) Fill in the missing letters :

(1) y _ _ ng _ r

(2) b _ _ ut _ ful

(3) alm _ r _ h

(4) m _ ss _ g _

(5) w _ nd _ w

(B) Where do you find them? Choose from the words.

cups and spoons	**curtains**	**sms messages**
books	**clothes**	

1. almirah
2. mobile
3. bookshelf
4. window
5. kitchen

VI. Structures in context

(A) Sort out the instructions from the lesson and write them in your notebook.

Example : Help me to find it.

(B) Write your short responses when someone asks you :

Will you sing a song?	Yes, I will.	No, I won't.
Can you speak Hindi?	_____	_____
Do you learn English?	_____	_____
Have you seen the movie 'Cindrella' ?	_____	_____
Is this your school?	_____	_____
Are you going to the market?	_____	_____

(C) Fill in the blanks with the correct prepositions:

1. Mona's mother was --------- the kitchen.
(on, in, over)

2. Rani was standing _____ her house.
(on, over, in front of)

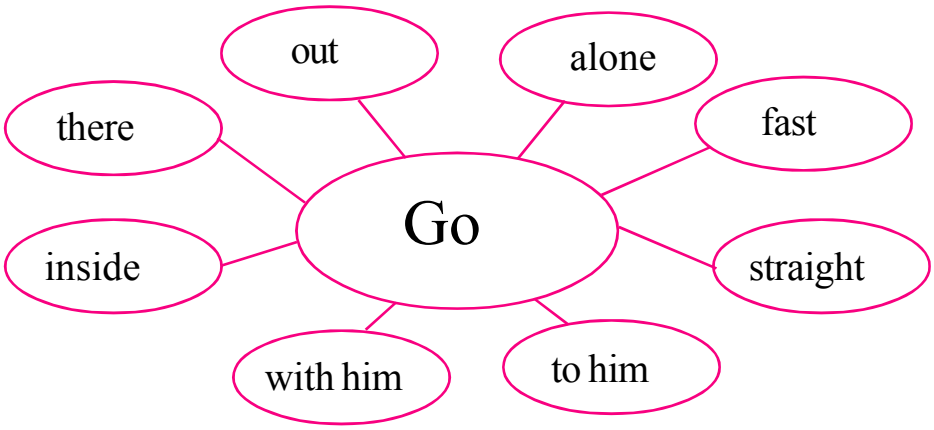
3. Hide yourself _____ the door.
(infront of , in, behind)

4. Look for your shirt _____ the cupboard.
(on, in, under)

5. I saw a box of chocolate _____ the table.
(on, over, in).

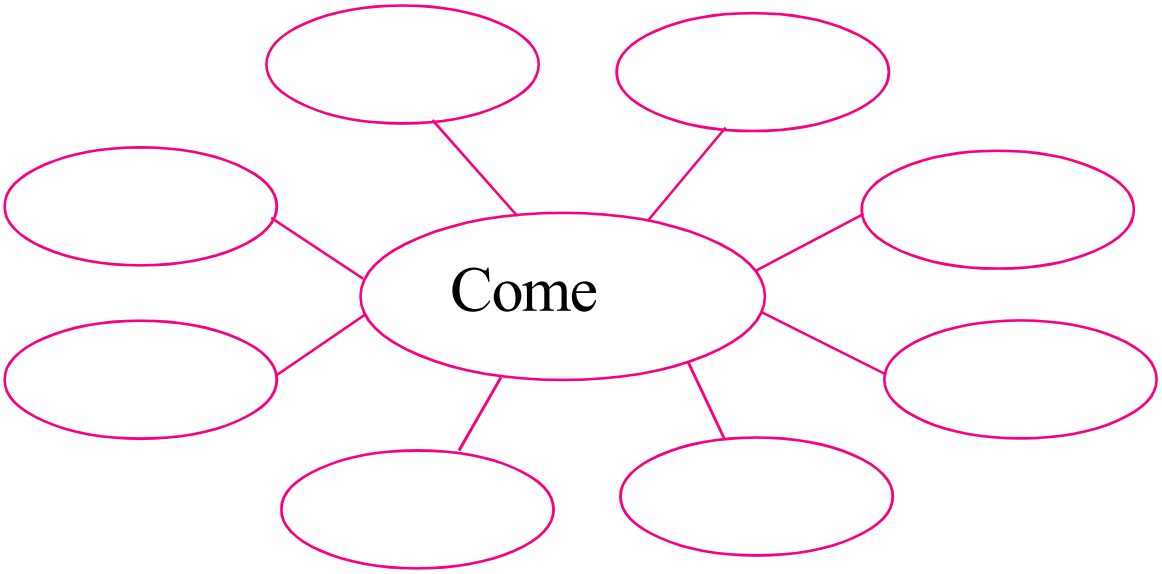
(D) Add a word/ words to 'Come' and make sentences.

An example is done for you with the verb 'Go'.



1. Go out. 2. Go alone. 3. Go straight 4. Go fast.
5. Go inside. 6. Go to him. 7. Go with him. 8.Go there.

Make different instructions using the verb 'Come'



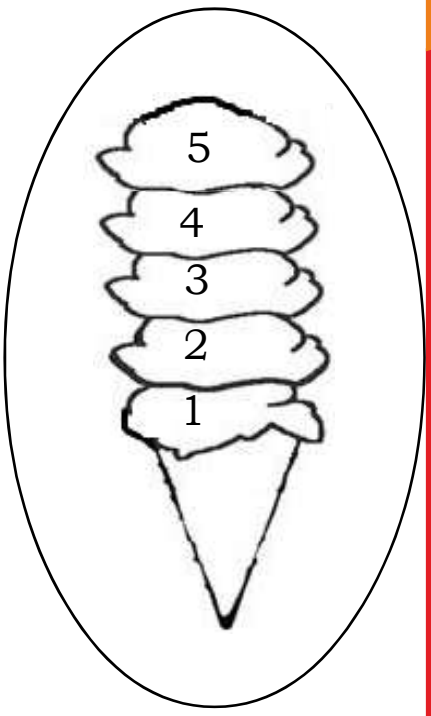
1. ....., 2. ....., 3. .....,

4. ....., 5. ....., 6. .....,

7. ....., 8. .....,

VIII. Fun time

Read carefully and colour.

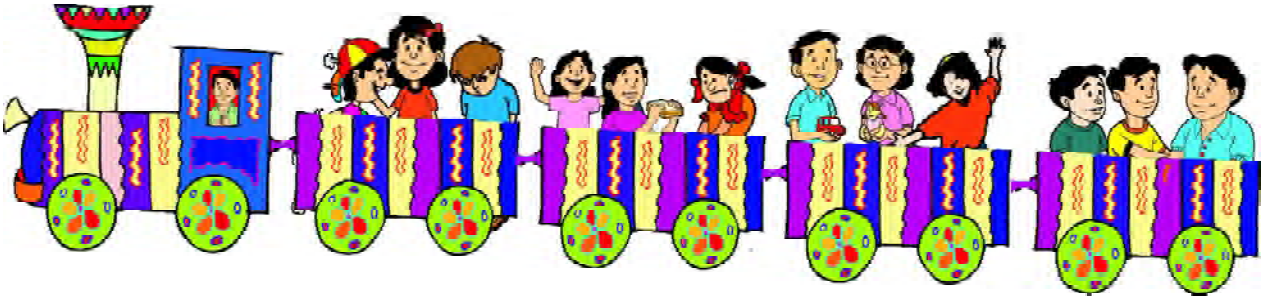


1. Colour the first scoop yellow.
2. Colour the second scoop blue.
3. Colour the third scoop red.
4. Colour the fourth scoop green
5. Colour the fifth scoop pink.
6. Colour the cone brown.

AEFTB7

LESSON - 6

THE TRAIN RIDE



Sheela, Mona, Balu, Mintoo, Minti, Sonu, Bunty, Raju, Karim, Arif, Ranu, Bitto are at the Appu Ghar. They all want a train ride.



Mrs. Verma is buying tickets for them. They all stand in a line and get on to the train one by one.



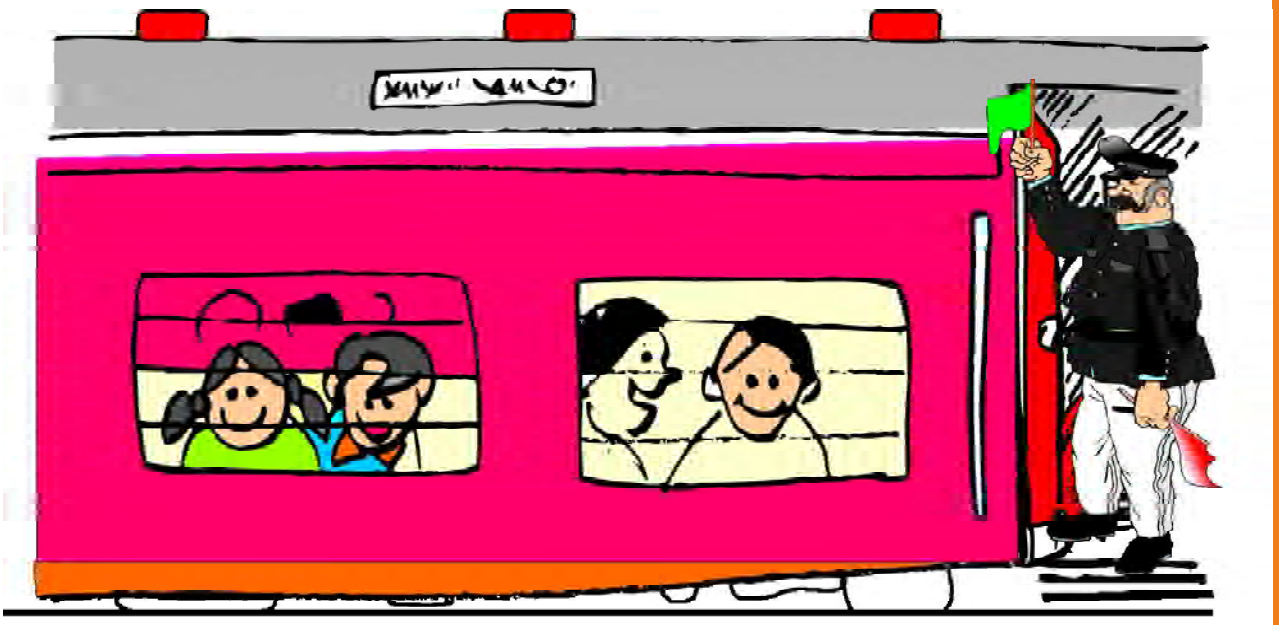
The train goes round the Appu Ghar. Mr. Manna is the train driver. He is sitting in the driver's seat. You can see him at the window.



This is Mr. Ram Bahadur. He is the guard. He gives the green signal and the train starts Chook-Chook-Chook.



All the children are sitting on their seats. They can see a bullock-cart and a bus from the train. There is an aeroplane and a ship also in the Appu Ghar.



Now the ride is over. Mona, Sheela, Bala, Mintoo, and all the children are getting off the train.



1. Read and learn.

Get on to	Train
Bullock-cart	Engine
Get off	Ship
Aeroplane	Bus

2. Write answers to these questions.

1. Where did all the children go?

Ans. : .....

