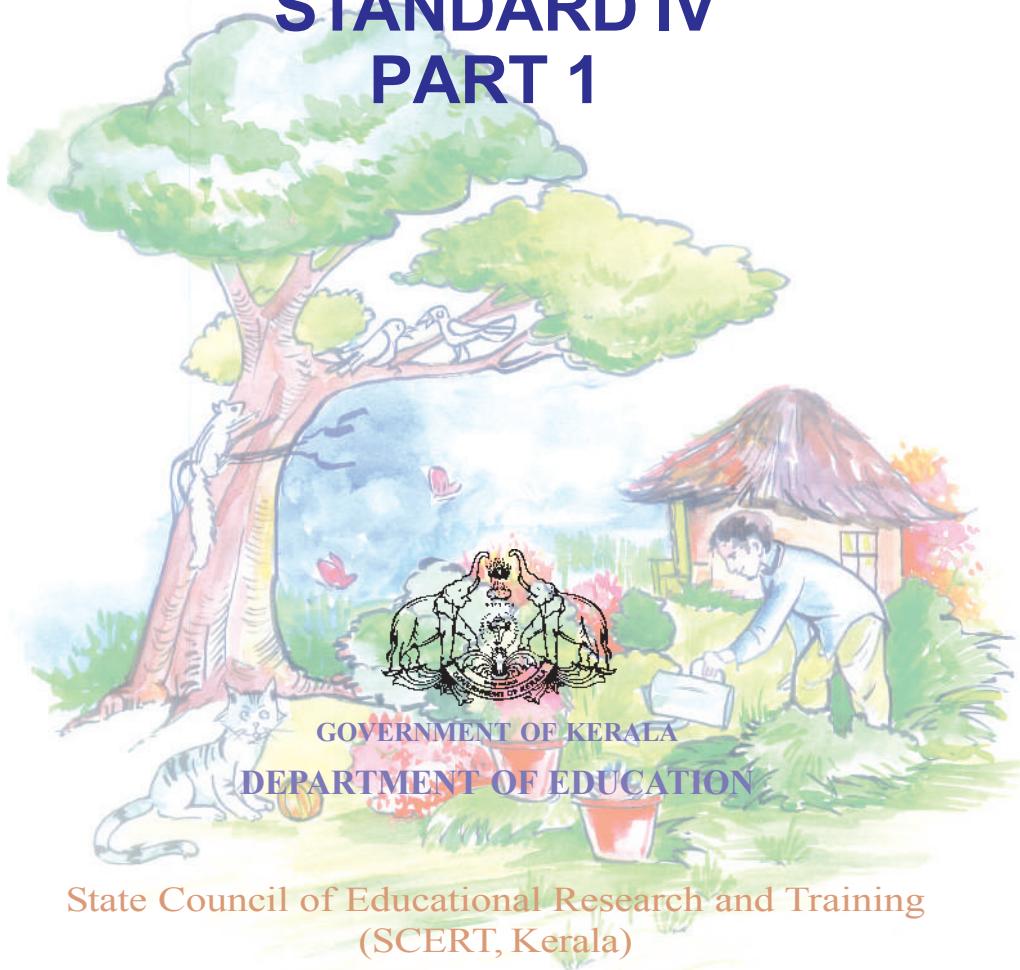


KERALA READER

ENGLISH

STANDARD IV
PART 1



State Council of Educational Research and Training
(SCERT, Kerala)
2016

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.

THE NATIONAL ANTHEM

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

Kerala Reader - English Standard IV Part 1

Prepared by:

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**Government of Kerala
Department of Education
2015**

Dear learners,

The English Reader Part 1 for Standard IV includes a good collection of stories, poems, pictures and activities. You will be going through a truly magical world of elves, nightingale, rainbows and blue seas and meeting wonderful characters like kings, merchants, shoemakers and village boys. Your teacher will take you to the wonderful world of these characters. There are also interesting and motivating activities in every unit of the Reader. Try to do these activities on your own. You can approach your teacher whenever you need help.

Wish you all the best.

Dr.P.A.Fathima
Director
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UNIT 1
THE SEED OF TRUTH



Unit at a Glance

The Seed of Truth

Prose

The Seed of Truth (Indian folk tale retold by Sudha Murthy)

Poems

- Seeds
- Oats, Peas, Beans, and Barley

Learning Outcomes

By learning this unit, the learner will be able to:

- read and comprehend a story.
- use simple English for answering interaction questions.
- answer simple questions starting with words like 'who', 'what', 'where', etc.
- identify contracted forms of do not, did not, let us, etc.
- read and understand words like 'successor', 'disappointment', 'fond', 'distribute', 'tending', 'kingdom' etc. in meaningful contexts.
- read and appreciate a poem.
- identify rhyming words in a poem.
- develop discourses like conversation, thoughts, notice, etc.
- sequence the events of a story.
- complete the word ladder with familiar words.
- match pictures with action words by drawing lines.
- conduct simple project works.



