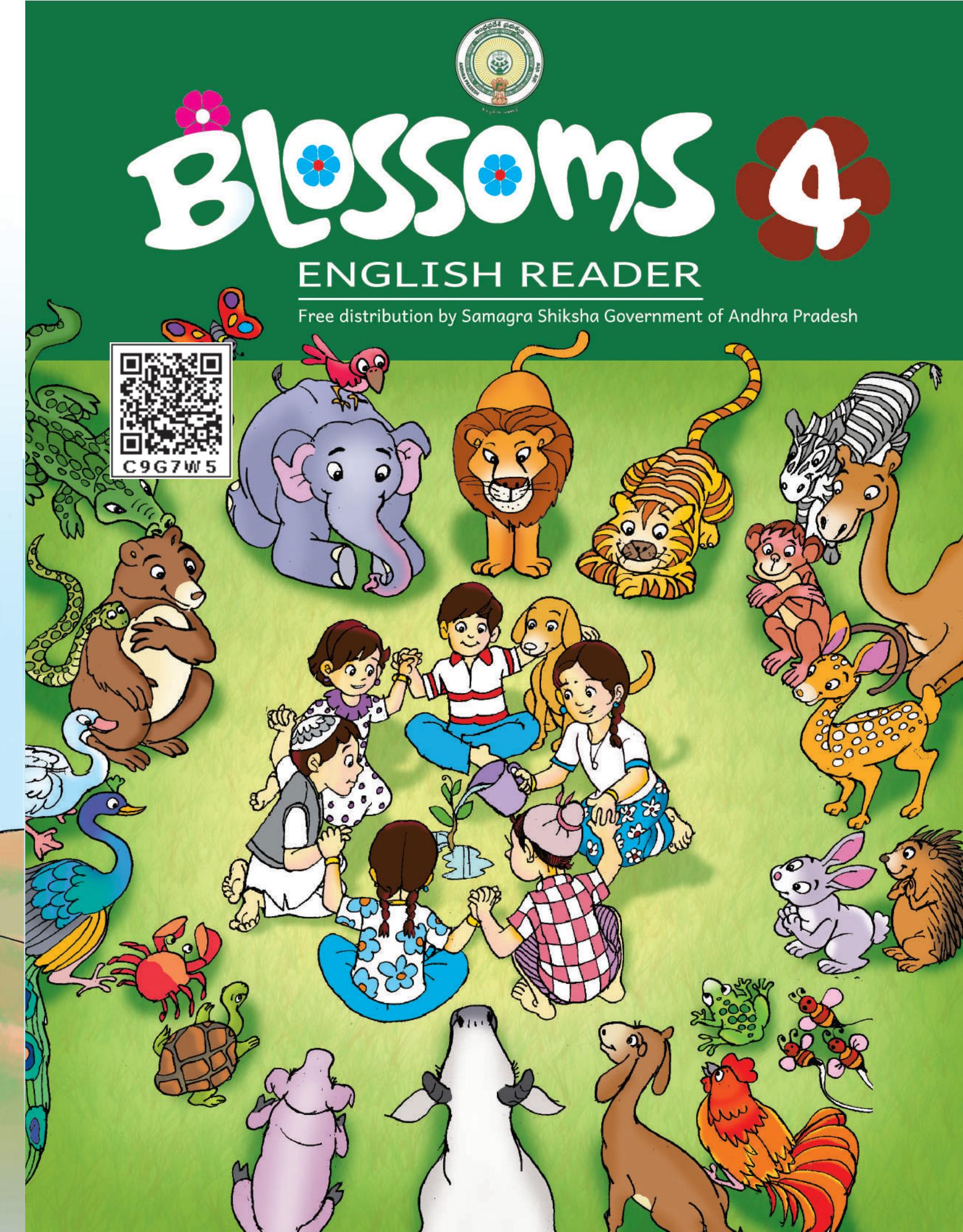




**State Council of Educational Research and Training
Andhra Pradesh**



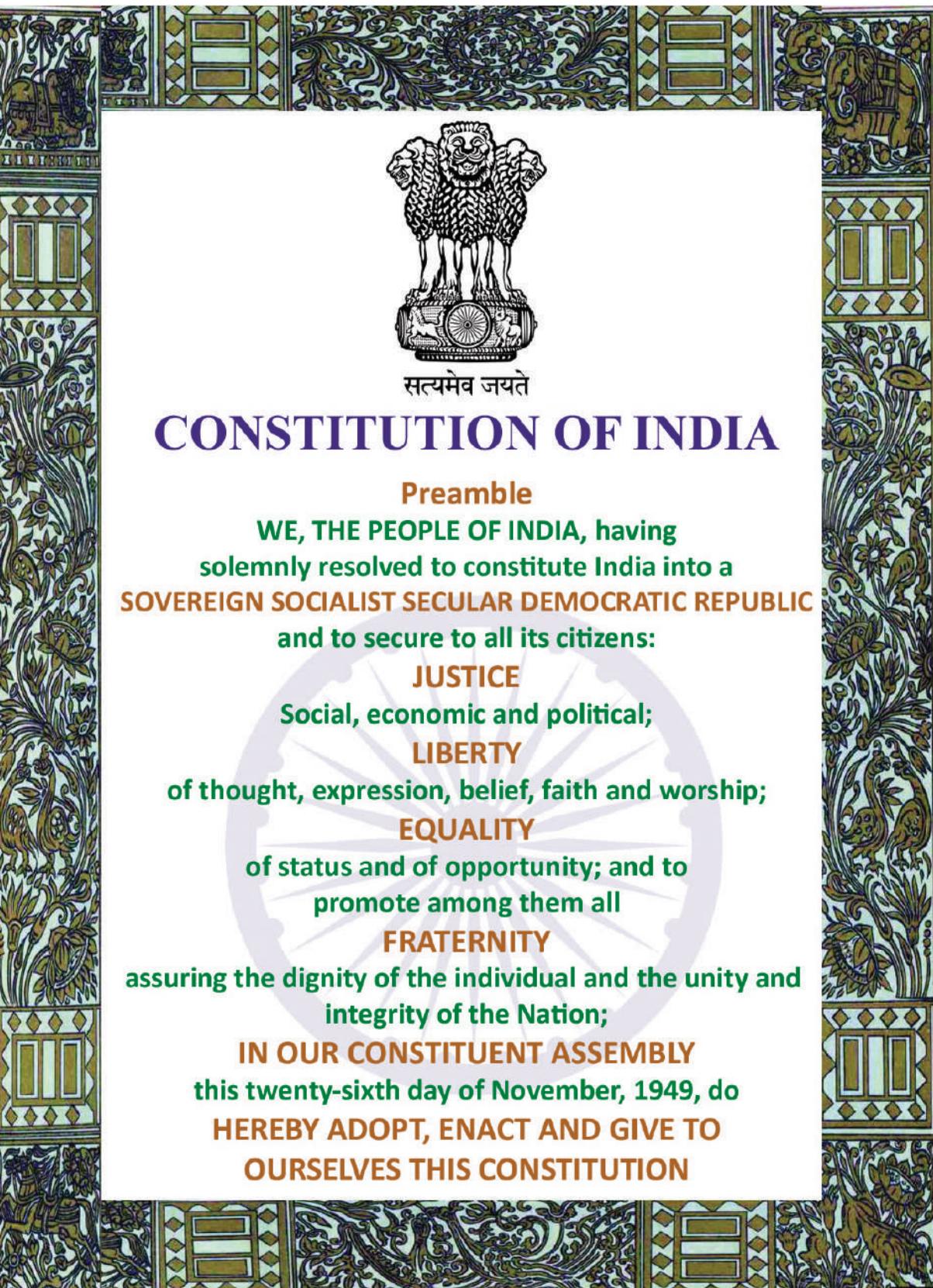


FUNDAMENTAL DUTIES

Fundamental duties: It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence.
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian, to provide opportunities for education to his child or, as the case may be ward between the age of six and fourteen years;

- Constitution of India,
Part IV A (Article 51 A)



Right of Children to Free and Compulsory Education (RTE) Act, 2009

The RTE Act provides for the right of children to free and Compulsory Education to every child in the age group of 6 – 14 years which came into force from 1st April 2010 in Andhra Pradesh.

Important provisions of RTE Act

- Ensure availability of schools within the reach of the children.
- Improve School infrastructure facilities.
- Enroll children in the class appropriate to his / her age.
- Children have a right to receive special training in order to be at par with other children.
- Providing appropriate facilities for the education of children with special needs on par with other children.
- No child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing the elementary education. No test for admitting the children in schools.
- No removal of name and repetition of the child in the same class.
- No child admitted in a school shall be held back in any class or expel from school till the completion of elementary education.
- No child shall be subjected to physical punishment or mental harassment.
- Admission shall not be denied or delayed on the ground that the transfer and other certificates have not been provided on time.
- Eligible candidates alone shall be appointed as teachers.
- The teaching learning process and evaluation procedures shall promote achievement of appropriate competencies.
- No board examinations shall be conducted to the children till the completion of elementary education.
- Children can continue in the schools even after 14 years until completion of elementary education.
- No discrimination and related practices towards children belonging to backward and marginalized communities.
- The curriculum and evaluation procedures must be in conformity with the values enshrined in the constitution and make the child free of fear and anxiety and help the child to express views freely.

BLOSSOMS - 4

English Reader

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Foreword

The Government of Andhra Pradesh has unleashed a new era in school education by introducing extensive curricular reforms from the academic year 2020-21. The Government has taken up curricular reforms intending to enhance the learning outcomes of the children with focus on building solid foundational learning and to build up an environment conducive for an effective teaching-learning process. To achieve this objective, special care has been taken in designing the textbooks to achieve global standards.

As a part of the curricular reform, in order to support the designing of textbooks, with better pedagogical strategies, handbooks are given to teachers with elaborate lesson plans. For the practice of the students, workbooks are given which will reinforce the learning in the classroom. Parental handbooks are prepared to impart awareness regarding the teaching-learning process to the parent community. The textbooks are also designed in such a way that the initial two months will focus on the school readiness of the children in order to create a learning environment in the school at the start of the Academic Year.

In this textbook, the lessons begin with a Pre-reading to keep the children active and lively, followed by Reading, Vocabulary, Grammar and Poem. The listening, speaking, reading and writing are evenly focussed along with the Fun activities for joyful learning and reinforcement. QR codes are incorporated in the beginning of each lesson to enable learning outside the classroom.

We are grateful to Honourable Chief Minister Sri.Y.S. Jagan Mohan Reddy for being our source of inspiration to carry out this extensive reform in the education department. We extend our gratitude to Sri Botcha Satyanarayana, Honourable Minister of Education , Govt. of Andhra Pradesh for striving towards qualitative education. Our special thanks to Sri. Budithi Rajsekhar, IAS, Special Chief Secretary, School Education, Sri. S. Suresh Kumar, IAS, Commissioner of School Education & State Project Director, SS, Smt. Vetriselvi.K, IAS, Special Officer, English Medium Project for their constant motivation and guidance.

We convey our thanks to the textbook writers who studied curriculum from Chicago to Singapore and recommended best practices across the globe to reach global standards. Our heartfelt thanks to Dr. Maya Gunawardena, Assistant Professor of Teacher Education, University of Canberra for her valuable inputs and guidance in preparing the textbooks. Our sincere thanks to SCERT of Kerala, Tamilnadu, Karnataka, Maharashtra, Rajasthan and Haryana in designing the textbooks. We also thank our textbook writers, editors, artists and layout designers for their contribution in the development of this textbook. We invite constructive feedback from the teachers and parents in the further refinement of the textbook.

Dr. B. Pratap Reddy
Director
SCERT – Andhra Pradesh

In this book

Pre-reading

- Pre-reading activity with attractive pictures to lead learners into the lesson.
- Motivates learners and encourages interactive learning.
- Creates a learner friendly environment.

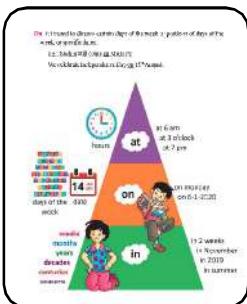


Reading

- Texts selected for reading activity belong to a rich variety of genres by Indian and International stories.
- Each reading text is followed by comprehension 'Wh-' as well as objective type questions.

Vocabulary

- Enriches the learners' language.
- Makes them identify words and use in day to day communication.



Grammar

- Builds language proficiency through simple exercises.



Writing

- Helps to develop imaginative and critical thinking abilities and express themselves creatively.



Listening and responding

- Focus on honing oral and aural skills through listening comprehension, group discussions and role plays.

Our National Anthem

- Rabindranath Tagore

Jana-gana-mana-adhinayaka jaya he

Bharata-bhagya-vidhata

Panjaba-Sindhu-Gujarata-Maratha

Dravida-Utkala-Banga

Vindhya-Himachala-Yamuna-Ganga

uchchala-jaladhi-taranga

*Tava Subha name jage, tave subha asisa 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.

ENGLISH

Class - IV

Unit	Lesson	Month	Page No.
1.	Three Butterflies	June-July	1 - 15
2.	Major Dhyan Chand	August	16 - 27
3.	A Trip of Memories	September	28 - 46
4.	Swami Vivekananda	October	47 - 61
5.	The Magic Fish	November	62 - 74
6.	The Seed of Truth	December	75 - 87
7.	Birbal Caught the Thief	January	88 - 101
8.	The Tree and the River	February	102 - 120
	Revision	March	
	Revision	April	



Teacher Corner



Student Corner

Learning outcomes:

• By learning each unit, the students will be able to:

1. Three Butterflies

- ◆ read simple narrative by understanding the main ideas present in the reading text.
- ◆ read and understand unfamiliar words such as ‘nectar’, ‘shelter’, ‘pebbles’, ‘dismay’, ‘chase’, etc.,
- ◆ solve simple cross word puzzle using the plural forms of the nouns given.
- ◆ use the singular and plural forms of the verbs contextually.
- ◆ identify the different types of material nouns with examples.
- ◆ make sentences using Can I ...?, May I.....? to ask for permissions...
- ◆ use punctuation marks full stop (.), comma (,), question mark (?) and
- ◆ capitalization in writing.
- ◆ write simple conversations using the clues given.

2. Major Dhyān Chand

- ◆ know about a great personality related to sports.
- ◆ learn irregular plurals and use them in different sentences/context
- ◆ know about pronouns and identify them in a sentence.
- ◆ write about/describe an event or celebration in his/her school or life.
- ◆ read and sing the poem with proper actions.
- ◆ read the information in a graphic structure.

3. A Trip of memories

- ◆ understand the main ideas present in the reading text.
- ◆ learn synonyms and antonyms and contextually.
- ◆ prepare a poster from the clues given.
- ◆ identify the simple present and simple past forms of regular verbs.

4. Swami Vivekananda

- ◆ know about great personalities “Swami Vivekananda” and derive inspiration by reading the text.
- ◆ answer the 'Wh' questions.
- ◆ understand simple instructions and respond.
- ◆ understand the word meanings in context.
- ◆ understand the usage of 'Prepositions of time'.
- ◆ understand and express habitual actions.
- ◆ write a few sentences on a given concept.
- ◆ listen and enjoy the rhythm of a poem.

5. The Magic Fish

- ◆ realise the consequences of being greedy.
- ◆ sequence the events of a story.
- ◆ read and comprehend the story.

- ◆ read and understand the unfamiliar words such as ‘strange’, ‘pop up’, ‘palace’, ‘storm’, ‘thorn’, etc. in meaningful contexts.
- ◆ solve simple cross word puzzle using the opposites of the words given.
- ◆ make sentences using ‘ing’ form to express on going actions.
- ◆ use punctuation marks i.e. quotation marks (“ ”) appropriately.
- ◆ develop simple conversation basing on the given situation.
- ◆ listen and respond to simple questions related to ‘on-going activities’ in school.

6. The Seed of Truth

- ◆ read and comprehend the text
- ◆ understand simple instructions and respond properly.
- ◆ write opposite words for the given words using some prefixes.
- ◆ understand the simple future tense and answers the activity appropriately.
- ◆ describe a poster or invitation on his/her own in English.
- ◆ understand the function of ‘may’.
- ◆ recite and enjoy the rhyme and rhythm of the poem.

7. Birbal caught the thief

- ◆ read and understand the theme of the story.
- ◆ write the vocabulary related to the word "kingdom".
- ◆ write the spellings of servant, thief, merchant, precious, equal, diamonds words.
- ◆ learn and use past continuous tense.
- ◆ understand and use the number, person and agreement of the verb with the subject.

8. The Tree and the River

- ◆ understand the importance of the nature and the need to save the nature
- ◆ read simple narrative and letter by understanding the main ideas present in the text- infer the meanings of unfamiliar words from the textual clues.
- ◆ recite a poem : 'the Rainbow' with appropriate expressions and intonation.
- ◆ refer to a dictionary to find out spelling and meaning and use new vocabulary.
- ◆ identify and use adverbs of place in context (song).
- ◆ listen to news item and respond to the questions appropriately.
- ◆ learn to write a letter in guided approach and use liners: first, next, and last appropriately.



Three Butterflies

1

UNIT



Pre-reading



Activity

1

Look at the picture and answer the questions.

1. What do you see in the picture?
2. Do you like to play in the rain?
3. What do you carry when you go out in rain?
4. If you were in the place of the girl holding an umbrella, what would you do?



1

Class - 4 English Reader

www.tlm4all.com



Reading

Three Butterflies

Three butterflies lived in a garden. They were friends. One of them was white, one red and the other yellow. They played and danced together. They flew together and sucked nectar from the flowers.