2. Who bought the tickets?

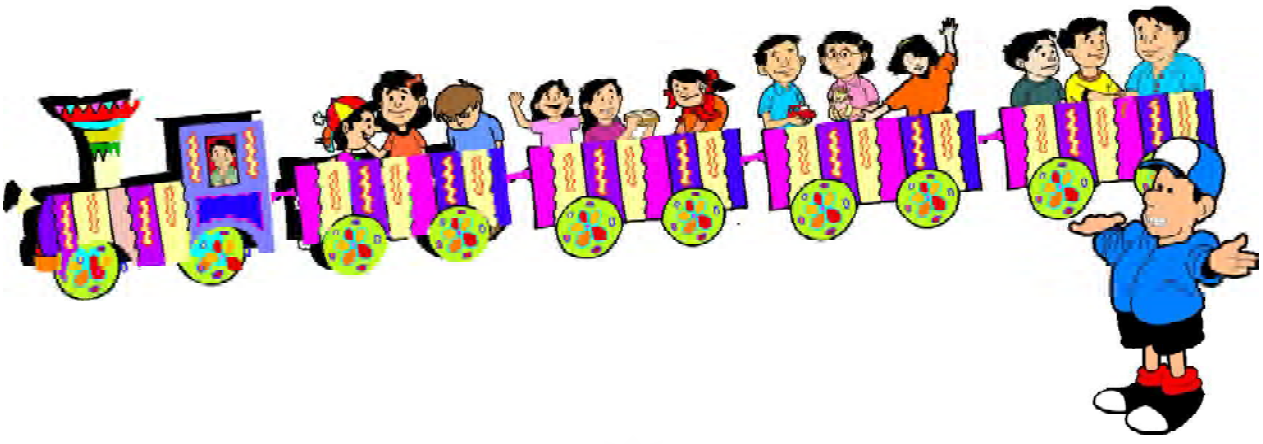
Ans. : .....

3. Where was the driver sitting?

Ans. : .....

4. What did the guard do?

Ans. : .....



3. Look at the pictures. Read about them and write their names in the blanks.

1. Mrs. Verma teaches in a school.

   She is a.....



2. Mr. Bahadur signals the train.

   He is a.....



3. Mr. Azad brings letters to us.

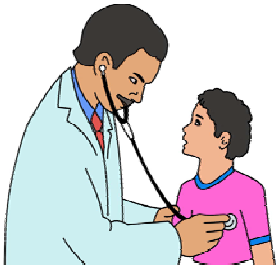
   He wears a khaki uniform.

   He is a.....



4. Mr. Sahu treats sick people.

   He is a.....



5. Mr. Bhola makes pots for us.

   He is a.....



4. Complete the sentences using the given words.

1. (engine, four, train, green)



This is a .....

It has an .....

with..... bogies.



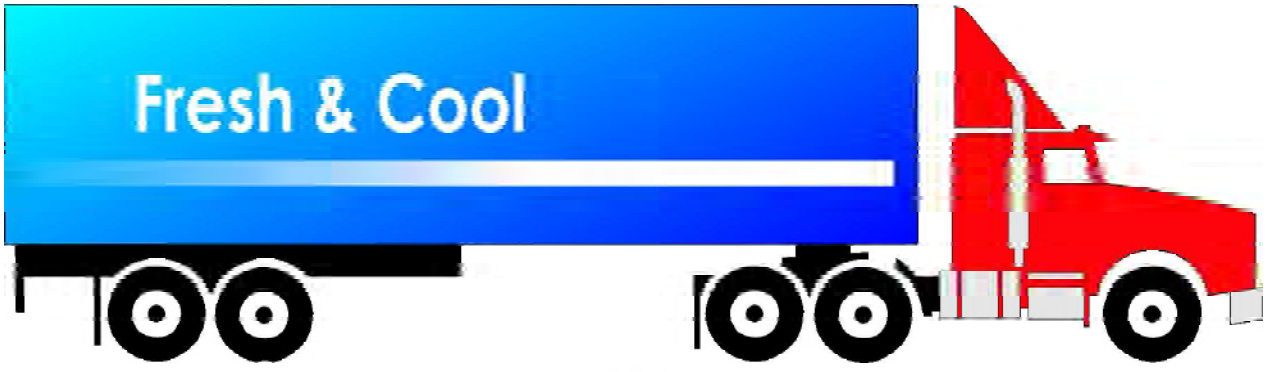
Mr. Bahadur is showing the.....signal. He is the guard.

2. (market, fruits, truck, vegetables)

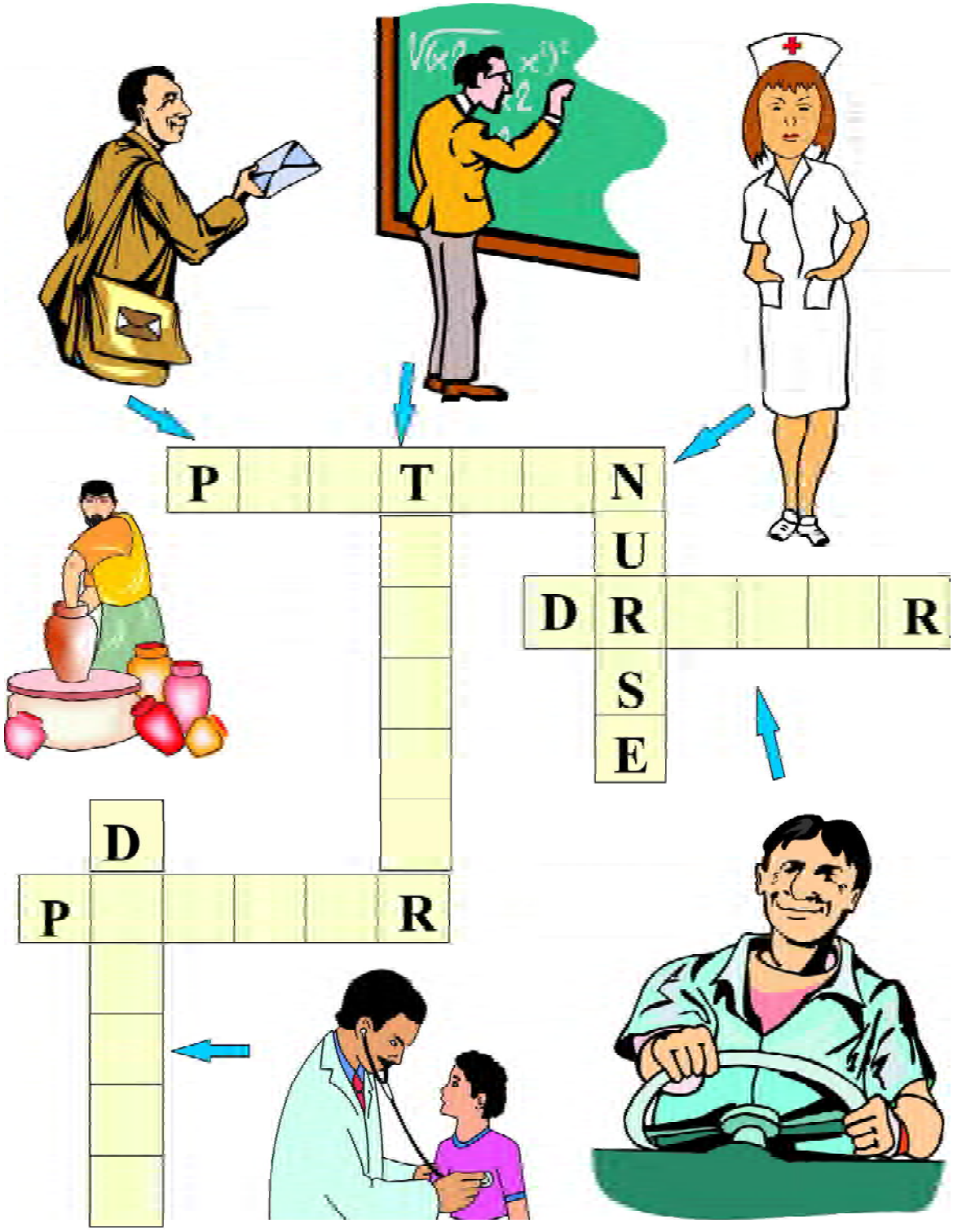
This is a .....

It is taking.....

and..... to the .....



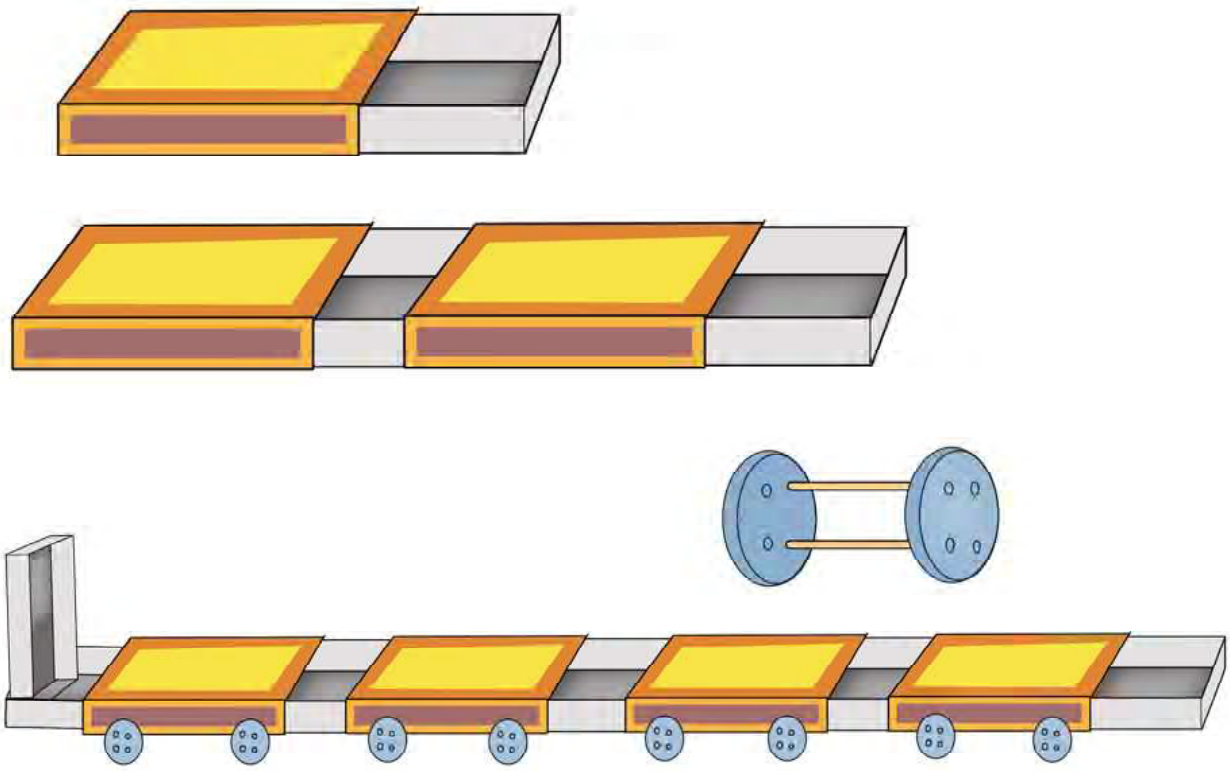
5. Look at the pictures and fill in the correct names to complete the puzzle.



6. Project work: My Train

Follow the steps and make a match box train.

- Take some match boxes.
- Pull out the drawers a little from the boxes.
- Insert the drawer of one box into the other.
- Use buttons as wheels.
- (The match box train is ready) Colour it.



7. Work in groups.

Tell others in the group how you made the match box train and how you will make it more beautiful.