Look at this picture.



What kind of a place do you like - a place like this or a place full of trees?

What happened to the trees?

Who is responsible for this?

How can we make our earth more green?

Let's begin by drawing branches, twigs and leaves.

Then colour the picture.

Now, read the story of a king who loved plants and trees.

The Worry



Vidyadhara was the king of Gandhara. He was a just and wise king.

The king was fond of gardening. He spent a lot of time tending his garden, planting the finest plants, fruit trees, vegetables and crops.

His people were very happy. The king did not have children. As the king grew older, everyone got more and more worried.

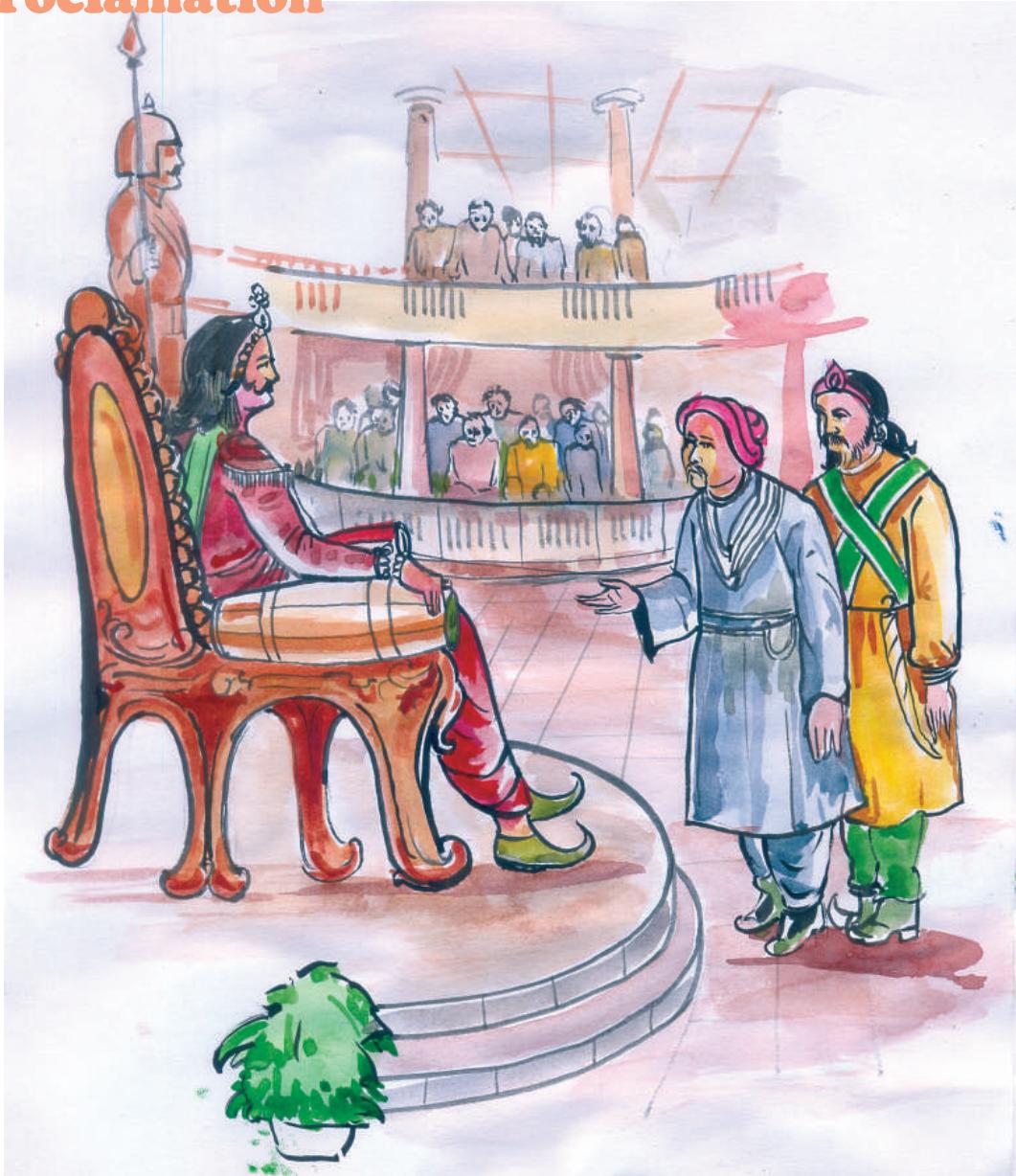
Who would take over the kingdom after him?

What was the hobby of the king?

'The king did not have any children.' What will happen to the kingdom?

How will the king find his successor?

A Proclamation



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

The king ordered his minister to give a proclamation.

Why did the king choose such a test to find his successor?

Seed of Hope



The next day, a long line of anxious parents and children formed outside the palace.