One afternoon, when the butterflies were playing in the garden, it suddenly grew dark and a cold wind blew. "It's going to rain. Let's stop playing." said the red butterfly. Suddenly it started raining and the three butterflies got wet in the rain. They found it difficult to fly. They looked for shelter.



They saw a sunflower nearby. It was watching them curiously.

"Hello sunflower, it's raining heavily. Can we stay here till it stops raining?" asked the butterflies.

The sunflower said, "My favourite red and yellow ones! You can stay with me till it stops raining. But I can't let the white one in here."

The yellow and the red butterflies replied, "No dear, we won't stay here, sending away our friend in dismay." The rain

came down like pebbles on the butterflies.





Then the butterflies saw a white lily.

"Hello good lily, it's raining heavily.

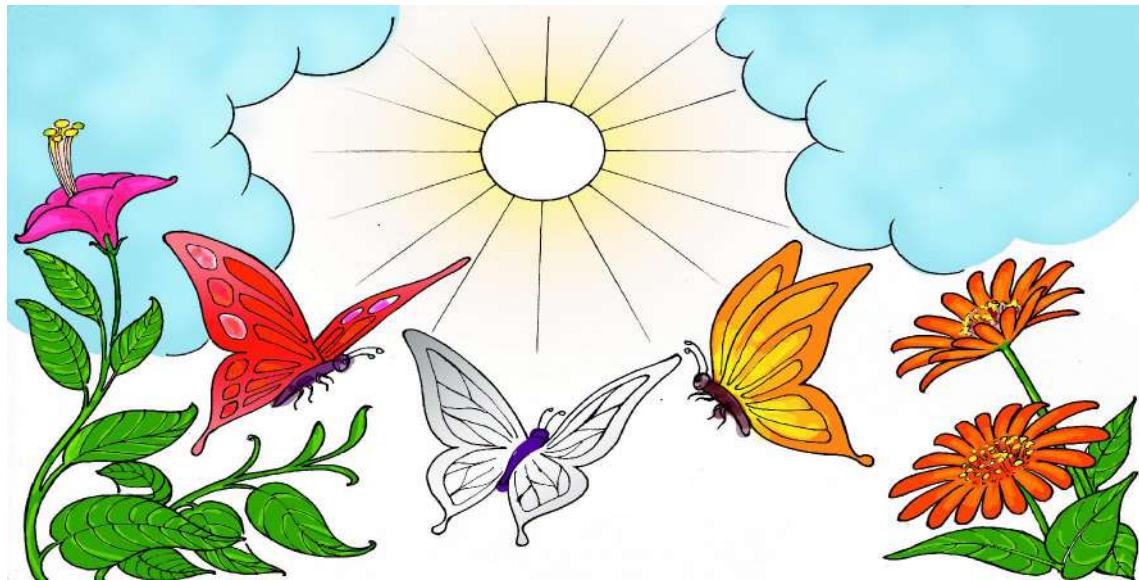
Open your petals wide and take us in to hide," the butterflies begged.

"My favourite white one, you can stay with me till it stops raining. But I cannot let the other two of you here,"

said the white lily.

"No dear, I won't stay here, sending away my friends in dismay."

replied the white butterfly.



The butterflies were totally wet by then and it was very difficult for them to fly. They looked at the sky. It was still cloudy. The sun was watching the butterflies from behind the clouds. He was pleased to see the love and care among the butterflies. So he chased the clouds away and it stopped raining. The sun dried the butterflies' wings.

The three butterflies were happy again. They danced in the garden among the flowers till evening. When night fell, the three butterflies went to sleep together.

GLOSSARY:

nectar : a sweet liquid produced by plants and collected by bees.

shelter : a place that protects one from bad weather.

pebbles : small stones

dismay : a feeling of unhappiness and disappointment.

chased : ran after (someone or something) to catch (them).

Comprehension



Activity

2

Fill in the blanks.

1. The butterflies lived in a
2. Butterflies suck from flowers.
3. The rain hit the like pebbles.
4.was watching the butterflies from behind the clouds.



Vocabulary

Observe the underlined words in the given sentences.

1. "I won't stay here sending away my friends in dismay," replied the white butterfly.
2. Three butterflies lived in the garden.

In sentence 1, the word 'butterfly' denotes only one butterfly. So the noun butterfly is singular.

In sentence 2, the word 'butterflies' denotes more than one butterfly. So the noun butterflies is plural.





Activity 3

3

Find the plural forms of the singular nouns from the reading text. Write in the table.



Singular	Plural
flower	
pebble	
fellow	
petal	
cloud	
wing	
butterfly	

Singular nouns form their plurals by adding ‘s’, ‘es’, or ‘ies’ depending upon the word endings.

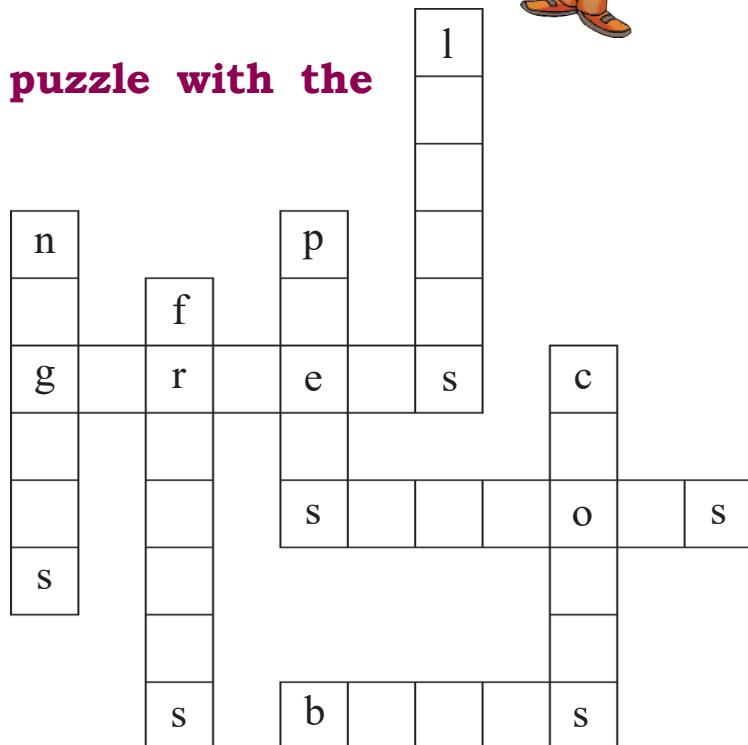


Activity 4

4

Fill the given crossword puzzle with the plurals of the given singulars from the hint box.

garden	lily
cloud	night
box	poem
friend	school



GRAMMAR

Read the sentence taken from the text.

The rain came down like pebbles on the butterflies.

Read some more sentences....

1. Honey is wholesome food and good for health.
2. Gold is a precious metal.
3. We get wood from trees.
4. We should drink clean water.
5. We get wool from sheep.
6. I don't eat meat.
7. Houses are built using bricks and cement.

The nouns which are underlined above are made of a metal or substance. Such nouns are called **material nouns**.

A **material noun** is the name of a metal or substance from which a thing is made.



Activity

5

Underline the material nouns in the sentences given below.

1. Silver is used to make jewellery.
2. The hen lays eggs.
3. I use coconut oil for my hair.
4. I get new clothes on my birthday.
5. Drink milk for good health.
6. My sister likes cheese.
7. Iron is used in constructions.
8. My father has a mobile phone.





Writing

Conventions of writing

Read the given passage.

"Look! There are clouds in the sky," said Praneetha. "Start raining!
O cloud! I want to dance in the rain," said John.

"I want to make paper boats and float them on water." said Masthan.

"O cloud! Don't rain please. It is Sunday. I have to play," said Momeen.

"O cloud! Don't rain please. It rains in my house too," said Banti.

Does it rain now?



Observe where the full stop (.), comma (,), question mark (?) and capital letters are placed.

Now listen to what the full stop (.), comma (,), question mark (?) and capital letters tell about themselves.



full stop

you can see me at the end of the sentence.

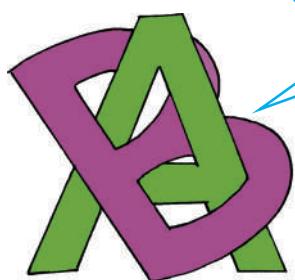
use me at the end of the sentence.



question mark

you can see me in the beginning of the sentence, persons, places, days of week, months and the word I.

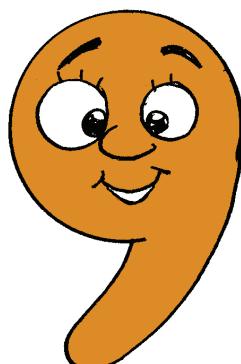
use me in the beginning of the sentence, persons, places, days of the week, months and the word I.



capitalization

you can see me at the place where three or more words, sentences or items are separated.

use me to separate more than two words, sentences or items.



comma





Activity

6

Read the following and punctuate the sentence correctly.

rani mary rajesh basha and rehana are playing cricket “don’t you go to school” asked an old man “today is sunday sunday is a holiday”they said

Rewrite the above passage using punctuation marks the full stop (.), comma (,), question mark (?) and capital letters, wherever necessary.

.....
.....
.....
.....
.....
.....



Activity

7

Complete the conversation using the hints given below.

Three butterflies wanted to learn dancing, singing and swimming.

First, they went to a peacock and asked...

Butterflies: Dear Peacock, we know that you are a good dancer. We want to learn dancing. Would you teach us to dance?

Peacock: With pleasure, Dear Butterflies, I can teach you to dance.

Secondly, three butterflies went to a cuckoo and asked...

Butterflies : Dear Cuckoo,.....
.....
.....



Cuckoo :

Lastly, the three butterflies went to a fish and asked...

Butterflies :

Fish :



Listen to the conversation between a butterfly and a caterpillar.

Caterpillar : Hi, Butterfly.

Butterfly : Hi dear, caterpillar!

Caterpillar : You are so beautiful!

Butterfly : You too.

Caterpillar : Really!? Am I beautiful?

Butterfly : Yes. We both are beautiful.

Caterpillar : Is it so?

Butterfly : Yes, it is.

Caterpillar : You have beautiful wings. But I don't have.

Butterfly : You see, I too was once just like you.

Caterpillar : Hard to believe!

Butterfly : Believe it. I still can remember crawling just like you.

Caterpillar : You are lucky! You can fly. But I can't.

Butterfly : Don't feel like that. You too will become like me. But good things take time to happen.

Caterpillar : Really!?

Butterfly : Yes dear, Caterpillar! Waiting for you to fly together.





Activity

8

Answer the following questions.

1. "You too will become like me"; who is 'you' and who is 'me' in the sentence?
2. "We both are beautiful," said butterfly. What is your opinion on this statement? Justify.
3. "Difficult to believe", what is that difficult to believe?
4. Which one do you like, the caterpillar or the butterfly? Why?
5. Which one do you usually chase, the butterfly or the caterpillar? Why?
6. What happens to the butterfly if you catch it?

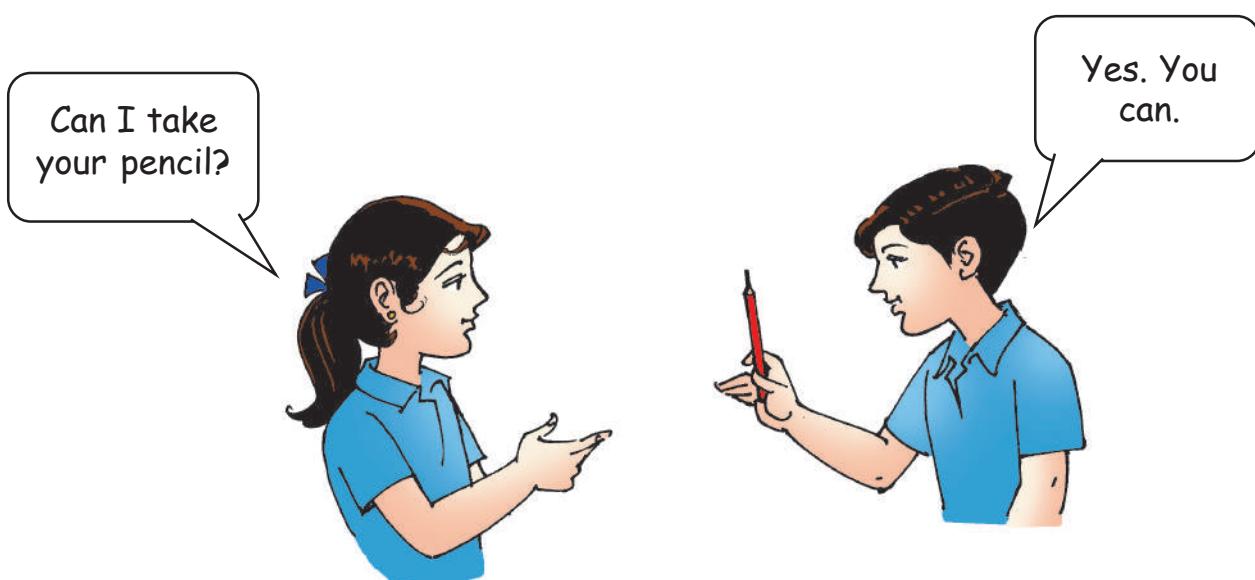
Making request using 'can' and 'may'.

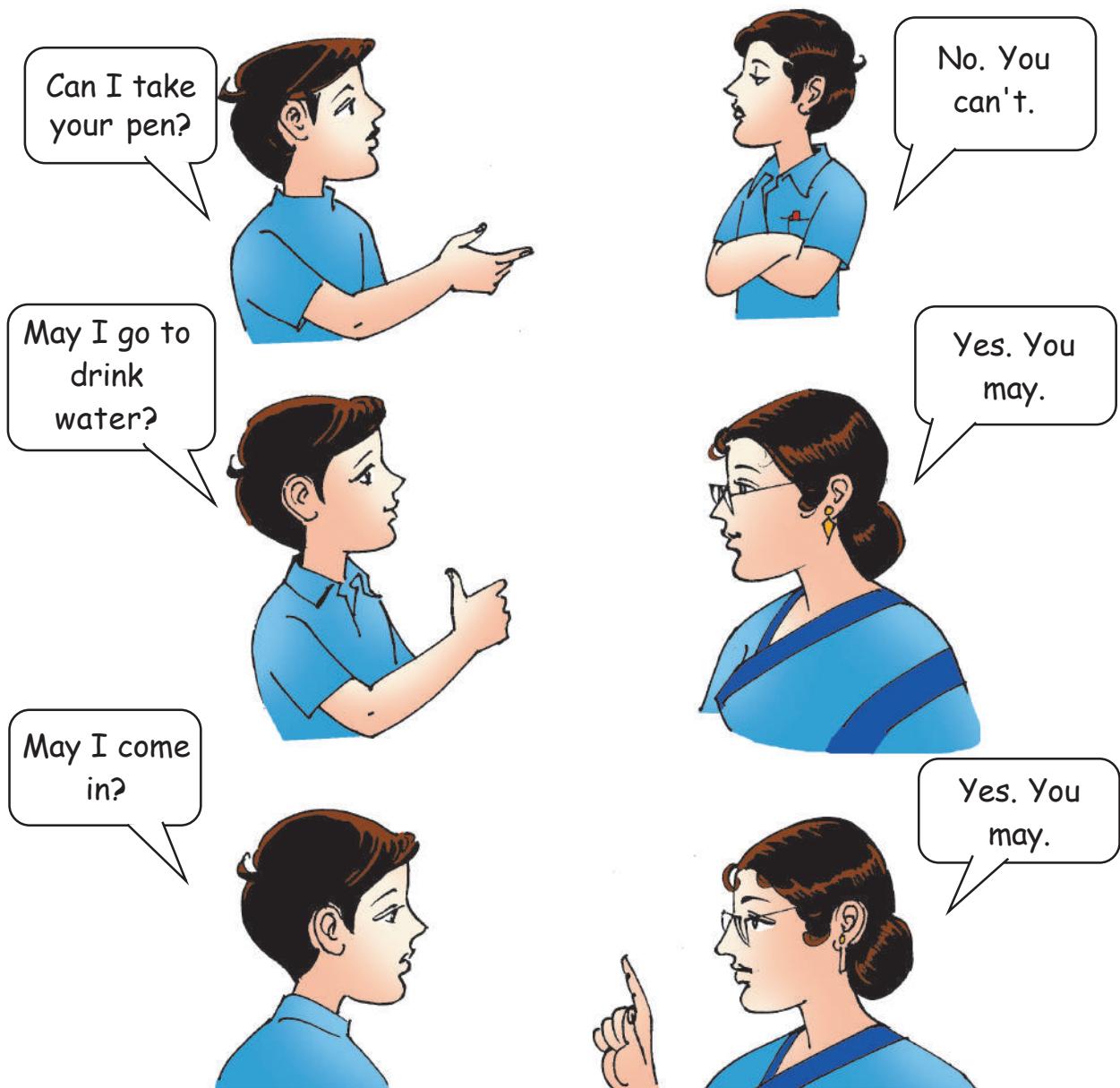
Read the following sentences from the reading text.

1. "Can we stay here till the rain is over?"
2. "You can stay with me till it stops raining."

In the first sentence, the butterflies are asking permission to stay with the sunflower. In the second sentence, the sunflower is giving permission.

Read the following conversation.





The above sentences

Can?

May? are used to ask for permission.

To give permission, we say

Yes. You can.

Yes. You may.

For refusing permission, we say

No. You can't.

No. You may not.