AEYKEH

LESSON - 7

WHAT DOES LITTLE BIRDIE SAY

AF8GG5

What does little birdie say,

In her nest at peep of day,

'Let me fly', says little birdie,

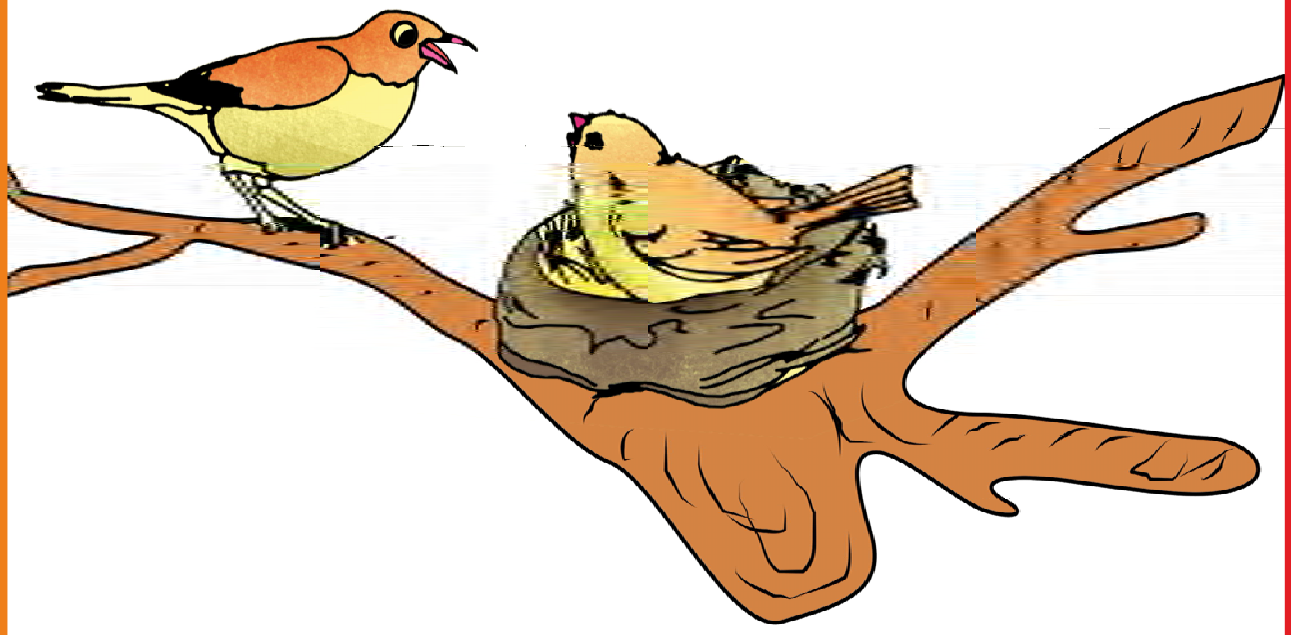
“Mother, let me fly away."

Birdie, rest a little longer,

Till the little wings are stronger,

So she rests a little longer,

Then she flies away.



1. Read and tick (✓) the correct answers.

I. In the poem, who says 'Mother let me fly away' :

(a) Mother bird
(b) The king of birds
(c) Little birdie
(d) All the birds in the nest

II. 'Peep of the day' means :

(a) at sunrise
(b) at sunset
(c) during noon
(d) during night

III. Did mother bird allow birdie to fly away :

(a) Yes
(b) No
(c) uncertain

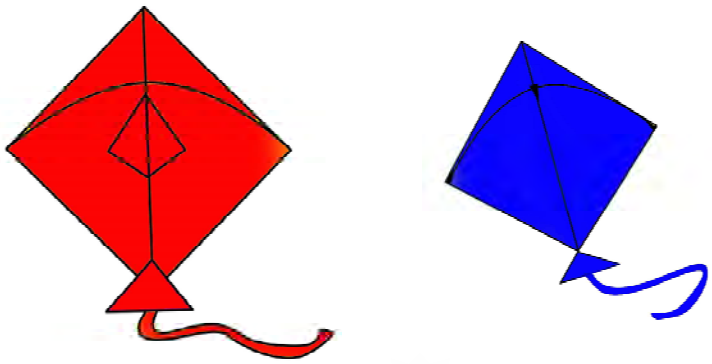
IV. Birdie was asked to wait a little longer because :

(a) She did not know how to fly.
(b) She could not fly alone.
(c) Her wings were not strong yet.
(d) Mother bird could not fly.

2. Look and say

I. Fill in the blanks with the correct forms of the words in brackets.

(1) The red kite is ..... than the blue kite.(big)



(2) The blue kite is ..... than the red kite.(small)

(3) The wings of a hawk are ..... than the wings of a duck.(strong)





(4) A mattress is..... than a mat. (soft)





(5) A cockroach is ..... than an ant.(large)





II. Complete the web.

What all happens at the peep of the day?

The flowers bloom.

We get ready .....

Every one begins to .....

at the peep of the day

The birds..... out of nest

We ..... up from sleep

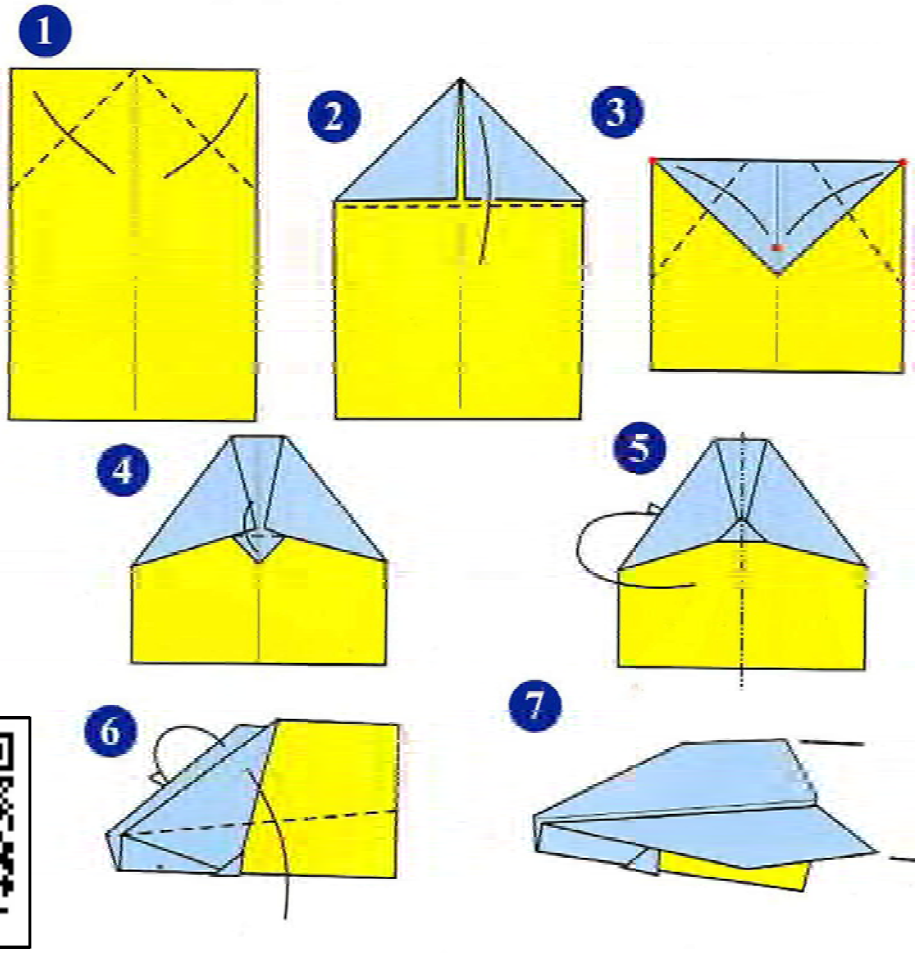
The sun rises.

Now write complete sentences with the help of the web as shown in the example:

1. The flowers bloom at the peep of day.
2. .....
3. .....
4. .....
5. .....
6. .....

3. Fun time

Take a plane paper and fold it accordingly as shown in the pictures. Does your plane fly ?

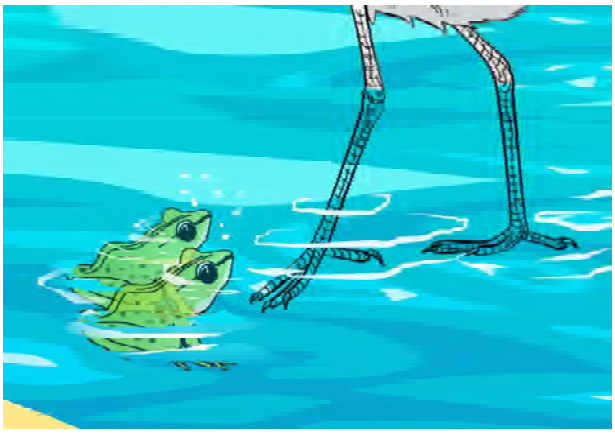


AFHCHS

LESSON - 8

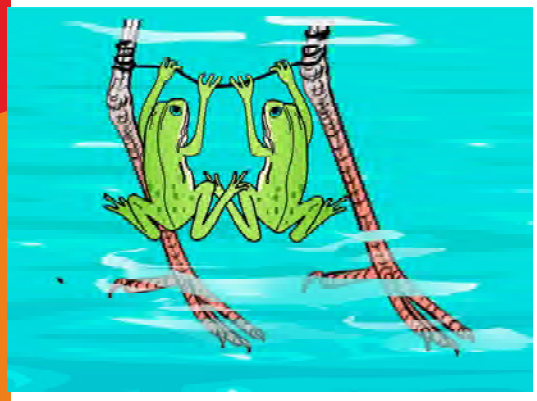
IN THE POND

AFR8JF



There were two frogs in the pond. They wanted to play. They saw two tree trunks in the pond.

They brought a rope. They tied it between the two trunks. They made a swing.



"Oh ! What a nice swing.", said one.

"Oh Yes ! it is beautiful.", said the other.

After some time the swing moved.

"What's happening.", said one. "Oh! the trunks are moving.", said the other.

"Oh! We are flying.". They looked upwards.

"Oh no !" The frogs cried together, "It's a crane, Help! Help! Help!"



I. New words

crane, swing, rope, bring, trunk, cry, pond

II. Read and write

(A) Answer the questions :

1. How many frogs were there it the pond?
2. What did the frogs see in the pond?
3. What did they make?
4. Why did they cry?

(B) State True or False :

1. There were two trees in the pond.
2. There were two cranes in the pond.
3. A fish tied the rope between the legs of the crane.
4. The crane flew away with the frogs.

(C) Arrange the jumbled lines to make the story you have read :

1. They saw two 'trunks' in the pond.
2. They started flying.
3. There were two frogs in a pond.
4. They tied a rope between the two 'trunks'.

III. Say aloud

crane, frogs, rope, trunk, pond, wanted, brought, tied, looked, cried

IV. Let's talk

1. What did the frogs want to do?
2. How was the swing?

V. Vocabulary

(A) Fill in the missing words to make meaningful words which have come in this lesson.

f__ __ g __r__n__ t __ e __ n __ c __

(B) Arrange the jumbled letters to make meaningful words.

epor, knrtu, donp, iswgn

(C) Use these words to write sentences about the people in column A.

(cut, bring, teach, stitch, mend)

	A	B		
1.	Teachers	They	teach	us.
2.	Cobblers	They	.....	our shoes.
3.	Tailors	They	.....	our clothes.
4.	Postmen	They	.....	our letters.
5.	Barbers	They	.....	our hair.

VI. Structures in the context

(A) Complete the sentences with given words :

1. The frogs ..... swinging. (was/were)
2. They ..... to play. (want/wanted)
3. After sometime the swing ..... . (moved/move)
4. They ..... two tree trunks in the pond. (see/saw)

(B) Complete these :

are	were	want	_____
see	_____	_____	said
bring	_____	move	_____
_____	made	look	_____
_____	cried	_____	helped

(C) Rewrite the paragraph changing each line into present tense.

There **were** two frogs in the pond. They **wanted** to play. They **saw** two tree trunks in the pond. They **brought** a rope. They **tied** it between the two trunks. They **made** a swing.

For example :

There *are* two frogs in the pond.

(D) Sort out the action words from the story and write them with their three forms.

(E) Learn these sentences and make three other sentences of your own :

What a nice swing! = It is a very nice swing.