Everyone was eager to get a seed and grow the best plant. Pingala, a poor farmer's son, was one among these children. He too got a seed from the king and sowed it in a pot in his garden. He took great care of the seed.

How many days will it take for a seed to sprout?
What care will you give to grow a seed into a plant?

The Disappointment



Pingala watered and manured the seed.

But the seed did not sprout. Pingala changed the soil and transferred the seed to another pot.

Weeks and months passed. One day Pingala went near the pot. He knelt before it. 'Dear seed, three months have passed. I want to take you to the palace. Please sprout out by tomorrow.' But nothing happened.

The next day he saw children walking to the palace, dressed in their best clothes. They all held well-grown plants. Pingala stood watching them sadly.

Will Pingala go to the palace?

What will be his thoughts?

To the Palace



Pingala's father had observed his son working hard to make the seed sprout.

He felt sorry for Pingala. 'Why don't you go to the king with the empty pot?' he asked. 'At least he will know, you tried your best.' So Pingala too put on his best clothes and started off to the palace.

He joined the others outside the palace, holding the empty pot in his hand.

The other children laughed at him, but Pingala ignored them.

What did Pingala's father suggest to him?

Why did the other children laugh at him?

Will he go back home disappointed?

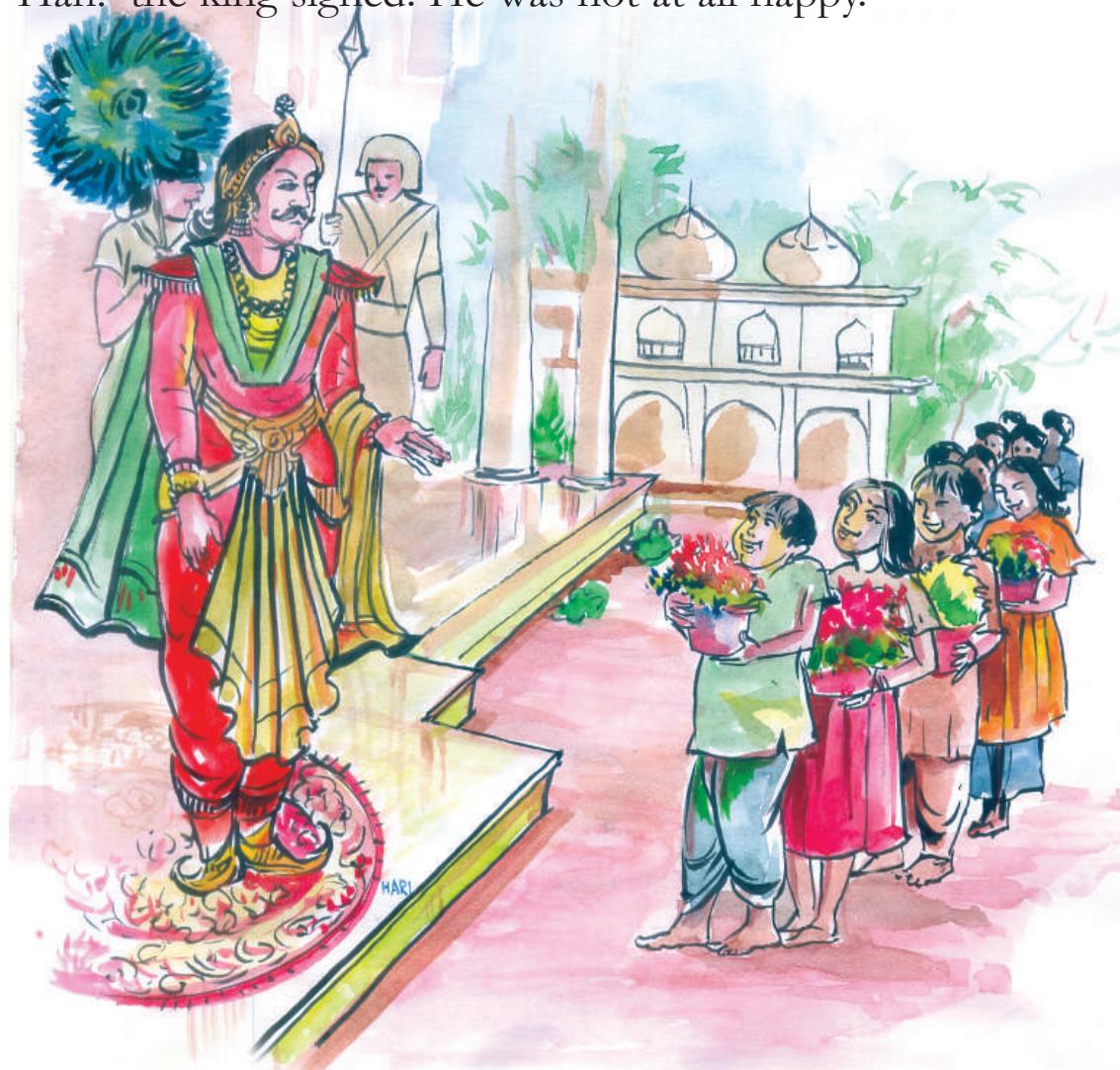
Lovely Flowers

The king arrived and looked at the plants.