Activity

9

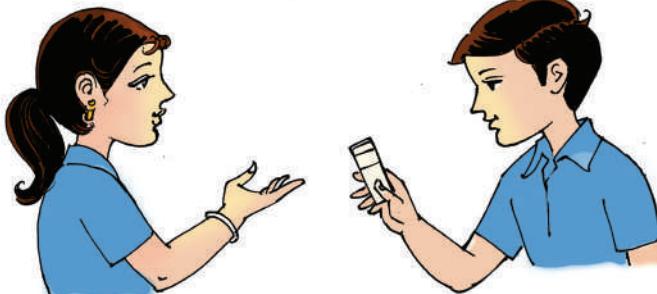
Role play

Now, convert the following instructions into questions for asking permission by using "can", "may". Role play the conversation given below:-

Note to the teacher: Form pairs and ask them to play their roles.

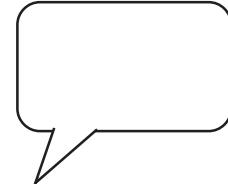
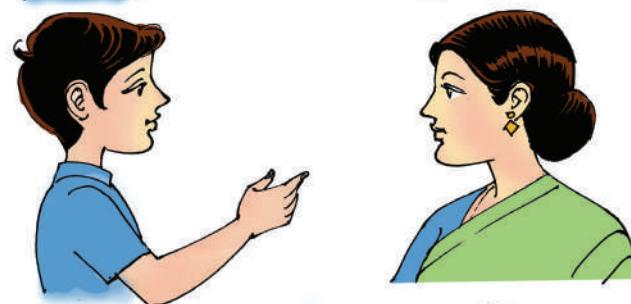
1. Take your eraser.
2. Go to toilet.
3. Close the door.
4. Ask you a question.
5. Use your bicycle.
6. Open the window.

Can I take
your eraser?

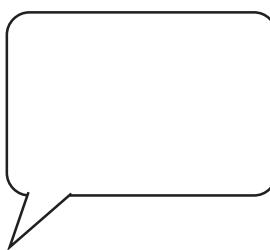


Yes. You
can.

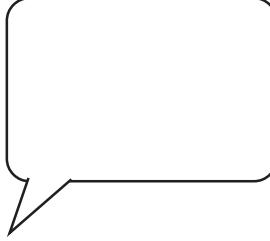
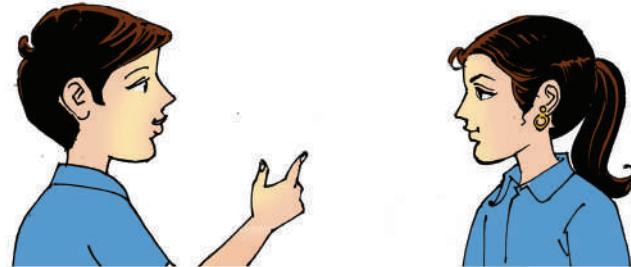
May I go
.....?



.....



.....



Tongue twister:

Say the given sentence as quickly as possible.

Butterflies fly but a butterfly flies.



Activity

10

Dictation:

Listen to the teacher carefully and write down the paragraph dictated by your teacher.

.....
.....
.....
.....
.....



Activity

11

Language game: (Group activity)

Language game - following instructions.

Material required: Dice and beads.

Procedure:

1. Make the students form a group of four at least.
2. Ask them to throw the dice, read the number and count the number of grids and move the bead on the board.
3. And ask them to follow the instructions given in the grid.
4. The one who moves to the end is to be declared winner of the game.

(Note to the teacher: Let the students express freely. Encourage children. Don't bother about the mistakes. Prompt them whenever necessary.)



switch on the fan	sit next to your friend	jump	borrow your friend's pencil	
7	8	9	10	go to 4 11
open the window				open the bag
		open the door 24		12
go to 1 5		sharpen your pencil 23		go to 22 13
raise your hands		switch off the light 22		borrow a book 14
		draw a house 21		say hello 15
borrow a pencil				open your book 16
		go to 10 20		
write on the blackboard		say meow 19	drink water 18	ask a question 17
2				
clap your hands				
1				



Major Dhyan Chand

2

UNIT

Observe the following picture.



Now, answer the following questions.



Activity

1

1. What are there in the picture?
2. Mention the names of any 3 balls from the picture.
3. Why are helmets used by cricket players?
4. Which game do you like the most?
5. Where do you play?



Reading

Major Dhyan Chand

Dhyan Chand's real name was Dhyan Singh. He was a soldier in the Indian Army. He couldn't practice hockey during the day because he used to be busy on his duty as a soldier. That is why he used to practice at night in moonlight. It is believed that his coach fondly began to call him Dhyan Chand, 'Chand' meaning moon. The name stayed with him.



Saturday, 15 August 1936. It was the day of the hockey finals during the Olympic events held in Berlin, Germany. Germany had defeated several teams to enter the finals against the Indian team. They were the hosts of the Olympics, and they were sure of their victory.

All the day before, it had rained heavily. The entire field had become wet. But 15th August being the last day of the Games, it was not possible to postpone the match any further.

About forty thousand people including men and women had gathered in the hockey stadium. The match started exactly at 11 a.m. No team could score a goal during the first half an hour. During the 32nd minute, Roop Singh scored the first goal, hitting the ball towards the goalpost from a difficult angle.

In the second half of the match, the Indian team scored three more goals. Two of them were scored by the Captain of the Indian team, Dhyan Chand. The Germans also scored a goal.

Dhyan Chand's spiked shoes were making it difficult for him to run fast on the wet ground. He removed the shoes and the socks and began





to run barefoot. The Indian team scored three more goals.

The German goalkeeper pounced on Dhyan Chand and hurt him. But Dhyan Chand was a true soldier. After a little first-aid, he immediately returned to the field and held the spectators spellbound with his game. At last, he scored the last goal of the match just as the game drew to a close. The Indian team had won the medal third time in a row. It was a hat-trick. Indians were the third time winners of the Olympic gold medal.

It is said that the German ruler offered Dhyan Chand a higher salary and rank in the German army, if he agreed to play on behalf of Germany, but Dhyan Chand turned down the offer. After the celebrated victory in the Olympics, Hitler awarded a special gold medal to Dhyan Chand.

You may be aware that hockey is our national sport. Major Dhyan Chand's birthday, August 29 is celebrated as National Sports Day in India. The famous national stadium in Delhi is named after the great hero 'Dhyan Chand'. Who knows, perhaps one of you may carry the legacy of Dhyan Chand further and win great glory for our country.

- Adapted from 'Major Dhyan Chand' by Sanjay Dudhane, Sports Writer.

The lifeless hockey stick used to come alive in the hands of Dhyan Chand. When he dribbled, the ball just wouldn't leave his stick. Some people even stole his sticks and broke them open to see whether they contained a special glue or magnet. Dhyan Chand was even made to play with other 'ordinary' sticks but even then his play was as charismatic as ever.

GLOSSARY:

victory : win/success

defeated : lost

postpone : put off to a later time

aggressive : angry/ready to attack

goal : the act of hitting the ball into the goalpost

barefoot : without wearing anything on the feet

Comprehension



Activity

2

I) Answer the following questions

- 1) Who called Dhyan Singh as 'Dhyan Chand'?
- 2) Where were the 1936 Olympics held?
- 3) Who played against India in the finals?
- 4) What did the German ruler offer to Dhyan Chand?
- 5) Why did Dhyan Chand remove his shoes?
- 6) Who won the Berlin Olympic Games in hockey?
- 7) Who pounced on Dhyan Chand and why?

II) Choose the correct answer from the given options and put the correct letter in the bracket.

- 1) The captain of Indian hockey team in 1936 was ()
(a) Tej Singh (b) Dhyan Chand (c) Rupendra Chand
- 2) The hosts of the 1936 Olympic Games were ()
(a) Spain (b) France (c) Germany
- 3) The ground was uncomfortable to play because, it was ()
(a) green (b) dry (c) wet

- 4) The first goal for India was scored by ()
 (a) Dhyan Chand (b) Roop Singh (c) Hitler
- 5) Hitler awarded Dhyan Chand with ()
 (a) a bronze medal (b) a silver medal (c) a gold medal

Vocabulary

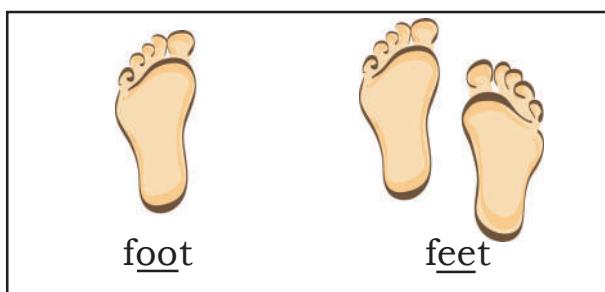
Read the following statement. Focus on the words underlined.

About forty thousand people including men and women had gathered in the hockey stadium.

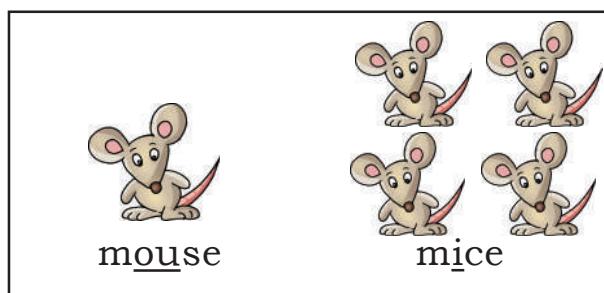
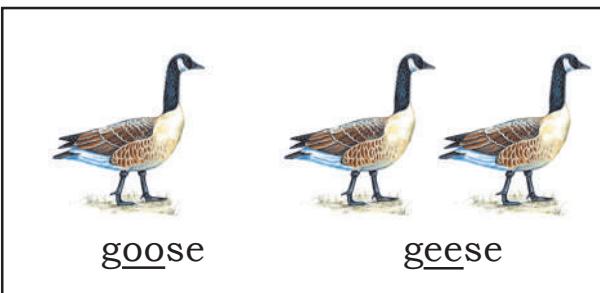
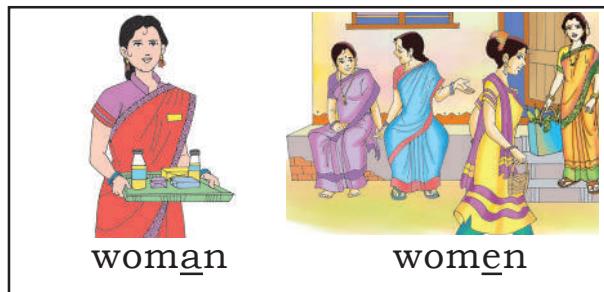
The words 'men' and 'women' are the plural forms of the words 'man' and 'woman'. It is clearly observed that the plural forms (men, women) are formed with a change in the vowel letter(s) (man, woman).

Observe some more examples:

Singular	Plural
----------	--------



Singular	Plural
----------	--------





Activity

3

Look at the pictures and circle the appropriate word.



goose / geese

man / men

foot / feet



tooth / teeth

woman / women

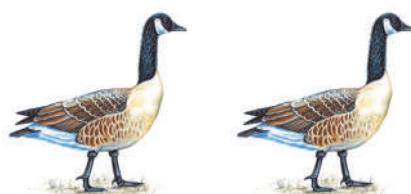
louse / lice



foot / feet

man / men

tooth / teeth



louse / lice

woman / women

goose / geese



Activity

4

Fill in the blanks with the plural words of the singular words given in the brackets.

1. I brush my _____ (tooth) in the morning.
2. Cats like to chase _____ (mouse).
3. My brother is six _____ (foot)-three inches tall.
4. We saw a flock of _____ (goose) in the lake.



Activity

5

Find and circle the names (at least six) of the games and sports in the box. Write them in the space given.

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

GRAMMAR

Read the following statements. Focus on the words underlined.

1. Major Dhyan Chand was a famous hockey player. He was a soldier in the Indian Army.
2. The German players were ready to play with the Indian team. They were the hosts of the Olympics, and they were sure of their victory.

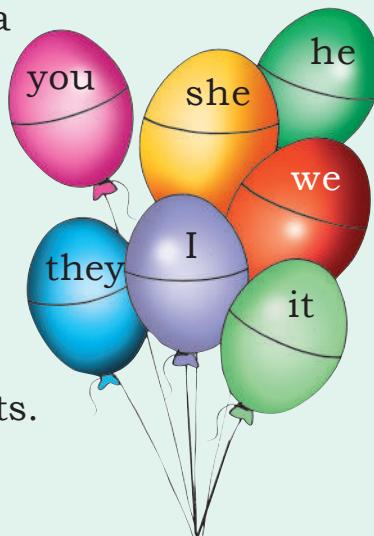
In sentence 1, the word '**he**' is used in place of Major Dhyan Chand.

In sentence 2, the word '**they**' refers to German players. Such words are called pronouns.

Pronouns:

A word that is used instead of a noun or a noun phrase is called a pronoun.

- e.g.1. Rani is a girl.
She is a good girl.
2. Shyam is playing football.
He is playing football.
3. Kamala, Vimala and Anu are students.
They are students.
4. Ganesh and I went to the movie.
We went to the movie.





Activity

6

Circle the pronoun in the given box.

1. She
2. Latha
3. Geetha

1. Ramu
2. Rakesh
3. He

1. Bat
2. It
3. Ball

1. They
2. People
3. Players



Activity

7

Rewrite the sentences by changing the underlined words with suitable pronouns.

he

it

we

she

they

1. The butterfly was pretty.

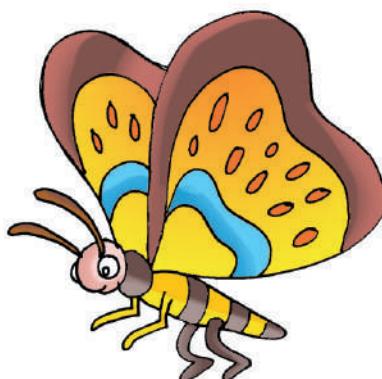
2. Raju and Ravi are friends.

3. The giraffe is tall.

4. The fireman put out the fire.

5. Jyothi is a nurse.

6. Raju and I went to the park.





Writing

Here is a description of an event at the School Annual Day Celebrations, written by a student. Go through it carefully.

The Annual Day of our school was celebrated on the 2nd Friday of February. We decorated our school with flowers and balloons. We participated in games and cultural activities. Prizes were distributed to the participants and the winners. The School Committee Chairman was the chief guest for the function.



Activity

8

Now, describe the Annual Sports Day, using the following clues.

3rd Saturday of December - conducted games - participants - winners - Sub Inspector of police - mementos.



Listening and Responding

Listen to your teacher and respond

One morning, Ramu was going to school on bicycle. Suddenly he fell down from the bicycle. He was injured. Eswar saw him on the way. He felt sorry for Ramu.

We express our sympathy when somebody loses something or gets injured. We use the expressions like, 'I feel sorry' etc...

Read the following conversation in which Vasu expresses his sympathy for his friend, John. Role play it.



Activity

9

- Vani : Hi, John! What are you doing here?
- John : I am searching for my lost note book .
- Vani : Oh, sorry! Where did you keep it?
- John : At my seat in the classroom.
- Vani : How does it look like?
- John : It's a new one with a red cover on it.
- Vani : Don't worry. Let's find.
- John : Thank you, Vani.



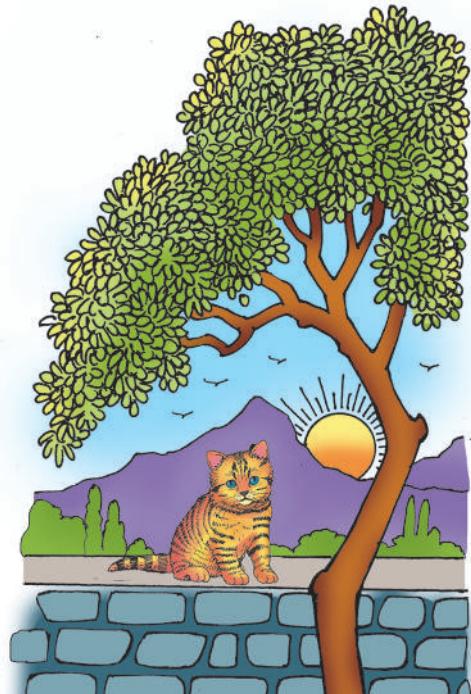
Sing and Enjoy !

POEM

The Kitten at Play

See the kitten on the wall
Sporting with the leaves that fall,
Withered leaves, one, two and three
Falling from the elder-tree,
Through the calm and frosty air
Of the morning bright and fair.
See the kitten, how she starts,
Crouches, stretches, paws and darts,
With a tiger-leap half way
Now she meets her coming prey.
Lets it go as fast and then
Has it in her power again.

- William Wordsworth



About the Poet

William Wordsworth (7 April 1770 - 23 April 1850) was an English poet. His major works are Lyrical Ballads, Simon Lee, We are Seven, Lines Written in Early Spring.



GLOSSARY:

sporting : playing

withered : dried

crouches : lowers the body with arms and legs bent

prey : a bird or an animal killed by another animal for food

Comprehension



Activity

10

I) Answer the following questions

- Where does the kitten play in stanza-1?
- Where are the leaves falling from? Are they fresh and green or brown and dry?
- Pick out two sets of words that describe 'air' and 'morning'.

II) Circle the rhyming words in the poem.

Tongue twister:

Say the given sentence as quickly as possible.

Six slippery snails slid slowly sea ward.