What a beautiful scene! = It is a very beautiful scene,

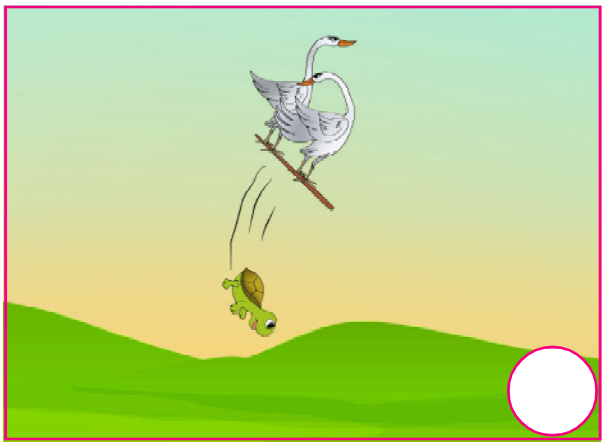
What a soft .....! =

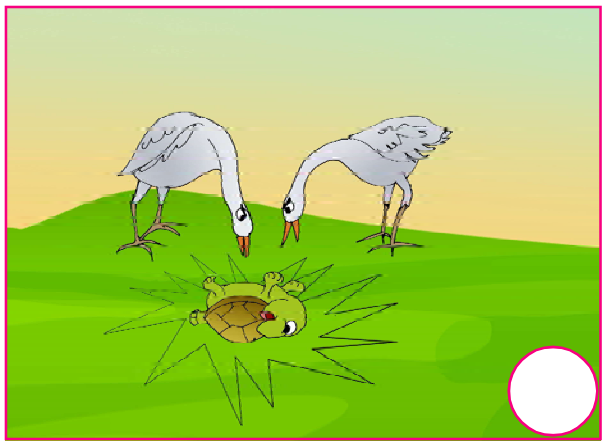
What a ..... boy! =

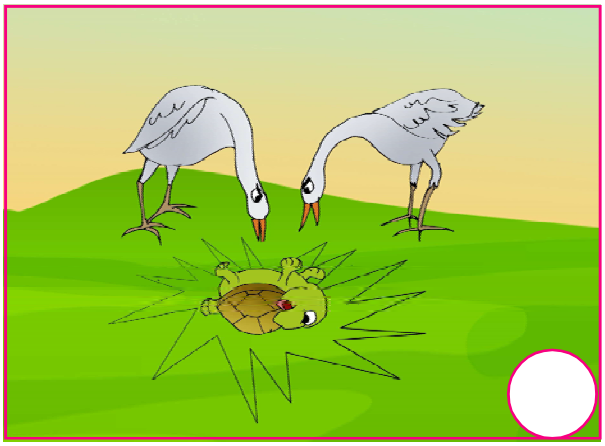
..... funny story! =

VII. Fun time

This story is from Panchtantra Tales 'The Talkative Tortoise'. Put the number 1 to 4 in the circle to show the proper sequence. Tell the story to your friends in the local language.









AG14L3

AG9ZMQ

LESSON - 9

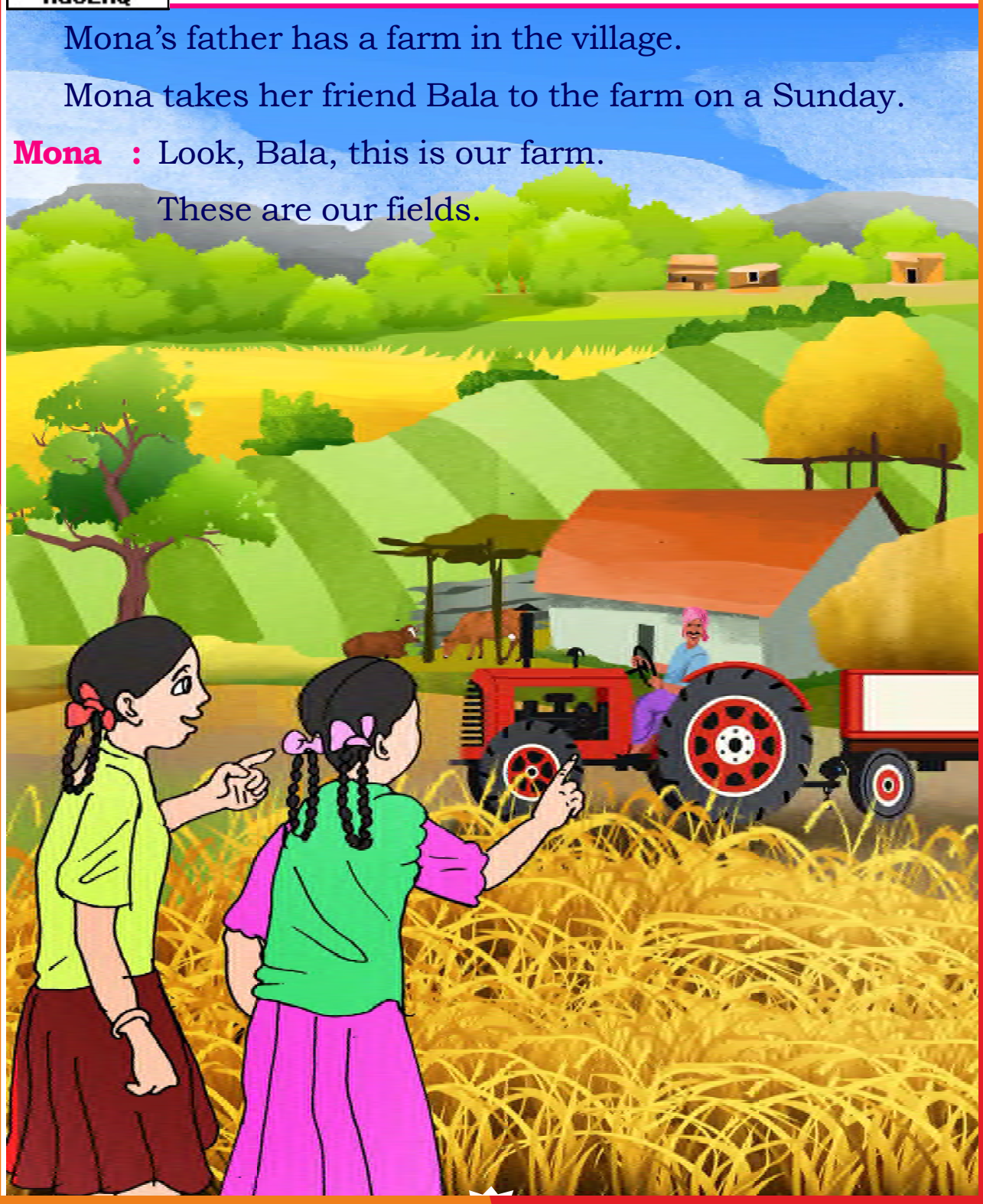
MONA'S FARM

Mona's father has a farm in the village.

Mona takes her friend Bala to the farm on a Sunday.

Mona : Look, Bala, this is our farm.

These are our fields.



Bala : What do you grow here?

Mona : We grow crops like wheat, rice, gram and vegetables.

See, that is my dog.



Bala : What is its name ?

Mona : I call him Sheru.

These are our cows.

That is their shed.

Bala : How many cows do you have ?

Mona : We have six cows and four bullocks.

Bala : Oh ! Look at the swing on the tree !

Mona : Yes, this is my swing. Come, we shall swing for some time.

Bala : Oh ! That will be so nice.

Mona : Here are some fresh tomatoes, peas and beans for you.

Bala : Thank you Mona. Your farm is lovely. I am happy to have come here. It's so quiet and everything looks green and beautiful.

I love it.

Mona : Yes Bala, I often come here. Please come again.

I. New words

farm, field, swing, bullocks, village, often, lovely, again, please

II. Read and write

Answer these questions :

1. Where did Mona take her friend ?
2. What did she show her at the farm ?
3. What did they see on the tree ?
4. What things did she give to Bala ?
5. What do they grow on the farm ?

III. Say aloud

farm, field, crops,wheat, gram, vegetables,bullocks, tomatoes, quiet

IV. Let's talk

1. Do you have a farm? If yes. What do you grow there?
2. How many animals are there in your farm? What are they?

V. Vocabulary

(A) Read the lesson and complete the grid :

crops	vegetables	animals	other things

(B) Arrange the words in alphabetical orders as given in a dictionary :

farm, swing, bullocks, village, often, lovely, again, please,f ield

VI. Structures in context

(A) Fill in the blanks with the words given in the box.

our, your, their, his, her, my

1. This is my book. It is a story book.
2. Mona and Bala are my friends. They gave me _____ toys.
3. We are students. That is _____ school.
4. She is a student. _____ name is Bala.
5. He is my brother. _____ name is Mohit.
6. You must complete _____ homework first.

(B) Sort out five nouns of each kind from the lesson 'Mona's Farm' and arrange them in the table.

Proper noun	Common noun	Material Noun

Note : Material nouns are names of the material. An object made of like **steel, wood, clay.** Names of food items like **milk, tea, coffee, oil** are also material nouns. They are not used in the plural form.

(C) Fill in the blanks with correct verb.

(am, is, are)

I ..... a sudent. My name ..... Shankar. This ..... Madan. We ..... friends. These ... trees. They ..... very t all.Sita, Meera and Govind ..... playing under the mango tree.

(D) Fill in the blanks with correct question words given in the box.

Why, When, Where, How, What, Which, How much, How many

1. ..... is your father's name?
2. .....are you going tomorrow?
3. .....will she return from her office?
4. ..... are you crying?
5. ..... can I win the race?
6. ..... is your birthday?
7. ..... mangoes can you eat?
8. .....milk can this cow give?
9. ..... book will you read today?
10. ..... is the secret of your success?

VII. Let's write.

Have you ever written a letter to someone? Let's learn and write.

Bala visited Mona's farm and liked it very much.This is how she wrote a letter to her cousin who lives in Raipur.

Subhash Ward, Abhanpur. — Your address

8 March 2018 — Date

Dear Sanju,

Mona studies with me in class 4. She is my best friend. She lives in a village 'Sunderkera' near Abhanpur. She has a farm in the village. I went to her farm last Sunday.Mona's farm is full of paddy fields. There are many fruit trees in the farm. — Body

Her father grows vegetables too. He gave me a lot of guavas, mangoes and fresh vegetables. There was a swing on a mango tree. We swinged for a long time. I enjoyed the visit very much.

Come to Abhanpur on a holiday. We will go there.

Lots of love,

Bala — Closing

Write a similar letter to your sister about your school.

VII. Fun time

Read the riddles and use the picture clues to find the answers.

