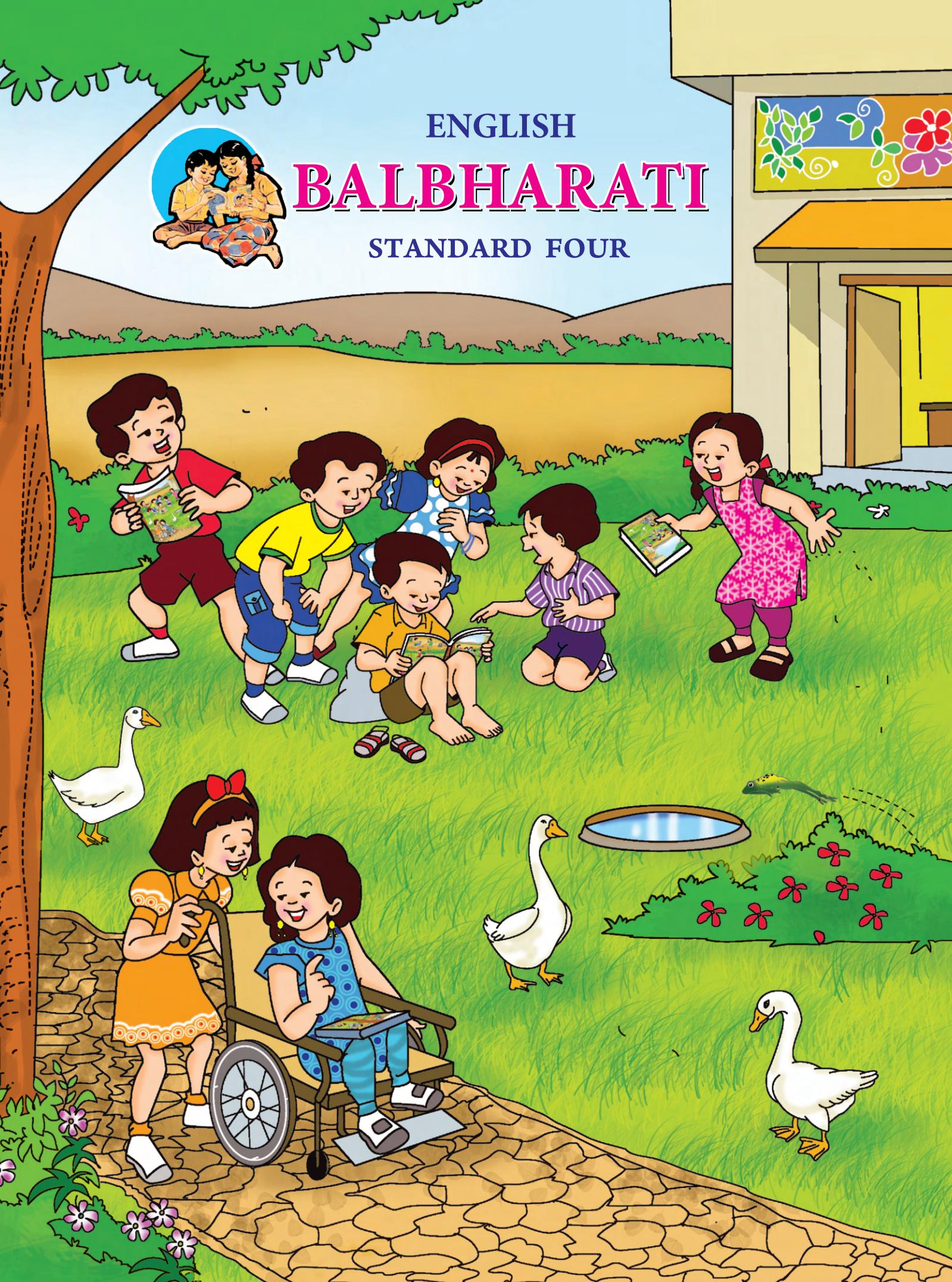


ENGLISH
BALBHARATI
STANDARD FOUR



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

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.

Education Department's Sanction Number :
Pra-Shi-Sa/2014-15/6453/Manjuri/D-505/2437 /Date 24.4.2014



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ENGLISH **BALBHARATI** STANDARD FOUR



MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION
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English Language Committee :

Shri. Kumar Ketkar, Chairman
Dr Aniket Jaware, Member
Dr Rohit Kawale, Member
Dr I. P. Nadaf, Member
Smt. Shruti Chaudhary, Member
Shri. Nilesh Kedare, Member
Shri. Ranjit Das, Member
Smt. Dhanavanti Hardikar,
Member-Secretary

Illustrations: Reshma Barve

Cover: Suhas Jagtap

Co-ordination :

Dhanavanti Hardikar
Academic Secretary for Languages
Santosh J. Pawar
Assistant Special Officer, English

Production :

Sachchitanand Aphale,
Chief Production Officer
Sachin Mehta,
Production Officer
Nitin Wani,
Asst. Production Officer

Paper :

70 GSM Creamwove

English Language Panel :

Dr Lalita Vartak
Dr Prabha Sampath
Smt. Samannaz B. Irani
Smt. Smita Vijay Inamdar
Shri. Shridhar Madhukarao Nagargoje
Shri. Sultanchaand Hasan Shaikh
Dr Raju Govindrao Munghate
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Shri. Gunawant Vitthalrao Barahate

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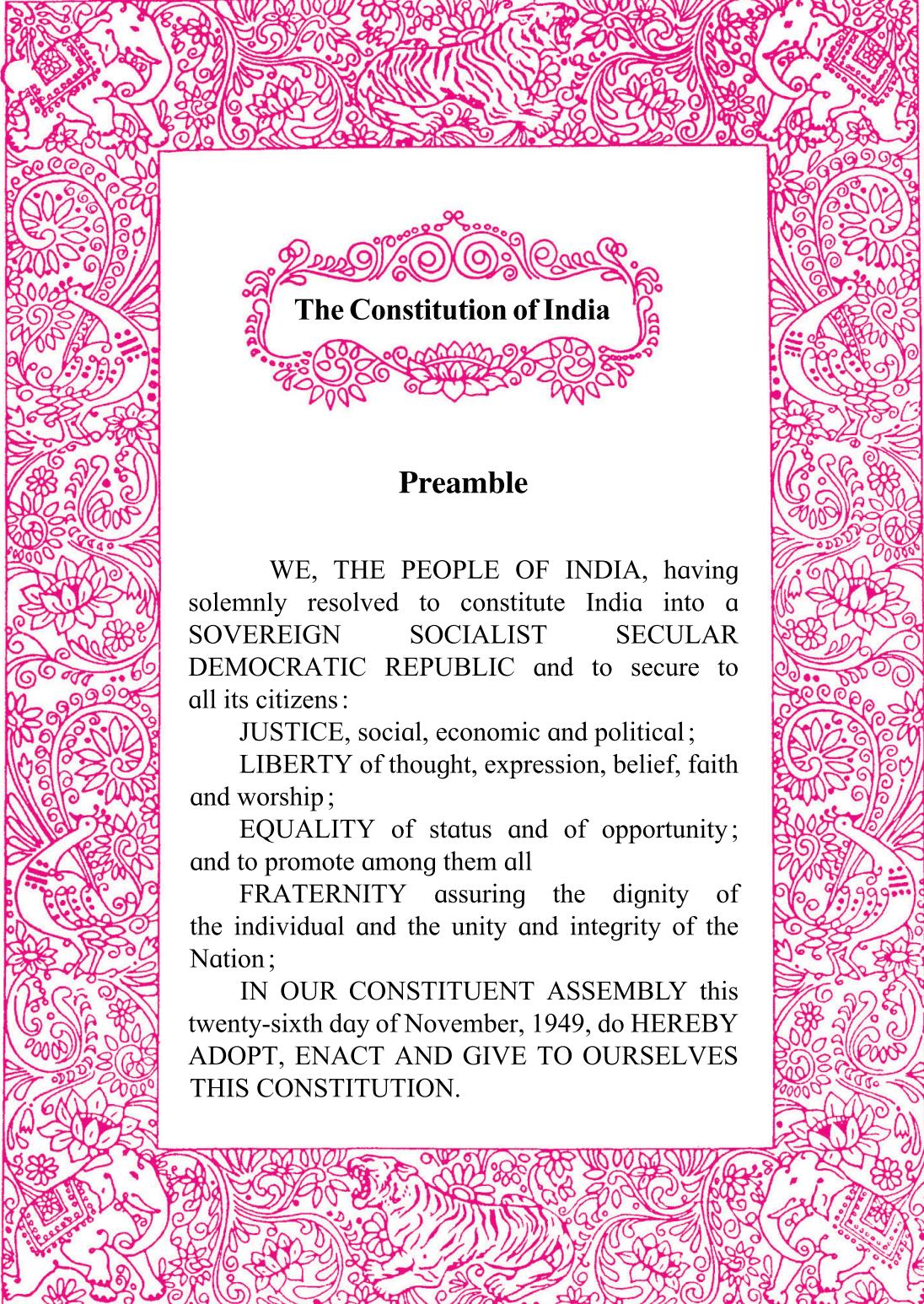
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political; LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā^ā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

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.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two of the most important events that have influenced the field of primary education in the country. In the State of Maharashtra, too, primary education curriculum was revised to reflect their guidelines and expectations. We are happy to place this **English Balbharati** for Standard Four based on '**Primary Education Curriculum 2012**' in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources - in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively and in an enjoyable manner. Some important suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

The English Language Committee and the artist have taken great pains to prepare this textbook. It was reviewed by teachers and experts and their comments and suggestions have helped us to give it a better shape. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Maharashtra State

Bureau of Textbook Production and
Curriculum Research, Pune.

Pune

Date : 28 April 2014

8 Vaishakh 1936

For Teachers and Parents

This textbook will help the students to –

- ⌘ Enjoy reading stories and poems.
- ⌘ Take active interest in gathering information and presenting it in an attractive manner.
- ⌘ Learn to use a dictionary.
- ⌘ Enjoy writing imaginatively simple conversations, stories and short descriptions.
- ⌘ Write short reports and essays.
- ⌘ Share interesting stories and information with friends and others.
- ⌘ Learn to use polite language in speech and writing.
- ⌘ Learn some interesting poems and one or two speeches by heart.
- ⌘ Learn to prepare short speeches with the help of teachers/parents.
- ⌘ The book contains stories, poems, informative passages, a play and a number of activities. All these items are important. None of them should be ‘dropped’.
- ⌘ Taking into account the time available and the general ability of her students, the teacher should employ different methods and techniques for dealing with different items.
- ⌘ Many of the exercises are open-ended. They do not have just one model answer. They have been included to allow the children to think creatively in the context of their experiences, feelings, ideas and world of imagination. The teacher should accept and encourage a variety of imaginative answers in response to them. The personal element in children’s responses should be valued.

Create an atmosphere that facilitates language learning –

- ⌘ Have faith in your students’ abilities to think and to use language.
- ⌘ Let the students speak and write a lot on their own.
- ⌘ DO NOT focus on grammatical rules and students’ errors when they are trying to express themselves. You may feel that your students make too many mistakes. The best solution to this is to show them how to correct their own work using dictionaries, and by looking at similar constructions in the textbook. If necessary, have separate fortnightly or monthly sessions on ‘How to correct your own work’, but don’t let grammar and error correction get hold of all your teaching.
- ⌘ The classroom arrangement should be such that students can easily form pairs or groups and you can move through the benches to supervise their work.
- ⌘ Put up a board where students can display their work regularly.
- ⌘ Encourage students to circulate their writing in the classroom.
- ⌘ The atmosphere in the classroom should be friendly, inspiring confidence in EVERY STUDENT. They should know that their teacher values their effort more than their mistakes.
- ⌘ Multi-lingualism is a strength, not a weakness. Encourage students to compare and contrast English and other languages.
- ⌘ PLEASE DO NOT PROVIDE READY-MADE OR ‘TEACHER-MADE’ MODEL ANSWERS. They harm more than they help.

English Balbharati–Standard Four – Learning outcomes

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to—</p> <ul style="list-style-type: none"> • participate in role play, enactment, dialogue and dramatisation of stories read and heard • listen to simple instructions, announcements in English made in class/ school and act accordingly • participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard • learn English through posters, charts, etc., in addition to books and children's literature • read independently and silently in English, adventure stories, travelogues, folk/fairy tales, etc. • understand different forms of writing (informal letters, lists, stories, diary entry etc.) • learn grammar in a functional, contextual and integrated manner and frame grammatically correct sentences • notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities • notice categories and word clines • enrich vocabulary in English mainly through telling and re-telling stories/folk tales • start using dictionary to find out spelling, reference and meaning • practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing • infer the meaning of unfamiliar words from the context • take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts • be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. • look at cartoons/pictures/comic strips with or without words and interpret them • enrich vocabulary through crossword puzzles, word chain, etc. • appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day-to-day life and story book, seen in videos, films, etc. 	<p>The learner :</p> <p>04.03.01 Recites / Sings poems with appropriate expressions and intonation with actions.</p> <p>04.03.02 Participates and enacts in skits, playlets and monologues with interest.</p> <p>04.03.03 Responds to simple instructions, announcements in English made in school, class and in the surroundings.</p> <p>04.03.04 Responds verbally / in writing in English to questions based on day-to-day life experiences, an article, story, poem heard or read.</p> <p>04.03.05 Describes briefly, orally / in writing about events, places, personal experiences in English.</p> <p>04.03.06 Shares riddles, jokes in English and solves simple crossword puzzles, builds word chains, etc.</p> <p>04.03.07 Delivers different speeches eloquently at various occasions.</p> <p>04.03.08 Frames different questions on various situations.</p> <p>04.03.09 Reads words, phrases and sentences with understanding.</p> <p>04.03.10 Reads aloud with proper pronunciation, stress, intonation, pauses, pace and expression.</p> <p>04.03.11 Reads printed / handwritten script on the classroom walls, notice board, in posters and in advertisements.</p> <p>04.03.12 Finds out meanings of new words from a dictionary and looks up the spellings of words in a standard dictionary.</p> <p>04.03.13 Reads announcements in a clear and audible voice with proper pronunciation.</p> <p>04.03.14 Writes dictation of words, phrases and sentences.</p> <p>04.03.15 Writes titles, captions and headlines.</p> <p>04.03.16 Writes various types of formal/informal letters and messages.</p> <p>04.03.17 Writes a description of a given process in step by step manner.</p> <p>04.03.18 Writes short descriptions of incidents, pictures, etc.</p>

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1. Rain in the Night

Raining, raining,
All night long;
Sometimes loud, sometimes soft,
Just like a song.

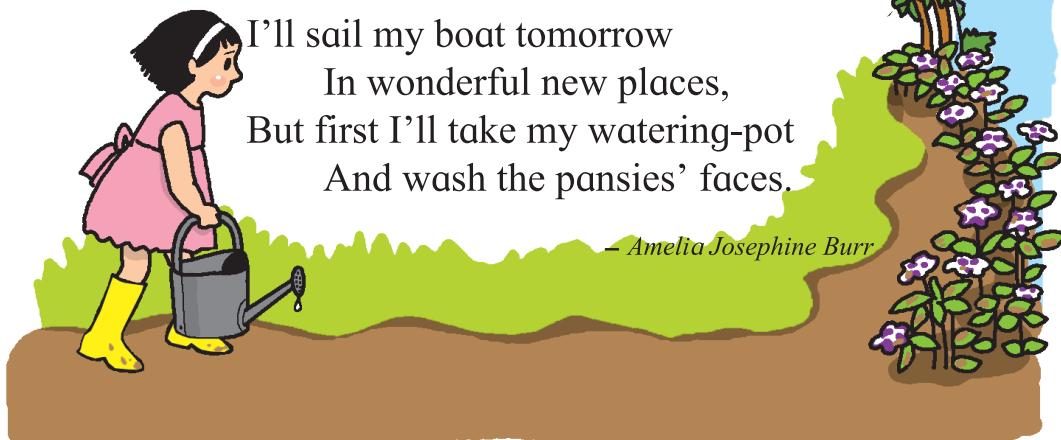


There'll be rivers in the gutters
And lakes along the street.
It will make our lazy kitty
Wash his little dirty feet.

The roses will wear diamonds
Like kings and queens at court;
But the pansies all get muddy
Because they are so short.

I'll sail my boat tomorrow
In wonderful new places,
But first I'll take my watering-pot
And wash the pansies' faces.

— Amelia Josephine Burr



- **gutters** : channels at the edge of a street that carry off water.
- **pansies** : small plants or their flowers. The flowers have purple, yellow or white velvety petals.

Things to do :

1. Answer the following questions :
 - (a) How long has it been raining ?
 - (b) What effect will the rain have on the following :
* kitty * roses * pansies
 - (c) What is the child planning to do the next day ?
2. Describe in 3-5 lines what happens when it rains in your surroundings.

2. Aesop's Fables



Fables are short stories that have a moral or message for us – something to learn and keep in mind as we grow up. Most of the fables have animal characters who think and act just like human beings.

It is believed that many of the fables were first told by a wise person called Aesop. Aesop lived hundreds of years ago in a country called Greece. His stories became so popular that people passed them on from generation to generation. Many proverbs and sayings that we use today are based on these fables. Here are two well-known fables.



I. The Stag at the Pool

One day, a beautiful stag came to a pool of clear water. As he bent down to drink, he saw his own reflection in the water. He was delighted with what he saw. Instead of drinking water, he kept looking at his own reflection.