Children gathered in the courtyard of the palace with flowery pots. Red, blue, yellow.... The courtyard had turned into a bouquet.

The king looked at the children. Their faces were shining with hope.

'Hah!' the king sighed. He was not at all happy.



Why was the king unhappy?

What did he expect from the children?

Empty Pot

At the end of the line stood Pingala. When the king reached him, he stopped.

'Why did you come with an empty pot, my child?
Did your seed not grow into a plant?'



Will the king be angry with Pingala?

A Smile



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

A smile appeared on king's face.

Why did Pingala hold his head down?

Why did the king smile?

The Prince

He hugged Pingala and announced,
‘Here is the crown prince! I had given everyone roasted
seeds, which would never grow. Only this boy is honest.
I am sure, one day, he will rule this kingdom justly.’



The king gave roasted seeds to the children. Yet they came up with flowery plants. How did they grow the plants?



Have you ever sown a seed?
What things are needed for the growth of a seed?
Let's read this poem.

Seeds

A little seed for me to sow
A little earth to make it grow
A little hole, a little pat,
A little wish, and that is that,
A little sun, a little shower
A little while and then a flower!

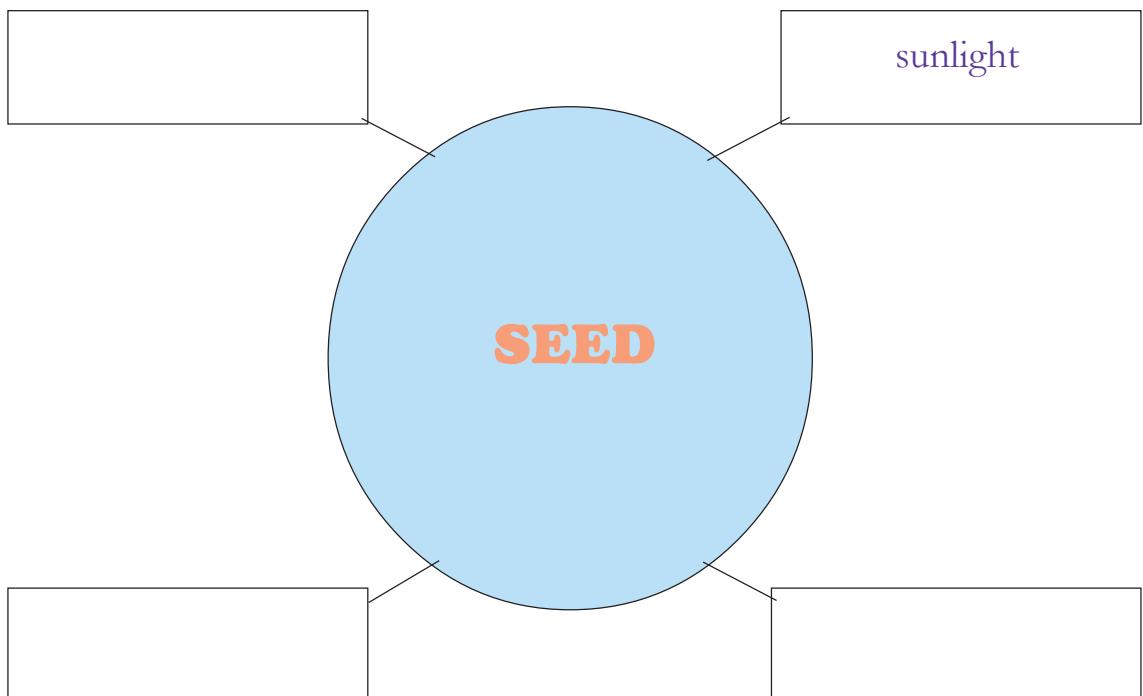




Recite the poem once again.
Identify the rhyming words in the poem.

Now, write them down.

What are the things needed for a seed to grow?
Complete the word web. One is done for you.





Read and enjoy the song.

Oats, Peas, Beans, and Barley

Chorus

Oats, peas, beans, and barley grow,
Oats, peas, beans, and barley grow,
Do you, I, or anyone know how
Oats, peas, beans, and barley grow?
First the farmer sows his seed,
Then he stands and takes his ease,
He stamps his feet,
And claps his hands,
And turns around to view his land.



Chorus

Walking with a partner,
Walking with a partner,
Make a ring, oh make a ring,
Oh, while we happily dance and sing.
Then the farmer waters the ground,
Watches the sunshine all around,
He stamps his feet,
And claps his hands,
And turns around to view his land.



Let's choreograph the song.