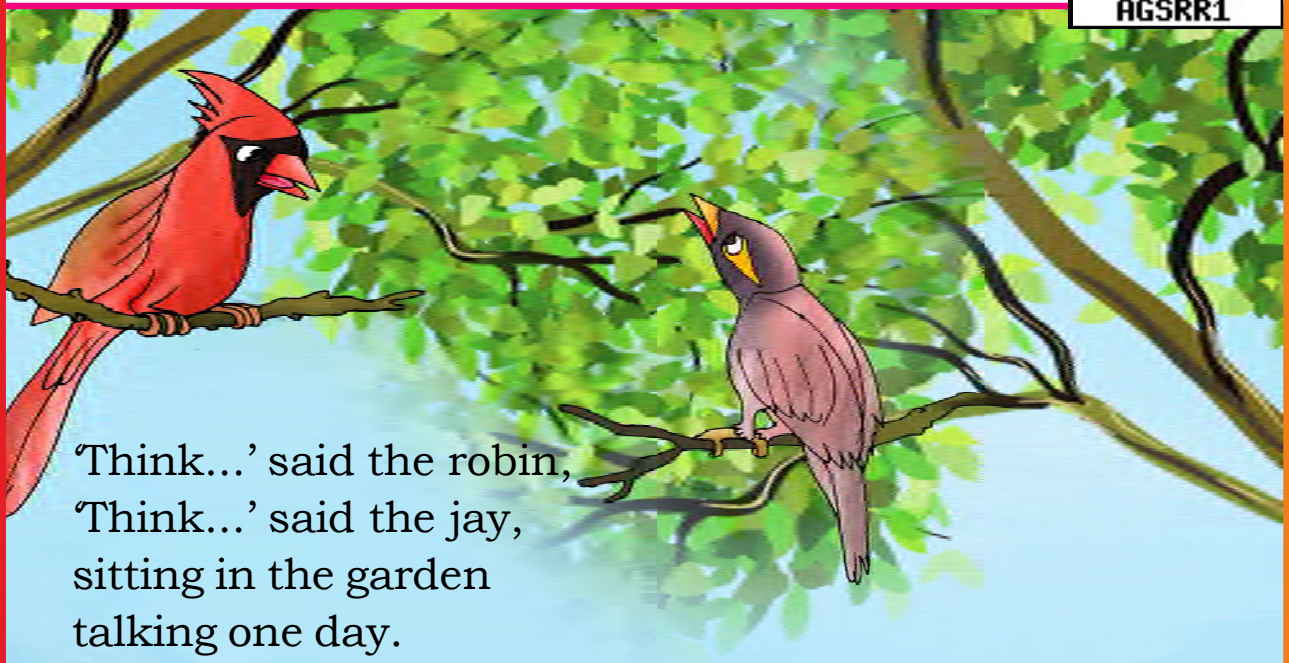
1. I am round. I am very hot.
   I am in the sky. I shine in the day.
   What am I? .....
2. I have a fluffy tail. I have long ears.
   I live in a burrow. What am I? .....
3. I am bright. I shine at night.
   I twinkle. What am I? .....
4. My face is round. I have two hands.
   I tell the time. What am I? .....



LESSON - 10

BIRD TALK

AGSRR1



'Think...' said the robin,
'Think...' said the jay,
sitting in the garden
talking one day.

'Think about people
the way they grow:
they don't have feathers
at all, you know.
They don't eat beetles,
they don't grow wings,
they don't like sitting
on wires and things.'

'Think!' said the robin.
'Think!' said the jay.
'Aren't people funny
to be that way?'

Alleen Fisher



I. New words

robin, jay, beetles, wires, funny, people, feathers

II. Read and write

Listen to the sounds of the birds. Make a list of these words :

For example: chirp, chirp. chirp

.....

.....

Now, write four sentences on birds using the following words.

Nest chirp fly sky wings

.....

.....

.....

.....

1. Write the names of the two birds you read in the poem.
2. According to the birds, what are the three things that people can't do?

III. Say aloud

garden, people, feathers,beetles, wings, wires.

IV. Let's talk

1. What do birds think of people?
2. Would you like to be birds? Why? Why not?
3. Tell the name of birds you see around. Try to collect infomations about the birds mentioned in the poem and share with the class.

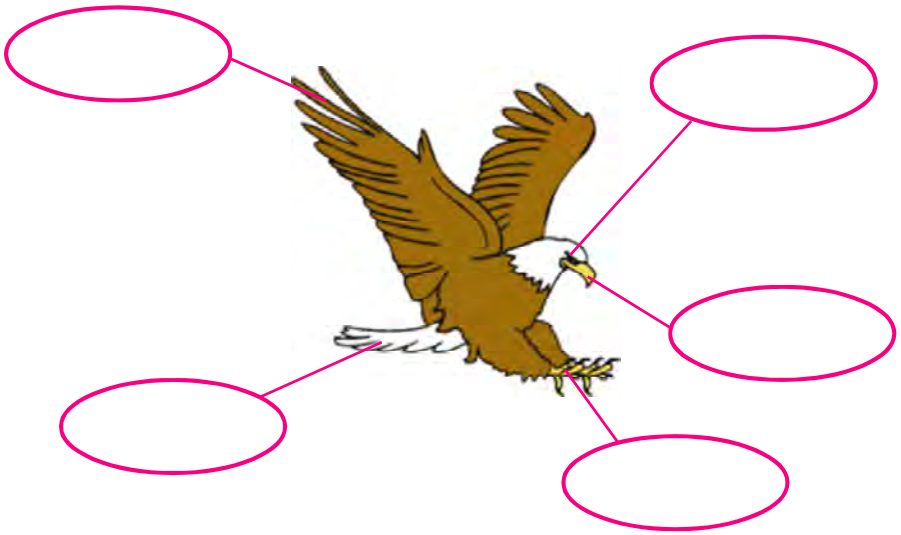
VI. Vocabulary

(A) Write sounds of the birds in the place given using help box :

quack,	caw,	coo,	chirp,	hoot,	screech

1. sparrows _____
2. crows _____
3. ducks _____
4. owls _____
5. doves _____
6. parrots _____

(B) Write the names of the parts of body of a bird.



(C) Make Lists :

List of things that birds eat.	List of things that we eat.

Sort out and write the rhyming words from the poem, 'Bird Talk'. Add some more words to them.

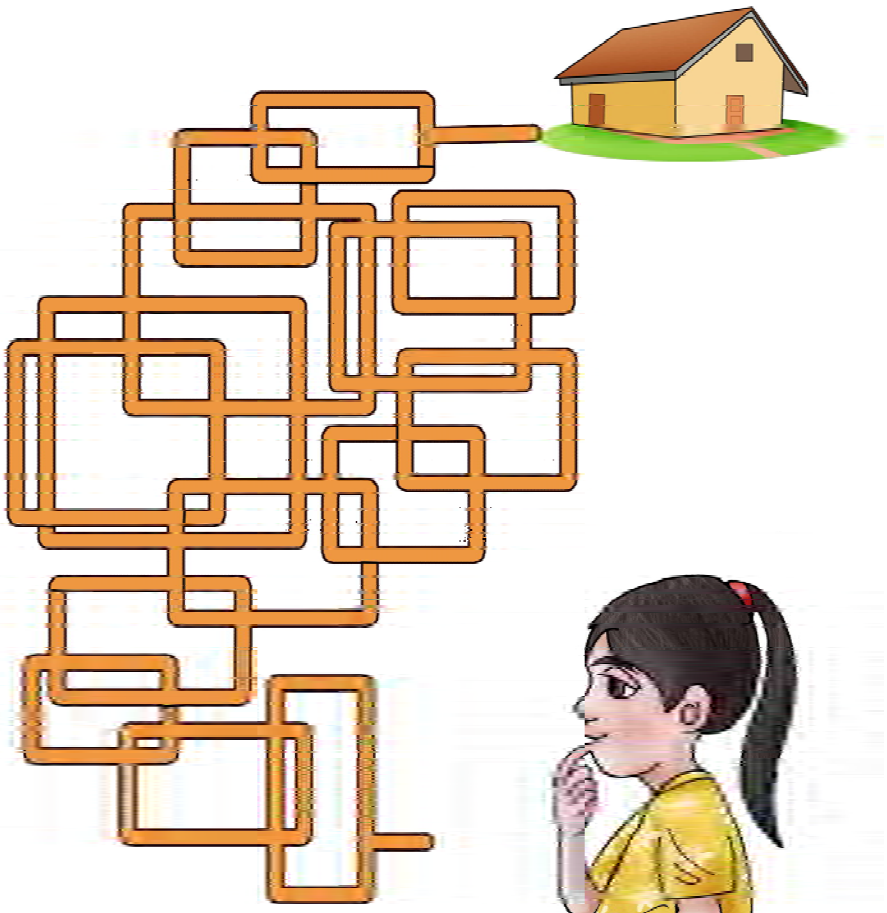
One is done for you :

Jay - day (may, ray, say, pay, tray, clay)

VII. Fun time

This is Pinki who wants to reach home. Trace her way to home. Speak these instructions while tracing the route.

1. Go. 2. Stop. 3. Turn right. 4. Turn left.



AH2MSN

Has Pinki reached home?

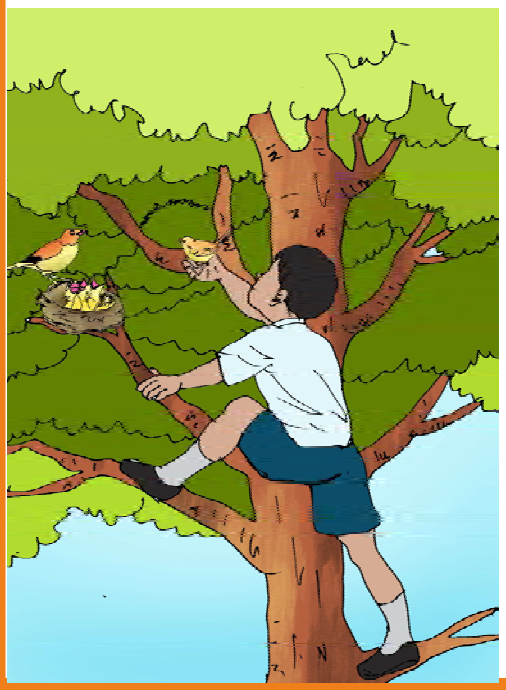
LESSON - 11

MANISH AND THE BABY BIRD



Manish was eight years old. He went to school everyday. One day on his way back home he stopped near a tree to take some rest. There, he saw a baby bird under a tree. It was very small and unable to fly. It was making a strange sound. Perhaps it was crying.

Manish was very kind and helpful. So, he thought to help the baby bird. He looked up and saw a nest on the tree. Two little birds were playing in it. Manish picked up the baby bird and climbed up on the tree. He carefully put the baby bird back in its nest. The three baby birds were together again.



Just then the mother bird returned. She sang a song to thank Manish for his help.

Manish waved to the birds and went back home happily.

I. New words

everyday, unable, strange, perhaps, pick-up, carefully, together, wave

II. Read and write

(A) Answer these questions:

1. How old is Manish?
2. Why did Manish stop near the tree?
3. What did Manish see under the tree?
4. Why did Manish help the baby bird?
5. How did the mother bird thank Manish?
6. The story is about .....
   (a) Manish and a bird.
   (b) Bird and tree.
   (c) Bird and nest.

(B) Write 'True' or 'False' against each sentence below :

1. Manish went away when he found the baby bird under the tree. .....
2. Manish looked up and saw a nest on the tree. .....
3. The baby bird was small but could fly. .....
4. There are two baby birds in the story. .....
5. The mother bird gave a fruit to thank Manish. .....

III. Say aloud

everyday, strange, perhaps,together, returned, stopped, looked, picked, climbed, waved.

IV. Let's talk

1. Do you ever help animals?
2. Why do you help them?
3. How do you help them?
4. Do you have pets at home?
5. Are people kind to pets?
6. How do you feel when you help someone?

V. Vocabulary

(A) First arrange the words alphabetically as given in a dictionary then find the meanings of them from the dictionary.

every, able, strange, perhaps, care, together, wave

(B) Find the opposites of the following words in the story :

(1) near ..... (2) big .....

(3) come..... (4) happy.....

(5) under..... (6) up .....

(C) Now think that you are a baby bird. You are describing your experience to you mother. Fill in the blanks using the words given.

(fell, put, nest, picked, Manish, happy, help, thanked)

Mother, do you know I ..... down from the nest? Manish came and ..... me up and ..... me back in the ..... . I am very ..... now. I thanked him for his ..... . My brothers also ..... Manish. Everybody should be like ..... .

VII. Structures in context

(A) Read the paragraph carefully and change the sen tences into present tense.

Manish was eight years old. He went to school everyday. One day on his way back home he stopped near a tree to take some rest. There, he saw a baby bird under a tree. It was very small and unable to fly. It was making a strange sound. Perhaps it was crying.

(B) Read the story carefully and write a number in the box to show the correct order of the sentences.