“How handsome I look!” he said to himself. “How beautiful are these curving antlers! How they add to my beauty! How graceful they look!”

Then he moved nearer and saw his legs reflected in the pool. He was quite disgusted. “Look at my legs! Ugh! They are so ugly! All spindly with small feet. How I wish that nature had given me legs worthy of my stately antlers!”



As he was brooding in this way, the stag heard an arrow going swish across the pool. At the same time, he picked up the scent of hunters. With a quick turn, he bounded away. His legs carried him swiftly into the forest. The hunters were hot on his trail but they were no match for his speed. Soon the stag left the hunters far behind.

Safe and out of the hunters' reach, the stag slowed down. Suddenly, without realizing it, he walked into a thicket. There were trees with strong branches growing close together. And alas! The same antlers of which he was so proud got caught in the thick growth.

The stag tried to shake himself free, but the more he struggled, the more entangled his antlers got in the branches.

Once again, the stag could hear the hunters drawing close, and grew afraid. At last, with great difficulty, he managed to free his antlers and bounded away.



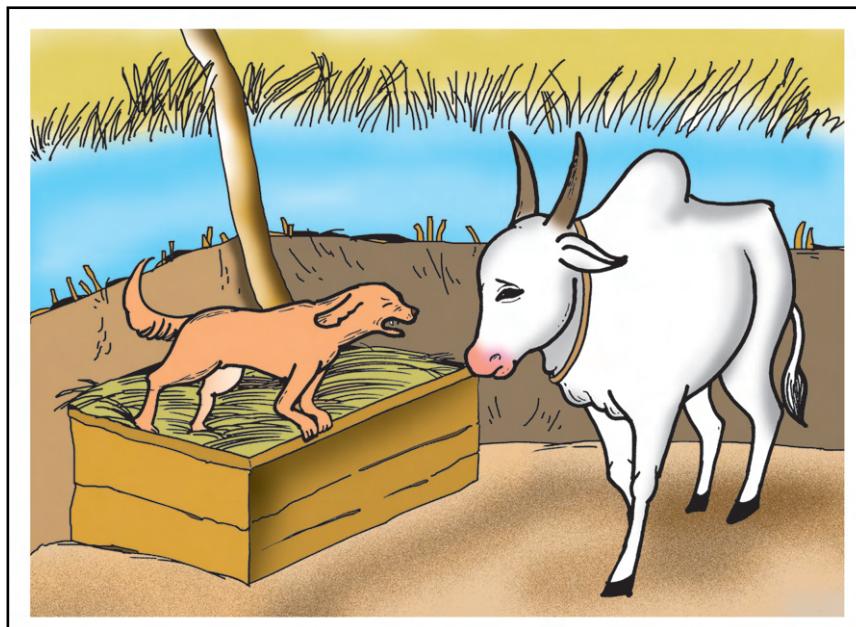
"I realize now that my ugly feet saved my life. I was so proud of these handsome antlers, but they would have been the cause of my death. Very often, we dislike the very things that are most useful to us."

II. The Dog in the Manger

Once a dog was looking for a nice and comfortable place to lie down. He came to the manger of an ox and jumped onto the hay to rest.

It was a very hot afternoon. After a while, the ox returned from the field. He had worked hard in the hot sun and was now quite hungry. He stood in his stall and was planning to eat the hay that was put in the manger for him. However, when he reached for the hay, the dog saw him. Standing in the manger, he began to bark loudly at the ox. Each time that the ox came near the hay, the dog snarled, barked and snapped at the ox. He would not allow the ox to eat his hay.

Oxen are generally peace-loving and patient animals. But finally the ox got upset and spoke firmly, "Dog, if you wanted to share my dinner with me, I would not mind it. But you neither eat the hay nor allow me to enjoy it. It is of no use to you. Then why don't you let me have my favourite food ? Don't begrudge others what you don't enjoy yourself."



- **stag** : a male deer. ● **spindly** : very long and thin. ● **stately** : grand.
● **brooding** : thinking sadly for a long time. ● **hot on his trail** : very close to him, about to catch him. ● **thicket** : When many trees, bushes, etc. grow close together, they form a thicket. ● **manger** : long open box in a cattle shed. Cattle eat hay kept for them in the manger. ● **hay** : cut and dried grass used as food for animals. ● **stall** : part of a cattle shed or stable. Generally, each animal has one stall for itself. ● **begrudge** : be unwilling to give, be unhappy that someone is getting something.

Things to do :

1. Answer the following questions :
 - (a) Name the person who first told these fables.
 - (b) What did the stag like about himself ? Why ?
 - (c) What was the stag unhappy with ? Why ?
 - (d) What did the dog do when the ox went near the manger ?
 - (e) Write the message of each of these two stories.
2. Read aloud the following speeches from the lesson.
 - (a) What the stag said when he saw his reflection.
 - (b) What the stag said at the end.
 - (c) What the ox said to the dog in the manger.
3. Find the smaller words hidden in the following words :

* reflection	* delighted	* graceful	* hunter	* thicket
* growth	* dislike	* afternoon	* firmly	* upset.
4. Find synonyms for :

* delighted	* beautiful	* disgusted	* bounded
-------------	-------------	-------------	-----------
5. The stag saw his reflection in water. Name at least three things in which one may see a reflection. Name three things that do not reflect anything.
6. Find and write the names of ten countries.
7. With the help of your teacher, make a collection of idioms and proverbs that mention birds and animals.

Example : To let the cat out of the bag.

Barking dogs seldom bite.

3. Recess



Girls and boys
Make lots of noise,

And run and jump and laugh and shout,

While here and there,

With quiet air,

Groups of children walk about.



A game begins,

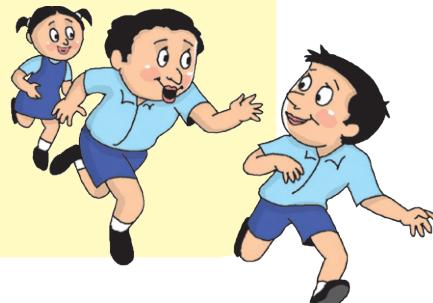
But no one wins,

Although they play with might and main,

For long before

The game is o'er

The bell rings out for school again.



- **recess** : the break between school classes.
- **with quiet air** : looking quiet.
- **with might and main** : with all their strength.
- **o'er** : over.

Things to do :

1. Answer the following questions :
 - (a) During the recess, what do the children in this poem do ?
 - (b) Why does no one win ?
2. What name or names are used for ‘recess’ in your school ?
(For example : Lunch break.)
3. How do you spend your recess ? Describe it in 2-3 lines.



You may come across simple but amazing science experiments in magazines, newspaper supplements or on the internet. Collect any 5-8 experiments you like. Ask your parents/teachers whether the experiments are safe. Then carry out the experiments. (If necessary, take the help of your parents/teachers.) Record the experiments on separate sheets in your own ‘Book of Science’ ! An example is given below.

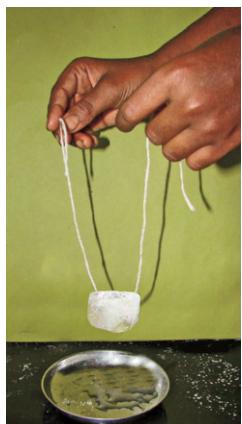
A Simple Experiment : Lifting Ice !

If you wanted to lift ice without touching it, what do you do ? Read on to find out.



What you need :

Ice cubes, thread, common salt.



What you do :

- * Place an ice cube in a dish.
- * Place a piece of thread on it.
- * Sprinkle some common salt on and near the thread on the ice cube.
- * Wait for a few seconds.
- * Hold the two ends of the thread and pick them up carefully.

What happens ?



Try placing the thread in different ways to lift the ice. You can place just one end of the thread on the ice cube and lift the ice with the other end !

II

Puzzles in your Surroundings

Why does it hail even in summer ?

We feel very hot in summer. The sun shines brightly and the temperature is high. And then suddenly, there are clouds in the sky and it starts raining – not just water but even small balls of ice. We say it has started hailing. The small balls of ice are called hailstones. Why does it hail in the hot summer season ?

As we move up from the land, the temperature begins to fall. Up in the sky, it is very cold even in the hot season. You know that there are water particles in the clouds that we see in the sky. Very high up in the sky, the water particles in the clouds turn into little bits of ice.

Sometimes, there are strong winds in the clouds. They push these little bits of ice upward. So, they do not fall to the ground. They go up and collect more water particles, which freeze onto them. Thus, the tiny balls get bigger and bigger. They turn into hailstones. The heavy hailstones then fall to the ground in the form of a shower.

Very tiny hailstones melt before they reach the ground. They turn into raindrops. But some hailstones reach the ground before they melt.

A light shower of hail can be great fun, but a hailstorm can cause great damage to crops, plants and animals.

Maharashtra was hit by a series of hailstorms in 2014. The hailstorms devastated thousands of acres of standing crops. Fruit crops were ruined. Birds and animals were killed and injured in large numbers. Farmers suffered heavy losses. It was a great natural calamity.



You may have other questions that puzzle you. Note down at least ten such questions on the basis of your observation of things and events in your surroundings.

A few examples are given below.

- * Where do flowers get their colour from ?
- * Why are leaves green ?
- * Why does chopping an onion make you cry ?

Note each question on a separate page in your ‘Book of Science’. Draw suitable pictures or paste related photographs on that page.

Try to find the answers to your questions with the help of your parents, teachers or friends. Make use of science journals and reference books to find the answers. You may find the answers on the internet. With the permission and guidance of your parents/guardians or teachers, browse through the informative websites.

You may find some of the answers you need in your textbooks or in other informative books. Note down the answers on the relevant pages.

When you have collected a few experiments and answers to your questions, put them all together in your very own ‘Book of Science’.



5. Six Honest Serving-Men



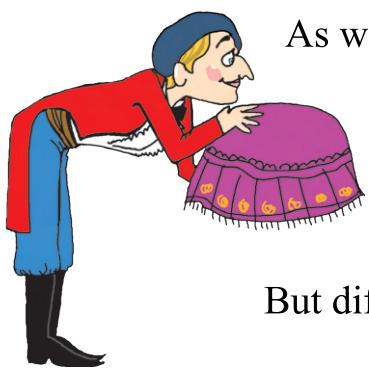
I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.



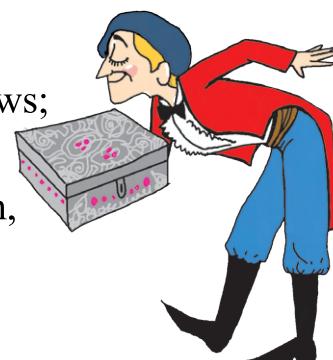
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.



I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.

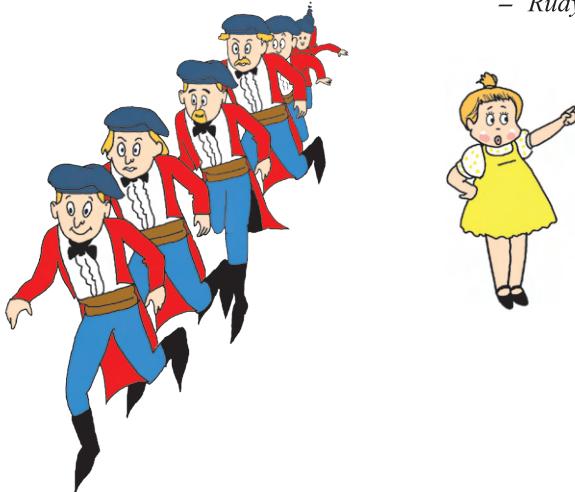


But different folk have different views;
I know a person small—
She keeps ten million serving-men,
Who get no rest at all!



She sends 'em abroad on her own affairs,
 From the second she opens her eyes—
 One million Hows, two million Wheres,
 And seven million Whys!

— Rudyard Kipling



- 'em : them. • sends 'em abroad on her own affairs : sends them away to other places to do her work.

Things to do :

1. Answer the following questions :
 - (a) Who has taught the poet all he knew?
 - (b) When does the poet give them all a rest?
 - (c) Who keeps ten million serving-men?
 - (d) Do the serving-men of the small person get any rest?
2. Write the names of the six serving-men. Frame questions on the following in such a way that you use each of them at least once. See that you use all six.

* Mr Patil is our English Teacher.	* The sun rises in the east.
* I come to school by bus.	* I was late because of the traffic jam.
* Our school starts at 11.00 a.m.	* Funny stories make me laugh.
3. Form pairs or groups. Select any topic from your Environmental Studies textbook. Use the following to frame a set of questions about that topic. (Do this orally with a number of topics.)

* What	* Why	* When	* How	* Where	* Who
--------	-------	--------	-------	---------	-------
4. (a) Which of the six serving-men do you like the most?
 (b) Which of the six serving-men do you use the most?

..... 6. It's Only a Matter of Practice! ..



Long, long, ago in faraway China, there lived an archer called Chen Yaozi. He was a very skilled archer and could perform wonderful feats of archery. He could hit the target precisely at the centre even when it was placed at a very long distance. He liked to show off his skill to the admiring crowds that gathered around him.

One day, he was practising his skill in front of many admirers when he noticed an old man standing at the back. The man was carrying gourds of oil that were hanging from a long cane on his shoulder. All the other people were clapping their hands and praising Chen Yaozi. But this old man was quiet. He neither clapped nor uttered words of praise. He just stood there nodding his head, and said, “It’s just a matter of practice!”

Chen Yaozi was annoyed. “Are you an archer yourself? Do you think anyone can do what I can do with my bow and arrows?” “No, Sir,” the old man replied. “I am not an archer. And I don’t doubt your skill. All I said was – everything’s a matter of practice.”



Chen Yaozi became very angry. “What do you know that you pass such thoughtless comments on other people? Who are you?”

“Please don’t get angry, Sir. I am an oil seller as you must have guessed from the gourds. Every day, I fill these gourds with oil and sell them. Over the years, I have achieved some skill in filling the gourds. If you allow, I’ll show it to you.”

“Hmmm...,” growled Chen Yaozi. Everybody was curious to see what would happen next.

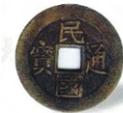
Patiently, the old man set down an empty gourd on the ground. Then he put a small coin on the mouth of the gourd. In those days, small coins had a little hole at the centre. Then the old man stood up, took some oil in his ladle and began to pour oil into the gourd from a height. The oil went straight into the gourd through the hole in the coin. When the old man had finished filling up the gourd, he lifted up the coin. Not a trace of oil could be seen on it.

The people watching it were speechless with wonder.

But the old man only smiled, “As I said, there’s nothing special about it. It’s only a matter of practice, you see.”

Chen Yaozi lost all his anger and annoyance. He just gave a short laugh and said, “You have taught me something important today.”

After that Chen Yaozi never showed off or boasted about his skill as an archer.



- **archer** : someone who shoots arrows from a bow. • **feats** : achievements that require a lot of skill, strength etc. • **precisely** : exactly.
- **gourds** : containers made from dried large fruit with a hard skin.
- **uttered** : said. • **speechless** : unable to speak.

Things to do :

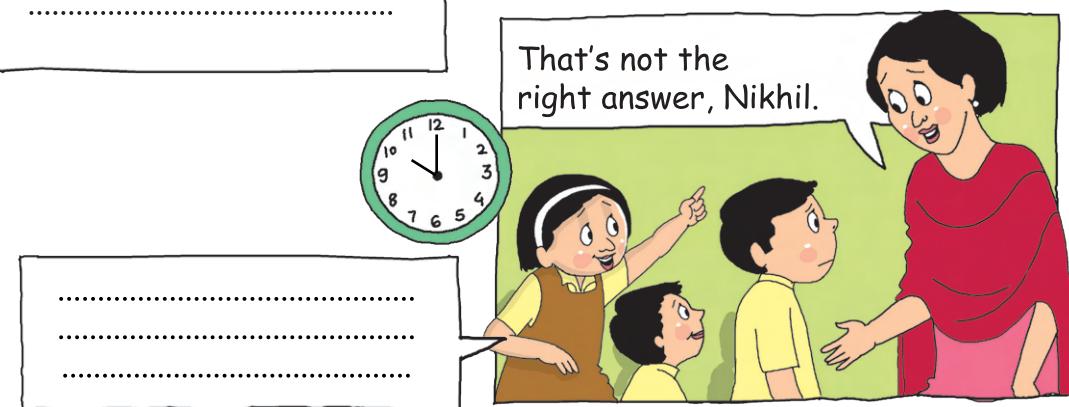
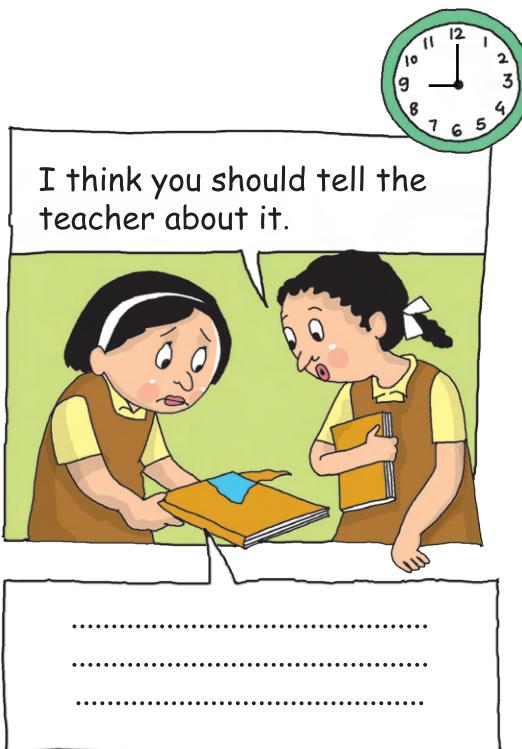
1. Answer the following questions:
 - (a) Who was Chen Yaozi?
 - (b) What did he like?
 - (c) What did the old man say?
 - (d) What could the old man do? Describe it in one sentence.
 - (e) What did Chen Yaozi tell the old man at the end?
2. Use the following in your own sentences:
 - * show off * annoyed * doubt (something or someone)
 - * If you allow * not a trace * boasted.
3. If you were to master one skill, what would you like to learn ?
How will you learn it?