A Trip of Memories

3

UNIT



Pre-reading



Activity

1

Observe the picture given below:



Now answer the following questions:

1. What are the people doing in the picture?
2. Who are they?
3. Name a few visiting places/tourist places near by you?



Reading

A Trip of Memories

Have you ever been to any hill station? Have you ever heard about the hill station named 'Horsley Hills'?

Let us read Hemanth's joyful experience in Horsley Hills:

Vijayawada,
Date: 3rd October, 2020.

Dear Harsha,

Here I share a few moments of my trip to Horsley Hills. I felt happy when my father said to me, "Hemanth, we are going to Horsley Hills tomorrow. It is also called the Ooty of Andhra Pradesh." Then immediately, I rushed to my mother and sister to share this happy news. They felt happy. We started our preparations to Horsley Hills. I packed the things like shoes, socks, sweater, hat etc. in my travel bag.

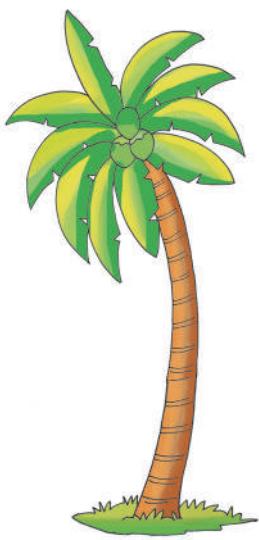


Early in the morning, my father woke me up at 4 a.m. and I quickly had my bath. I got ready with my pretty travel bag. My mother and sister were also ready. We went to Vijayawada Railway Station by an auto and reached it by 5.30 a.m. We all got into the train and were comfortably seated. We reached Pakala Railway Station at 12 noon. We hired a car to Horsley Hills from Pakala.

The scenic drive through the ghat road onto the Horsley Hills was exciting. 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 soft. The *Sampangi* flowers on the hills spread their sweet smell. We all enjoyed that joyful ride onto the hills.

A fresh and cool breeze welcomed us into the Andhra Ooty. When we got down from the car, a mesmerising scenery welcomed us. The whole area was covered with green trees and colourful flowers. The climate was very cool and calm. Clouds were passing over us. We all had a thrilling experience. We were at 1265 metres high above mean sea level.

Soon after the completion of our lunch, we visited a big rocky slope called "Gali Banda". There were strong winds all the day. From there, we moved to the Eastern and Western viewpoints which were famous for glorious sunrises and sunsets. We watched a variety of birds and animals in the Mini-Zoo where we had a lot of fun. The crocodiles in the zoo were a special attraction.





We also heard interesting news about wild animals like bears, wild dogs, sambars, leopards, panthers and tigers which appear occasionally. Then my father took us to the nearest historical town named Madanapalle, where Rabindranath Tagore translated *Jana gana mana*, our National Anthem, from Bengali to English. And at this very place, Mrs. Margaret Cousins, a British woman, composed a tune for our National Anthem. *Jana gana mana* was first sung at a courtyard in Madanapalle. Next morning, we came back home with a lot of memories.



Dear friend, this is my wonderful trip to Horsley Hills with my parents and my loving sister. The trip gave me ever lasting memories.

Hope, you too may plan to have a wonderful trip with your parents during summer vacation to a beautiful place.

*Yours lovingly,
Hemanth.*





GLOSSARY:

rushed : moved with great speed

reached : arrived at

hired : took for rent

curves : turnings

breeze : a gentle wind

spread : extend or distribute

climate : weather at certain time

thrill : a sudden excitement

attraction : interesting place to see

translate : change from one language to another

composed : set music for a song

occasionally : now and then

Comprehension

Answer the following questions.

1. What are the means of transport that Hemanth's family used to go to Horsley Hills?
2. What is the reason for the cool weather of Horsley Hills? Guess.
3. Why is Horsley Hills called the 'Ooty of Andhra Pradesh'?
4. What are the places that the family visited during their trip?
5. What is the importance of Madanapalle with regard to our National Anthem?



Activity

2

Read the sentences given below, and write True (T) or False (F) in the given brackets.

1. Harsha and members of his family planned to visit Horsley Hills. ()
2. All the family members went to Vijayawada Railway Station by car. ()
3. The journey on the ghat road was exciting with many curves. ()
4. They all enjoyed the joyful ride onto the hills. ()
5. Horsley Hills is totally covered with green trees and colourful flowers. ()
6. The weather condition in summer is very hot in Horsley Hills. ()
7. 'Gali Banda' is famous for strong winds. ()
8. We see wild animals regularly in Horsley Hills. ()
9. Rabindranath Tagore composed a tune for *Jana gana mana*. ()
10. Rabindranath Tagore translated *Jana gana mana* from Bengali to English. ()

Vocabulary

Synonyms:

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

1. I quickly had my bath.
2. I hurriedly had my bath.
3. I instantly had my bath.

The underlined words **quickly**, **hurriedly** and **instantly** carry nearly the same meaning. Such kind of words are called

synonyms. A synonym is a word that has nearly the same meaning as another word.

Let us see a few more examples here.

wonderful	=	admirable, amazing, astonishing
vacation	=	break, holiday
beautiful	=	pretty, good-looking, charming
memory	=	mind, recollection, remembrance
courtyard	=	lawn, patio and yard
composed	=	confident, easy going, level headed
occasionally	=	sometimes, (every) now and then, infrequently
interesting	=	alluring, amusing, attractive

B. Read the following paragraph carefully. And observe the underlined words carefully.

Horsley Hills is a well-known tourist spot in Andhra Pradesh. It is also called the 'Ooty of Andhra Pradesh'. We feel a cool breeze and enjoy looking at the heavy bushes. We see a good looking scenery and high mountains there. The whole area is filled with green trees and colourful flowers. The temperature is very cool.





Activity

3

Now fill in the blanks with suitable synonyms in the following. Use the help box

famous, beautiful, climate, covered, dense

Horsley Hills is a _____ tourist spot in Andhra Pradesh. It is also called the 'Ooty of Andhra Pradesh'. We feel cool breeze and enjoy looking at _____ bushes. We see a _____ scenery and high mountains there. The whole area _____ with green trees and colourful flowers. The _____ is very cool.



Activity

4

Match the words with suitable synonyms.

- | | | |
|----------|----------|---------------|
| 1. share | () | A. delight |
| 2. pack | () | B. slant |
| 3. touch | () | C. bundle |
| 4. enjoy | () | D. feel |
| 5. slope | () | E. distribute |



ANTONYMS:

Read the following sentence 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. They are opposite in meaning.



35



Activity

5

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

1.	jolly	x
3.	above	x
4.	big	x
5.	tall	x
6.	clean	x
7.	fresh	x
8.	good	x
9.	strong	x
10.	silent	x
11.	bright	x



GRAMMAR

Adjectives

Read the following sentences taken from the lesson and identify adjectives.

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 ‘**trees and bushes**’. In other words, they describe trees and bushes. These type of words are called describing words. Such words are called **adjectives**.



Activity

6

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

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



Activity

7

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

fluent, colourful, little, long, karate, poor

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. Khasim is a _____ fighter.
5. She speaks _____ English.





Activity

8

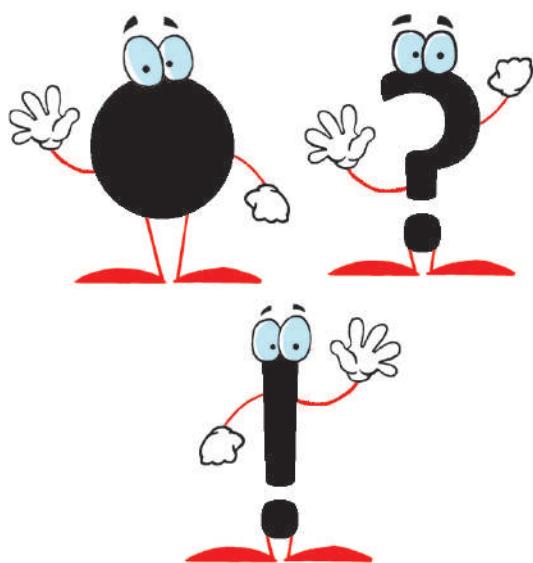
Match the describing words under column 'A' with the nouns under column 'B' and put the right letter in the bracket.

A Describing words		B Naming words
1. dark	()	a. moon
2. deep	()	b. sun
3. blue	()	c. night
4. cool	()	d. sky
5. bright	()	e. sea



Read the following sentences and observe the punctuation marks at the end --full stop (.) question mark (?) and exclamation (!).

1. I quickly had my bath.
2. They felt happy.
3. Who is your English teacher?
4. Have you ever been to Delhi?
5. What a long queue it is!
6. What a beautiful flower!



What did you observe from the above sentences?

1. Sentences 1 and 2 end with a full stop (.) as they are statements.
2. Sentences 3 and 4 end with a question mark (?) as they are questions.
3. Sentences 5 and 6 end with an exclamation mark (!) as they express a sudden feeling of surprise.

An exclamatory mark can be used after the words or the sentences which express a sudden feeling of surprise , happiness, anger, sorrow or disappointment.

- Example:
- (1) Alas! I lost my pen!
 - (2) What a pity!
 - (3) Hurrah! I have won the game!



Activity

9

Add the correct punctuation at the end.

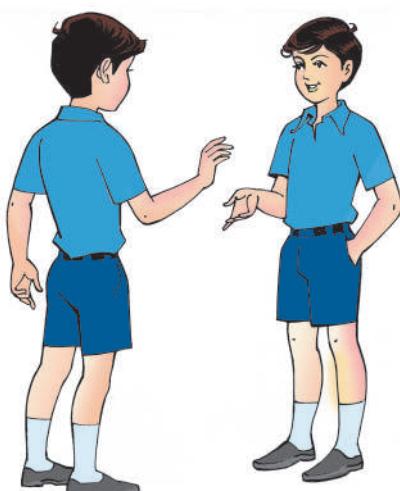
full stop (.) question mark (?) or exclamation mark (!)

1. You are late again

2. Where is my pen

3. Kiran plays cricket every day

4. Where do you live



5. Stop you're making me angry

6. My name is Naveen

7. Hey, look here

8. I have a big house

9. Don't do that again

10. Will you help me



Listening and Responding

Read the conversation given below.

Ruchitha : Hi, Raval! How are you?

Ravali : Fine, thank you. How about you?

Ruchitha : I am fine. Where are you going?

Ravali : I am going to school.

Ruchitha : Isn't your brother coming to school today?

Ravali : No, he is not coming.

Ruchitha : Why? What happened to him?

Ravali : Today is his birthday.

Ruchitha : Oh! Is it? By the way, when is the party?



Ravalı : This evening around 8 o' clock. You please come to the party.

Ruchitha : Yes, I do. Thank you for your invitation. Convey my wishes to your brother in advance.

Look at the underlined words (**how, where, what, why and when**) in the above conversation. They are called '**Wh**' words. We use these words to ask for information.



Activity

10

Choose a suitable question word to complete the question.

Q: _____ do you live? (What / Where / When)

A: I live in Chandrala.

Q: _____ old are you? (Why / How /Where)

A: I am 9 years old.

Q: _____ are you late? (How / What / Why)

A: Because my brother is ill.

Q: _____ do you celebrate your birthday? (When /Which /What)

A: On 6th June.

Q: _____ is your father? (When / What / Why)

A: My father is a farmer.



Activity

11

Now ask questions to get the answers given below:

Q: _____ ?

A: My name is Ayan.



Q: _____ ?

A: I am 9 years old.

Q: _____ ?

A: I live in Mylavaram.

Q: _____ ?

A: I am studying in 4th class.

Q: _____ ?

A: My father is a software Engineer.

Q: _____ ?

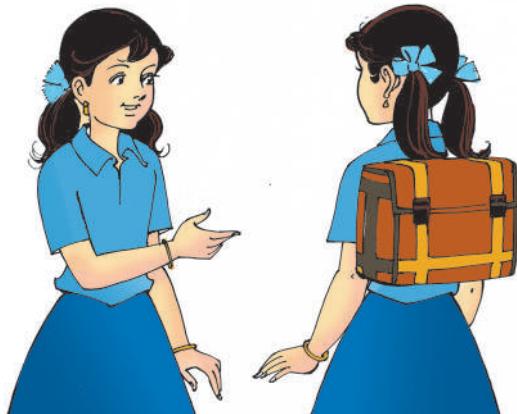
A: Mr. Raja Sekhar is our English Teacher.

Q: _____ ?

A: My birthday is on 6th June.

Q: _____ ?

A: My school's name is Mandal Parishad Primary School.



Know your Dictionary:

Words in a dictionary are usually arranged in alphabetical order.

A dictionary tells us how a word is pronounced.

A dictionary tells us what a word means.

A dictionary shows us how a word is spelt.

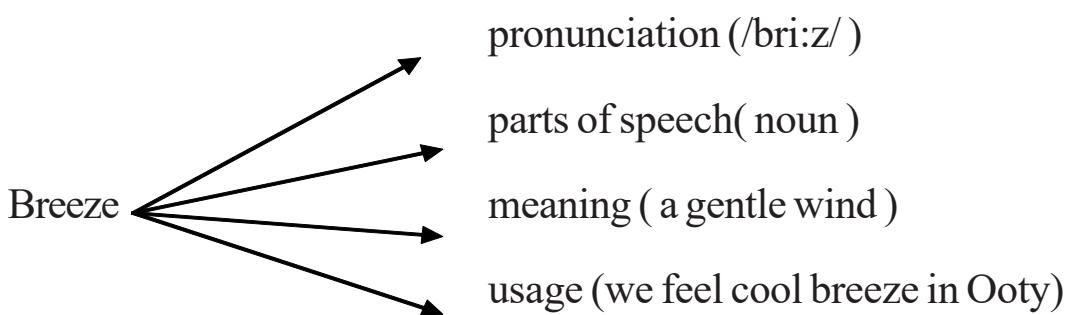
A dictionary tells us how a word is used.

A dictionary shows us the different parts of speech of a word.

Observe the below pictures:

nd cool breeze welcomed
sing scenery welcomed us
flowers. The climate was
ng experience. We were a

breeze noun a gentle wind. • verb
(breezes, breezing, breezed) informal
come or go casually.
breeze block noun Brit. a light-
weight building brick made from
sand, cement, and pieces of partly
burnt coal or wood



Activity

12

Complete the following table by using a ‘Dictionary’.

Sl. No.	Word	Parts of speech	Meaning
1	immediately		
2	news		
3	preparation		
4	experience		
5	quickly		
6	scenery		

Preparation of a Poster:

Observe the following - Poster carefully:



Answer the following questions:

1. What is this poster about?
2. Name the events mentioned in the poster?
3. What is the time and venue of the celebrations?
4. On what dates will the programme be conducted?
5. Have you ever visited this kind of celebrations?
6. Who are the targeted audience?



Now work in groups. Prepare a poster on the 'Kite Festival' on the occasion of 'Sankranthi' in your village/city. Use the following hints from the help box.

Poster name: Kite Festival – Place: outskirts of the village/City
 Time: 2pm to 5pm , Date: 15th January – Events: singing competitions, Rangoli Competitions – eligibility: people between 15 to 50 age group

KITE FESTIVAL



Activity

14

Dictation:

Listen to the teacher carefully and write down the paragraph dictated by your teacher.

.....
.....
.....
.....
.....

TONGUE TWISTER :

Read and practice the below tongue twisters used to build the tomb.





Activity

15

Project Work:

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.

SLNo.	Name of the Person	Place Visited	The interesting thing
1	Sk. Rafi	Suryalanka Beach, Bapatla.	Beautiful waves of the sea.
2			
3			
4			
5			
6			

- II. Now form a group of 3 or 4 members. Collect the data of each member in the group. Now find out what types of places your friend visited and what things or places interested them most.
 1. Most of my friends visited _____.
 2. They liked _____ very much.





Swami Vivekananda

4

UNIT



Pre-reading



Activity

1

Look at the picture and answer the following questions.



1. What do you see in the picture?
2. What are the children doing?
3. Can you identify the person in the books?
4. Tell a few words about the person in the books.



Swami Vivekananda

"Take up one idea, make that one idea your life. Think of it, dream of it, live on that idea. Let the brain, muscles, nerves, and every part of your body be full of that idea and just leave every other idea alone. This is the way to success."

-Swami Vivekananda.



Vivekananda, the great son of India, was born on 12th January, 1863 to Viswanath Dutta, and Bhuvaneswari Devi in Simulia, a small part of the big city Kolkata. He had a divine glow on his face. He was named Veer eswara. But his name was too long for children to call. So everybody started calling him Narendra. His father was kind and helpful to the poor and needy. Apart from family duties, his mother spent time in singing and narrating stories from two great epics, the Ramayana and the Mahabharatha. The boy, Narendra, used to sit beside his mother listening to such stories.

Narendra's Childhood

The childhood of Narendra was filled with incidents that showcased his courage, presence of mind and intelligence. He was very active, lovely and playful. He loved birds and animals. The qualities of leadership in him were visible since his childhood.



His favourite game was 'The King and the Court'. He would always play the role of a king and his playmates were his ministers.

He and his friends often practised meditation. While meditating, Narendra could sit for a long time and he would look like Little Buddha.

One day, when they were meditating, a black snake came near them. All the children shouted and ran away but Narendra did not even move from his place. He had not opened his eyes. The snake crawled on the floor and left without doing any harm to him.

Narendra at School

Narendra was good at studies as well as games. He listened to the teacher carefully. He could remember whatever was taught by the teacher, he never forgot anything even if he listened to it only once.

Once Narendra was punished at school. The Geography teacher asked him a question which he answered correctly. But the teacher thought that it was wrong and punished him. The boy protested, "I've not committed any error, sir, I am sure what I said is right." This made the teacher not only furious but also led to slap Narendra.