The mother bird sang a song to thank Manish. ☐

Manish picked up the baby bird. ☐

Manish saw a baby bird under the tree. ☐

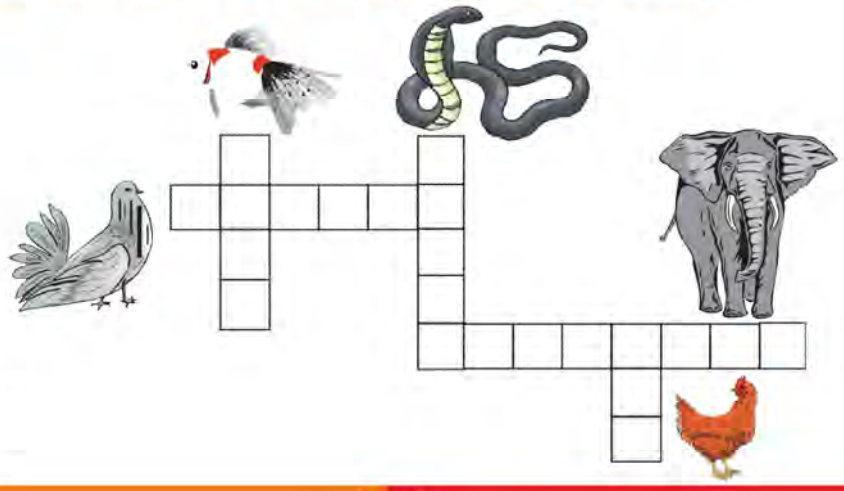
Manish climbed the tree. ☐

Manish put the baby bird in its nest. ☐

Manish stopped near a tree on his way back home. ☐

VIII. Fun time

Use the picture to complete the puzzle.



AHKEVY

LESSON - 12

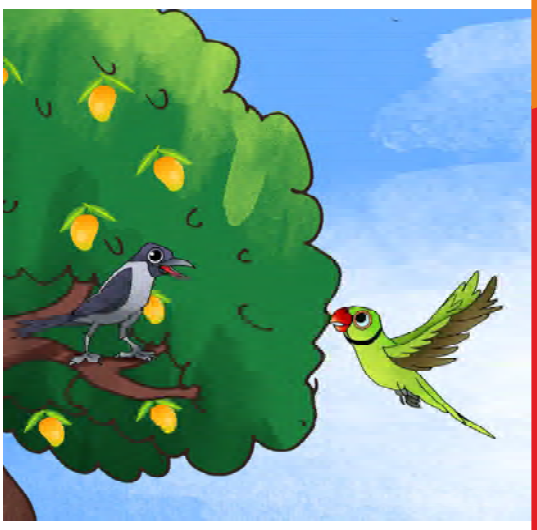
MITTU AND THE YELLOW MANGO

ANF3CU

Listen and enjoy this story



Mittu was a parrot. A green parrot with a red beak. One day Mittu was flying. He loved to fly. He looked down. He saw a big yellow mango on a tree. Mittu liked mangoes. “I want to eat that yellow mango,” he said. He flew down to the tree.



“Caw, caw, go away.

This is my tree,” said a voice Mittu looked up.



He saw a big black crow. “Caw, caw, go, go,”the crow shouted.

He had a very loud voice. Mittu was afraid of the crow.

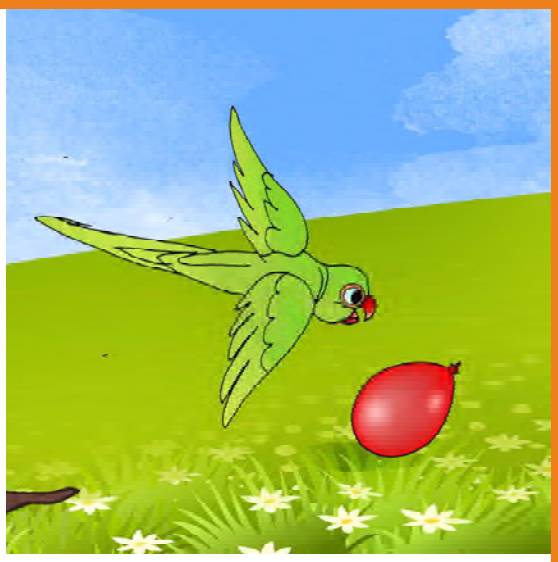
He flew away.

Mittu saw a red balloon. It was under a tree. He had an idea.

He picked up the red balloon. He was careful not to burst it.

He flew to the mango tree.

The crow was sitting on the tree. Mittu went behind the tree.





He pecked the balloon with his red beak. “

Pop!” The balloon burst.

It made a loud noise. “Caw!” said the crow.

And he fell off the tree.



“Caw, caw, a big gun is after me,” said the crow. He flew away.

He never came back to the tree.

Mittu came to the tree.

He ate the big yellow mango. "Yummy yummy, what a nice mango!" he said. He was very happy.

Clever Mittu!

Chitra Narendran



I. New words

looked down, flew away, shout, voice, idea, burst, peck, big gun

II. Read and write

(A) Answer these questions :

1. What did Mittu see on the tree?
2. What did the big black crow say?
3. What did Mittu see under the tree?
4. What did Mittu do with the balloon?
5. Why did the crow never come back to the tree?

(B) Who said these words in this story :

1. "Go away this is my tree". .....
2. "I want to eat that yellow mango". .....
3. Yummy, yummy, what a nice mango! .....

III. Say aloud

flew, loved, looked, liked, picked, pecked, burst, voice.

IV. Let's talk

1. Do you like to eat mangoes?
2. Do you like green mangoes? Why?
3. Do you like yellow mangoes? Why?

V. Vocabulary

(A) Match the pairs

A	B
fell	balloon
flew	parrot
red	away
green	back
yellow	down
came	mango

(B) Write the correct preposition :

1. I am fond ..... milk. (of/on)
2. The book is ..... the table. (on/in)
3. He laughed ..... me. (at/on)
4. He came ..... the room. (into/onto)
5. The cat is ..... the table. (under/with)

VI. Structures in context

(A) Read the paragraph and underline the describing words (adjective).

Mittu was a parrot. A green parrot with a red beak. He saw a big yellow mango on a tree. He saw a big black crow. He had a very loud voice. Mittu was afraid of the crow. He flew away.Mittu saw a red balloon. He pecked the balloon with his red beak.

(B) Write the sentences in proper order in the given space.

1. I dress up and go to school.
2. I brush my teeth and have a bath.
3. I get out of bed.
4. I eat my breakfast.

(a) First of all .....

(b) Then .....

(c) After this .....

(d) Finally .....

Note : You can change the sequence of 'then' and 'after this'.

VII. Read carefully

Complete this paragraph choosing the words from the help box.

Mittu ..... ripe mangoes. He ..... at the mangoes on the tree to taste them. Some ..... are sour. Ripe fruits ..... down when he touches them with his beak. Mittu cannot ..... those mangoes because they are big and heavy.

Help box

fall
pick up
pecks
likes
mangoes

VIII. Fun time

Project work: How to grow a plant

(A) Follow the steps to plant a seed.

- Take an earthen pot.
- Fill it with mud and manure.
- Put some musturd seeds in the mud.
- Keep the pot in sun light.
- Water the seeds every day.



The seed grows into a sapling.

(B) Tell your friends in your group how you got the sapling from the seed.You may begin as shown below.

I took an earthen pot. I filled it with mud and manure.

.....

.....

.....

ANNYEH

LESSON - 13

TWO LITTLE PARROTS

ANXUG5



Two little parrots

Sitting on a tree,

Sitting on a tree.

Talking about you and me,

You and me.

Flowers smiling to them,

Smiling to them,

Said, "Why do you eat,

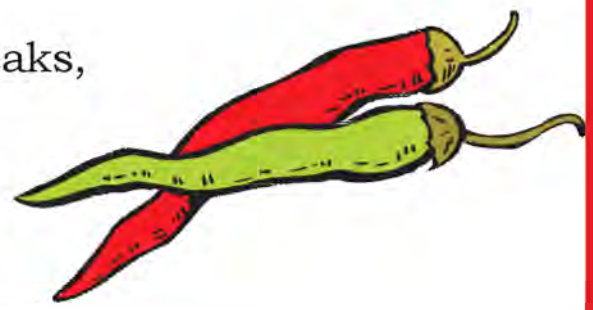
Chillies and chillies all the time.

Red and green one and all."

Parrots said, "Red for our beaks,

And green for our feathers,

We eat chillies all the time."



I. New words

chillies	**beaks**	**feathers**

II. Read and write

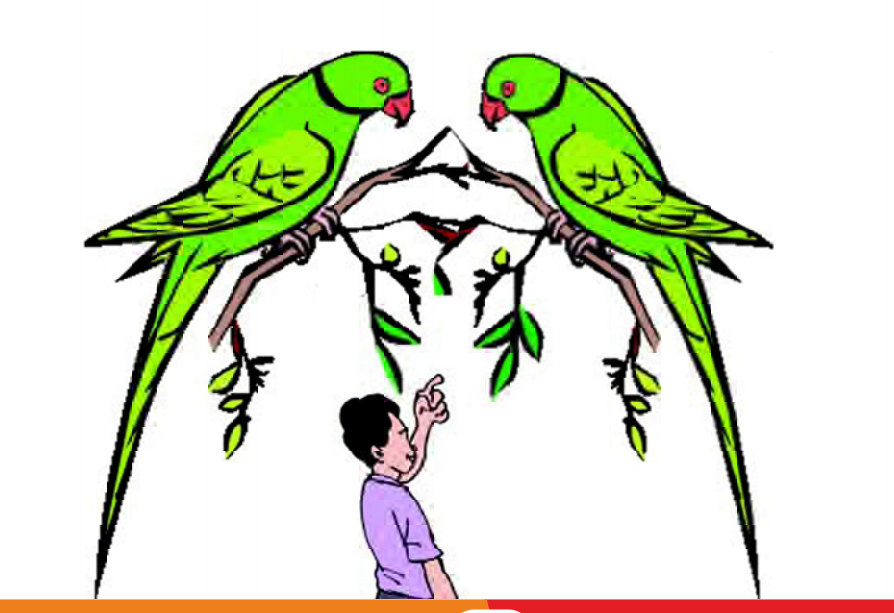
1. Where are the parrots sitting?
2. What are they talking about?
3. Who are smiling at them?
4. Why do they eat green and red chillies all the time?

III. Say aloud

little, parrots, flowers, chillies, beaks, feathers

IV. Let's talk

1. Do you want a parrot as a pet? Why?
2. Tell three things about parrots.
3. Have you seen parrots other than of green colour?
4. Where have you seen them?
5. Look at the picture, imagine and tell your friends what the parrots may be talking.



V. Vocabulary

(A) Write the rhyming words :

tree --------- --------- --------- --------- ---------

eat --------- --------- --------- --------- ---------

time --------- --------- --------- --------- ---------

all --------- --------- --------- --------- ---------

(B) Fill in the blanks with suitable words :

(chillies, red, green, parrot, feathers)

I have a. ..... . It is ..... in colour. Its ..... are green too. It has a ..... beak. It likes to eat ..... . Once I say anything to Mitthu. It repeats it many times.

VI. Fun time

Colour the chilli red and the parrot green. Write what you know about a parrot.