7. Be a Writer – 1



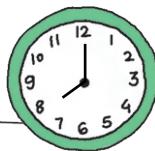
What Eesha Said ...

The following pictures show a day in Eesha's life. Look at the pictures carefully. Using your imagination, guess what Eesha must have said or will say on each occasion. Then, write the complete conversation in your notebook.

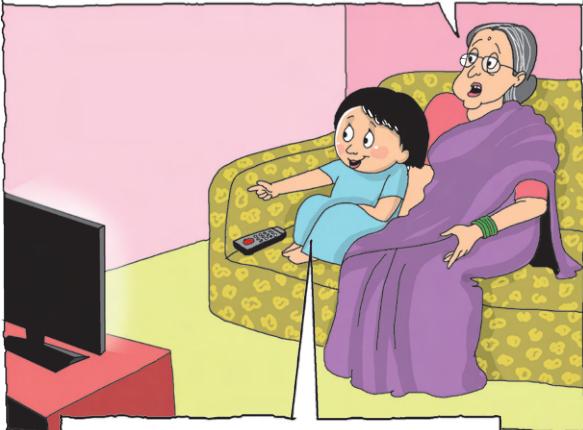


For the Teacher : Let the children use their own imagination and experience for this activity. Encourage different or original ideas.

Evening



Why do you like the programme so much ?



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

You must eat everything that's on your plate.



.....
.....



But you've heard that story before, Eesha.



.....
.....

Choosing any one of these events in Eesha's life, write it in the form of a very short story. Use the points given below when you write the story.

- * **When** did it happen ?
- * **Where** did it happen ?
- * **Who** were the people present there ?
- * **What** did each person say ?
- * **How** did they say it – happily, sadly, patiently, etc.
- * **What** did Eesha (and the other people) feel on that occasion ?
- * **Why** did a person do/say/feel what he/she did ?

8. A Great Leader



Mahatma Gandhi was one of the greatest leaders of the world. Other leaders win wars by hurting others and killing them. Mahatma Gandhi did not use any arms and weapons like guns, rifles or bombs. And yet, he won the war of India's independence. People lovingly called him 'Bapu' or Bapuji – Father of the Nation.



Gandhiji before
he decided to use
simple clothes

Gandhiji was a man of iron will. If he decided to do something, he did it, no matter how difficult it was. One day, he decided that he would have an early morning prayer every day. From that day onwards, he never missed the prayer.

Gandhiji gave a lot of importance to truth, simplicity and non-violence, that is, not hurting others. Gandhiji's dress was very simple – just a loincloth, a *dhoti* worn above the knees, and sometimes a shawl. Could he not afford fancy, fashionable clothes? Of course he could. But this simple loincloth was a deliberate choice. How did he come to make this choice?

Once Gandhiji was on a lecture tour in Odisha. Usually, men and women gathered in large numbers to listen to him. In Odisha, however, women were not seen at these public meetings or lectures. On making inquiries, Gandhiji found that the people in that part of the country were so poor that their womenfolk had not a decent thing to wear. Therefore, they kept away from public functions. Gandhiji was deeply pained to hear this. From that day, he decided to wear the bare minimum of clothes. Be it cold or hot, he never changed his simple dress.

Once, he had gone to England to attend a very important conference. King George of England gave a reception to the participants of the conference at his palace. People received by the King have to dress up in a certain way. At that time, England ruled over India.

People in England wanted to know if Gandhiji would change the style of his dress to see the King. Gandhiji made it very clear that he would be dressed in his usual way – even when visiting the King of England. He would wear the dress of the people whom he represented. Gandhiji was not bothered by what style of dress the British approved of, so long as the poor people in his country did not have enough clothes to wear.

Finally, the King had to welcome at his reception, this great man dressed in a simple loincloth and a shawl.

The King himself was dressed quite extravagantly. Gandhiji was asked whether he had enough clothes on for meeting with the King. He replied that the King had enough clothes on for both of them!

Millions of poor people in India felt happy that Mahatma Gandhi dressed like them.

Although Mahatma Gandhi did not use any destructive weapons, he had millions of staunch followers. Gandhiji showed all the suppressed people in the world the new path of *satyagraha*. He is remembered for his greatness not only in India, but in all parts of the world.



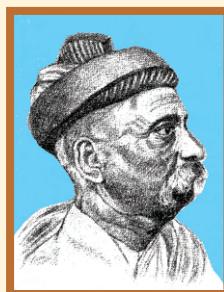
The way Gandhiji dressed for the rest of his life.

- **iron will** : strong determination.
- **conference** : a large formal meeting where people discuss important matters.
- **bothered** : worried.
- **extravagantly** : in a way that costs a lot of money.
- **staunch followers** : people who were firm and loyal in following him.

Things to do :

1. Write the meaning of the following with the help of the passage :
* a man of iron will * loincloth * non-violence.
2. From the passage, find the bigger words that include the words given here :
* loving * fashion * women * great.

3. Answer the following questions with ‘yes’ or ‘no’.
 - (a) Did Gandhiji use any weapons ?
 - (b) Did Gandhiji ever miss his prayers ?
 - (c) Could Gandhiji afford fancy clothes ?
 - (d) Did the King receive Gandhiji at his palace ?
 - (e) Did Gandhiji change his style of dress for the reception ?
4. Find and copy any two sentences containing ‘not’ from the passage.
5. With the help of your teachers and parents, gather some information about the great men and women of our country. Prepare a short speech about any one of them. Present it in the class. Two examples are given below :



Lokmanya Tilak

‘Swaraj is my birthright and I will have it.’ The person who asserted this was Lokmanya Bal Gangadhar Tilak.

Bal Gangadhar Tilak was born in 1856. At that time, the British ruled over India. People did not like this British rule. They agitated against the British Government. Lokmanya Tilak inspired a national spirit among the people. For that purpose, he organized public celebrations of Ganeshotsava and Shivajayanti. In his papers ‘Kesari’ and ‘Mahratta’, he boldly criticised the Government. The British Government arrested Tilak and put him in prison. But Lokmanya Tilak continued his struggle for Swaraj even after he was released from prison.

He spent all his life in the service of the nation.



Savitribai Phule

Today, we see that girls go to school, colleges and excel in every walk of life along with men. But this was not always so. In the past, women and the downtrodden sections of the society did not have the right to education. They were not allowed to work in any important position. Their life was miserable. This was a great social injustice. Social reformers fought against this injustice and discrimination. Foremost among them were Mahatma Jotirao Phule and his wife Savitribai Phule.

Mahatma Phule started the first school for girls in Pune in 1848, in the face of great social opposition. At a time when women were not allowed to read and write, Savitribai became the first woman to teach in a girls' school. To stop her, people created many obstacles in her path. They even threw dirt and stones at her. But she did not waver. She did not give up her noble cause. Her nobility and courage will always guide men and women alike in the course of their life and career.



There's a time to run and a time to walk;
There's a time for silence, a time for talk;
There's a time for work and a time for play;
There's a time for sleep at the close of day.
There's a time for every thing you do,
For children and for grown-ups, too.
A time to stand up and a time to sit –
But see that the time and actions fit.

Things to do :

1. Answer the following questions :
 - (a) When is it the time for sleep ?
 - (b) What is meant by 'There's a time for every thing you do' ?
 - (c) Who should do everything at a proper time? Tick the correct answer.
* Children * Grown-ups * Both
2. One line in this poem contains its message in short. Write down that line.
3. In this poem, 'time' means a suitable or proper time for doing certain things. Match the occasions in **A** with the actions in **B**.

A

- (a) When you have to catch your opponents in a game of tag
- (b) When you are on a crowded street
- (c) When somebody has asked you a question
- (d) When you are in a library or hospital

B

- (a) Time to talk
- (b) Time to run
- (c) Time to be silent
- (d) Time to walk

4. Find the meaning of the following using a good dictionary :

- (a) Nine times out of ten
- (b) No time like the present
- (c) A stitch in time saves nine.





10. Be a Craftsman !

Marbling

Many times you see fancy sheets of paper with beautiful designs or prints. Would you like to prepare your own fancy sheets of paper? Try the following idea. But remember to ask for your parents' permission and help to do it. You may also try this in your classroom with the help of your teacher.

What you need :

A plastic bucket or a tub, water, kerosene or turpentine, plain sheets of white or coloured drawing paper, oil paints – blue, red, yellow, green etc. – a paintbrush, clips, etc.



What you do :

- * Fill three-fourths of the bucket or tub with water.
- * Add kerosene or turpentine to the paints that you have in separate tins. This will make the paints thinner. Do it with the help of an adult.
- * Add a few drops of paints to the water, using the paintbrush. Stir the water gently with the brush. You will see the paints (colours) twirling around in water.



- * Now put the plain drawing paper sheet on the coloured surface of water and press it lightly.
- * Lift the sheet of paper carefully. You will see colourful shapes on the sheet.
- * Use a clip to lift the sheet to avoid staining your fingers.
- * Keep the sheet aside for a few moments to let it dry.

You can use your fancy paper sheets to make envelopes, greeting cards, or to make ‘paper-craft’ articles.

You must have noticed that the oil paints dissolve in turpentine or kerosene but not in water. They float on water. That is why, we can use this technique to create fancy shapes on paper.



Marble is a kind of hard stone which is usually white with dark veins inside. Marble can be polished very well. This process is called ‘marbling’ because the patterns created in this process look like the patterns in marble.



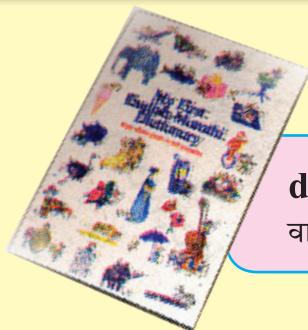
JVZB9D

11. In the World of Dictionaries

We often come across words that are unfamiliar to us, when we read books, newspapers or magazines. We also hear new words and phrases when we watch TV programmes. How do we find the meanings of these words?

In the classroom, the teacher is always available to the students to tell the meaning of new and difficult words. But she cannot accompany every student all the time to explain the meaning of every new word. Besides, grown up people

dictionary : *noun* a book in which words are listed in alphabetical order from A to Z. You look up a word in a dictionary to find out what it means and how to spell it.



dictionary (डिक्शनरी) **dictionaries** शब्दांचे अर्थ, उच्चार,
वापर याबद्दल माहिती देणारे पुस्तक. शब्दकोश. कोश.

also need help in this respect. A language has hundreds of thousands of words in it. It is impossible for one person to know all of them. But all these words can be explained in a ‘dictionary’.

At some time or other, you must have been advised to look up a word in a dictionary by your teachers or parents. Let us now see what the word ‘dictionary’ means. Given below are some examples of how the word might be explained in different dictionaries.

dictionary /'dik.ʃən.ri/ *plural* dictionaries [c] 1. a book that gives a list of words in alphabetical order and explains their meanings in the same language, or another language. 2. a book that explains words used in a subject.

Thus we see that a dictionary shows us many things.

- Words in a dictionary are usually arranged in alphabetical order.
- 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 pronounced.
- A dictionary shows us the different forms of the same word. For example, rose-roses, go-going-went-gone, etc.
- A dictionary tells us with the help of examples, how a word is used.
- A dictionary lists many other words / phrases related to that word.
- A dictionary points out the different meanings of words which have the same spelling.
- A dictionary also tells us the grammatical class to which a word belongs. (You will learn about these classes of words when you are a little older.)

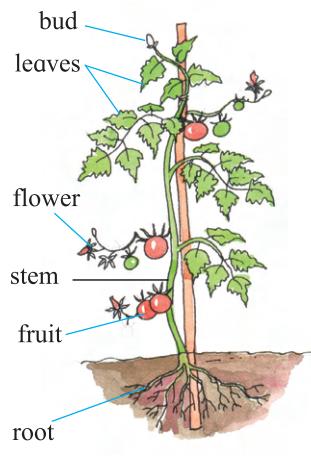
All dictionaries, however, are not the same. Depending on who is going to use the dictionary, the information in it is arranged and presented in different ways. Do you know that there are different types of dictionaries? Let us look at a few of them.

Children's dictionaries : Some dictionaries are designed specially for children. They include only a few thousand words but there are many pictures and diagrams in children's dictionaries. There may also be word-games, puzzles and jokes based on the meaning or use of words.

Pronouncing dictionaries : Some dictionaries provide only the pronunciation of words. It is shown with the help of special symbols.

Dictionaries of synonyms : Some dictionaries give lists of synonyms – words which have a similar meaning. They may also include antonyms or opposites.

Visual dictionaries : Some dictionaries contain only ‘visuals’ or pictures. They do not have to explain the meaning in words, as the visuals speak for themselves. The visuals may be in the form of photographs, diagrams or hand drawn pictures. They are all labelled. See the simple visual given alongside. In the same way, even complicated machines or systems are made simple in a visual dictionary.



A Plant

Encyclopedic dictionaries : Encyclopedias are books that give a lot of information on a great number of topics. Encyclopedic dictionaries, too, give a lot more information about most of the words they contain. These dictionaries are usually quite thick and contain many more words than the smaller, ordinary dictionaries.

Computers and the internet have brought with them '**online dictionaries**'. They are very easy to use. You just type the word you want to look up and instantly you are shown its meaning, use, etc. You can even listen to the proper pronunciation of a word. A printed dictionary cannot do this.

Then there are some dictionaries that show how a word was used hundreds of years ago, how its use or meaning or spelling changed over the years and how it is used today.



A dictionary is a must for a student. You can begin with simple, attractive dictionaries and then learn to use the more difficult ones later. So, the next time you come across a difficult word, don’t fret. Just look it up in a dictionary.

You can make your own dictionary. Write the meaning and other information about the words you plan to include in your dictionary, on cards of the same size. Use a separate card for each word. Arrange the cards in alphabetical order. Your dictionary is ready ! Moreover, you can add new words to this dictionary whenever you like.

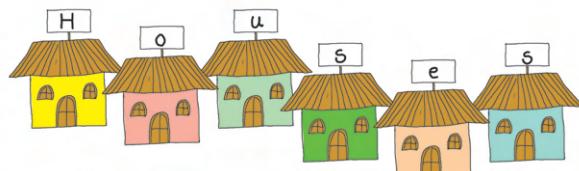
12. Why English is so Hard...



We'll begin with a box, and the
plural is boxes;
But the plural of ox should be
oxen, not oxes.



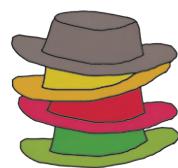
You may find a lone mouse or a
whole lot of mice,
But the plural of a house is houses,
not hice.



If the plural of man is
always called men,
Why shouldn't the plural of pan
be called pen ?



And I speak of a foot,
and you show me your feet,
But I give you a boot;
would a pair be called beet ?



That one may be that,
and three may be those,
Yet the plural of hat
would never be hose.



The masculine pronouns are he,
his and him,
But imagine the feminine she,
shis and shim !



So our English,
I think you will all agree,
Is the trickiest language
you ever did see.



Things to do :

1. Answer the following questions :
 - (a) What makes English the trickiest language ?
 - (b) Write the singular of the following :
* oxen * mice * men * feet.
 - (c) Write the plurals of :
* boot * house * that * pan.
2. Make a list of other tricky examples you know. Keep adding to your list.
3. List the funny words you find in this poem.
Example : hice.
4. A pronoun is a word that is used in place of a ‘naming’ word.
For example, we use ‘he’, ‘his’, ‘him’ in place of ‘John’, ‘John’s’ and ‘to John’ respectively.
Write what you will use for ‘Mary’, ‘Mary’s’, and ‘to Mary’ in the following sentences :
 - * Mary is my friend.
 - * This is Mary’s notebook.
 - * I want to retun it to Mary.

13. Sultan Ghiyasuddin in the Qazi's Court

Hundreds of years ago, in the eastern province of Bengal, Sultan Ghiyasuddin Azam Shah ruled the land. His capital was Sonargaon. Sultan Ghiyasuddin was a good ruler. He ruled wisely and well. He respected men of learning. He had a deep regard for law.



One day, while the Sultan was practising with his bow and arrows, he accidentally wounded the only son of a poor widow. The wounded boy did not survive. Weeping and wailing, the poor widow went to the Qazi and told him what had happened.

The Qazi was an honest and upright man. He sent an officer to summon the Sultan to his court. When the officer reached the palace, the guards stopped him and enquired about his business. When they learnt that he had come to serve a summons on the Sultan, they were shocked. They refused to let him go inside the palace.

The officer was now in a fix. The guards did not allow him to enter the palace, but he knew that he could not return without serving the summons. The Qazi would not take him back. He had to find a way of reaching the Sultan somehow. What could he do? He thought and thought.

At last, he began to sound the Azan, the call for the prayer, loudly, just outside the palace. It was not yet time for the prayer. When the Sultan heard the loud untimely call, he was greatly surprised. He ordered that the man giving the call should be brought before him immediately.