ACTIVITY 1

'The child who grows the biggest, healthiest plant will become the prince or the princess.'

The king ordered his men to prepare a notice for this announcement. Help them draft it.

NOTICE

ACTIVITY 2

... he saw children walking to the palace, dressed in their best clothes. They all held well-grown plants. Pingala stood watching them sadly.

What will be the thoughts of Pingala? Write down his thoughts.



ACTIVITY 3

Pingala's father was standing in front of his house. He saw the king's messengers riding towards him. 'My God! What happened to my son?' he thought. One of the messengers said, 'You are wanted in the palace.'

Complete the conversation between the messenger and Pingala's father.

Messenger : You are wanted in the palace.

Pingala's father : _____

Messenger : _____

Pingala's father : _____

Messenger : _____

Pingala's father : _____

Messenger : _____

ACTIVITY 4

You have come across the word 'disappointment' in the story. How many words can you make using the letters in the word. Make as many words and write them below.

Now, arrange the words in the alphabetical order.



ACTIVITY 5

The following are events taken from the story, 'The Seed of Truth'. They are in a jumbled order. Rearrange the events in the correct order.

1. Pingala also got some seeds.
 2. He was very old and had no children.
 3. Pingala was unhappy but he went to the palace.
 4. Vidhyadhara was the king of Gandhara.
 5. Pingala sowed the seed but it didn't sprout.
 6. He decided to conduct a test for finding his successor.
 7. Pingala became the prince.
 8. The king said that he gave roasted seeds to everybody.
 9. The king distributed seeds to the children.
-
-
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ACTIVITY 6

Pingala sowed the seed in a pot in his garden.

Have you ever sown seeds?

What are the activities connected with cultivation?

Some activities related to cultivation are given below.

Match the pictures with the action by drawing lines.



sowing



planting



watering



manuring



reaping



digging

Now, arrange the activities in the proper order.

ACTIVITY 7

Look at the picture carefully.