AP7QHS

APGLJF

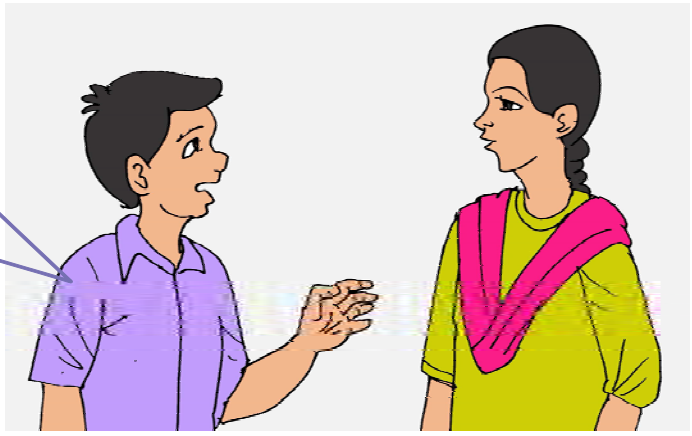
LESSON - 14

LOVING GRANDFATHER

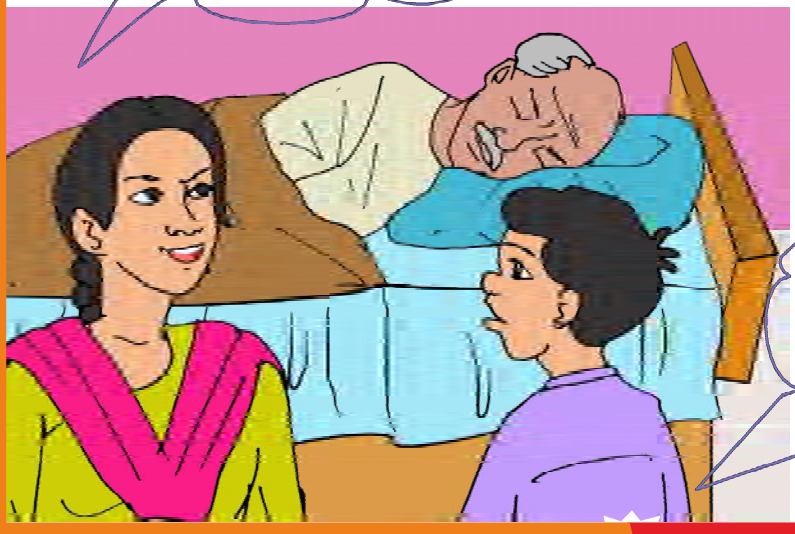


"Ever since grandpa fell down and sprained his arm, he has changed!"!

"He has become very quiet. He does not even speak to us!"



"He keeps sleeping the whole day. He is very sad!



He does not even go out!"

Grandpa loved to go for walks. He loved to do his exercises!



We must try to make him go for a walk with us and do some exercise in the park!

Grandpa, your friends are there. They will be happy to see you. Please go and talk with them.



Thank you, my children, for taking me out in the fresh air. It's been a long time I have been with my friends or for a walk.



I. New words

sprained, quiet, fresh

II. Read and write

Answer these questions

1. What happend to grandpa?
2. What did grandpa love to do?
3. How did the children make their grandpa happy?

III. Let's talk

Do your grandparents live with you?

Tell something to the class about your Dadiji.

Speak about an incident that made your parents/ grand parents happy.

IV. Vocabulary

Arrange the letters to get meaningful words.

(a) itque .....

(b) kwla .....

(c) erxeseic .....

(d) ildchnre .....

(e) rpak .....

V. Structures in context

Follow the structures and make five other sentences for each using the following verbs.

(walk, play, study, talk, read)

(i) Grandpa is sick and *he keeps* <u>*sleeping*</u> the whole day.

(ii) He is lazy. *Make him* <u>*do*</u> some exercise everyday.

VI. Fun time

Look at the picture and answer the questions given below.



APQHL3

1. Who are there in the picture?
2. Imagine and write what the old man may be telling the boy?
3. What are the other things that you see in the picture?
4. Do you love to hear stories from your grandfather?
5. Share a story that your grand father has ever told you.

APZDMQ

LESSON - 15

SUNDARI

Read and enjoy this story



Sundari was a big red, white and blue kite. When Bobby made her, she smiled at him.

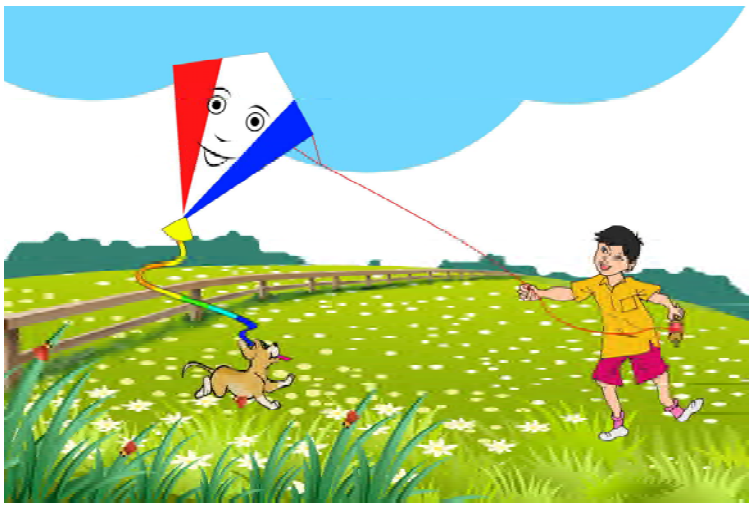
"You are beautiful and I will call you Sundari," he said.

One day, Bobby took Sundari to the fair.

The band was playing and everyone was smiling.

A merry-go-round was playing a happy little tune.

It was carrying lots of boys and girls round and round on its wooden animals.



Bobby looked for an open space where he could run and fly his kite. Sundari looked too.

Out in the grass ran Bobby, holding up his kite as high as he could.

Puff! The wind came along. Sundari started to fly up! But she could not go very high. A little dog was holding on to her long tail. It was in his mouth.

Bobby shooed the dog away. “We’ll try again,” Bobby said.

This time Sundari leaped up in the air. She tugged hard. Oh, how she wanted Bobby to let go of her string! She gave a big tug. Bobby had to let her go.

“Wheee!” cried Sundari. “Now I can fly as high as I please!”

And away she went. She flew up, up, up in the air.



I. New words

band	dizzy	smile	string	tug	wind	leap

II. Read and write

(A) Answer these questions :

1. Who made Sundari?
2. Why did Bobby call his kite Sundari?
3. Did Sundari fly very high at first? Why?
4. What made Sundari really happy?
5. Why did Bobby let Sundari go?

(B) Write whether it is 'True' or 'False' :

1. Sundari is the name of Bobby's sister.
2. Bobby made the kite.
3. Bobby was flying the kite standing on his roof.
4. Bobby was flying the kite with his sister.
5. The kite could not fly because a dog held its tail in his mouth.
6. 'Puff' is the sound made by the kite.
7. 'Wheee' is the sound made by the wind.

III. Say aloud

band, tune, wooden, space, puff, sting, again, flew, smiled, started,shooed, leaped, tugged.

IV. Let's talk

1. Do you like to fly kites?
2. Do you make your own kite or buy from a shop?
3. Who helps you to fly kites?

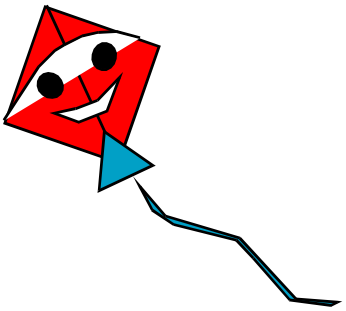
V. Vocabulary

(A) This is the picture of a kite. Describe how it looks. use the given words :

colourful	**long**	**tail**	**high**	**fly**

(B) Write opposites :

1. high — .....
2. near — .....
3. long — .....
4. happy — .....
5. first — .....



(C) Fill in the blanks with the correct word :

tried, wind, kite, string, leaped up, smiling, flew, tugged, space

I bought a .....yesterday. I made a ..... face on it. I went into open ..... . I ..... to fly it. The ..... came and it .... in the air. It ..... hard. I let go off the ..... and it ..... up and up and up.

VI. Structures in context

(A) Read the sentences and place the adjectives in the correct places.

1. Sundari was a kite. (beautiful)
2. Bobby looked for space. (open)
3. Merry-go-round was playing a tune. (happy)

4. A dog was holding on to her tail. (little, long)

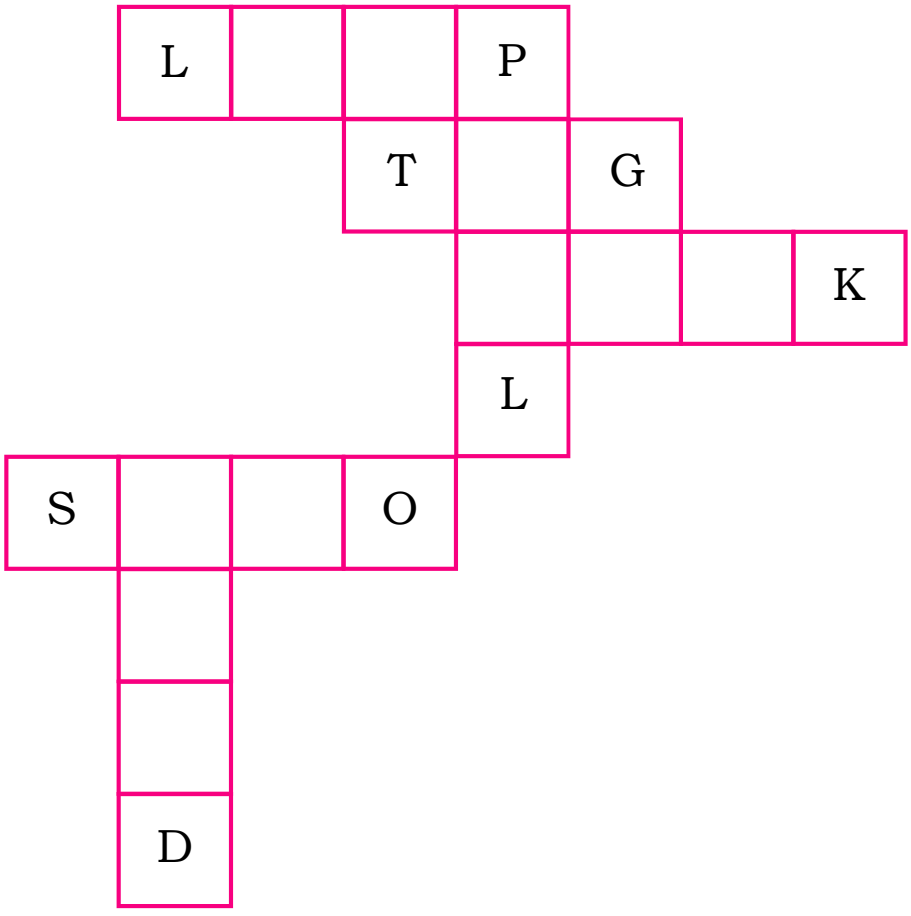
5. Boys and girls were sitting on the animals of merry-go-round.. (wooden)

6. Sundari was a kite. (big red,white and blue)

(B) Sort out all doing words from the story and write them with their three forms :

make	made	made
.....	.....	.....

(C) Fill the grid with verbs from the story :



VII. Activity

Write your name and write a word for the each letter which you find in your name. The word you use, it must start with the same letter.

e.g. : My name is Ramesh. There are six letters in my name :

R - Rat

A - Apple

M - Mouse

E - Egg

S - Son

H - Hat

Teacher may ask students to write words giving different situations such as :

1. Each word should have three letters.
2. Each word should have four letters.
3. Each word should be a doing word.
4. Each word should be an adjective.
5. Each word should be a noun.

VIII. Fun time

Have you ever visited a fair ? Look at the picture. Speak and write about it in your own words.



LESSON - 16

THE RAINBOW

AQI5R1



Boats sail on the rivers,

And ships sail on the seas.

But clouds that sail across the sky

Are prettier far than these.

There are bridges on the rivers,

As pretty as you please,

But the bow that bridges heaven,

And over tops the tree,

And builds a road from Earth to sky

Is-prettier far than these.