His soldiers rushed out of the palace gates, caught the officer and took him to the Sultan within moments.

When the officer knelt before the Sultan, he was trembling with fear. But he mustered all his courage and explained why he had given the call for Azan. Then, with shaking hands, he gave the summons to the Sultan. Sultan Ghiyasuddin took it without making any comment. He read the summons and told the officer to go back to the Qazi. He announced that he would appear in the Qazi's court the next day.

The next morning, the Sultan got ready to appear before the Qazi. He hid a sharp sword in his robe and set out.

The courtroom was packed with people. Everyone was eager to see what would happen. The Qazi entered and took his place on the high seat of honour. In a little while, Sultan Ghiyasuddin entered the courtroom. Everyone stood up to show respect to the Sultan, but the Qazi did not get up. The Sultan stood in the docks and the trial began.

The widow presented her complaint. The Qazi took note of all the evidence and in a grave voice, addressed the Sultan.

“You are guilty of causing the death of the only son of this poor widow. According to the law, you must pay a fine for this offence. I order you to do that without delay.”

The Sultan accepted the judgement and apologised to the widow. He arranged to pay the fine immediately. The widow felt satisfied that the offence was brought home to the offender.

When the case was over, the Qazi got up from his high seat of honour. Respectfully, he bowed to the Sultan and requested him to take his seat.



The Sultan then drew the hidden sword from his robes and told the Qazi, “I am happy that you did not waver in your duty. You did not hesitate to punish me. Otherwise, I would have beheaded you with this sword.”

The Qazi then put his hand under the cushion where the Sultan was seated and brought out a whip. He said, “Your Majesty, I am happy because you obeyed the law. Otherwise, I would have whipped you in this court.”

The Sultan then got up and embraced the Qazi. “Thank God, we both did our duty!” he said.

Everyone present in the courtroom praised the two great men.

- **wailing** : crying and sobbing long and loudly. • **upright** : honest, just.
- **summon** : to order someone to come, to send for someone. • **summons** : a written notice ordering someone to appear in court. • **fix** : Here, ‘fix’ means a difficult or awkward situation. • **docks** : an enclosed space in a court of law, for the accused person. • **offence** : crime, a wrong deed. • **offender** : a person who has done something wrong or illegal. • **waver** : falter, hesitate, became unsure.

Things to do :

1. Answer the following questions with ‘yes’ or ‘no’ :

- (a) Did the Sultan want to kill the widow’s son ?
- (b) Did the officer give the summons to the Sultan ?
- (c) Did the Sultan appear in the Qazi’s court ?
- (d) Was the Qazi’s judgement fair ?
- (e) Did the Sultan obey the law ?
- (f) Was the Sultan happy with the Qazi ?

2. Give reasons for the following :

- (a) The Sultan hid a sword in his robe.
- (b) The Qazi hid a whip under the cushion.
- (c) The widow was satisfied.
- (d) Everyone praised the Sultan and the Qazi.

3. Give opposites of the following words :

- | | | |
|-----------|------------|-----------|
| * eastern | * untimely | * appear |
| * respect | * accepted | * present |



14. My Books



I love my books.
They are the homes
Of queens and fairies,
And knights and gnomes.

Each time I read, I make a call
On some quaint person large or small,
Who welcomes me with a hearty hand
And leads me through his wonderland.

Each book is like a city street
Along whose winding way I meet
New friends and old who laugh and sing
And take me off adventuring!

— *Anonymous*



- **quaint** : unusual or old fashioned and attractive.



Things to do :

1. Read the poem aloud.
2. The ‘k’ in ‘knights’ and the ‘g’ in ‘gnomes’ are silent. Write at least 10 other examples of silent letters in words.
3. Write in short what the child finds in the books.
4. Write about your favourite book (any one book) and what you find in it.

15. A Collage



Sachin Ramesh Tendulkar



Date of Birth : 24 April 1973

First Test - Match : 15 Nov. 1989 v. Pakistan

First ODI : 18 Dec. 1989 v Pakistan

ODI
Centuries :
49

ODI
Half-Centuries :
96

Test
Centuries :
51

Test runs :
15,921



ODI Runs :
18,426

Last Test - Match :
14 Nov. 2013 v West Indies

Last ODI :
18 Mar. 2012 v Pakistan

Sachin Tendulkar receives Bharat Ratna
The youngest recipient of Bharat Ratna



World Records

- First player to score a double century in Men's ODI
- Played the highest number of Test and ODI matches
- The only cricketer to score a hundred centuries in International cricket
- The only player to score fifty Centuries in test cricket
- First batsman to score 15,000 runs in test cricket
- World Record for having the highest number of world records.

Honours

- Arjun Award
- Rajiv Gandhi Khel Ratna
- Padma Shri
- Maharashtra Bhushan
- Padma Vibhushan
- Bharat Ratna

A collage is an artistic arrangement of paper cut-outs, pictures, photographs, text, etc. You can make a collage on a single topic or you may bring together various topics and ideas in a collage.

My Favourite Cricketer



Touching Farewell Speech

Sachin thanked all the people who had helped him in his life – his parents, family members, relatives, friends, his coach, doctors, trainers, managers, media and all the people who supported him.



We are
proud of you,
Sachin!

What Sachin said about his 'Sir'
– Ramakant Achrekar –
in his farewell speech :

Professor Ramesh Tendulkar, Sachin's father, died when the 1999 World Cup matches were going on. Sachin returned to India just for a little while and returned immediately. He scored a century (unbeaten 140 runs off 101 balls) in the next match against Kenya. He dedicated this century to his father.

On a lighter note, in the last 29 years, Sir has never ever said 'Well played' to me because he thought I would get complacent and I would stop working hard. Maybe he can push his luck and wish me now, 'Well done !' on my career, because there are no more matches, Sir, in my life. I will be witnessing cricket, and cricket will always stay in my heart, but you have had an immense contribution in my life, so thank you very much.



A young admirer of Sachin Tendulkar has made this collage about the life and work of her 'favourite cricketer'. You can also make a 'collage' about your favourite sportsperson or any other personality.

- **recipient** : someone who receives something.
- **touching** : making you feel deeply about something.
- **media** : all the organisations such as newspapers and television, that provide news and information.
- **complacent** : pleased with oneself, and making no efforts to improve.
- **witnessing** : watching something.
- **immense** : great.
- **contribution** : something that you do in order to help something to be successful.

Things to do :

1. Make a collage on any topic of your choice.
2. Write a few lines (3-5) about the following :
 - (a) A match that you have seen on the playground or on TV.
 - (b) How your teacher helps you to do better in your work.
 - (c) Someone other than your parents and teachers who has helped you.
3. Do the following with the help of your teacher :
 - Find and read the farewell speech given by Sachin on Wankhede Stadium.
 - Find and write the names and achievements of at least 5 people honoured with Bharat Ratna.
 - Find and write the names and achievements of at least 3 well-known Indian sports personalities.



16. ‘Know’ Formalities, Please.



Part I

The students of Class IV greeted their teacher, Mrs Desai, before they sat down. It was time for their English Lesson. “Shall we bring out our ‘Balbharati’ textbook, teacher?” asked Shruti.

“Not now,” said the teacher. “We are going to learn letter-writing today. Some special types of letters! Come here, Javed and Nisha. Please distribute these notebooks.”

“And while they give out the books,” continued Mrs Desai, “let me give you some good news.”

The students were all ears, now. Their teacher announced with a smile, “New arrivals in the library and plenty of them! Story books of every kind, informative books with lovely pictures, books of puzzles, jokes! All have been displayed in the library so you will know which ones to ask for the next time you are in the library.”

‘Oooh! ’ ‘Lovely! ’ ‘I can hardly wait! ’ were some of the eager responses to this piece of news. All were excited except one.

“What’s the use?” complained Felix. “We have only one library period in a week, and hardly for half an hour too. Just when the story gets interesting, we have to leave the book and go back to class....”



Now, Varsha joined in to say, “For two weeks, I’ve been waiting to know what happened to the Pied Piper of Hamelin. There was a holiday, last Thursday, and we missed the library period.”



Mrs Desai realized that what her students said was perfectly true. She decided to request the Principal to allow a home issue facility for Class IV. After all, they were big enough to look after the books they took home.

‘Hey, wait! ’ thought Mrs Desai. ‘There’s a better way to do it. Why not let the students themselves write a letter of request to the Principal? ’ After all, that was what she had planned to teach that day – how to write polite, formal letters.

‘What an opportunity! A good subject for a formal letter. And of course, a real situation would make the learning more effective and interesting.’

When Mrs Desai suggested this to her class, they were very excited.

Without losing much time, Mrs Desai began to teach her class how to write a formal letter.

“The **sender’s address and the date** should be written in the upper right corner of the page,” she taught.

“The next step is to write **the name or post of the receiver** near the left margin. Then write his or her address below that.”

“And after that, you must write the **subject of the letter** in short, below the receiver’s address,” she further instructed.

“That’s something new,” remarked Sharon. “We do not mention a subject in our friendly letters, do we ?”

“Of course not,” said Mrs Desai.

“What do we do next, teacher ?” Shruti wanted to know.

“You address the receiver, writing ‘**Dear Sir**’ or ‘**Dear Madam**’. Remember, the rest of the letter also should be written in polite language. Write to the point,” Mrs Desai explained.

“And should we end it with, ‘Yours lovingly’ ?” asked Renu.

“Oh, no !” said teacher, “You can write that to your friends, or parents or even to me. But when you are writing as a student to the Principal, you may write, ‘**Yours faithfully,**’ or ‘**sincerely**’. Do not forget to thank the receiver appropriately before you close the letter. Come on, now, let’s draft this letter together.”

After quite a few errors, cancellations and changes, here’s the letter Class IV wrote to their Principal. It was written very neatly...



Pragati Vidyalaya
Pustak Marg
Vachanpur
06 July 2014

To,
The Principal
Pragati Vidyalaya
Pustak Marg
Vachanpur

Subject : Request for home issue facility.

Dear Madam,

We, the students of Class IV, have a request. Our English teacher, Mrs Desai, has informed us about many new books that have arrived in our school library. We are eager to read them.

However, it is not possible for us to finish reading a book during the Library period, which is only once a week.

May we have your kind permission, Madam, to take the books for home-reading ? We promise that we shall take utmost care of the books and return them on time.

Yours faithfully,
All Students of Class IV





17. ‘Know’ Formalities, Please.

Part II

Mrs Desai met the Principal soon after class. She told her about the excitement that followed the announcement of new books in the library.

“They just cannot wait to read all those lovely books,” she beamed. The Principal was also delighted and praised her. “The credit goes to you, Mrs Desai. You have created and aroused their interest in reading books. It is going to help them a great deal in future.”

“Yes, Madam,” said Mrs Desai, “but they find the weekly Library period too short a time to read. So, my students are going to appeal to you to allow home issue of books. They have written to you, a letter of request.”

“A letter? Why?” asked the Principal in surprise.

“I had to teach the class how to write polite formal letters, and I took this opportunity to make them actually write a formal letter,” explained Mrs Desai.

“Excellent, Mrs Desai,” exclaimed the Principal. “And I shall not dampen their interest in reading. I shall certainly allow them to take books home for reading.”

The next morning the Principal found the letter on her desk. She signed the letter with the remark ‘Permission Granted’ and sent it to the Librarian. To encourage the children of Class IV further, the Principal instructed the Librarian to give a written reply to the students and here’s what he wrote :

Library
Pragati Vidyalaya
Vachanpur
07 July 2014

To,
The Students of Class IV

Dear children,

I am delighted to know that you are so keen on reading the new books in our school library.

The Principal has been kind enough to grant to your class permission for home issue facility. I shall keep the library open for an hour after school, on all week days. You can come and collect any one book of your choice and return it, the following week. But I must urge you to read and observe the library rules displayed in the library.

Do come and enjoy reading the books.

Sincerely yours,
Mr Vijay Patil
(Librarian)

“Hey! Great news!” cried the monitor. “Look, we have received a letter from the Librarian. And, guess what? We can take story books home to read.”

“Wow!” exclaimed Shruti with bright round eyes.

“Goodbye, boredom! Welcome happy hours!” shouted Akshay.

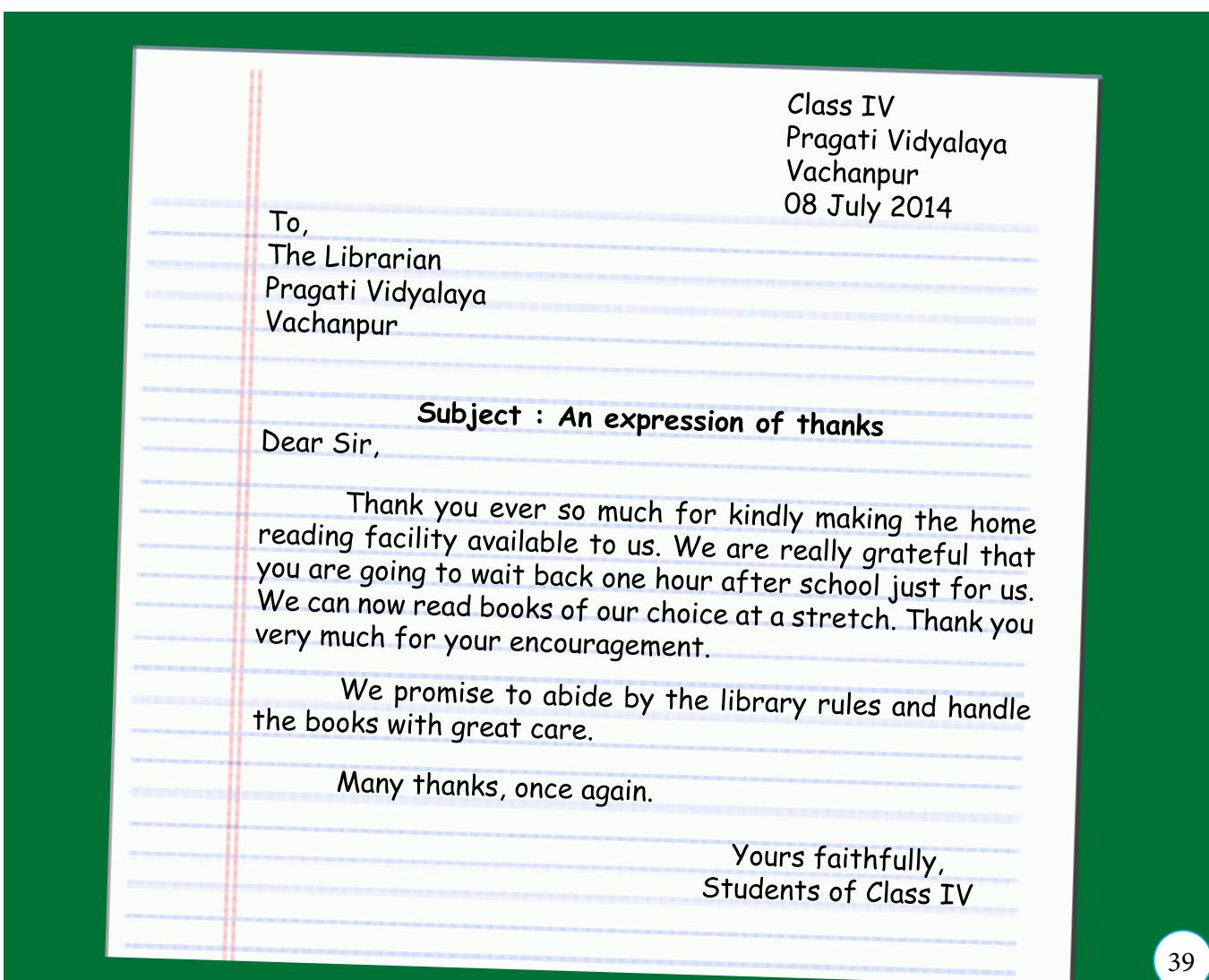
The letter from the Librarian was put up on the class notice board for all to read.

When Mrs Desai walked into the classroom, the students of Class IV burst out into many exclamations of thanks.

“Shall we write a letter of thanks to the Librarian?” suggested Manuja.

“That’s an excellent idea!” said Mrs Desai, smiling to herself at this new interest in formal letter writing.

This is the letter of thanks the children wrote to the Librarian.



Things to do :

1. You wish to use the Assembly Hall to hold an exhibition of your science projects. Write a letter to request the Principal to allow you to use the Assembly Hall.
2. Mr and Mrs Prabhune, past students of your school, have given you every kind of help to hold the exhibition. Write a letter of thanks to them.

You may find the following format useful when you write the letters.

Sender's Address Date	
To, Name/Post of the receiver Address Subject :	
Dear Sir,/Madam,/Mr...,/Mrs..., (Explain who you are and why you are writing.) (Make a polite request/offer/thanks etc.)	
	Yours sincerely,/faithfully, (Your name/signature)

3. Read the following chart carefully :

Sentences	Kinds
The students of Class IV greeted their teacher.	Statement
Come here, Javed and Nisha.	Command (or request)
What an opportunity !	Exclamation
And should we end it with, 'Yours lovingly' ?	Question

Thus, you can see that there are four kinds of sentences :

* statements * commands (or requests) * exclamations * questions.

Find one example of each kind of sentence from the passages you have read so far.