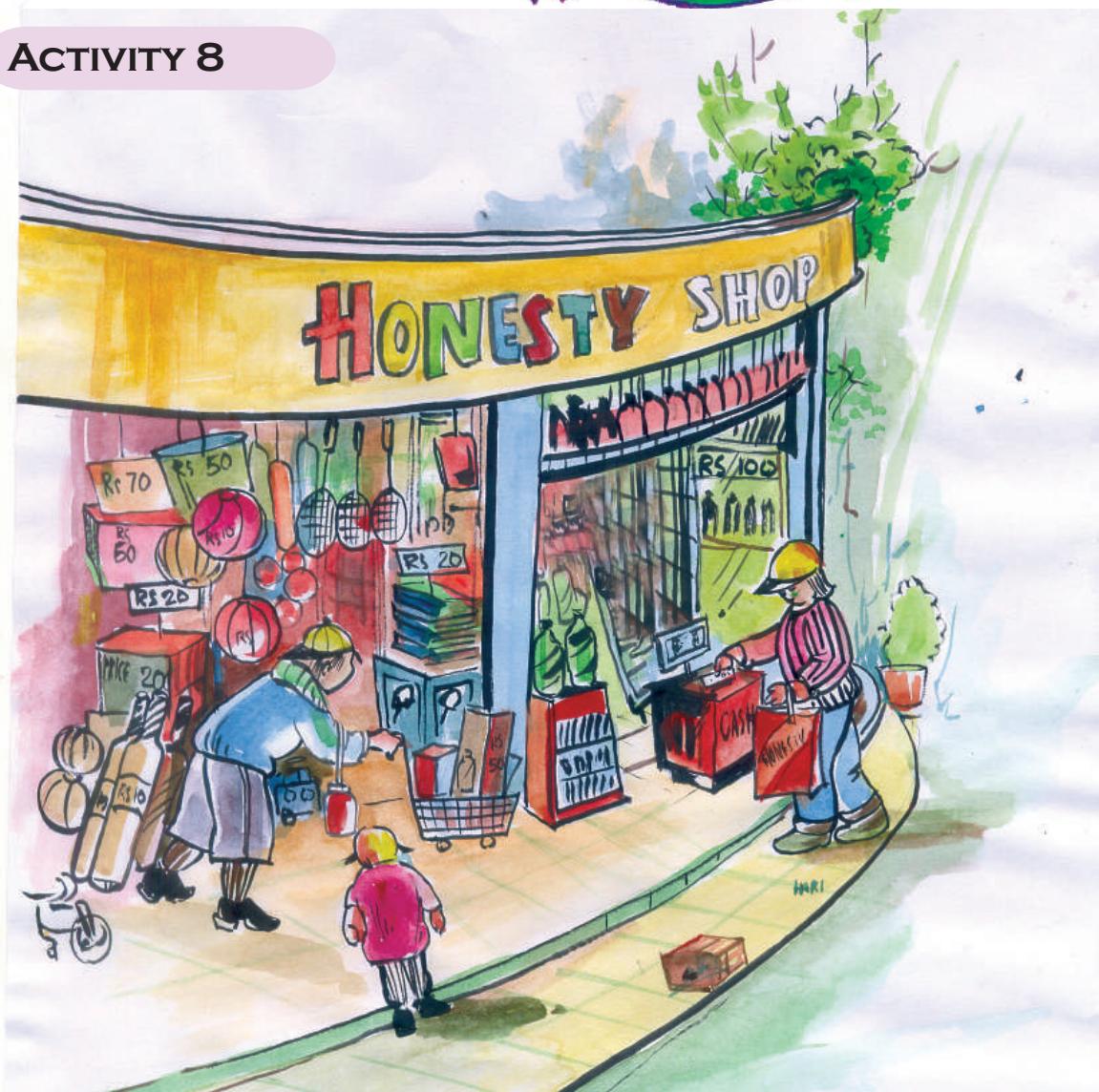


Fill in the blanks selecting suitable words from the brackets below.

It is a _____ garden. There are flowers _____ different colours. Butterflies are _____ around the flowers. Pingala is _____ the plants. There is a _____ tree at the corner of the garden. Two _____ are sitting on the tree. A cat is playing _____ the tree. There is a squirrel on a _____ of the tree.

(branch, beautiful, watering, of, big, under, fluttering, birds)

ACTIVITY 8



What do you see in the picture?

What all things do you see in the shop?

Do you see a shopkeeper there?

Can you buy things without a shopkeeper? How?

Write a short description of the 'Honesty Shop'.



PROJECT WORK

King Vidyadhara spent a lot of time tending his garden and planting the finest flowering plants.

Which are the plants and trees seen in your surroundings?

Visit a garden near your home and fill the columns below, by writing the names of the plants and trees you see there.

| Fruit trees | Vegetables | Flowering plants | Medicinal plants |
|-------------|------------|------------------|------------------|
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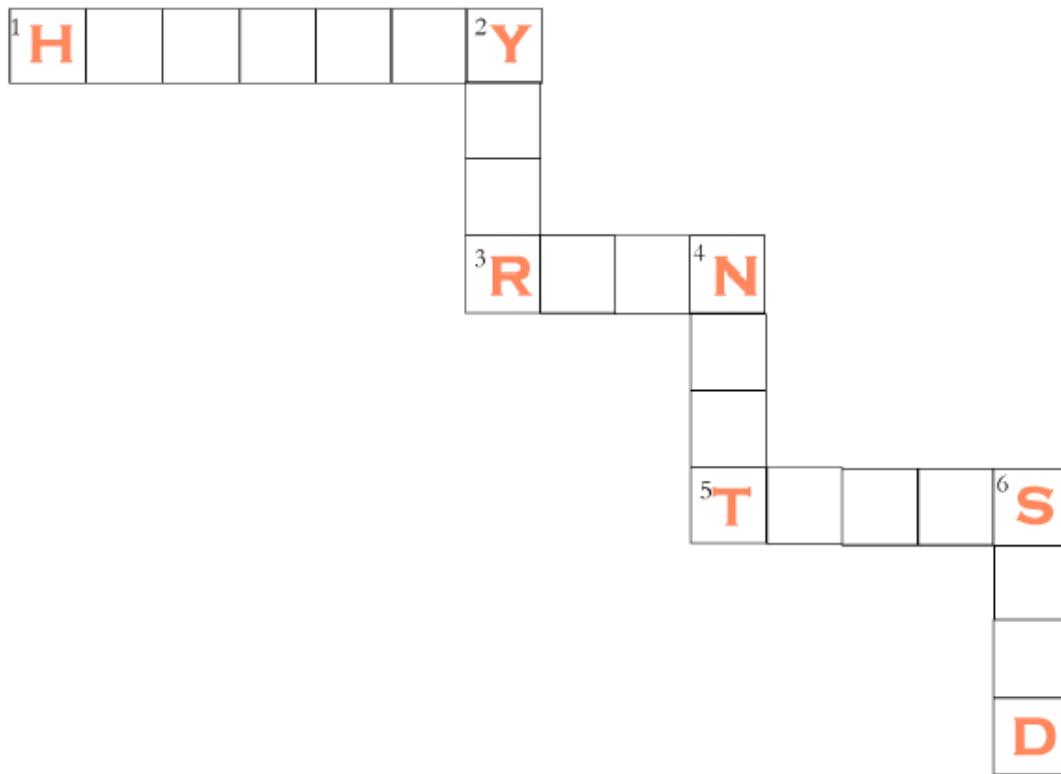
Write three sentences about **any one** of the plants.



MY WORDS

Complete the word ladder with the help of the clues given below.

1. _____ is the best policy.
2. I have a two _____ old sister.
3. _____ makes plants happy and healthy.
4. _____ is the home of birds.
5. _____ give us fruits and shade.
6. A _____ is seen inside the fruit.