Christina Georgina Rossetil

I. New words

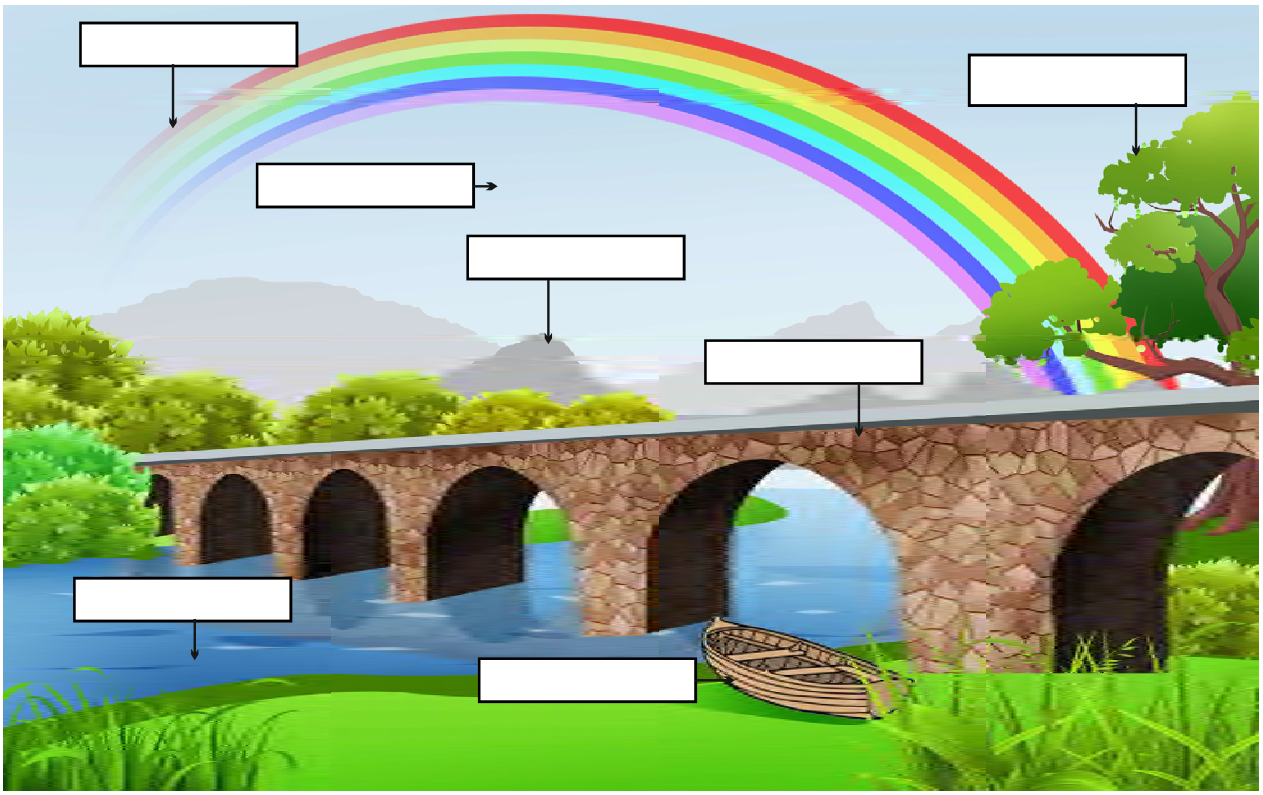
sail, rivers, seas, bridges, heaven, pretty, across

II. Read and write

Say if it is right or wrong :

1. Boats are prettier than ships. ( )
2. Clouds are prettier than boats and ship. ( )
3. The bridge in the heaven is like a bow. ( )
4. The rainbow builds a road from Earth to sky. ( )
5. Bridges on rivers are prettier than the rainbow. ( )

Lable the diagram



III. Say aloud

boats,sail,clouds, across, prettier, bridges, rivers, heaven, builds, Earth, than.

IV. Let's talk

1. Have you ever seen a rainbow?
2. How many colours are there in a rainbow?
3. Write the names of the colours which you see in a rainbow?
4. Which is your favourite colour ?

V. Vocabulary

(A) Use these words to complete the sentences :

(seas, sky, from, to, rivers, seven)

(a) Boats sail on the _____.

(b) Ships sail on the _____.

(c) Clouds sail across the _____.

(d) The rainbow builds a road_____ earth _____sky.

(e) The rainbow has _____ colours.

(B) Find out two phrases in the poem that are used for the rainbow.

(C) Give one word for the following phrases in the poem :

1. a road from earth to sky. | |
2. a path build over the rivers. | |

VI. Pronounce these words

than - then, man - men, pan - pen, tan - ten

Write rhyming words of the following and share with your class.

e.g. earth, birth, mirth

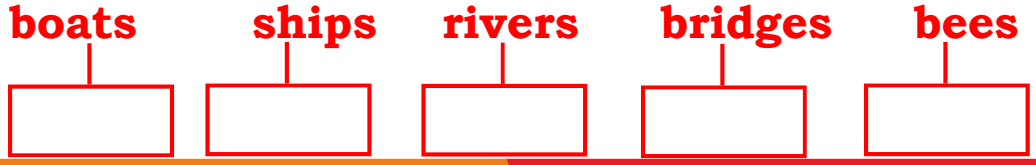
1. bow _____ _____
2. far _____ _____
3. sail _____ _____
4. than _____ _____

VII. Structures in context

I. Some words are given in column a with their comparisons in column B. Read them well and match them. One has been done for you.

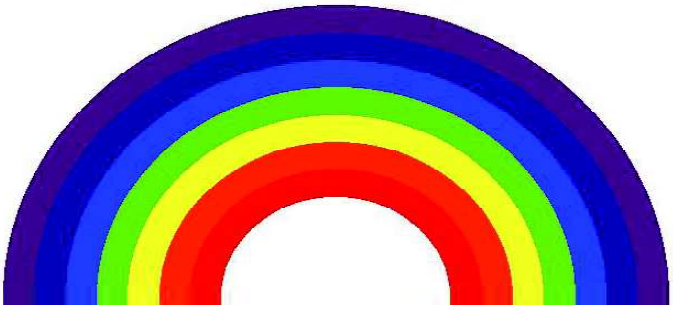
	A	B
a.	as slow as	sugar
b.	as white as	coal
c.	as hard as	sponze
d.	as light as	the sun
e.	as cold as	teeth
f.	as soft as	a feather
g.	as hot as	iron
h.	as black as	a tortoise
i.	as sweet as	ice

II. Write the singular for the given nouns.



VIII. Fun time

Complete the puzzle using these colour names.



V I B G Y O R

V — VIOLET

I — INDIGO

B — BLUE

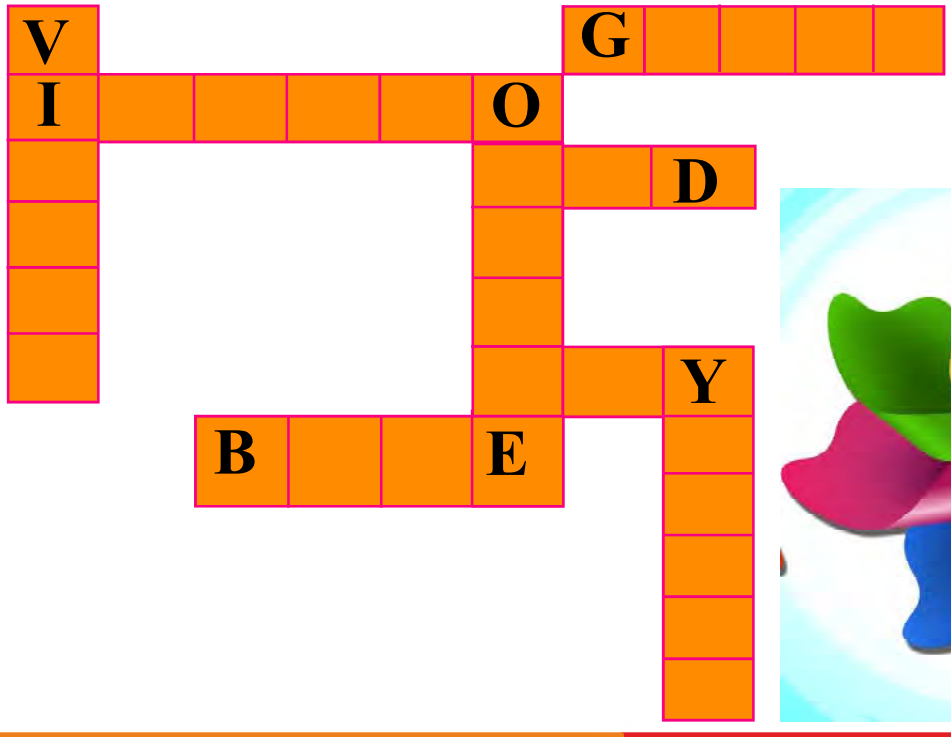
G — GREEN

Y — YELLOW

O — ORANGE

R — RED

AQK6Q4





LESSON - 17

THE WIND AND THE SUN



WIND: Sun, can you see that man walking down the road? I can get his coat off more quickly than you can!

SUN (*smiling*): We will see who is stronger. I will let you try first.

WIND (*puffing his cheeks and blowing hard*): Whooooooooh... whooooooooooh! Whooooooooh...



MAN: How strong the wind is today! It is blowing my coat away! I must hold it tightly round myself.

WIND (*blowing harder*) : Whooooooooh... whooooooooooooo !

MAN (pulling his coat more tightly): How cold it is!

WIND: Sun, I give up. I cannot get his coat off !

SUN: Now it is my turn.

Let me try. (He shines hard.) MAN: What a funny day!

It was so cold and now it is so hot!



SUN (shining harder): I will make him feel hotter and hotter.



MAN (wiping his face): I must take off my coat!

SUN: Wind, I have won. I have made him take off his coat!

– Adapted from Aesop's Fables

I. New words

road, coat, quickly, stronger, cheeks, won

II. Read and write

1. What did the wind do to get the man's coat off?
2. What did the sun do to get the man's coat off?
3. Who won in the end?
4. Find out two adjectives with 'er' in the story.
5. Who said this to whom :
   (a) "I can get his coat off more quickly than you can." said the..... to .....
   (b) "I will let you try first.", said the ..... to .....
   (c) "How cold it is!", said the .....
   (d) "I give up. I cannot get his coat off!", said the ..... to .....

III. Let's talk

Write the roles of the Sun, wind and man on small pieces of paper and act out the story.

IV. Say aloud

wind, rode, coat, shine, harder, hotter, tightly, stronger, cheeks.

V. Vocabulary

Note the following phrases in the story.

(take off, get off, give up)

(Phrasal verbs consist of a verb and another word or phrase, usually a preposition. They give different meaning from the verb they are formed of.

(A) Now use 'off' to make new phrases with the words given below. Write their meanings from the dictionary.

wipe ..... pull .....

switch .....

(B) Use 'up' with the words given below to make new phrases. Write their meanings from the dictionary.

blow .....

give .....

make .....

take .....

VI. Structures in context

(A) Fill in the blanks with the comparative degree of underlined words .

(i) The sun is <u>hot</u>, but is ..... in summer.

(ii) The moon is <u>far</u> away from us but stars are even ..... .

(iii) It was a <u>lovely</u> garden but our school garden is ..... than that.

(iv) Mohan is a <u>strong</u> boy but Mitesh is ..... than him.

(v) It is <u>cold</u> in November, but ..... in December.

VII. Use apostrophes in the correct places in these sentences.

1. I can get the mans coat off easily.
2. Sorry! I cant come so early.
3. Doesnt he come late?
4. Every one liked Latas song.
5. This is my shirt. Its very costly.

Apostrophes are used :

1. to show possession. * Mohan's shirt
2. to shorten a word. * I will - I'll
3. after the s to show possession of a plural noun.

VII. Fun time

Look at the picture and tell the story in your own words.

THE UMBRELLA AND THE CROW