When Narendra returned home, his eyes were filled with tears. He narrated everything to his mother. His mother consoled him and said, "My son, why do you worry if you are right? Always follow the truth, whatever may happen." Later, when the teacher realized his mistake, he regretted it.

Narendra: a brave boy

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

Narendra becomes Swamy Vivekananda



Narendra's nature of fearlessness, love for mankind and concentration made him one of the greatest spiritual leaders of the world. He became Swami Vivekananda. He was deeply inspired by the teachings of the Bhagavad Gita and his teacher Sri Ramakrishna Paramahansa.

GLOSSARY:

narrate	: explaining in detail, tell
epic	: story of a traditional hero
intelligence	: wisdom
regret	: feel sorry
meditation	: a devotional exercise, a deep concentration
protest	: making a strong objection
console	: comfort in a time of grief
spiritual	: sacred
concentration	: attention towards something

Comprehension



Activity

2

Answer the following questions:

1. Who were the parents of Vivekananda?
2. When was he born?
3. How was he called in his childhood?
4. What did he say to the teacher who punished him?
5. How did his mother console him?
6. Why didn't Narendra run away on hearing 'Ghost'?
7. Whose teachings inspired him?



Activity

3

Complete the following sentences by choosing correct options.

1. Vivekananda's favourite game was _____
a) Kabaddi b) Football c) The King and his Court
2. Narendra was born in _____
a) Howrah b) Chennai c) Simulia
3. His mother used to narrate stories from _____
a) The Vedas b) The Bible c) The Ramayana and The Mahabharata



Vocabulary



Activity

4

Read the following sentences to understand the meanings of the ‘word in context.’

Posture

1. He could sit in the same ***posture*** for a long time.(pose).
2. Our teacher observed the ***posture*** of the new student, who is very disobedient.

Crawl

1. A snake **crawled** on the floor. (crept)
2. My younger son is just 6 months old, **crawling** now.

Regret

1. When the teacher realized his mistake, he **regretted** it. (felt sorry).
2. Ms. Shalini behaved foolishly, later she **regretted** for her behaviour.

Showcase

1. The incidents of his childhood showcased his courage and intelligence.
(exhibited).

2. Her language showcases her attitude.

Inspire

1. Vivekananda was inspired by the teachings of Ramakrishna Paramahansa.
(motivated).
2. Gandhiji's march to Dandi inspired many Indians.

Committed

1. I have not committed any error.
2. Our class teacher, Venkat is committed to his work.



Choose the contextual meaning of the underlined words in the following sentences.

1. He narrated everything to his mother. ()

- A) say B) tell C) told

2. Narendra is known for his intelligence. ()

- A) cleverness B) bold C) active

3. The passenger forgot his luggage in the train. ()

- A) recall B) reinforce C) failed to remember

4. Our teacher observed the posture of the new student, who is very disobedient. ()
A) poster B) structure C) pose
5. When the teacher realized his mistake, he regretted it. ()
A) felt sorry B) felt happy C) joyful

GRAMMAR

Read the following sentence and observe the under-lined word.

Vivekananda was born on 12th January 1863.

In the above sentence 'on' is used before the date 12th January. It tells the relationship between the event or action 'born' and when it happened. It is called a preposition, and as it allows us to discuss a specific time period such as a date on the calendar, or one of the days of the week, or the actual time something takes place, we call it '**Preposition of Time**'.

Some **Prepositions of Time** are given below:

At- it is used to discuss clock times, precise time.

e.g. I shall meet you at 5 pm tomorrow.

Our school starts at 8.45 am

We clean our classroom at lunch time.

In - it is used to discuss months, seasons, years, centuries, decades, or general times of a day.

e.g. Sirisha's birthday falls in December.

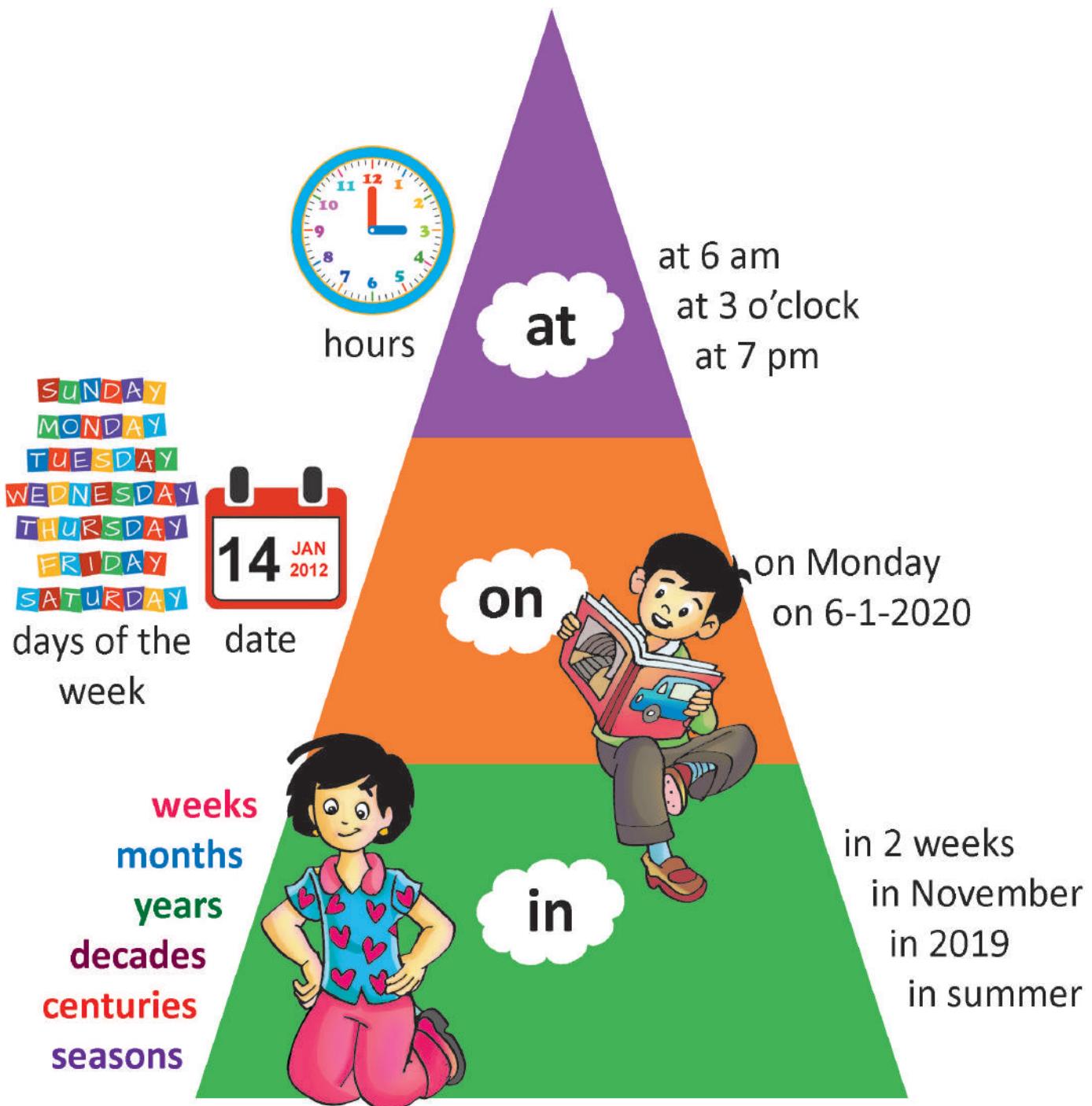
Generally birds migrate in summer.

Gandhiji was born in 1869.

On- it is used to discuss certain days of the week or portions of days of the week, or specific dates.

e.g. Sachin will come on Monday.

We celebrate Independence Day on 15th August.



Leela is very punctual. She always follows the time.
Leela is doing many activities along with her studies.

Here is her time table.

Day	Time	Session	Activity
Monday	6 o'clock	morning	Yoga
Tuesday	7 o'clock	morning	Dance practice
Wednesday	5 o'clock	evening	Playing cricket
Thursday	7 o'clock	evening	Music class
Friday	4 o'clock	evening	Watching cartoon movies
Saturday	8 o'clock	night	Reading stories
Sunday	6 o'clock	evening	Playing with friends



Activity

6

Fill in the blanks with prepositions of time from the above table.

One is done for you.

e.g. Leela does yoga at 6 o'clock in the morning on Monday.

1. Leela practises dance _____ Tuesday.
2. Leela plays cricket _____ 5 pm
3. Leela goes to the music class _____ Thursday.
4. Leela watches cartoon movies _____ pm _____ Friday.
5. Leela reads stories _____ night.
6. Leela plays with her friends _____ Sunday.



Listening and Responding



Activity

7

Read the following conversation.

Ram: When do you wake up daily in the morning?

John: I wake up at 5 am daily.

Ram: Do you go for a walk every day?

John: Yes, I go for a walk every day in the evening.

Ram: Do you drink milk every day?

John: Yes, I drink milk every day at night.

Ram: Do you read story books?

John: Yes, I read story books.



Activity

8

Read the following conversation.

Tourist: We want to go to Vivekananda Rock. Would you guide us?

Tour guide: Sure, I will.

Tourist: How much do you charge?

Tour guide: Rs.500/- per day. We have to go there by a ferry.

Tourist: What's a ferry?

Tour guide: A small boat.

Tourist: How much are we charged for it?



Tour guide: Rs.100/- per head.

Tourist: Could you show us all the places there?

Tour guide: Certainly.

Tourist: Shall we start now?

Tour guide: With pleasure.



Activity

9

Read the following statements and say whether they are denoting habitual actions or not.

1. My father reads the newspaper everyday..... yes/no
2. He cooked food deliciously..... yes/no
3. We play in the evening everyday..... yes/no
4. India won the world cup in 1983.....yes/no
5. Generally she helps the poor..... yes/no
6. She often goes to the cinema..... yes/no.

We use the simple present tense to denote habitual actions.

e.g. She sings songs on Independence Day every year.

We play every day in the evening.



Activity

10

Dictation:

The teacher reads aloud the following sentences and asks the children to write them down in their note book / workbook.



1. Vivekananda was born on 12 th January.
2. His favourite game was 'The King and the Court'.
3. He was good at studies as well as games.
4. He was a brave boy.

Read the following sample biographical sketch of Mahatma Gandhi.



Activity

11

Mahatma Gandhi was born on 2nd October, 1869 at Porbandar in Gujarat. His full name was Mohandas Karamchand Gandhi. His father's name was Karamchand Gandhi, mother's name was Putlibai. He was a lawyer. He fought against the British, for freedom. He preached Non-violence (*ahimsa*).



Activity

12

Now, write a biographical note of any friend with help of the hints given below.

(Name, place of birth, date of birth, parents, studies, achievements)



Sing and Enjoy !

POEM

Kind Words

Kind hearts are the gardens,
Kind thoughts are the roots,
Kind words are the flowers,
Kind deeds are the fruits.

Take care of the gardens,
And keep them from weeds.
Fill, fill them with flowers,
Kind words and kind deeds.

- Henry W. Long fellow



About the Poet

Henry Wadsworth Longfellow (February 27, 1807 - March 24, 1882) was an American poet and educator whose works include "Paul Revere's Ride", "The Song of Hiawatha", and "Evangeline." He was also the first American to translate Dante Alighieri's *Divine Comedy* and was one of the Fireside Poets from New England.



Comprehension



Activity

13

Answer the following questions:

1. What are the gardens according to the poet?
2. Why are kind thoughts compared to roots?
3. When should we take care of the garden?
4. Where do we find weeds?
5. Who takes care of the gardens?

Tongue Twister

Read the following sentences as quickly as possible.

Amidst the mist and coldest frosts,
With stoutest wrists and loudest boasts,
He thrusts his fists against the posts,
And still insists he sees the (g) hosts.





5

UNIT

The Magic Fish



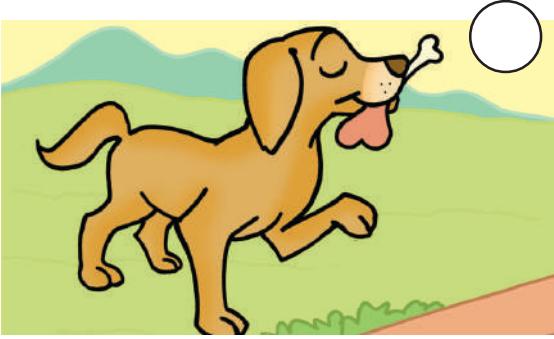
Pre-reading



Activity

1

Look at the pictures of a dog given below.



For the teacher: Ask the children to observe the pictures carefully and make them discuss the theme of the story.

Now, answer the following questions.

1. What do you think is happening in the pictures?
2. Number the pictures as per their occurrence.
3. What do you learn from it?



62



Reading

The Magic Fish

Abhiram was a fisherman. He lived with his wife in a little hut near the sea. He went down to the sea every day to catch fish.

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

"O fisherman, please let me go." Abhiram was very surprised. He was a kind man. He let the fish go.



Abhiram went home empty-handed. He told his wife about the fish. His wife was greedy and unkind.

"Foolish man! Why did you let the fish go? Go back to the sea and call the fish. It must be a magic fish. Ask the fish to grant us a big house with a huge garden."



So Abhiram went back to the sea and called the fish. "O fish, please grant me a wish." The fish popped up its head out of the blue sea and said,

"Let me know your wish."

"I want a big house with a huge garden for my wife."

"Go back home. Your wish is granted."

Abhiram went back home. In the place of his little hut, he saw a big house with a garden. "What a beautiful house!" he said to himself.



There were big waves in the sea.

The fish came out and asked, "What is your wish?" "My wife wants a palace now."

"Okay! Go back home. Your wish is granted." Abhiram went back home. In place of the big house, he saw a beautiful palace.

"What a beautiful palace!" thought Abhiram.



Some days passed. Abhiram's wife forced him and said, "This house is not enough. I want to live in a palace.

Go and ask the fish for a palace." So, Abhiram went back to the sea again and called the fish, and said:

"O fish, please grant me another wish."



In the palace, his wife sat on a throne of gold and diamonds. She wore a crown.

"Are you happy, now?" asked Abhiram. "We shall see," said his wife.

After a few days, Abhiram's wife called him, "This is not enough for me. Now I want to be the ruler of the sea." said his wife proudly. "What are you asking for? It is not right." said Abhiram. But his wife didn't listen and became angry. "Go to the fish at once!" she shouted.



in a low voice.

Not a word spoke the golden fish in answer. It just showed its tail, and disappeared into the depths of the sea. Knowing that the last wish would make the fish a slave to the wife's desires, the golden fish cured her greed by returning her little hut.

Abhiram went back home. In place of the palace, he saw his little hut. His wife had to live in that hut once again.

Abhiram went back to the sea and called the fish again, "O fish, please grant me one more wish." When the fish came, there was a storm in the sea. The fish looked angry and serious.

"What is it, now?"

"My wife wants to be the ruler of the sea," said Abhiram



GLOSSARY:

strange - unusual

pop up - appear suddenly

palace - royal/official residence

storm - a violent weather with strong winds

throne - royal seat

Comprehension



Activity 2

I) Answer the following questions.

1. Who was Abhiram?
2. A strange thing happened one day. What was it?
3. How did his wife respond when he went home empty-handed?
4. Did the golden fish fulfill all the wishes of Abhiram's wife? Why?
5. What is the moral of the story?
6. If you were Abhiram, what wish would you ask the fish?

II) Complete the passage using the words given in the box.

golden, requested, wife, fishing, go, hut

Abhiram lived with his _____ in a little _____ near the sea. Every day he went for _____. One day he caught a big _____ fish in his net. The golden fish _____ him to put it back in to the sea. Then he let the fish _____ into the sea.



Activity

3

Who said these dialogues and to whom?

	Dialogues	Who said	To whom
1.	"O fisherman, please let me go."		
2.	"Foolish man! Why did you let the fish go?"		
3.	"Are you happy, now?"		
4.	"Go Back home, your wish is granted."		
5.	"Go to the fish at once!"		



Vocabulary



Activity

4

Make new words using the letters of the given word. One is done for you.

fisherman

fish

man

name

she

beautiful

strange

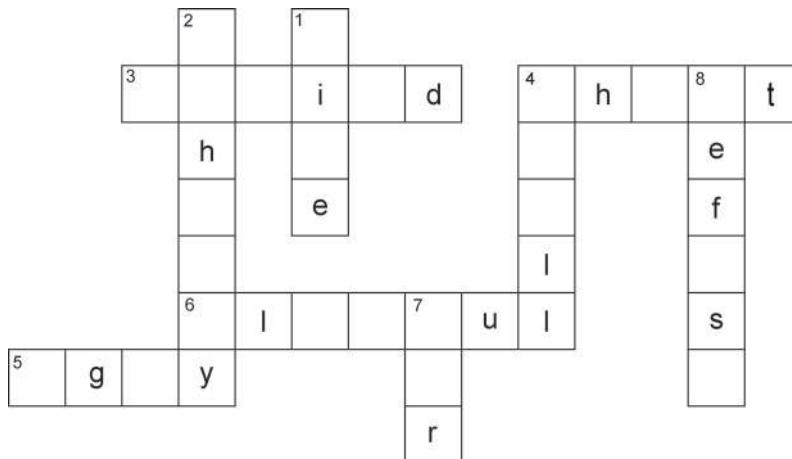
throne



Activity

5

Solve the crossword with the opposites of the words given as clues.