4. Note that each kind of sentence can be either positive or negative.

Example : The cuckoo is a lazy bird. (Positive)

The cuckoo is not a lazy bird. (Negative)



Mr Thomas Frog

Little Tommy Tadpole
began to weep and wail,
For little Tommy Tadpole
had lost his little tail;

And his mother didn't know him
as he wept upon a log.
For he wasn't Tommy Tadpole,
but Mr Thomas Frog.

— C J Dennis



The Butterfly

The fuzzy little caterpillar
Curled upon a leaf,
Made herself a chrysalis
And then fell asleep.

While she was sleeping,
She dreamed that she could fly,
And later when she woke up
She was a butterfly!



• **fuzzy** : covered with soft, fine hair that sticks up. • **chrysalis** : a stage in the life cycle of a butterfly. It is also the name of the hard case in which the caterpillar lies till it is transformed into a butterfly. • **tadpole** : a stage in the life of a frog or toad. At first, a tadpole has a long tail but not arms or legs.

Things to do :

1. Find more information about the life cycle of a frog and a butterfly. Present the information with the help of pictures, photos or diagrams.
2. From the poem 'Mr Thomas Frog', mention –
(a) one fact (b) one imaginary thing.



19. The Ugly Duckling

Mother Duck was really proud of her six new ducklings. They were soft, fluffy and yellow. Such fine little ducklings! But the seventh one was very different. It was bigger and its feathers were gray and shaggy. It looked so ugly!

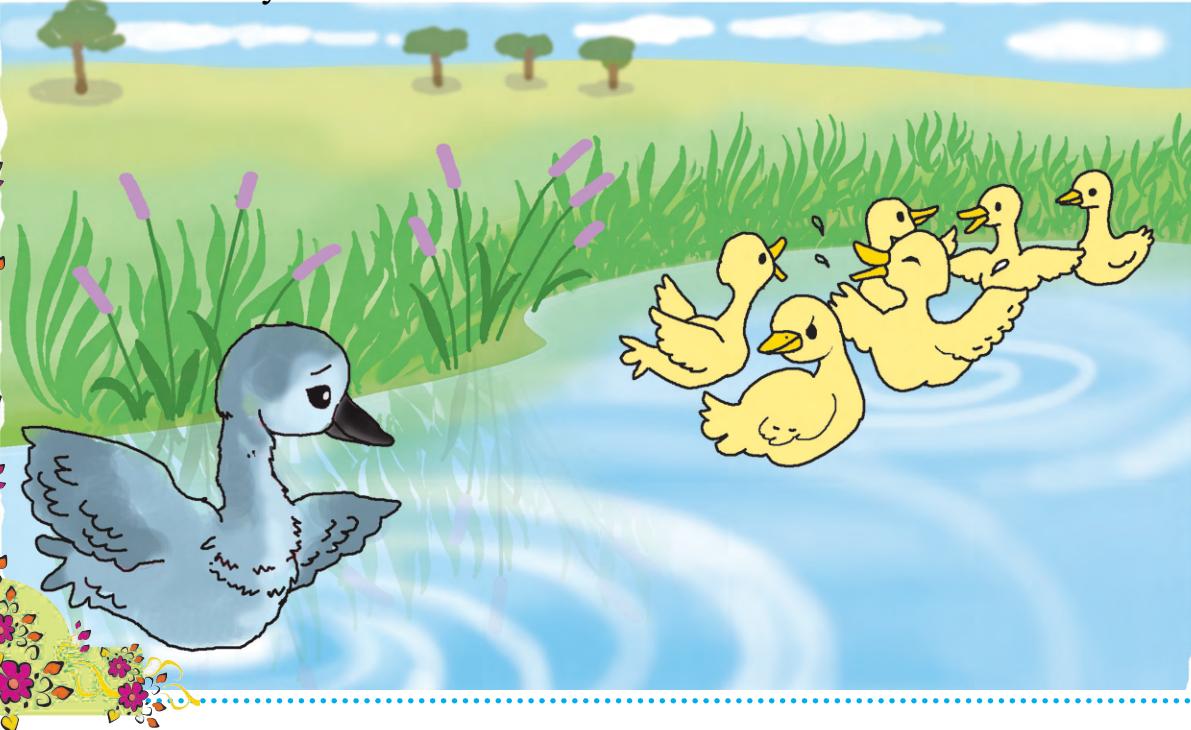


"All the same," Mother Duck thought, "It's my baby duckling." She loved it dearly. But the other six brothers and sisters didn't like the ugly duckling. When it waddled towards them, they turned their backs and ran away.

The little ducklings would go for a swim, every day, to a lake nearby. The ugly duckling wanted to join the others but they didn't want him. They always swam away from him. He was left all alone.

The ugly duckling swam better than the other ducklings which did not please them at all. They teased him about his ugliness. His only friend was his mother. Other ducks told his mother, "All your ducklings are smart. But this big fellow looks so different. Why is he so ugly?" His mother only said, "He is mine, and I love him too."

At last, feeling very lonely and sad, the ugly little duckling decided to leave the lake. He made his way to the river's edge and swam away with the river.



Wherever the poor duckling tried to seek shelter, he found that he was always ridiculed by others – smaller birds, animals, even human beings poked fun at him. He became lonelier and more miserable.

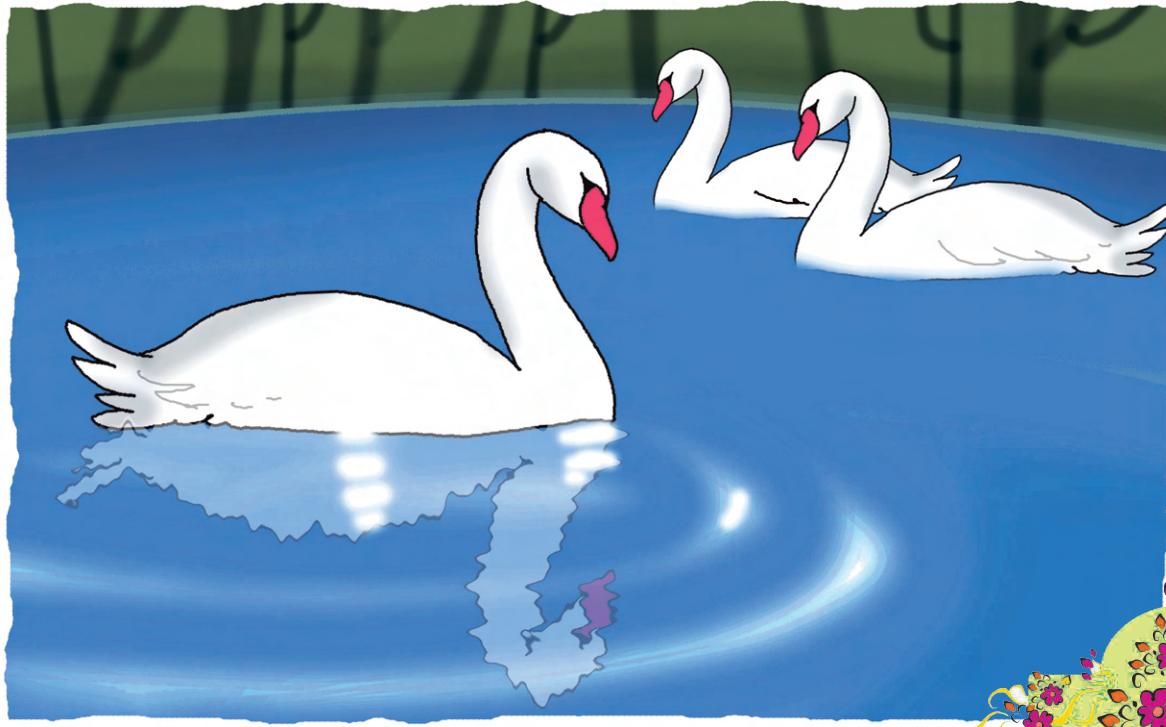
By and by, he grew bigger and stronger. But whenever he looked at his own reflection, he thought, ‘I look so ugly’ ! He was afraid to look at his own reflection. He hid himself if he saw anyone coming.

One day, when he was hiding among the reeds, he saw a flock of graceful white swans swim past. They were the most beautiful birds he had ever seen. ‘How wonderful to be like them !’ he said to himself.

Then came winter, with cold winds and snow. Without any shelter, the poor duckling was frozen in the snow. A kind man saw him. He broke the snow and saved the duckling.

Soon it was spring. The duckling had now gained a lot of strength. Again, he found his way to the river’s edge and swam further away.

One fine morning, when he flapped his wings against his sides, he rose high into the air. He flew on and on till he found himself in a beautiful, fragrant garden. From a thicket close by, came three



beautiful white swans, rustling their feathers and gliding lightly over the smooth water.

The duckling remembered the lovely birds. He was afraid to meet them but he felt a strange longing to be with them. He made up his mind to approach them, no matter how badly they treated him later on.

He swam towards the beautiful birds and bowed his head down to the surface of water. And what did he see in the clear stream below ? His own image – no longer a dark, gray, ugly bird but a graceful and beautiful swan. The other swans swam round the newcomer and welcomed him.

The bird that had lived a miserable life as an ugly duckling was a swan after all ! He curved his slender neck and cried joyfully from the depth of his heart, “I never dreamed of such happiness as this, while I was an ugly duckling !”

Things to do :

1. Answer the following questions :

- (a) Why did the ugly duckling decide to leave the lake ?
- (b) What did he find wherever he tried to seek shelter ?
- (c) Why was the ugly duckling afraid to look at his own reflection ?
- (d) Who did he meet in the beautiful garden ?
- (e) Was he happy in the end ? Which lines tell us that he was happy ?

2. Describe a beautiful swan using your own words. (3-5 lines)

3. Discuss with your friends :

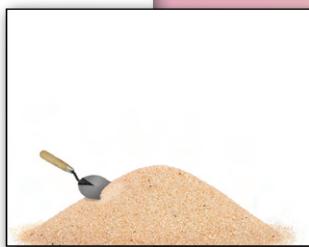
- * Who is happier – young children or grown-ups ?
- * What can we do to build our confidence ?

4. Read and learn :

* hen : chicken	* cat : kitten	* dog : puppy	* cow : calf
* sheep : lamb	* duck : duckling	* goose : gosling	* lion : cub
* deer : fawn	* goat : kid	* swan : cygnet	

20. All about Glass

Glass is one of the most beautiful substances that we see around us. Just take a look around yourself and see how many things you can find that are made of glass – light bulbs, bottles, jars, glasses, reading glasses, marbles, windowpanes – to name just a few. Where does this glass come from?



How glass is made

The glass that is used to make so many everyday things is a man-made material. Can you guess what it is made from? It may seem unbelievable, but this clear, transparent and smooth looking material is actually made from sand !

Glass is made by heating a mixture of clean white sand and chemicals like soda and lime. The mixture is heated in a furnace till it turns into hot, liquid glass. When it cools down, it becomes stiff and hard.

How glass is shaped

Once glass has become cold, stiff and hard, it is not possible to shape it. Glass is brittle. That means it breaks easily. It has to be shaped into different articles when it is still hot and soft.

Very hot glass is more like a liquid – you can pour it, mould it, roll it, press it or even blow it to make a variety of shapes.

Hot liquid glass is poured into moulds and hardened to make articles of various shapes and sizes. It can also be rolled out to make flat sheets of glass. In another process, molten glass is floated on a bed of molten metal to make very flat glass sheets of even thickness. Gobs of hot liquid glass can be blown into bottles, bulbs, glasses and other objects. Liquid glass can also be drawn out into very thin fibres or glass wool.

Some properties of glass

Glass has many useful properties. It is transparent – you can see through it. It is strong and hard. You can put a lot of load on it. It is impermeable – it does not allow water or other liquids to pass through and it doesn't get soggy or stained itself. Glass has no effect on the food, water or other substances stored in glass containers. In other words, it doesn't impart a smell, or taste to them. Ordinary glass has a smooth surface and it can be washed easily. And last but not the least important is the fact that it looks beautiful. No wonder then, that it is used to make so many things.

Coloured Glass

Ordinary glass is colourless but it is possible to produce coloured and transparent glass by using different combinations of chemicals in the glass making process. Glass can be given many beautiful colours – blue, violet, turquoise, ruby red, pink, amber, orange, deep yellow, purple, amethyst, dark green, even black and white !



Stained Glass

Coloured glass is used to make beautiful pictures, especially in windowpanes. Such windows are known as ‘stained glass windows’. They are seen mostly in churches. Coloured glass can also be used to make beautiful sculptures or decorative articles. It is also possible to paint on glass using special chemicals and processes.





Glass can be recycled!

Another unique feature of glass is that it is 100% recyclable. Old glass can be used to make new glass any number of times. Recycling glass in this manner is much cheaper than making new glass from raw materials. It requires much less heat, and a lot of energy is saved. If you recycle even a single glass bottle, you save enough energy to power a colour TV for about 20 minutes. So, the next time you throw away a glass bottle, think ! Glass is valuable.

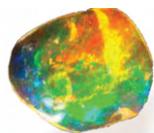
Things to do :

1. Find the following lists from the passage and copy them :
 - * Everyday things made of glass
 - * What you can do with hot liquid glass
 - * Names of colours
2. Guess the meaning of the following words from the passage :
 - * molten * transparent * impermeable * impart * recyclable
3. Write short notes on the following :
 - * How glass is made
 - * How glass is shaped
 - * Some properties of glass
 - * Coloured glass
4. Find out how paper and plastic are recycled.

21. Flint



An emerald is as green as grass,
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.



A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

– Christina Rossetti

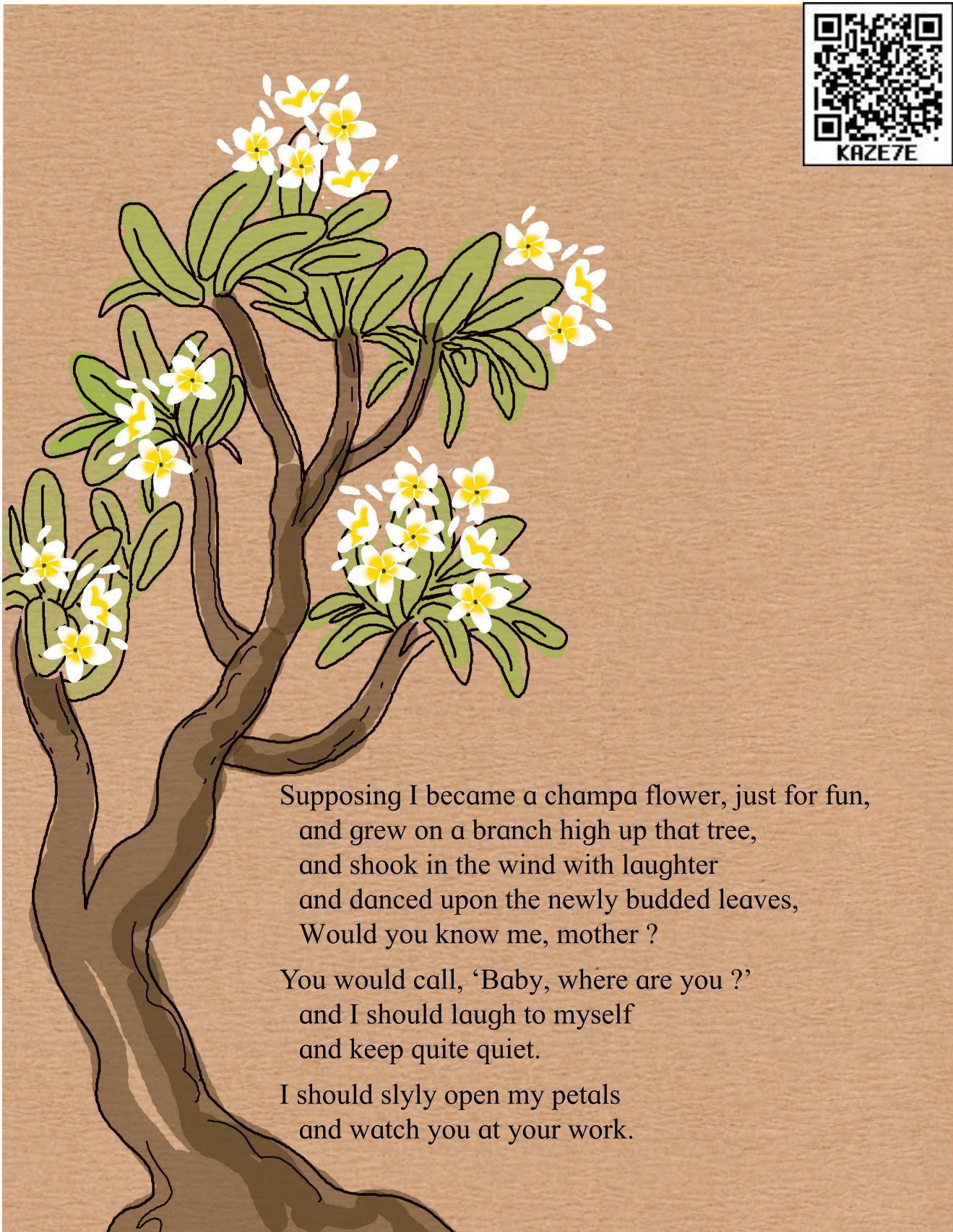


- **heaven** : the sky. • **brilliant** : very bright. • **world's desire** : everyone in the world has a strong wish to own it. • **fiery** : like fire, very bright. • **flint** : very hard gray stone that is used to produce sparks and light a fire.