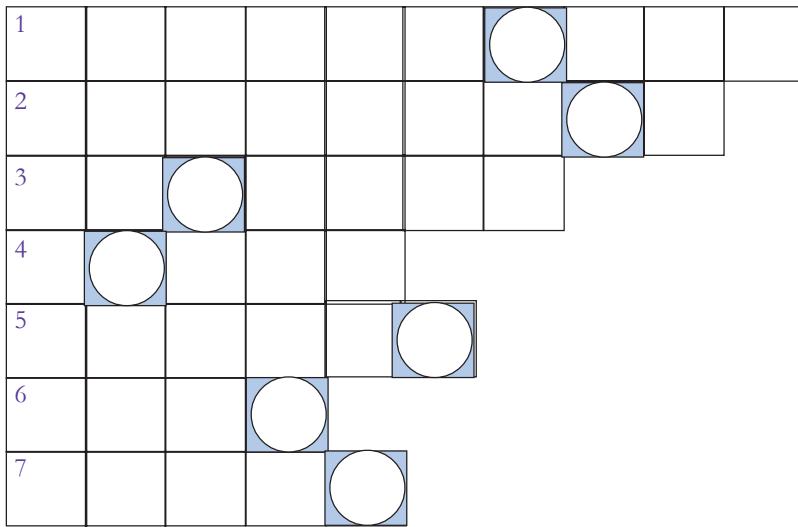


I CAN

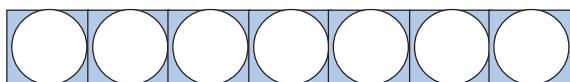


Fill in the blanks with words from the story, 'The Seed of Truth' and write them in the columns provided.

1. _____ is the king of Gandhara.
2. The king wanted to find a _____.
3. _____ is the poor farmer's son.
4. The king distributed _____ to the children.
5. The king arrived to look at the _____.
6. The children put on their _____ clothes.
7. The king was happy to see the _____ pot.



Now, write the letters found in the circles together. You will get a quality of Pingala.





TEACHER'S PAGE



You may go through the details given below. This will help you to handle the class in an effective manner. These are general instructions. Detailed instructions for processing each text and activity will be given in the Teacher Text.

How to process the text

You may introduce the stories given along each unit, initiating a discussion by showing a picture, a video or a slide related to the theme or asking the learners to do an interesting activity. You may lead the discussion based on the themes of the stories like value of truth, attitude towards agriculture, empathy with fellow beings, helping mentality, love for animals and birds, need for parental love and care, etc. The stories are sub-divided into smaller units and separate titles are given. Moreover, on every page you can see questions for interaction with the learners. These questions serve certain purposes:

- To comprehend the reading text (e.g. What was the hobby of the king?)
- To read the picture (e.g. What happened to the trees?)
- To lead them to an activity (e.g. What were Pingala's thoughts?)
- To connect the learner's own experience with events, persons, places or objects described in the text (e.g. If you get a seed what care will you give to grow it into a plant?)
- To help learners predict what is going to happen (e.g. Will he go back home disappointed?)

Sometimes the learners may respond to the questions you pose in English, in their mother tongue. Then you may megaphone the answers and write them on the blackboard or a chart paper. Care should be taken to write the letters legibly and neatly. You may ask the learners to use words to form meaningful sentences. Then, you may read aloud the text you have written with correct pronunciation and intonation, pausing at meaningful chunks.



How to interact with learners



Meaningful interaction with learners is the key to language acquisition. You may resort to simple English for classroom interactions by using expressions like:

- Why didn't you come yesterday?
- Why are you late?
- What is special about this day?
- Did you read the newspaper?
- What are the main headlines?
- Please show me your notebook.
- How is the story?

The questions will be better understood by the learners if asked in meaningful contexts. But you can also use the mother tongue to give detailed instruction to do a task or play a game. Encourage learners to talk about their habits, likes, dislikes, favourite people/things/places, the stories they have read, the films they have seen etc.

How to deal with language activities and theatre games

Simple theatre games and simple language activities are effective for helping the learners acquire a second language. All the activities are not intended to be attended at the end of the unit only. If you feel that some of the activities can be done while processing the story, you are free to do so. You may first present these activities as individual tasks with general instructions. If necessary, you can assign the task to pairs or groups. Working and playing together in small groups will promote effective interaction, togetherness and team spirit. Theatre games also trigger the learners' imagination and make learning a pleasurable experience.

How to conduct learner assessment

Learner assessment is a continuous process and an integral part of learning. You can assess your learners at each stage of the learning



process. Informal interactions, interactive questions, reading of the text, discourse writing, language activities, choreography and theatre games give you ample opportunities for assessing your learners. Apart from these, there is a separate section in the textbook titled 'I can' at the end of each unit. It is meant for self-assessment of the learners. This will help the learner to introspect and see whether he/she has obtained the learning outcomes specified towards the beginning of each unit.