Across

3.kind

4.tall

5.beautiful

6.serious

Down

1.foolish

2.happy

4.big

7.near

8. grant



Activity

6

Read the following words and write at least one sentence about each.

e.g. **Hut**: The hut was near the sea.

pop up: _____

surprise: _____

enough: _____

grant: _____

ruler: _____



Activity

7

Tongue twister:

Say the given sentence as quickly as possible.

Fresh fried fish
Fish fresh fried
Fried fish fresh
Fish fried fresh





Activity

8

Look at the following sentences taken from the lesson.

1. He **lived** with his wife in a little hut.
2. Abhiram's wife **called** him.
3. He **caught** a big golden fish.
4. She **wore** a crown.

The words in bold letters are in simple past tense. In sentences 1 and 2, the verbs end in –‘ed’ whereas verbs in sentences 3 and 4 they do not end in –ed. The verbs that end in –ed are called **regular verbs** and other verbs are called **irregular verbs**.

All these verbs express completed actions.



Activity

9

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

Regular Verbs	Irregular Verbs



Writing



Activity

10

Read the following sentences from the story.

1. “O fisherman, please let me go.”
2. “Foolish man! Why did you let the fish go?”
3. “What a beautiful palace !” said Abhiram.

★ Did you observe the highlighted punctuation?

★ Do you know why they are used?

In the above sentences, we used quotation marks to refer to the actual words spoken by the speaker. These are known as inverted commas (“...”).

Now let us see some more examples from the story.

1. The golden fish said, “Go back home. Your wish is granted.”
2. Abhiram said, “My wife wants a palace now.”
3. Abhiram’s wife said, “I want to be the ruler of the sea.”



Activity

11

Read the following sentences and use Inverted commas (“...”) wherever necessary.

1. My mother said, Never tell lies.
2. Did you finish the project work? asked the teacher.
3. The children replied, We are ready to learn.
4. Revathi said, How interesting this film is!



Activity

12

Conversation

Abhiram returned from the sea after talking to the golden fish. Abhiram's wife is waiting for him in the palace.

Now complete the conversation between Abhiram and his wife.

Abhiram's wife : Welcome dear!

Abhiram : Oh, What a beautiful palace it is!

Abhiram's wife : Yes, I like this palace very much.

Abhiram : We should thank the golden fish for this. Are you happy now?

Abhiram's wife : _____

Abhiram : _____

Abhiram's wife : _____

Abhiram : _____

Abhiram's wife : _____

Abhiram : _____



Listening and Responding



Activity

13

Listen to your teacher and answer the following questions.

All children are at school. Latha is drawing pictures in the classroom. She is sitting on a bench beside Neha. Teja is at school too. He is reading a newspaper in the library. He is sitting on a chair. Vani and Rani are also at school. They are playing in the ground. Some children are watering the plants in the garden.

At this moment, the teacher is calling everyone to come into the classroom.

Answer the following questions in a complete sentence?

1.What is Latha doing in the classroom?

A. _____.

2.Who is sitting beside Neha?

A. _____.

3.What is Teja doing?

A. _____.

4.Who are playing in the ground?

A. _____.

5.Why is the teacher calling everyone to come into the classroom?

A. _____.



Activity

14

Look at the following picture and say some sentences using the 'ing' form (am/is/are+action word+ing). e.g. Abhi is fishing.





Activity

15

Read the following sentences.

- We are playing cricket.
- Madhu is swinging.
- Rani and Geetha are sliding.
- They are running.

The underlined part indicates that the action is in progress. So they are in present continuous tense.

Now, go through the following table and frame at least ten sentences.

I	am	reading a book. playing kabaddi. going to market. riding the bicycle. coming to school.
You	are	watching T.V.
We		drinking water.
They		drawing a picture.
He	is	travelling by bus.
She		eating a mango.
It		

e.g. I am reading a book.

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

5. _____.
6. _____.
7. _____.
8. _____.
9. _____.
10. _____.



Activity

16

Language game:

Name of the game: **Act and say**

Objective: Children express ongoing actions using the ‘present continuous form’

Materials required: A small box, paper slips containing ongoing actions written in them.

Process:

- Put all the written slips (such as reading, jumping, crying, laughing, eating, drinking, sleeping, drawing, etc...) in a small box.
- Ask the students to form some groups.
- Ask one student to come and pick up a slip from the box.
- Ask him/her to mime the action written on the slip.
- The other group will have to identify the word and say aloud the action using the ‘*present continuous tense*’.





The Seed of Truth

6

UNIT



Pre-reading



Activity

1

Read the conversation given below.

Ravi : Hey Madhu, how are you?

Madhu : I am not feeling good with the people around us.

Ravi : What happened?

Madhu : People are not honest most of the times which is not good.

Ravi : Yes, Madhu! You are right, some people are always lying. I faced many situations.

Madhu : Honesty means to be truthful for a person in all the aspects of life. It involves not to tell lies to anybody, never hurt anyone through bad habits, activities or behaviour. An honest person never



gets involved in the activities that are morally wrong.

Ravi : Yes Madhu, you are right, but people do not understand it.

Read the following statements and say whether they are true or false. Put a tick mark.

1. Honesty means to be truthful in all aspectstrue/ false
2. An honest man tells lies.....true / false
3. An honest man never hurts anyone with his behaviour....true / false
4. An honest man gets involved in morally wrong activities....true / false



The Seed of Truth

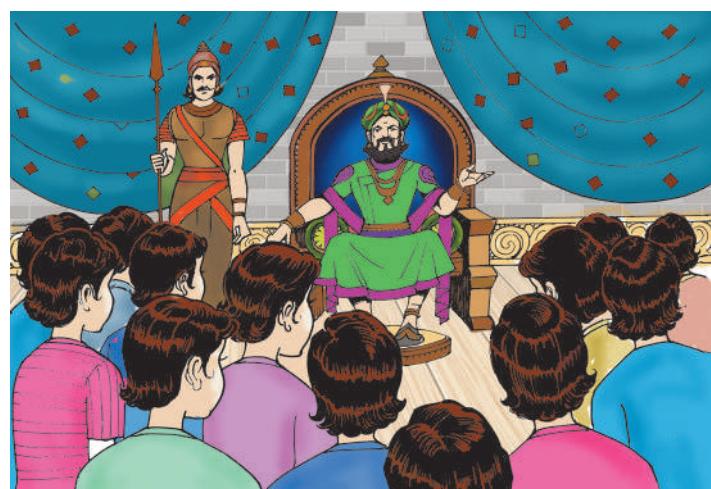
Read the passage carefully

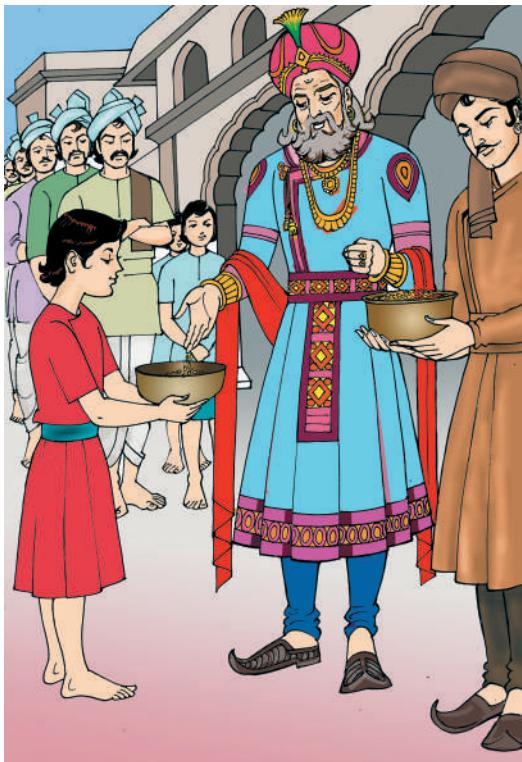
Vidyadhara was the king of Gandhara. He was a just and wise king. The king was fond of gardening. He spent a lot of time in gardening. The king did not have children. As the king grew older, everyone got more and more worried. Who would take over the kingdom after him?

To find a successor, the king thought of an idea. He decided to distribute some seeds to all the children in the country. The child who grows the biggest, healthiest plant will become the prince or the princess. They can take three months for it.

The king ordered his minister to make an announcement.

The next day, a long line of anxious parents and children gathered outside the palace to get a seed and to grow the best plant.





Pingala, a poor farmer's son too got a seed from the king. He sowed it in a pot in his garden. He took great care of the seed.

Pingala watered and added manure to the seed. But the seed did not sprout. Desperately Pingala changed the soil and transferred the seed to another pot. Weeks and months passed. But nothing happened. The next day he saw children walking to the palace with their well-grown plants. Pingala stood watching them sadly.

Pingala's father observed his son working hard to make the seed sprout. He felt sorry for Pingala. He said to his son "Take the empty pot. At least the king will know that you tried your best." So

Pingala joined the others outside the palace, holding the empty pot in his hand. The other children laughed at him.

The king arrived and looked at the plants. The children gathered in the courtyard of the palace with flowery pots. Red, blue, yellow... The courtyard had turned into a beautiful garden. The king looked at the children amazingly. Their faces were shining with hope. But the king was not at all happy.

At the end of the line, stood Pingala. When the king reached the boy, he stopped. "Why did you come with an empty pot, my child? Did your seed not grow into a plant?" The king enquired.

Pingala held his head down and said, "Forgive me, Your Highness! I tried my best to grow the seed. I gave the best soil and manure to it. But the seed did not grow." The boy felt sad.



A smile appeared on the king's face. He hugged Pingala and announced, "Here is the crown prince! I had given everyone roasted seeds, which would never grow. Only this boy is honest. I am sure, one day, he will rule this kingdom justly."

GLOSSARY:

successor = heir

anxious = worried

sow = place (in earth or a pot) seed (s)

manure = fertilizer

sprout = grow from a seed

ignore = neglect

just = fair

Comprehension



Activity 2

Answer the following questions

1. Who was the king of Gandhara?
2. What was he fond of?
3. What did the king distribute to the children in his kingdom?
4. Did Pingala's seed sprout?
5. Why did the seed not sprout?
6. How did the other children make their seed sprout?

Complete the following sentences by choosing correct options

7. Vidhyadhara was a king.
a) just and wise b) cruel and foolish c) sharp and short.
8. The king had children.
a) hundred b) no c) ten
9. Pingala's father was
a) police man b) a rich business man c) a poor farmer



Read the following sentences:-

The king said, "This boy is honest. I am sure, he will rule this kingdom."

The opposite words for the above underlined words are dishonest and unsure. They are simply formed by prefixing 'dis' and 'un-'.



Activity

3

Write the opposite words for the underlined words in the following sentences using 'un-' or 'dis-'.

Ramesh is happy now. -----

We like it. -----

Please, lock the door. -----

You obey the order. -----

She is very kind to animals. -----

Learn some more opposite words by prefixing 'il-', 'im-', 'in-'.

il-	im-	in-
legal - illegal	polite - impolite	direct - indirect
literate - illiterate	mortal - immortal	active - inactive
legible - illegible	mature - immature	correct - incorrect



Activity

4

Choose the appropriate opposites from the given options.

1. healthy ()
a) unhealthy b) inhealthy c) dishealthy
2. appear ()
a) nonappear b) disappear c) unappear
3. mortal ()
a) immortal b) unmortal c) nonmortal
4. direct ()
a) undirect b) indirect c) nondirect.
5. legal ()
a) illegal b) unlegal c) nonlegal

GRAMMAR

Read the following sentence in the story.

The king said, "I will distribute seeds to all the children".

The action 'will distribute' has not happened yet. That will begin and end in the future. Now let's see some more examples.

I **shall go** to Delhi next week.

He **will come** to school tomorrow.

Pranathi **will get** the first rank.

In all the above sentences the actions have not yet taken place, they will happen sometime in the future. The verbs **shall go**, **will come**, **will get** are said to be in **simple future tense**.



Activity

5

Complete the following blanks by changing the given verb into simple future tense.

- 1) Dinesh (buy) a car next year.
- 2) It (rain) tomorrow.
- 3) She (call) you next week.
- 4) Dhoni (make) a century in tomorrow's cricket match.
- 5) We (go) to Chennai next month.



Activity

6

Fill in the blanks with the right options given below.

1. I (pay) the tax tomorrow.
a) paid b) shall pay c) pays

2. Gopi (pass) the examination next year.
a) has passed b) will pass c) passed

3. Ramesh (get) the salary, day after tomorrow.
a) will get b) got c) gets

4. Ashok (receive) the parcel tonight.
a) arrives b) will receive c) received.



Writing



Activity

7

Read the following sentences and circle the punctuation marks such as full stop (.) and question mark (?) in them.

1. Vidhyadhara was the king of Gandhara.

2. Who would take over the kingdom after him?

3. Why did you come with an empty pot, my child?

4. Did your seed not grow into a plant?

5. He will rule this kingdom justly.



82

What did you observe?

At the end of a statement or a declaration there is a full stop (.)

At the end a question, there is question mark(?)

Generally an assertive sentence ends with a full stop (.)

An interrogative sentence ends with a question mark (?)

Red, blue, yellow the courtyard turned into a garden.

As the king grew old, everyone got more and more worried.

To find a successor, the king thought of an idea.

In the above first sentence to separate words like red blue yellow a punctuation mark has been used and in the second and third sentences to separate clauses a punctuation mark has been used.

This is called **comma (,)**

A comma is thus used to separate words, ideas and items.



Place the punctuation mark (,) wherever necessary in the following sentences:

1. Ram Rahim and Robert are friends.
2. Vijayawada Vizag Vizianagaram are some familiar cities in A.P.
3. Gandhiji Nehru Patel and Tilak were some of our national leaders.
4. Copper iron and bronze are some useful metals.



Activity

9

Some punctuation marks are wrongly used in the following sentences, replace them with a comma.

1. John? Sekhar, and Muzeeb are good cricketers.
2. Ashok. Gopi and Madhu are playing cricket.
3. Cricket! Hockey and Foot ball are outdoor games.
4. Chess? Caroms and Table tennis are indoor games.

Observe the following Poster carefully.

WELCOME

to

GEMINI CIRCUS

An astonishing show for your entire family



- incredible magic show
- amazing acrobats
- gorgeous exotic animals
- funny clowns

September 20 -30

Doors open from 7 PM

Venue: Government Arts college ground, Srikakulam.

Entry ticket: ₹50 for elders, ₹30 for children



Activity

10

Now describe the above poster by filling the following blanks.

This poster is about

It is show for entire family.

We can see magic show , , , in it.

The circus will be here from to

The circus is running at

..... is ₹50

And ₹30 for



Listening and Responding



Activity

11

Role play the following conversation.

Dad : It's so cloudy, it may rain soon. Where is Madhu?

Mom : He went to college to take an examination.

Dad : Okay, how did he prepare?

Mom : Yes, he prepared very well,

He may get a good rank this time.

Fill in the blanks by connecting the given verb in bracket with ' may '. And practise the following dialogues.

1. Krishna : Will Ajay reach school on time?
Sirisha : He woke up early today, he(reach) school on time.
2. Madhavi : Will Chandana get the prize in the race?
Ramesh : She is running fast in the race, she(get) the prize.
3. Sekhar : Will Rahim get good marks?
Pranathi : Yes, he wrote the examinations very well, he(pass) in distinction.
4. Krish : Who will present the speech on the stage?
John : Latha practised the speech for many times, she.....(present) it well on the stage.



Sing and Enjoy !

POEM

The Rain

The rain makes pleasant food
for eaters rise;
As food itself, thirst-quenching
draught supplies.
If from the clouds no drops
of rain are shed.
'This rare to see green herb
lift up its' head.

—Thiruvalluvar



About the poet

Thiruvalluvar, commonly known as Valluvar, was a celebrated Tamil poet and philosopher. He is best known as the author of Thirukkural, a collection of couplets on ethics, political and economical matters, and love. The text is considered an exceptional and widely cherished work of the Tamil literature.



GLOSSARY:

thirst-quenching = serving to relieve thirst; refreshing.

draught = a single act of drinking

rare = uncommon.

herb = plant

Comprehension

Answer the following questions:

1. What does rain give us?
2. What happens if the clouds do not rain?
3. What does the word 'thirst' mean in the expression thirst-quenching draught supplies?
4. What makes the green herb lift up its head?
5. What is the rhyming word for 'shed'?





Birbal Caught the Thief

7
UNIT



Pre-reading



Activity

1

Look at this picture:



Answer the following questions:

1. What place do you see in this picture?
2. Who are there in this picture?
3. What are they doing? /What is happening?



Reading

Birbal Caught the Thief

Once there was a rich merchant. He lived in a small village surrounded by a forest. He had many servants in his house. One night, when the merchant was sleeping, someone entered his room quietly and stole his precious diamonds. In the morning, when the merchant woke up, he found his diamonds stolen. He enquired his servants about the diamonds, but they denied having any information. Since they were not responding properly, the merchant suspected that the thief was one of his servants. So he went to the court of King Akbar and narrated the whole incident. Akbar asked Birbal who was a wise minister



in his kingdom, to help the merchant find his lost diamonds.

The next day, Birbal went to the merchant's house and asked all his servants as to who had stolen

the merchant's diamonds the previous night. Again, everybody denied.

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



All the servants went to their homes and gathered again at the same place the next day. Birbal asked each one of them to show him their sticks. One of the servants had his stick shorter by two inches. As soon as Birbal saw the servant's stick, he shouted, "Catch him! He is the thief". The thief fell at Birbal's feet. Birbal took him to the merchant.

Later, the merchant asked Birbal, "How could you catch the thief?" Birbal said, "The thief cut his stick by two inches during the night, fearing that the stick would grow longer by two inches."