Things to do :

1. Answer the following questions :
 - (a) What precious stones are mentioned here ?
 - (b) Where does a flint lie ?
 - (c) Is a flint attractive or colourful ?
 - (d) What can a flint produce ?
2. ‘An emerald is as green as grass’ is an example of a simile. Give two other examples of similes from the poem.

22. The Champa Flower



Supposing I became a champa flower, just for fun,
and grew on a branch high up that tree,
and shook in the wind with laughter
and danced upon the newly budded leaves,
Would you know me, mother ?

You would call, ‘Baby, where are you ?’
and I should laugh to myself
and keep quite quiet.

I should slyly open my petals
and watch you at your work.

When after your bath,
with wet hair spread on your shoulders,
you walked through the shadow of the champa tree
to the little court where you say your prayers,
you would notice the scent of the flower,
but not know that it came from me.

When after the mid-day meal,
you sat at the window reading Ramayana,
and the tree's shadow fell over your hair and your lap,
I should fling my wee little shadow
on to the page of your book
just where you were reading.

But would you guess that it was the tiny shadow
of your little child ?

When in the evening you went to the cowshed,
with the lighted lamp in your hand,
I should suddenly drop on to the earth again
and be your own baby once more,
and beg you to tell me a story.

'Where have you been, you naughty child ?'

'I won't tell you mother.'

That's what you and I would say then.



- Rabindranath Tagore

• **slyly** : in a knowing, secret manner. • **fling** : throw. • **wee little** : very small.

Things to do :

1. This poem is about make-believe. The mother's activities described in this poem are a part of her daily routine, but the child wants to play a new role in it just for fun. Write one or two things that the child wants to do as a champa flower.
2. If you were to play a game of make-believe, what would you like to imagine ? Write a few lines about it.

23. Computers

You have learnt the mathematical operations of addition, subtraction, multiplication and division. You can do sums which involve any one or more of these operations. You may also solve complicated sums which involve all of these operations. You can calculate the answers quickly if you use tables. But sometimes, it is necessary to carry out very complicated calculations that involve very large numbers. At such times, mistakes are bound to occur in the calculations. Then you waste a lot of time checking and rechecking your answers. How can we avoid these errors and wastage of time?

A computer is a machine that is an answer to all these problems. Computers can solve problems and carry out the most difficult calculations with amazing speed and accuracy.



Computers can do several other things besides carrying out calculations. In fact, there are few things that a modern computer is not able to do.

Computers have memory. That is, they can store a lot of data or information. They can keep words, pictures and sounds in their memory and give you the information within a fraction of a second when you need it.

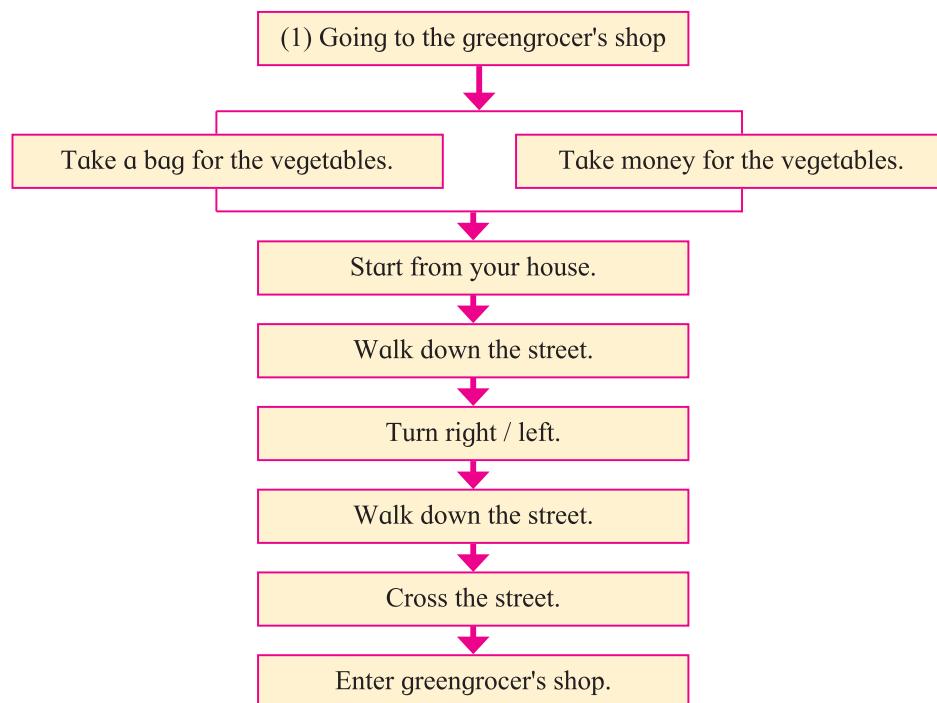
Computers can process the data or the information according to the instructions given to them. A modern computer can follow thousands of instructions within a fraction of a second. Only, the instructions have to be given in a language that the computer understands. A set of code instructions written for a computer is known as a program. Writing a computer program is a specialized task.

A computer on its own does not make judgements about the instructions given to it. It follows the instructions blindly. That is why, the instructions have to be written very very carefully. The instructions must cover every step involved in an operation. If you miss a step, the computer will not correct it.

One has to think carefully to imagine every step involved in any task. Let us see if we can imagine all the steps involved in a simple task. Suppose mother has asked you to buy vegetables. You have to divide this task into smaller ones –

- (1) Going to the greengrocer's shop,
- (2) Picking up the vegetables you want and paying for them,
- (3) Coming back home.

Then you have to subdivide these tasks into still smaller ones. For example -



Each of these smaller tasks can again be divided further into even smaller tasks. Try to do that choosing any one of the above steps.

Thus, we see that computers are smarter than men, but it is men who do the difficult job of making them smart enough.

So the next time you play a game on a computer, or watch a video or obtain some information, think of the men who put in so many efforts to make it all possible.

Things to do :

1. Read the sentence and choose the correct alternative.
 - (a) Mistakes are bound to occur.
 - (i) There are no mistakes.
 - (ii) There are some mistakes.
 - (iii) All mistakes are tied together.
 - (b) There are few things that a modern computer is not able to do.
 - (i) A modern computer can do a few things.
 - (ii) A modern computer cannot do a few things.
 - (iii) A modern computer can do almost everything.
2. List the mathematical operations mentioned in the passage.
Using your mathematics textbook, write one example of each operation.
3. Do you make mistakes in your calculations ?
What do you do to correct them ?
4. What do you do to remember the information you have gathered ?
5. Choose any home assignment you have been given.
Write a detailed set of instructions for completing that assignment.
6. List all the words related to computers that you find in this passage.
Find and add more words to the list.



24. The Laughing King

Scene I



King Leonard is taking a walk in his garden.

Leonard : What a bright, sunny morning ! How colourful my garden looks ! Ah ! How sweet the flowers smell ! Now who is that hurrying here ? Isn't it Grieselda, the witch ?

Grieselda is seen walking in, hurriedly.

Of course it is ! Why this haste and hurry ? Oh, oh! There she slips and falls into... ha ha ha ... the puddle. Ha ha ha ! How muddy her face is! How wet her clothes are !



Ha ha ha ! (*Laughs louder.*)

Grieselda scrambles out of the puddle and comes limping towards the king.

Grieselda : (*angrily shouting*) Shame on you, King Leonard! you laugh at my fall!

Leonard : Ha ha...

Grieselda : If you like laughing so much, may you laugh all the time !
Zung, mung, shung.....

Leonard : Ha, ha ...

Witch Grieselda sits under a tree, frowning at the laughing King and wiping off the mud from her body.

Scene II

The Palace

The King enters, still laughing. The Queen who has been looking for the King, comes to him with a plateful of cakes.

Queen : (*Handing him the plate*) Won't you taste these special cakes I baked for you ? By the way, why are you laughing ? What's funny, dear ? Won't you tell me ?

Leonard : Ha, ha....

Queen : (*Getting annoyed*) Stop laughing, dear You will drop the plate. You won't stop ?

The plate falls from the King's hand.

Oh, no ! You have broken one of my best plates. And dropped my special cakes !
Boo hoo hoo....



Leonard : Ha, ha, ha...

Princess Cynthia comes and sees her father laugh and her mother cry.

Cynthia : Father, we can hear your laugh all over the palace. But why are you laughing ? And that too when mother's crying over her broken plate !

Leonard : (*Unable to control himself*) Ha, ha..... ho, ho.....

Cynthia : (*Consoling her mother*) Never mind, Mamma, I'll pick up the broken pieces and try to mend the plate. (*Starts collecting the pieces.*) Ooh ! I've cut my finger !

Leonard : (*Laughing louder*) Ha, ha ho, ho, ho.....



Cynthia : (*Staring at her father angrily*) Father ! How can you laugh even when I've cut my finger ?
Boo hoo, hoo.....

Leonard : Ho, ho, ho..... I should stop laughing.... he he But I cannot... ha ha ha..... Let me go and consult my council of wise men. Ho ho..... ha ha ! They'll know what to do.

Scene III

The wise men are holding a meeting with the ruler of the neighbouring kingdom, King Ferdinand. The King enters the chamber, followed by the attendants.

Wise men : Your Majesty, King Ferdinand has come with a complaint that thieves from our kingdom have stolen fruits from his orchard.

Leonard : (*Helplessly holding his sides and roaring with laughter*) Ha, ha ! Ho ho...

Ferdinand : (*in anger*) How dare you laugh at my complaint ! I will not put up with this sort of insult. I will soon be back with my army.



Leonard : Ha, ha.... Don't go my friend. Ho, ho...
(*Turning to his wise men*) Stop him, wise men.
Ha, ha.... Stop King Ferdinand.

Wise men : But Your Majesty ! What makes you laugh at this serious hour ?



Leonard : Ha, ha... sorry, I can't help laughing, ha, ha, ha... due to Witch Grieselda's magic.
Ha. ha...

Wise men : The witch's magic ? Well, let's all go to Witch Grieselda and request her to help the King.

Scene IV

The Palace Garden

The King enters with his wise men.

They see the witch still sitting there with a frown on her face.

Wise men : Oh Witch Grieselda ! Our dear King is sick of laughing. Please free him from the spell.

Grieselda : No, no, no. Why did he laugh at me when I fell into the puddle ?



Wise men : Do forgive him, please.

Leonard : (*Trying to control his laughter*) I'm sorry, Witch Grieselda ! Ha, Ha... I hurt your feelings when I laughed at you when you fell into the puddle. But because of your spell, I hurt my wife's feelings and then my daughter's and my friend's by laughing at their misfortunes. Ha, ha... I promise you, I'll never laugh at others. Ha, ha...

Grieselda : Since you are sorry about your behaviour, I'll give you one chance. But if you ever laugh at anyone's troubles, King Leonard....

Leonard : Never, never again. Ho, ho....

Grieselda : Shung, mung, zung... Back to your normal self, King Leonard !

Leonard : At last I have stopped laughing ! What a relief ! Thank you very much, Witch Grieselda ! Thank you. Now I will write a letter of apology to King Ferdinand. I'll get a set of new plates for my Queen. Bring my daughter Cynthia. I'll stick a plaster on her poor finger. But first, let me present a new dress to dear old Witch Grieselda !



All : Three cheers for the King !

Things to do :

1. Answer the following questions orally:
 - (a) Why did King Leonard laugh at Witch Grieselda?
 - (b) What effect did Grieselda's magic have on the king?
 - (c) Why did the Queen get annoyed?
 - (d) How did Princess Cynthia console her mother?
 - (e) Who was King Ferdinand? What was his complaint?
 - (f) Why was King Ferdinand angry with King Leonard?
How did he show his anger?
 - (g) Why did King Leonard want to stop laughing?
 - (h) Why did Witch Grieselda decide to help the King?
What was her condition?

2. Use the following in the sentences given below :

scrambled, frowned, looking for, put up with

- (a) 'I cannot such nonsense,' said the teacher.
- (b) He over the rocky hillside.
- (c) When Ajit's father saw Ajit's school record, he
- (d) 'Who are you ?' asked Anil. 'My mother,' said Amit.

3. Read carefully :

- (a) What a bright sunny morning (it is)!
- (b) How colourful my garden looks!

These are exclamatory sentences. They mean:

- (a) It is a very bright sunny morning.
- (b) My garden looks very colourful.

Write an exclamatory sentence, using your own words.

!!!!!!

25. Little Words



“Yes, you did, too.” “I did not.”

Thus by unkind little words,

Two fond friends were parted.

“I am sorry.” “So am I.”

Thus the little quarrel ended,

Thus by loving little words two bonded

hearts were mended.

— Benjamin Keech



- **fond friends** : close friends.
- **parted** : separated.
- **bonded** : joined securely.
- **mended** : repaired.

Things to do :

1. Rewrite this poem as a short story.
2. Form pairs or groups. Discuss the reasons why you have quarrels with other people. Then discuss what **you** can do to end the quarrel. Write short conversations on those ideas and present them.
3. Punctuate the following :

* yes, you did, too * i am sorry
 i did not so am i

..... 26. Be a Chef!

Delight your family with these tasty and nourishing dishes.

1. A 'C' Salad.



What goes in the Salad :

1 medium sized carrot, 1 medium sized cucumber, cabbage, coriander, peanut crush (2 heaped spoonfuls), salt according to taste, pepper (a large pinch), sugar (a quarter spoon), lemon juice (1 teaspoon), ginger (a small piece).

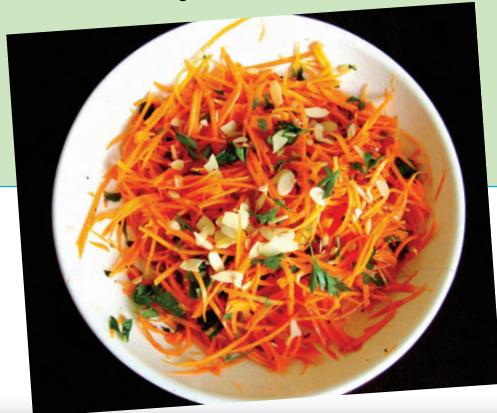
How to make the salad :

- * Clean and wash the vegetables well.
- * Pat them dry with a clean napkin or towel.
- * Grate the carrot and the cucumber. You may peel the cucumber before grating it.

Before you use the cucumber, cut off both its ends. Then cut off thin slices from both ends. Taste the slices to make sure that the cucumber is not bitter to taste.
- * Grate the cabbage till you have 2 tablespoons of grated cabbage.
- * Now mix the grated carrot, cabbage and cucumber.
- * Sprinkle a little salt and pepper on the mixture and add a quarter spoon of sugar.
- * Grate the ginger using a small grater. Add the grated ginger to the mixture.
- * Add the juice of half a lemon.



- * Add the crushed peanut. Mix the salad well. If you like, you may add pieces of a small chilli to the salad.
- * Put the salad in a clean bowl.
- * Wash the coriander. Cut it and garnish the salad with it.
- * Let someone taste the salad. Ask if you need to add more salt, or sugar or lemon juice to the salad and adjust the taste.



- Discuss why the salad is called a 'C' salad. Suggest other names for the salad.

2. For your Sweet Tooth

Materials : Roasted peanuts - 2 small bowls, jaggery - half a bowl, 1-2 teaspoons of ghee.

Steps

- Peel and crush the peanuts.
- Crush or slice the jaggery lumps.
- Knead and mix the peanuts and the jaggery well, adding a little ghee, if necessary. When you knead it well, the mixture will look like a lump of dough.
- Taking a small portion of the mixture at a time, shape it into a ball.

Your peanut *laddoos* are ready !



27. The Dreadful Guest



Once upon a time, the King of Russia decided to hold a grand feast. He invited princes, rich merchants, brave warriors and all the important people in his kingdom.

On the night of the feast, the king and his guests sat together at a long table, in the banquet hall. They talked and laughed and everyone was happy.

Suddenly, a huge animal burst into the hall. It was a horrible looking dragon. It was as tall as a tree, as broad as a house, with teeth like spikes and claws like knives. His skin was hard and scaly and his eyes, red. Red, hot flames shot forth from his mouth, and black smoke from his nostrils. Now, this dragon was also a very mean creature. He loved to be a spoilsport and a killjoy. He walked straight to the head of the table and pushed himself between the king and the queen. Everyone stopped talking. Everyone was scared. Well, not everyone. The brave warrior Ivan was not afraid of dragons. "What a rude, impolite creature you are !" he said angrily.



Just then the servants brought in the food and set the platters on the table. But before they had a chance to serve the food to the king and the queen and the guests, the dragon began to gobble up everything. The king and the queen did not know what to do. Nobody could stop the dragon. But Ivan spoke up again, "Nobody has ever taught you any manners, I can see," he said, "I hope you choke on the food you are gobbling up so greedily!"



Now this was more than the dragon could stand. He puffed out fire and sprang to his feet. "I dare you to come out and fight with me, Ivan!" he roared, "Are you ready?"

"Of course," said Ivan.

"What have you done, Ivan!" said the king. "Let's put up with the dragon for some more time. You cannot fight a dragon. It will burn and kill you in no time."

But Ivan was not afraid. He knew that dragons were dreadful but not intelligent. He was sure he could find a way of killing the dragon.

Everyone walked out to the palace courtyard. The dragon and the brave warrior faced each other. The dragon smiled a very mean and wicked smile. "Now, how shall I kill you, you silly fool ?" he asked Ivan. "Shall I burn you to death ? Shall I smother you with fumes ? Or better still, shall I tear you up with my knife claws ? Or shall I eat you up with my spike teeth ?"