Thus the trick to catch the thief worked well.



GLOSSARY:

- merchant : a person who buys and sells goods.
- surrounded : covered around.
- precious : valuable
- denied : said that something is not true
- suspected : supposed to be true
- narrated : told
- stolen : to take something from someone without permission
- trick : an act of cleverness

Comprehension



Activity

2

Answer the following questions.

1. Where did the rich merchant live?
2. Who stole the diamonds?
3. Why did the merchant go to the court of Akbar?
4. Why did Akbar ask Birbal to help the merchant?
5. What did one of the servants do during the night?



Activity

3

Read the following statements and write the letter (T) for the True statements and letter (F) for the False statements.

1. Birbal gave sticks of unequal length to all the servants. ()
2. One of the servants had his stick longer by two inches. ()
3. The thief fell at Birbal's feet. ()
4. The merchant went to the court of Akbar for help. ()
5. Akbar shouted to catch the thief. ()



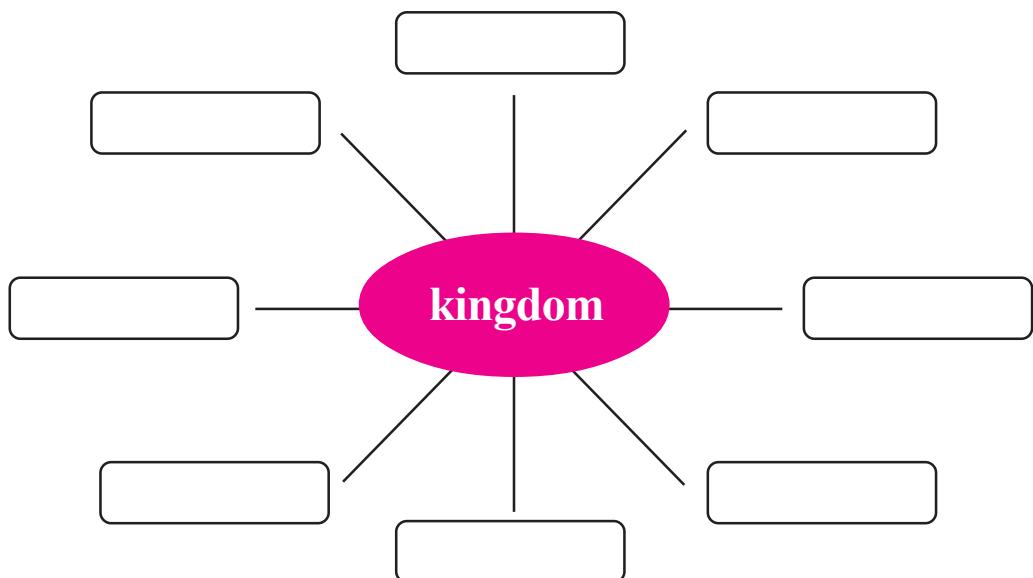
Vocabulary



Activity

4

Write the words related to the word "kingdom" in the following word web.





Activity

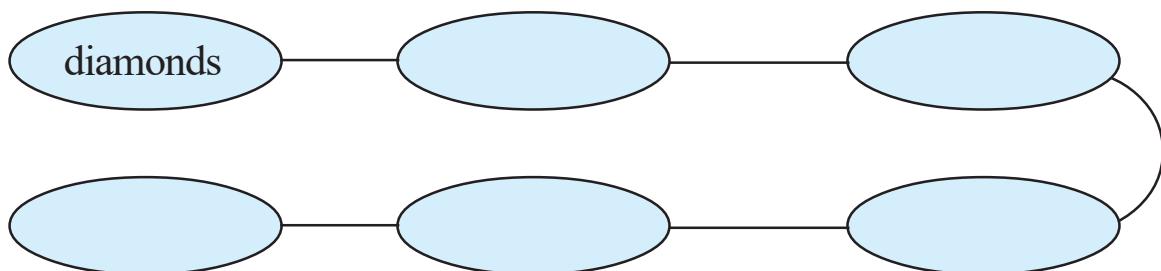
5

Look at the following word chain



In the above chain, the second word starts with the last letter of the 1st word and the 3rd word starts with the last letter of the second word.

Now prepare words in the chain with the given word.



Activity

6

Look at the following words and see how they are arranged in alphabetical order.

Words:	rich	court	home
ABC... order:	court	home	rich

Now arrange the words given below in alphabetical order.

diamond stole many help incident
king equal grow two catch

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

5. _____
6. _____
7. _____
8. _____

9. _____
10. _____

Writing with Grammar



Activity

7

Read the following word sets.

Write the word with the correct spelling in the space provided.

One is done for you. (Refer to a dictionary if you do not know)

Ex: showed shouted showed shouted

1. theif theaf thief _____

2. daimond diamond diamand _____

3. presious precius precious _____

4. denied denyed denaied _____

5. momant moment mooment _____

Writing with Grammar



Activity

8

Read the following sentences and observe the underlined parts.

- When the merchant was sleeping, someone entered his room quietly.

Here the underlined part of the sentence **was sleeping** denotes an action that continued in the past. This is known as the past continuous tense.

The personal pronoun 'T' and all singular forms take was + verb (ing) and all plural forms take were + verb (ing)

Now, look at the following examples of the use of the past continuous tense.

- They were eating in the restaurant, when I met them.
- The children were playing in the playground, when it rained last evening.
- Vimala was watching T.V, when someone knocked at the door.

4. Geeta's father met with an accident, while he was crossing the road.
5. I cut my finger, while I was cutting vegetables.

Read the following paragraph and underline the verbs which are in the past continuous tense.

When I entered my classroom yesterday, our teacher was not there. My friends Ram and Ravi were making paper boats. Janaki and Kavita were drawing pictures. Ashok and Gopi were talking to each other. Madhu was reading a book. Sheela was writing notes.

Now fill in the blanks with the past continuous tense using the verb given in the brackets.

1. Sarada _____ (write) an examination when her mother visited her school.
2. Ranga fell down while he _____ (run) a race.
3. Mamata _____ (read) a story, when Jacob came to meet her.
4. The children _____ (make) a loud noise, when the teacher came in.
5. Razia _____ (dance), when the headmaster entered the class.

Writing with Grammar



Read the following sentences and look at the underlined words.

1. He is the thief.
2. We are the thieves.

In sentence one, the subject 'He' and the verb 'is' are both singular in form.

This means a singular verb has a singular subject. This is called agreement between the subject and verb.

In sentence two, the subject '**we**' and the verb '**are**' are both plural in form.

This means a plural verb has a plural subject. In this sentence also, you can see the agreement between the subject and the verb.

Here are some examples of subject-verb agreement (the subject is in bold and the verb is underlined):

1. **John** is going to school.
2. **The players** are going to the play ground.
3. **The children** are listening to stories.
4. **Stephen** is one of the best singers in my class.
5. **The crow** is flying high.
6. **My uncle** has bought a car.
7. **They** have sold their bungalow.
8. **Rajesh** was a billionaire.
9. **You** were very naughty in childhood.
10. **His teeth** are shining.

Look at singular and plural verb forms in the table given.

Singular	plural
am	are
is	are
was	were
has	have



Listening and Responding



Activity

10

Note to the teacher

Now a days, most of the children are attracted and addicted to cartoon pictures and mobile phone games. They spend hours together with mobile phone neglecting their studies and health.

Sensitize the children on the use of mobile phone.

Teacher : Do you play mobile phone games at home?

Student-1 : Yes sir, I play mobile phone games at home.

Teacher : How much time do you spend?

Student-1 : I think 2/3 hours sir.

Teacher : Don't you think it's a waste of time and it affects your eye-sight?

What is your opinion?

Student-1 : Yes sir. I agree with you.

Teacher : Why?

Student-1 : My friend wears spectacles.

In my view, it is only because of playing mobile phone games often.

student-2 : Is there any solution to stop it?

Student-3 : Yes, there is. In my opinion, we should play outdoor games instead.

Teacher : Yes, you are right.

Now, role - play the above conversation.



Activity

11

Share your own opinion about the statement given below. Use one of the following phrases.

"Art and Music should be compulsory in school."

(In my view, I feel, I think, I agree, I do not agree, In my opinion)

e.g. In my view it is very important to introduce music in school.

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

Grammar



Activity

12

Look at the underlined words in the following sentences.

1. Birbal went to the merchant's house.

The word **merchant's** ends with 's' (apostrophe and s). This indicates **possession**.

2. He is a clever person, isn't he?

Here the apostrophe is not used to indicate possession. Instead it is used to indicate a shortened form. This is called **contraction**.

Here are some examples using apostrophe. Read and understand.

1. I went to my friend, Rama's house yesterday.

2. Kannaiah has taken Sita's pencil.
3. Varun doesn't know how to play football.
4. They aren't coming today.
5. Birbal saw the servant's stick and shouted.

You may understand that an apostrophe (') is a punctuation mark. It can be used for **possession** and **contracted forms**.

Look at the examples in the table using apostrophe (') with nouns and in contracted forms.

with nouns	with contracted forms					
Kamala's pen (the pen of Kamala)	is not	=	isn't	has not	=	hasn't
Rama's book (the book of Rama)	are not	=	aren't	will not	=	won't
boy's head (the head of the boy)	was not	=	wasn't	have not	=	haven't
doctor's room (the room of the doctor)	do not	=	don't	should not	=	shouldn't
parrot's beak (the beak of the parrot)	cannot	=	can't	would not	=	wouldn't



Activity

13

I) Read the following sentences and underline the words with apostrophe (')

Once there lived a poor man named Ramaiah. He had four sons. They didn't work hard. Hence, people used to call Ramaiah's sons lazy. He didn't want them to be called so. So, he scolded them. But his sons couldn't understand their father's intention and didn't change.

II) Mark the apostrophe (') wherever necessary and rewrite the sentences.

1. One day Rajus family left the village on a pilgrimage.

2. The teachers wife wanted a needle.

3. The pandit couldnt understand the kings words properly.

4. The clerk said, "You didnt understand Saralas words."

5. The servants followed their masters order.

Writing



14

Look at the invitation given below and observe how the information is presented.

INVITATION

Date : 01-09-2020.

PARENTS' MEETING

Dear Parent,

A parents' meeting will be held on 04-09-2020 at 4.00 pm on **AMMAVODI SCHEME** at M.P.P.S., Gandhi Nagar, Chirala Mandal. Mandal Educational Officer, Chirala will attend as the chief guest. After the meeting, cultural activities will be performed by students. All parents are requested to attend without fail.

Yours sincerely,

Headmaster

M.P.P.S.Gandhi Nagar,

Chirala (M), Prakasam (Dt).

Now, prepare an invitation on your own for the School Annual Day Celebration.



Activity

15

Tongue twister:

Say the given sentence as quickly as possible.

One - one was a race horse.

Two - two was one too.

One - one won one race.

Two - two won one too.



Activity

16

Project work

Ask your parents (or) grandparents to tell you a story which reflects wisdom/ cleverness.

Write it on a piece of paper and bring it to your classroom to share it with your friends.



The Tree and the River

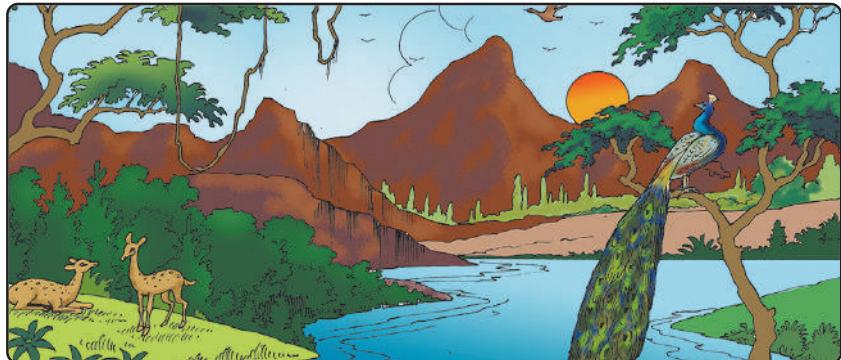
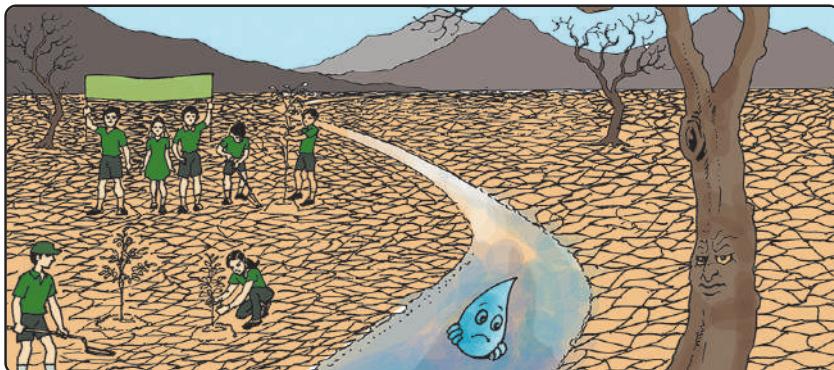
8

UNIT



Pre-reading

Observe the pictures given below carefully.



Activity

1

Work in pairs. **Think and share** your responses for the following questions.

1. What is the first picture about?
2. What are the people doing?
3. Who are green volunteers?
4. What do you observe in the second picture? Why is the place beautiful?
5. Tell some differences between the two pictures.
6. What will happen if there are no trees and rivers on earth?



102



Reading

The Tree and the River

The tree and the river were very good friends. They shared their happiness and sorrows, and helped each other always. The tree provided shelter to the fish, the wildlife and the insects. It also kept the water in the river cool. The river too provided its water to the tree for it to grow. The river always enjoyed its shining water which flowed into the streams. Everything there was so lively. But after many days, things changed. Severe drought set in.



Let's now see what happened.

One day the tree saw the river crying. The tree asked the river for the reason. Wiping tears, the river said, "My dear friend, I am going to die very soon. Look here. There is no water left in me. Everyone is dumping waste into me. The waste is choking me. I can't live any more in this condition. But friend, you too look very sad. Why is it so?"

The tree said, "Dear River, I'm not lucky either. My condition is also similar to yours. People cut me down without any mercy. Besides, there is no water for my roots!" Like this, they comforted each other.

They discussed the matter. They decided to approach the Green Club, a club which takes care of plants, and trees, for a solution.

Pause and think for a while: What do you think the tree and river will do to save themselves?

Now, read further-

They thought of writing a letter to the Green Club and drafted one. The letter was as follows.

To
The Green Volunteers,
Green Club, Guntur,
Andhra Pradesh.

Date: 17-12-2020

Dear Green Volunteers,

We would like to draw your attention towards the problem we are facing. Both of us are going to die for want of water. People cut down the trees and dump the waste into the rivers. Help us to stay alive. We request you to save us from the danger soon.

Thanking you.

Yours faithfully,
Tree and River.

The Green Club volunteers took the issue seriously. They started a mass tree planting activity. Also, they took all the possible steps to save the trees and keep the rivers clean. After a few months, the river looked fresh and happy. The tree too became green. The tree and river said, "What a big change!"

The Green Volunteers made a big difference in our lives. We should be thankful to them." Both of them thanked the Green Volunteers by writing another letter to them.

Think & Respond

Children! Observe the given picture and realise your duty towards the nature.



GLOSSARY:

drought	: long period with no rain
wiping	: clearing/removing
choking	: fill a space to make movement difficult/ have trouble breathing
comfort	: make someone feel better from worries or problems
volunteers	: people who work for an organization without money
mercy	: kindness
seriously	: importantly and carefully
mass	: a large number of
planting	: an act of growing plants and trees

Comprehension

I. Answer the following questions.

1. Who are the two characters talking to each other?
2. What does the expression "the waste is choking around me" mean in the story?
3. Why did they comfort each other?
4. How did they convey the problem to the green club?
5. How was their problem solved?
6. What do you do to make your school 'clean and green'?

II. Sequence the following jumbled sentences as they occur in the story.

- The tree and the river were very good friends.
- They wrote a letter to the Green Club volunteers to solve their problem.
- One day, they met each other and discussed the problem of dying soon.
- The Green Club Volunteers took all the steps to save the river and the tree.
- The tree and the river thanked them for saving their lives.