In the meanwhile, however, the clever Ivan had thought of a way of tricking the wicked creature. He folded his arms on his chest and said in a clear voice, "Now, look here, dragon, when you dared me to fight you, I agreed readily. I thought it would be a fight between just the two of us." Then he pointed behind the dragon. "Why have you brought a whole army to help you fight ?"

The dragon was as stupid as Ivan thought him to be. He turned his head to see what Ivan was pointing at. Quick as a flash of lightning, Ivan drew his sword and cut off the dragon's head.

"There !" he said, "We won't have to put up with this dreadful guest ever again !"



Things to do :

1. Guess/Find the meaning of the following words and phrases :
* spoilsport * impolite * platters * gobbling up * sprang.
2. Answer the following questions :
 - (a) Where did this story take place ?
 - (b) Who burst into the banquet hall ?
 - (c) Who was not afraid of dragons ?
 - (d) What did Ivan know about dragons ?
 - (e) In what ways did the dragon threaten to kill Ivan ?
 - (f) How did Ivan kill the dragon ?

3. Match the pairs of words from **A** and **B** with reference to this story.

A	B
(1) rich	(a) people
(2) silly	(b) warriors
(3) important	(c) creature
(4) mean	(d) feast
(5) brave	(e) merchants
(6) grand	(f) fool

4. Write short description of the following :

* The feast * The dragon * Ivan.

5. List all the comparisons you find in the story.

Example : As tall as a tree.

6. Punctuate the following sentences properly :

(a) what a rude impolite creature you are
(b) are you ready

7. Form groups of five.

Choose a fairy tale/folk tale that you all enjoy.

Narrate it by taking turns.

28. The Elf Singing



An Elf sat on a twig.
He was not very big.
He sang a little song,
He did not think it wrong;
But he was on a Wizard's ground,
Who hated all sweet sound.

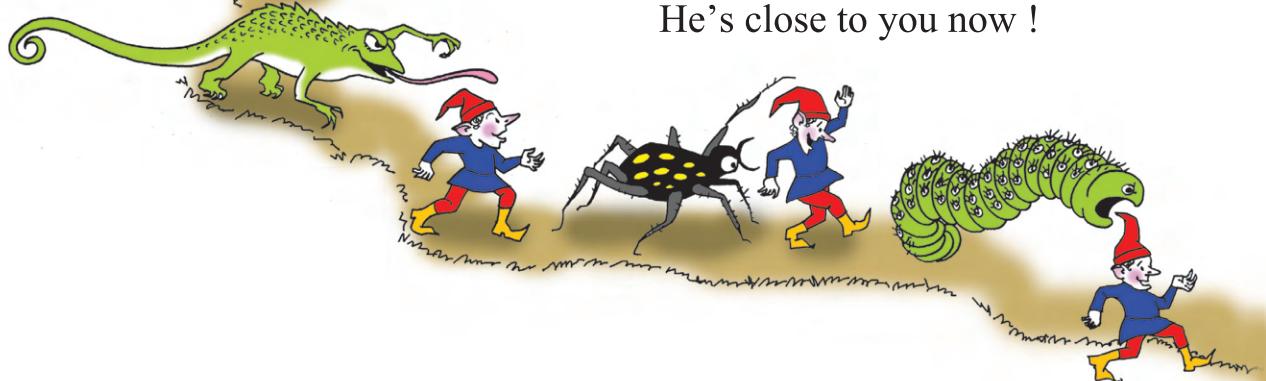


Elf, Elf,
Take care of yourself,
He's coming behind you,
To seize you and bind you
And stifle your song.

The Wizard ! the Wizard !
He changes his shape
In crawling along.
An ugly old ape,
A poisonous lizard,



A spotted spider,
A wormy glider,
The Wizard ! the Wizard !
He's up on the bough;
He'll bite through your gizzard.
He's close to you now !

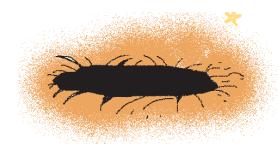


The Elf went on with his song.
It grew more clear and strong.
It lifted him into air.
He floated singing away,
With rainbows in his hair;



While the Wizard-worm from his creep
Made a sudden leap,
Fell down into a hole,
And, ere his magic word he could say,
Was eaten up by a Mole.

– William Allingham



- **elf** : an imaginary creature with magical powers.
- **twig** : a small thin stem of wood that grows from a branch on a tree.
- **seize** : take hold of somebody or something.
- **stifle** : stop something from happening.
- **bough** : a main branch on a tree.
- **gizzard** : a part of (a bird's) stomach.
- **ere** : before.
- **mole** : a small dark furry animal.

Things to do :

1. Read the poem aloud.
2. Write the pairs of rhyming words you find in this poem.
3. Complete the following in your own words :
 - (a) The elf could sit on a twig because
 - (b) The elf loved
 - (c) The wizard hated
 - (d) If the elf was not careful, the wizard would
 - (e) As the elf's song grew clear and strong
 - (f) The wizard-worm made a leap and and was swallowed up
4. Discuss the following :
 - (a) Why the wizard can take only frightening and ugly shapes.
 - (b) Does the elf sing a happy song ?



..... 29. Androcles and the Lion

Long, long ago, there lived a kind, gentle and courteous man called Androcles. But he had a very cruel master. In those days, kings, nobles and other wealthy men used poor people as their slaves. Androcles was a slave. The slaves were forced to work for their masters. They had to do what their masters told them. They had no freedom, no rights. Even when they were unhappy with their master, they could not leave him. They were bound by law to obey their master, however wicked he might be.

Androcles did not like his wicked master. His master starved his slaves and often whipped them. Androcles felt that even death was better than serving such a master. He kept looking out for a good opportunity. At the first chance he got, he escaped from the clutches of his cruel master.

Now, although Androcles had thus run away, he was not a coward. He took shelter in a forest. He was not afraid of the wild beasts that roamed the forest. He did not mind that he had no roof over his head. He was happy that he was free as a bird to go wherever he wished.

One day, as he was wandering in the forest, he suddenly came face to face with a lion. His first reaction was to turn and flee. But then he saw that the lion had not moved on seeing him. It neither growled, nor roared. In fact, it looked at him piteously as if it was in great pain.

Androcles paused. Then he moved very cautiously towards the lion, step by step. The lion moaned and whimpered. "Please help me," its eyes seemed to say.

When Androcles drew near, the lion lowered its head and began to lick its paw. Then Androcles saw that the lion's paw was wounded, sore and swollen.

On a closer look, Androcles noticed that a big thorn had pierced one of the lion's toes. 'So this is the cause of the lion's distress,' thought Androcles.



Summoning up all his courage, Androcles stretched his hand slowly towards the injured paw. He was afraid that the lion would attack him if he touched its swollen paw. But the lion seemed to understand his good intention.

Androcles took the paw in his left hand. Deftly, he pulled out the thorn. Then, tearing a piece of his own clothing, the kind man bound up the lion's injured paw. To his surprise and wonder, the lion then licked his arm, as if to show gratitude.

Androcles remained with the lion till it could walk again. He would hunt in the forest and share his food with the helpless beast. Every day, he would clean and dress the lion's wound. Soon, the lion was able to move about. Many times, it followed Androcles wherever he went.

In the meanwhile, Androcles' master had complained to the authorities that his slave Androcles had run away. Soldiers were sent in all directions to capture Androcles. They searched for him high and low but couldn't find him. At last, they came to the forest where Androcles lived.

It so happened that Androcles had gone out alone that day while the lion rested near the cave. Both of them fell into the hands of the soldiers. The soldiers took them back to the city. They put Androcles in chains in a prison. The lion was caged.

In those days, people who were found to be guilty of a serious crime were fed to wild beasts as punishment. Running away from one's master was a very serious crime at that time. Therefore, Androcles, too, was to be thrown to the wild beasts.

On the appointed day, the emperor arrived at the circus and took his place. The crowds cheered loudly. The trumpeters blew the trumpet and Androcles was brought into the arena. His chains were unbound. He felt weak and dismayed. He was certain that this was the last day of his life.

At the opposite end, a gate was raised and a ferocious lion was released into the arena. It had been kept hungry to make it more ferocious. Androcles was filled with fear, but he put up a brave front.

The lion saw Androcles and rushed towards him, bounding and roaring. But suddenly it stopped in its tracks. Then it moved slowly forward. All its rage seemed to have melted. Androcles saw this too. Each friend recognized the other.

To everyone's amazement, the lion bounded towards Androcles again, but when it reached him, it began to purr and rub its nose against him. Androcles hugged the lion. He wept with relief and joy.



The audience, including the emperor, watched this tender sight in great wonder. People began to cheer Androcles and asked for his release. The emperor asked Androcles to explain the lion's strange behaviour. When he heard the whole story, the emperor was also moved by the gratitude and friendship between man and beast. He ordered that Androcles should be set free. He would no longer be a slave.

When the emperor asked Androcles what other reward he would like, Androcles replied that he did not want anything for himself. But he wanted the lion to be set free too.

The two friends went back to the forest to live a free life.

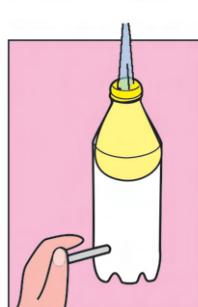
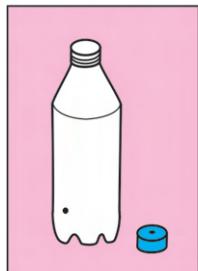
- **piteously** : in such a way as to cause pity; making (Androcles) feel sorry for it.
- **cautiously** : very carefully. ● **whimpered** : made unhappy, frightened sounds.
- **distress** : sorrow, suffering, pain. ● **summoning up his courage** : making a great effort to be brave. ● **deftly** : skilfully and quickly. ● **arena** : a place where sports, entertainments and other public events take place. ● **ferocious** : fierce.

Things to do :

1. Answer the following questions :
 - (a) Describe the life of slaves in your own words.
 - (b) What did Androcles feel about his master ?
 - (c) What tells us that Androcles was not a coward ?
 - (d) How did Androcles help the lion ?
 - (e) Did the lion recognize Androcles in the arena ? What did it do ?
 - (f) What did Androcles ask for ?
 2. Guess the meaning of the following phrases and use them in your own sentences :

* face to face	* high and low
* draw near	* to everyone's amazement
 3. Find out at least five pairs of opposites from the story.
 4. Narrate the story in short in your own words.
-

30. Young Scientist



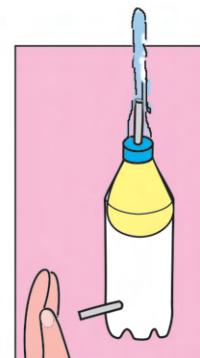
A Fountain at your Fingertip

What you need:

Plastic bottle, balloon, pieces of stiff plastic tubes (You may use pieces of straws or used refills), scissors, glue or adhesive tape, etc.

What you do:

1. Make a small hole in the lid of the bottle and insert a small plastic tube/straw through the hole. Secure the tube with the help of glue or adhesive tape.
2. Make a small hole in the side of the bottle, near its bottom. Insert another piece of straw/tube in the hole and secure it with the help of glue or adhesive tape.
3. Now, place a balloon in the bottle and fit its mouth on the rim of the bottle as shown.
4. Now, suck through the hole in the side of the bottle. What do you see? Yes ! The balloon gets inflated inside the bottle.
5. Now, cover the hole in the side with a finger and –
 - (a) Pour water into the balloon.
 - (b) Put the lid with the straw on the bottle and screw it on tight.
6. Now, remove your finger from the side hole.
What do you see?
A fountain leaping out of the straw in the lid!
7. Note how long your fountain lasts.



A Shower at your Fingertip

What you need:

A can with a wide base and a tight lid, a nail, a hammer.

What you do:

1. Make a hole in the base of the can, using the nail and the hammer. Take care not to hurt your fingers.
2. Make a number of tiny holes in the lid of the can, as shown. See that your holes are evenly spaced, as in a sieve.
3. Now, cover the hole in the base with your finger and fill the can with water.
4. Put the lid (with the holes) on the can.
5. Invert the can, still holding the finger on the hole.
6. Hold the can over a plant and remove your finger from the hole. What do you see?

The plant gets a shower.

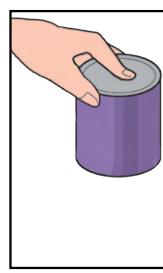
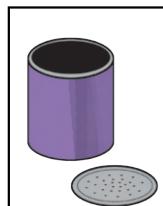
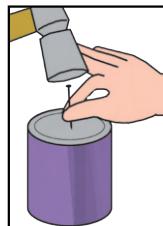
7. Now, put your finger on the hole again. What happens? The shower stops.

Use this home-made ‘watering can’ to water tiny plants.

Can you think of any variations or modifications or improvements in these toy fountains? Try them out and write your observations.

You know that there is air all around us, though we cannot see it or feel it or smell it all the time. In both these ‘fountains’, it is this invisible air that pushes the water/the balloon. You will learn more about this when you study science in higher classes.

For the Teacher : Give a demonstration of making these toys in the classroom. Involve the children in the process by asking questions. Then let the children prepare the toys in the classroom itself, either in groups or individually depending on the available resources. Get them to talk about these toys. Encourage them to find and make other simple toys – many ‘Toys from Trash’ can be found on the site created by Mr Arvind Gupta. (www.arvindguptatoys.com)



31. Be a Writer – 2

The Story Before and After



Look at the picture carefully. What does it show? Are the animals holding a meeting? What could be the reason?

Try to imagine what must have happened before and what is likely to happen later.

Form groups. Discuss your ideas. Then each one of you should write his/her story separately.



(A)



(B)

Look at the picture carefully. What are these people? Where are they going? What are they carrying? Why? Try to answer these questions using your imagination.

Form groups. Discuss your answer and try to build a story around this picture, as a group activity.

Give your characters names and qualities. (Don't forget to include the dog.)

Also, find a suitable name for the places where they live/work/are travelling to. Give your story a suitable title.

32. The Noble Monkey



In a forest glade, on the banks of the River Ganga, there was a tall shady mango tree. Every year, it bore big juicy mangoes that were very sweet to taste. In the forest, there lived hundreds of monkeys with their king. The monkey king was bigger, stronger and also wiser than all the other monkeys.

The monkeys loved the mango tree for its spreading branches, cool shade and delicious fruit. They often played about on the tree and enjoyed eating the tasty mangoes. Their king warned them, “Don’t let even a single mango fall into the river. If the current carries it down to the land of men, they will come here in search of the heavenly fruit and destroy the peace in this land.”

One day, however, a ripe mango fell into the river and was carried with the flow to the city of Benaras. It was found by a fisherman who had never seen anything like it before. So, he presented it to the King. When the King tasted a slice of the fruit, he liked it very much. He shared it with his queen and ministers. They all loved its flavour and in the end it was decided that a search party should be sent to find the tree that bore such divine fruit.

A fleet of rafts sailed up the river carrying many of the courtiers and the King himself. By and by, the fleet of rafts reached the forest glade on the bank of the river and also found the mango tree laden with fruit. The King and the courtiers were overjoyed.

When the King’s men noticed the monkeys enjoying the fruit, they were annoyed. They decided to drive them away mercilessly. They sent volleys of arrows to kill the monkeys and to scare them away for good.

The monkey king swung to the other side of the river and ordered the others to do the same.

“Move quickly! Save your lives by vanishing deep into the forest on the other bank,” he urged. However, he soon realized



that the river stream was too wide for the others to follow. Quick as lightning, he did something very unusual. Catching hold of a tall cane with his legs, he swung back to the side where the other monkeys waited. Then he took firm hold of a branch of a tree. This way, he made a bridge across the river with his own strong body.

The monkey king then ordered the monkeys to rush to the other side, over his own body. The monkeys lost no time in following his command. The monkey king's body was being trampled upon and bruised and injured by the rushing hordes of monkeys, but he did not waver. He kept a tight hold over the cane and the branch till the last monkey landed safely on the other side. By then, he was badly injured and had lost all his strength. He fell down in a swoon.

The King of Benaras was watching this with amazement. He was touched by the bravery and sacrifice of the great monkey king. He asked his men to stop shooting arrows. The unconscious monkey king was gently lifted from the bank of the river and placed on a couch near the King of Benaras.

The King tried his best to revive the great ape. After a while, the monkey king slowly opened his eyes.

“Why did you sacrifice your life in this way?” said the King of Benaras.

“The monkeys are like my children. I am their chief and guide and it is my duty to protect them. They are now safe and I die a happy death. I am glad I could do my duty.” So saying, the great ape closed his eyes forever.

The King of Benaras never forgot the great sacrifice that he had witnessed.

- **glade** : an open space or clearing in a forest.
- **delicious** : tasty, with a pleasant taste or smell.
- **heavenly** : Here, it means wonderful.
- **divine** : of god or gods. Here, it means excellent.
- **laden with fruit** : with great quantities of fruit on it.
- **mercilessly** : without any mercy or pity.
- **volleys of arrows** : many arrows sent or shot at the same time.
- **vanishing** : disappearing, going away.
- **swoon** : faint, (when a person swoons, he/she is not able to see, feel, hear, touch, move, etc.)
- **revive** : bring back to life.

Things to do :

1. Answer the following questions :
 - (a) Where did the monkeys live with their king ?
 - (b) Why did the monkeys love the mango tree ?
 - (c) What did the monkey king warn the others to do ?
 - (d) How did the King of Benaras come to know of the fruit ?
 - (e) Why did the King’s men decide to drive away the monkeys ?
 - (f) How did the monkey king save the other monkeys ?
2. Form pairs or groups. Try to write short conversations for the following occasions :
 - (a) The monkey king warning the other monkeys.
 - (b) The King of Benaras enjoying the fruit with the others.
 - (c) The monkeys trying to escape to the other bank.
3. From the lesson, find the words that are used to describe the following words :
* mango tree * mangoes * the monkey king

33. On Planting a Tree



"Dear little tree that we plant today,
What will you be when we're old and gray ?"
"The savings bank of the squirrel and mouse,
For robin and wren an apartment house,
The dressing room of the butterfly's ball,
The locust's and katydid's concert hall,
The schoolboy's ladder in happy May
And the schoolgirl's tent on a holiday,
And my leaves shall whisper then merrily,
A tale of the children who planted me."

— Adapted from 'An Arbour Day Tree'

- * How do the various birds, animals and children make use of the tree ?
Write about it in short.

..... 34. The King of the Golden River



Part I

Long, long ago, in the mountainous part of a country, there was a fertile valley. There were many waterfalls leaping down the mountain tops, but not into the valley. They all ran down the other side of the mountain. One of the falls was very high and shone like gold in the beams of the evening sun. People called it the Golden River.

Now, though there were no streams running down to the valley itself, the wind constantly brought the clouds to the valley. Even when the rest of the country was dry, it always rained in the valley. In the valley, the wind and the clouds made the crops green, the hay high, the apples red, the grapes purple and the honey sweet. People called it the Treasure Valley.

The Treasure Valley belonged to three brothers – Schwartz, Hans and Gluck. The two older brothers were big, ugly and wicked. They were good farmers but they killed everything that was not profitable for them – even little things like blackbirds and hedgehogs and crickets. They did not treat their servants well and gave them only poor wages. They waited till the corn had become very expensive in the market and then sold it for twice its value. They were very rich but they never ever gave even so much as a penny to the poor. People called them the ‘Black Brothers’.

The youngest of the three brothers was only twelve years old. He was just the opposite of his brothers. He was kind to every living thing though his own brothers were cruel to him and made him do all the cooking and the mending and the housework for them.

One evening, the two brothers had gone out. As usual, they had warned Gluck to ‘let nobody in and give nothing out’. Gluck was to get their dinner ready for them.

It was raining very hard outside and the weather was very cold. Just then, there was a double knock on the door. Gluck went to the window and put his head out to see who it was. He saw the most extra-ordinary looking gentleman standing at the door.

The strange visitor was very short, with a large nose, red cheeks, curly moustache and merry, twinkling eyes. He wore a conical cap as high as himself and a cloak four times as long.

"I am wet. Let me in," said the stranger.

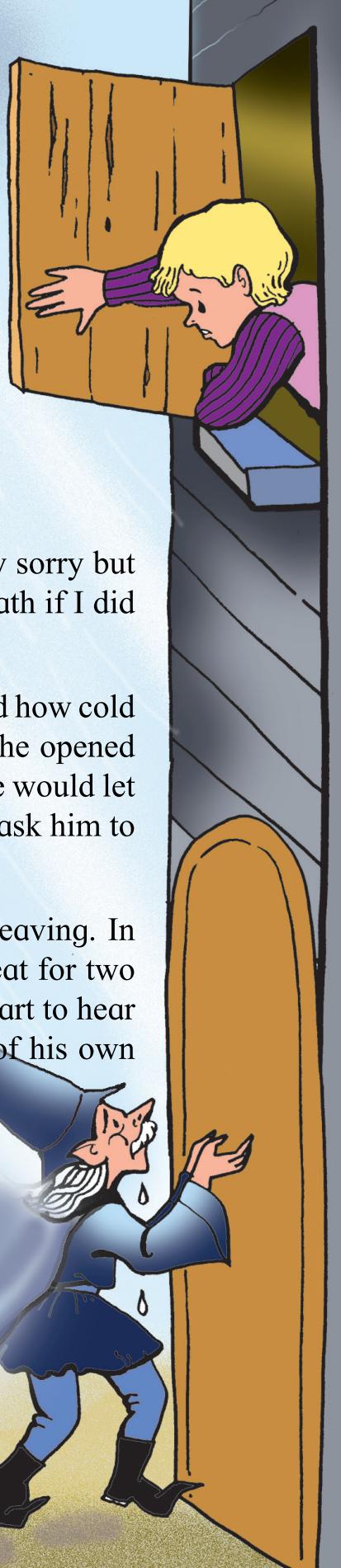
"I beg pardon, Sir," said Gluck. "I'm very sorry but I really can't. My brothers would beat me to death if I did any such thing."

But Gluck saw how hard it was raining and how cold it was, and how wet the gentleman looked. So he opened the door and let the stranger in. Gluck thought he would let the stranger get warm inside for some time and ask him to leave before his brothers came home.

The stranger, however, had no plans of leaving. In fact, he told Gluck that he had had nothing to eat for two days and was very hungry. It melted Gluck's heart to hear this. So he decided to give the stranger a part of his own dinner.

Before the stranger had eaten it, however, the wicked brothers returned. They were shocked to see the little gentleman sitting in the house.

At once, the brothers began to shout at Gluck. Schwartz threw a rolling pin at Gluck. At that instant, the stranger put in his conical cap and the rolling pin went spinning to a corner of the room.



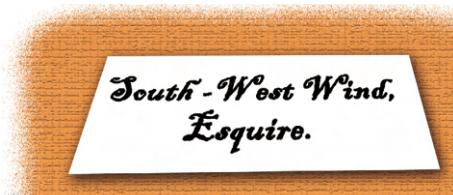
The brothers turned to the visitor and ordered him to get out of the house. The little man asked them humbly to let him stay as it was so cold and wet outside, but the evil brothers wouldn't listen. They rushed at the old man to throw him out of the house. To their surprise, they found that they couldn't touch him. Instead, they were themselves swept into the corner with the rolling pin.

Then the old gentleman gathered his cloak and cap and said, "At twelve o'clock tonight, I'll call again. But since you have treated me so badly, it will be the last visit I pay you." Then he went away like a whirlwind.

That night, a big storm woke the brothers. It shook the house and blew away the roof. Once again, the wicked brothers saw the strange visitor. He was sitting on a cloud bobbing up and down.

"You may go to your brother's room. I have not damaged it," he told Hans and Schwartz. "Remember, this is my last visit. You will find my card on the table." And with those words, he disappeared.

In the morning, the brothers saw from the window that the storm had swept away whole trees and crops from Treasure Valley. Everywhere, they saw only red sand and grey mud. The valley was a picture of ruin. The brothers then crept into the kitchen. On the kitchen table, there was a small, white card.



- **fertile** : able to produce great crops.
- **beams** : rays.
- **wages** : the money that is paid for the work that a person does.
- **mending** : repairing.
- **cloak** : a warm piece of clothing.
- **bobbing** : moving quickly.

35. The King of the Golden River

Part II

South-West Wind was true to his word. He did not return to Treasure Valley after that night. Neither did any other wind. So, there was no rain. Nothing grew in Treasure Valley any more. The brothers made no more profits.

The wicked brothers then began to make money by selling gold. They melted in a furnace, the gold articles they had. They mixed a lot of copper in it and sold the mix as pure gold. Again, they made poor Gluck work in a furnace while they spent the money on themselves.

Soon, all the gold in the house was spent. Only one thing was left – a beautiful golden mug that belonged to Gluck. Gluck's uncle had given it to him when he was a baby. Gluck used to drink both milk and water from it. A strange, bearded face was delicately carved on the mug. Gluck was very fond of the mug. He did not want to part with it. But his wicked brothers only laughed at him and threw the mug in the furnace. They asked Gluck to pour the gold when the mug was melted and went out on some wicked enterprise.

Sadly, Gluck sat down to watch over the mug being melted. But strangely, after some time, he began to hear a voice singing from the furnace. He lifted the lid of the crucible and what did he see - the face of his old bearded friend, on top of the melted gold !

“Come, Gluck, my boy,” said the voice from the crucible. “Pour me out. I am too hot.”

Gluck was too astonished. But he took hold of the crucible and tilted it to pour the gold. Instead of gold, a golden dwarf came out of the pot. His was the face carved on Gluck's mug.

“Pray, Sir,” said Gluck, rather hesitatingly, “were you my mug ?”



"I am the King of what you call the Golden River," the golden dwarf told him. He added that another stronger king had turned him into a mug by magic. Gluck had freed him from that enchantment.

The golden dwarf went on to say that he had seen how kind Gluck was, and how wicked and cruel his brothers were. Then he told Gluck a secret. If anyone poured three drops of holy water into the river, where it started on the mountain top, the river would turn to gold for that person. A person could try this only once. And if anyone put unholy water in the river, he would be turned into a black stone. So saying, the dwarf jumped back into the furnace and disappeared.

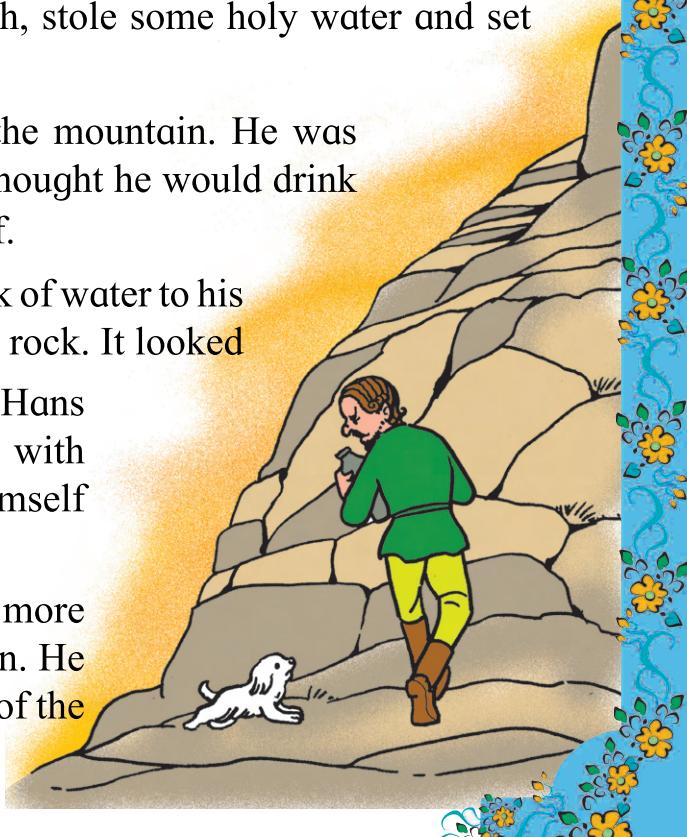
When Gluck told this to his brothers, they did not believe him at first, and beat him. But Gluck stuck to his story. So, at last, they believed him and began to fight over who should have the first chance to go to the Golden River. They fought so much that the police came to see what had happened. Hans ran away when the police came, but Schwartz was caught and put in prison.

Hans was happy that Schwartz was in prison. The very next morning, he went to the church, stole some holy water and set off for the mountain.

It was not easy to climb the mountain. He was tired and thirsty. Soon, Hans thought he would drink some of the holy water himself.

Just as Hans raised the flask of water to his lips, he saw a little puppy on a rock. It looked as if it was dying of thirst. Hans only pushed the animal away with his foot, drank some water himself and passed on.

The climb now became more difficult. Hans felt thirsty again. He was going to drink some more of the



water when he saw a little child on a rock ahead of him. The child was lying lifeless, its lips parched and burning. Ignoring the child, Hans drank some more water himself and passed on.

The climb had now become very very difficult. Somehow, Hans reached the top of the mountain from where the Golden River sprang. A faint cry fell on his ears. Then he saw a weak old man stretched on a rock. "Water," the man said, "Water ! I am dying !"

"I have no water for you," replied Hans. He jumped over the old man's body and ran to the river. The sun was about to set. The river shone golden in the light of the setting sun. Hans threw the flask of holy water into the river. But alas ! the river did not turn to gold. Instead, there was only a Black Stone where Hans stood.

When Schwartz returned from prison, he took some of Gluck's money and bought some holy water from a bad priest; and set out for the Golden River.

While climbing the mountain, Schwartz, too, saw the fair child dying of thirst and passed on without giving him water.

As he had climbed a little higher, he saw his own brother Hans stretched on a rock, asking for water. But the wicked Schwartz only

laughed aloud and went on without giving him any water. Alas, when he cast the flask into the stream, he, too, was turned to stone.

Gluck waited and waited for his brothers but they did not return. At last, he decided to visit the Golden River himself. He went to a good priest who willingly gave him some holy water.

Gluck was young and small and he, too found the climb very difficult.

After he had climbed for an hour or so, he became very thirsty. He was about to drink some water, when, like his brothers, he saw an old man.





The old man walked towards Gluck, leaning on a staff and asked for some water. Gluck saw that the old man was pale, tired and thirsty. So he gave him the bottle of water. The old man drank up nearly two-thirds of the water. Then he returned the bottle and wished Gluck well.

Gluck did not have any water himself. But as he went on, his path became easier. After climbing for a long time, when he became thirsty, he saw the small child. Gluck was sorry for him and gave him some water. The child began to smile, got up, and ran down the hill.

Now, only a few drops of water were left in the bottle. When Gluck came close to the mountain top, he was very thirsty himself. Just then, he saw the poor little pup that was dying of thirst. "I must help it now," thought Gluck. "Otherwise it may be too late." So he poured the remaining drops into the little dog's mouth !

The dog sprang up, and in his place stood the King of the Golden River. He was very pleased with Gluck. The King put in Gluck's bottle, some dewdrops from the petals of a lily. Then he told Gluck to cast it into the leaping river.

Gluck did so, but the river did not turn to gold. However, it changed its course and began to flow through the Treasure Valley, making it rich and fertile once again. Gluck lived in the valley, helping the poor and the needy. His barns were always full of corn and he never lacked for money.

— Simplified from 'The King of the Golden River'
by John Ruskin

- **enterprise** : activity, business.
- **crucible** : a container in which something is heated to a high temperature.
- **tilted** : moved into a position where one side is higher than the other.
- **pray** : please.
- **dwarf** : an imaginary creature that looks like a small man.
- **enchantment** : effect of magic.
- **parched** : very dry.
- **staff** : a long thick stick.

Things to do :

1. Describe the following in short :

- (a) Treasure Valley
- (b) South-West Wind, Esquire.
- (c) The Black Brothers
- (d) Gluck
- (e) The golden mug.

2. Which of the characters in the story do you like the most ?

If you could meet that character in person, what questions would you ask ?

3. Which of the events in the story do you like the most ?

Write about that event in a few lines.

4. Form a group. As a group activity, dramatize any one event in the story.

Read aloud in your group, the playlet / conversation you have written.

5. Read aloud any paragraph from the story.

6. Discuss the following questions in the class, by forming groups.

(a)

Was the South-West Wind, a kind person ?

(b)

Why did the King of the Golden River tell Gluck a secret ?

(c)

Why did Gluck decide to go to the top of the mountain ?

7. Make a list of your favourite stories.

36. A Farewell to the Teacher

Yogita : Our respected teacher Mrs Shastri, and all my friends belonging to Class IV-B, as you know well, we have arranged this short function today to say good-bye to our favourite teacher. First of all, I request Madhu to say a few words about her.

Madhu : Our favourite teacher, Mrs Shastri, and friends, I am really going to limit my speech to a few words. Four years ago, I never dreamt that I would be able to make a speech in English. It is only because of Mrs Shastri that I am able to do so today. She is a great teacher and we have enjoyed every minute of her classes. Next year, she will not be with us, because we are all going to a new Class. But we will always remember her. And I hope - I am sure - she will be kind enough to remember us too. She has said that we can go and see her at her home, whenever we feel like. But we will miss her next year.

Yogita : As a token of our love and respect, Shubha will offer her a bouquet of flowers and a gift. Madam, we have prepared the

bouquet and the gift ourselves. It may not look too good, but we know you will understand our feelings. May I request you now, Madam, to say a few words ?

Mrs Shastri : Girls and boys, I am really overwhelmed. I am sorry to part with you, of course, but I am really proud of you. You have given me the best reward a teacher can ask for. The confidence with which you conducted this programme was really amazing. You have done equally well in all the other activities throughout the year. I'm sure you all have a bright future ahead of you. I wish you all, the very best in life.

Class : Thank you, Madam.



Things to do :

1. Prepare a short farewell speech for your teacher.
2. Arrange a simple farewell programme for your class teacher.



37. Ryokan and the Starfish



Ryokan was a monk who lived in Japan. He was a well-known teacher and a poet and a calligrapher.

One day, he was walking on the beach and he saw that hundreds of starfish had been washed ashore in a storm. The storm had blown over and the starfish were dying in the hot sun. Ryokan began to pick up the starfish one by one. He threw them back in the sea.



“What’s the use ?” said his disciple who was watching Ryokan. “There are hundreds of fish dying. Throwing back a few of them will not make any difference.”



Ryokan picked up another fish.



“It will make a difference to this little fish,” said Ryokan, throwing the fish back into the sea.

When help is needed, it is important to give whatever help you can give.

- **calligrapher** : someone who knows the art of fine handwriting.
- **ashore** : on the shore.

Things to do :

1. Answer the following questions :
 - (a) What did Ryokan see on the beach ?
 - (b) What did he do ?
 - (c) What did he mean by ‘It will make a difference to this little fish’ ?
2. Make a resolution to offer at least a little help every day to someone who needs it.

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