Answer:



WORD VOCABULARY

A. Dictionary Reference

Look at the picture given below carefully

Aa

a <i>adj.</i> 1 used when mentioning someone or something for the first time; the indefinite article. 2 one single. 3 per: <i>twice a week</i> . <i>@ symb.</i> 'at', used: 1 to show cost or rate per unit. 2 in Internet addresses between the user's name and the domain name: <i>john.smith@oup.com</i> .	abdicate <i>v.</i> 1 give up the throne. 2 fail to carry out a duty. ■ abdication <i>n.</i>
AA <i>abbrev.</i> 1 Alcoholics Anonymous. 2 Automobile Association.	abdomen <i>n.</i> the part of the body containing the digestive organs. ■ abdominal <i>adj.</i>
aardvark <i>n.</i> an African mammal with a long snout.	abduct <i>v.</i> kidnap. ■ abduction <i>n.</i> abductor <i>n.</i>
aback <i>adv.</i> (taken aback) surprised and disconcerted.	aberrant <i>adj.</i> not normal or acceptable.
abacus <i>n.</i> a frame with rows of wires along which beads are slid, used for counting.	aberration <i>n.</i> a departure from what is normal or acceptable.
abandon <i>v.</i> 1 leave permanently. 2 give up. -n. lack of inhibition. ■ abandonment <i>n.</i>	abet <i>v.</i> (abetting, abetted) encourage or help in wrongdoing. ■ abettor <i>n.</i>
abandoned <i>adj.</i> wild or uncontrollable.	abeyance <i>n.</i> (In abeyance) in temporary disuse.
abase <i>v.</i> humiliate or degrade. ■ baseness <i>n.</i>	abhor <i>v.</i> (abhorring, abhorred) detest.
abashed <i>adj.</i> embarrassed or ashamed.	abhorrent <i>adj.</i> disgusting; hateful. ■ abhorrence <i>n.</i>
abate <i>v.</i> become less severe or widespread. ■ abatement <i>n.</i>	abide <i>v.</i> 1 (abide by) accept or obey a rule or decision. 2 (cannot abide) dislike greatly.
abattoir /a-buh-twar/ <i>n.</i> a slaughterhouse.	abiding <i>adj.</i> lasting; enduring.
abbey <i>n.</i> a building occupied by a community of monks or nuns.	ability <i>n.</i> (<i>pl. abilities</i>) 1 the power to do something. 2 talent.
abbot <i>n.</i> (<i>fem. abbess</i>) the head of an abbey.	abject <i>adj.</i> 1 wretched. 2 completely without pride. ■ abjectly <i>adv.</i>
abbreviate <i>v.</i> shorten a word or phrase. ■ abbreviation <i>n.</i>	abjure <i>v.</i> renounce a belief, claim, etc.
	ablaze <i>adj.</i> burning fiercely.
	able <i>adj.</i> 1 capable of doing something. 2 talented. ■ ably <i>adv.</i>
	ablutions <i>pl. n.</i> the act of washing yourself.

a picture of a page from a dictionary.

Let us understand what a dictionary is. **A dictionary is a reference book that has a list of words arranged alphabetically with their meanings.**

- ❖ A dictionary entry will have the word.
 - ❖ Its parts of speech and meaning.
 - ❖ Example sentence/sample sentence, etc.

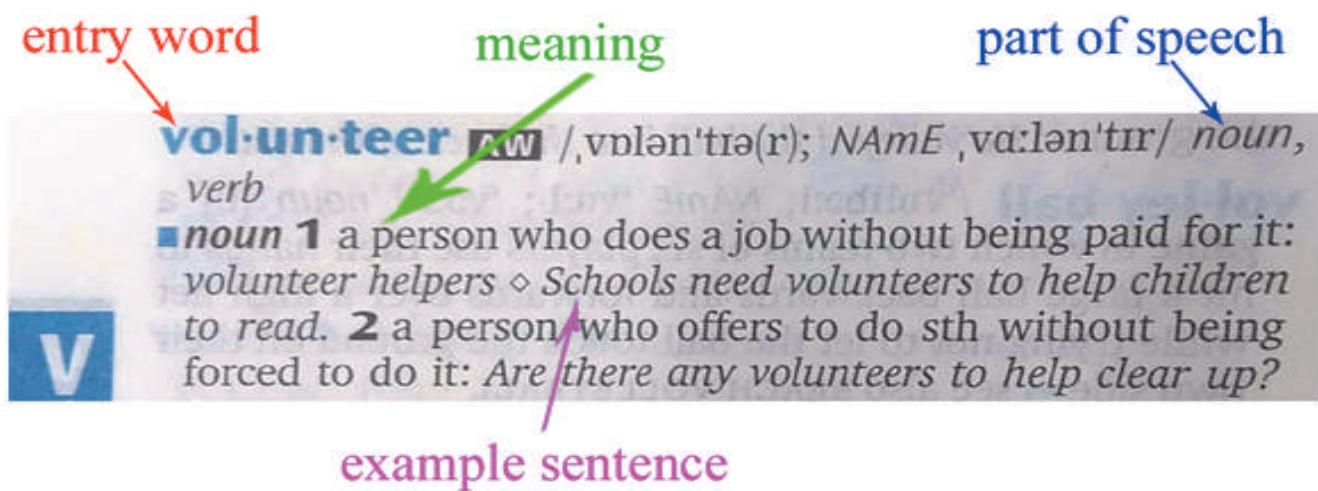
Read the following sentence. Observe the underlined word.

They wrote a letter to the Green Club **volunteers**.

What is the meaning of the underlined word? Well, if you can't guess its meaning from the sentence clue, we generally refer to a dictionary in order to know its meaning.

Let us know how to refer to a dictionary for a meaning.

Observe the following dictionary entry of the word ‘volunteer’.



Notice the arrows in four colours. The red arrow indicates the word ‘volunteer’ entry. The blue one indicates its parts of speech. The green arrow indicates a meaning of the word and the pink one indicates a sample/example sentence.

From the above dictionary entry, it is clear that the meaning of the word *volunteer* is ‘a person who does a job without being paid for it.’

Likewise, we can refer to the dictionary and understand word meanings, spellings and any other related information which we do not know.



Activity

2

A. Arrange the following words in alphabetical order.

1. tree, river, volunteer, letter _____
2. cool, care, cut, clean _____
3. green, garden, grass, guava _____
4. water, waste, weather, wave _____
5. friend, flow, fun, faith _____

B. Look up these words in your dictionary.

- 1) sorrow : _____
- 2) dump : _____
- 3) club : _____
- 4) choke : _____

Anagrams

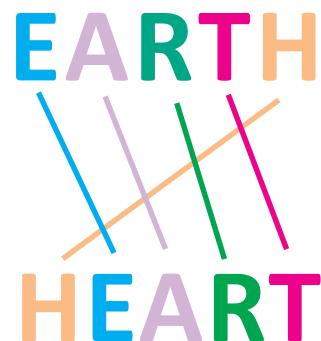
Example 1: Look at the underlined words in the following sentence.

The waste is choking me.

We can make a new word by rearranging the letters of the word 'waste'. The new word is 'SWEAT'. Here 'SWEAT' is called an anagram of 'WASTE'.

Example 2: observe the words 'earth' and 'heart' carefully to understand the anagrams clearly.

The word 'heart' is an anagram of the word 'earth'.



So an anagram is a word formed by rearranging all the letters of another word/given word. The new word gets formed by using each letter only once.

e.g. care - race, live - evil, tea - eat



Activity

3

Write anagrams of the following words. Use the hints given in brackets. The beginning letter of the word is also given as a clue. One is done for you.

1. finder : friend (one who helps when we face problems)
2. swing : w _____ (things that help birds to fly)
3. garden : d _____ (another word for ‘unsafe’)
4. dusty : s _____ (you go to school to do this)
5. arts : s _____ (we see them in night sky)

One-word substitution.

Look at the following group of underlined words given below.

A written message from one person to another person can be substituted with one word: ‘letter’.

In the above example, the underlined part is replaced/substituted with a single word: ‘letter’. **A single word substitutes the other group of words/sentence. This is called one-word substitution.** This is one of the important components of word building and will help us to be precise in our speech/writing.

Examples: 1. a continuous dry weather period without rain fall: ‘drought’
2. an act of growing plants and trees in large farm: ‘plantation’

Word partners: (Collocations)

Read the following sentence. Observe the underlined words.

Wiping the tears, the tree said.

In the above sentence, the word ‘WIPE’ goes well with the word ‘TEARS’. These natural word combinations are called ‘**collocations**’. It sounds natural to say ‘wipe your tears’. It does not sound good or natural to say ‘clean your tears or ‘remove your tears’.

Examples:

1. save time, save money, save energy, save electricity, etc.
2. tell a story, tell the truth, tell a lie, tell a secret, tell the difference, etc.
3. say hello, say yes/no, say goodbye, say thank you, say sorry, etc

GRAMMAR

Adverbs of Place

Read the following sentences taken from the story. Notice the underlined words.

1. Everything **there** was so lively.
2. Look **here**.

What do the words ‘there’ and ‘here’ refer to in the above sentences?

These two words refer to some place.

In the above sentences, the underlined words are called **adverbs of place** as they indicate place. They simply answer an important question word ‘**where**’



Activity

4

A) Read the following song and underline the adverbs of place. One is done for you.

(clue: They answer the question word ‘where’)



Sock Song

Upstairs

Downstairs

Where can they be?

I can't find my socks anywhere
and they can find me nowhere!

I look here.

I look there.

Where have they gone?

I can't find my socks
and I need to put them on!

Inside

Outside

Hanging on the line?

I can find my socks somewhere.

I look all around

and when I've found my socks.....

I'll be hunting for my shoes!

Now, let us look at some other adverbs of places and the contexts/situations where we use them.

1. Adverbs of place referring to distances.

Examples: nearby, far, away etc.

2. Adverbs indicating places.

Examples: up, down, inside, outside, here, there, anywhere, nowhere, upstairs, downstairs, back, around, away, north etc.

3. Adverbs of place indicating object's position.

Examples: behind, above, through, between, below, underneath etc.

4. Adverbs of place indicating movement in particular direction.

Examples: forward, backward, towards, westward, eastward, onwards...



B: Choose the suitable adverbs from the given options to complete each sentence.

1. The children are playing cricket _____ (somewhere/ outside) the school.
2. Let us go _____ and watch the stars. (inside / upstairs)
3. Is there any post office _____. (away/ nearby)?
4. Lock the door when you go _____. (nowhere/ out)
5. My grandfather searched for glasses _____. (anywhere/ everywhere)

Conventions of writing: use of full stop/period (.), question mark (?) and exclamatory mark (!)

Look at the following sentences. Notice the underlined punctuation marks.

1. The river was crying .
2. What is the matter ?
3. Look at me .
4. What a big change !



- The second sentence is a question (for information). A question mark (?) comes at the end to indicate a question.
- The third sentence contains a simple instruction/command. This sentence is complete in its meaning. A full stop (.) is used at the end.
- The fourth sentence contains a feeling/emotion. Such sentences always end with an exclamatory mark (!).



Activity

6

A. Complete the blanks in the table given below.

Description of Sentence	Example Sentence	End with (.), (?), (!)
Sentences give us some information or describe facts.	They wrote a letter	
Sentences ask for information.	Are the tree and the river friends	
Sentences making requests or commands.	Help us to stay alive	
Sentences show strong feeling or emotion.	What a nice weather	

B. Use a fullstop (.), question mark (?) or an exclamatory mark (!) wherever necessary in the following sentences.

1. Ramu waters the plants
2. Do you keep your surroundings clean
3. Don't throw the papers Put them in the bin
4. What a beautiful garden So nice to see



I. Read the following and complete the letter.

Here is the letter written on behalf of the tree and the river expressing thanks to the Green Club of Andhra Pradesh. Fill in the blanks to complete the letter.

You may choose the words from those given in brackets.

(faithfully, Guntur, happily, volunteers, Andhra Pradesh, saved, thankful, you, Tree and River)

Reply Letter

To _____

Date: _____,

The Green _____,
Green Club,

_____,

Dear Green Volunteers,

We are very _____ to you. You _____ our lives. Hope we will live _____. Thank _____ once again.

Yours _____

II. Linkers or connecting words

Read the following lines to understand the sequence of actions that take place in planting a sapling'. Pay attention to the words underlined.

First, dig a large hole in the soil. Make sure there is a plenty of space for the roots. Next, put some manure at the bottom of the hole. Then, place the sapling gently in the hole. After that, place some extra soil and dry leaves around the plant to hold water in the soil. Finally, pour some water around the sapling and give the follow-up care.

We use the words 'first', next, and 'then' and 'finally' in the above text to sequence the steps involved in planting a sapling.

From the above, we understand that we use some linkers to indicate connection among sentences/order the steps for the smooth flow of ideas or processes.



Activity

8

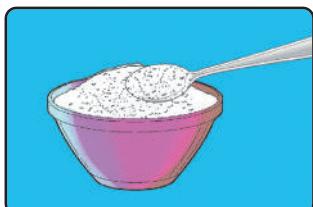
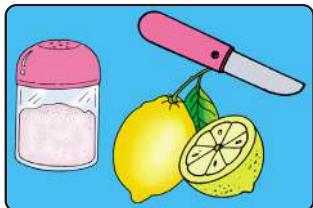
Write a recipe to prepare lemon juice (lemonade). Use the words and linkers given in the boxes.

Words

cut, squeeze, add water, mix, juice, pour, glass, stir, drink.

Linkers

First, /Next, /Then, after that, /finally.





Listening and Responding

Listen to the news and respond to the questions.

P. L. N. Zilla Parishad High School, Kinthali.

News from Andhra Pradesh

The P. L. N. Zilla Parishad high school has brought big change in the surrounding schools of Andhra Pradesh. It has now become a role model school for the entire district.

This school has achieved 100% cleanliness condition. The cleanliness drive was started by the Headmaster and the students. Every saturday they use to do 'Shramdaan'. The students and the teachers use to pick up plastic and other waste materials in and around the school and put them in wet waste and dry waste pits for compost preparation. By doing so they keep their school and their environment clean and healthy.



Activity

9

Fill in the blanks with the right options given below.

1. The programme was started by _____.
a) Municipality b) Panchayat c) Headmaster d) None of the above

2. Which day they use to do Shramdaan _____.
a) Monday b) Tuesday c) Friday d) Saturday

3. What is the use of Shramdaan _____.
a) Clean environment b) Removing plastics
c) Compost preparation d) All of the above



4. What are the two types of wastes? _____

- a) Wet and dry
- b) paper and plastic
- c) metal and wood
- d) animal and plant waste

5. Why did P.L.N. Zilla Parishad High School become a role model school for the entire district? _____

- a) 100% cleanliness
- b) The students active role
- c) picking of plastic from the school
- d) All of the above



Activity

10

Speaking :

Role play : Look at the following speaking cards. Work in pairs and do a **Role-Play** by using the cards.

Speaking Card - 1

Kavya: What do you do to make the earth 'green'?

Nithya: I don't cut trees. I grow them more.

Speaking Card - 2

Akhil: What do you do to keep the atmosphere cool?

Mukesh: I ride a bicycle more. I don't use a car.



Speaking Card - 3

Swathi : What do you do to keep your surroundings clean?

Lahari : I always use dust bins. I don't throw away the waste anywhere.



Activity

11

Language function:

A. Look at the following sentences.

1. 'Please' use the dustbin. Don't throw the waste anywhere.
2. 'Please do not' cut down the trees. They give us rain.

From the above sentences, it is clear that we use the word 'please' in the beginning of the sentence to request/persuade someone to do/not to do something.

B. Read the following. Write the sentences using **please or 'please do not'**.
One is done for you.

1. I advise you to be regular to school.

Ans: Please, come to school regularly.

2. You should not waste water. Water is so precious.

Ans: Please, _____

3. I advise you not to use car to take you everywhere.

Ans: Please, do not _____

4. I advise you not to pluck flowers from the plants.

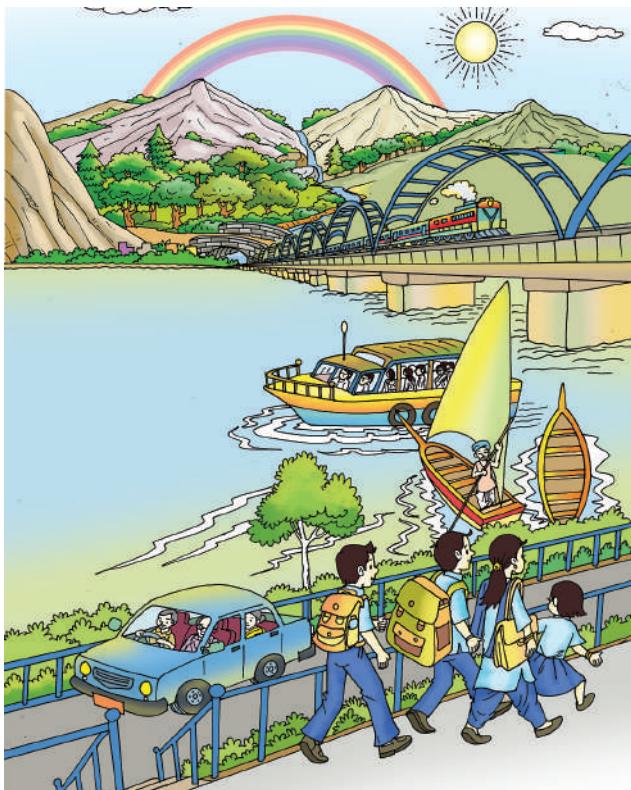
Ans: Please, do not _____



Sing and Enjoy !

POEM

The Rainbow



Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven,
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

-Christina Rosetti

About the Poet

Christina Georgina Rossetti (5 December 1830 – 29 December 1894) was an English poet who wrote a variety of romantic, devotional, and children's poems. She is famous for the poems: "Goblin Market" and "Remember". The present poem "The Rainbow" is one of her popular poems written for the children to admire and enjoy the natural beauties.



GLOSSARY :

- | | | |
|----------|---|-----------------------------------|
| sail | : | to float/travel on water |
| prettier | : | very attractive/lovely to look at |
| please | : | to make feel happy or satisfied |

Comprehension

Answer the following questions

1. What sail on the river?
2. Clouds are prettier than ‘these’. What does the word ‘these’ ‘refer to in the poem?
3. In the poet’s opinion, what is far prettier than all other things mentioned in the poem?
4. When does the rainbow appear?
5. Describe the rainbow in your own words?



Activity

12

- A. Say aloud the following words. Write the words that sound different from the rest of the words.

1. star car, far, here _____

2. lot, hot, boat, cot _____

3. tough, puff, bluff, cough _____

4. sky, tree, fly, cry _____

5. sail, tail, tale, nail _____



Tongue twister:

Say the given sentence as quickly as possible.

1. Peter Piper picked a peck of packed peppers.

2. Bhaskar bought a bit of packed butter.