How to use information and communication technology

It is always a challenging task for a teacher to catch the attention of very young learners. Learners are exposed to the world of high quality digital audio-visual materials these days and attempting to teach them using only 'chalk and talk' may not turn out to be a fruitful exercise. So you must think about bringing effective audio-visual materials to the classroom. The internet is a rich source of such materials.

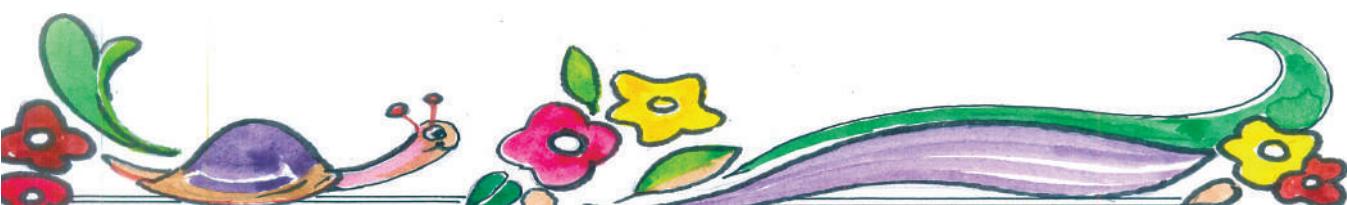
For example, the first unit 'The Seed of Truth' begins during the World Environment Day celebrations. You can catch the attention of learners by showing many posters available on 'Google Images' in order to introduce themes such as conservation of environment and the importance of agriculture. While they are at work, you can interact with them in simple English.

Most of the songs/poems included in the textbook are also available on 'YouTube'. The addresses of many such websites and YouTube are given in the Teacher Text.





UNIT 2
PAPER BOATS





Unit at a Glance

Paper Boats

Prose

Paper Boats (Anil Ekbote)

Poem

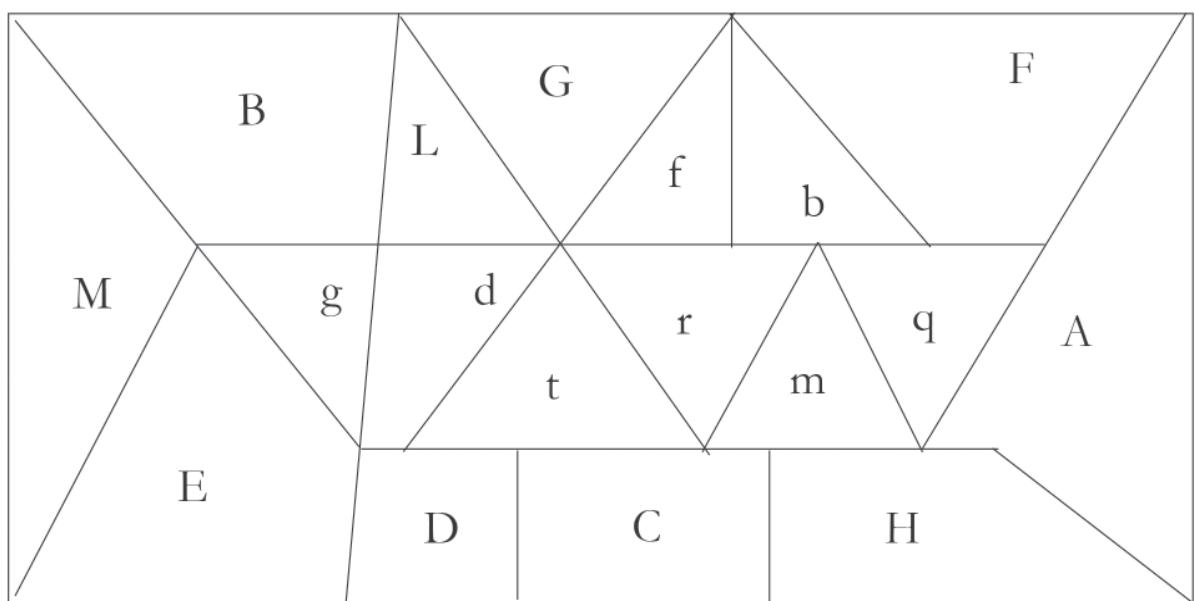
Paper Boat (Rabindranath Tagore)

Learning Outcomes

By learning this unit, the learner will be able to:

- read and understand words like ‘pounce’, ‘horrible’, ‘pout’, ‘lump’, ‘naughty’, ‘splash’, etc.
- identify the theme of the poem and appreciate it.
- ask questions using expressions like ‘why should’.
- write the experience of a journey in simple English.
- write short descriptions about one’s own family.
- understand and respond to simple questions.
- undertake language projects actively.
- do activities in the textbook as instructed.
- express one’s thoughts and feelings in simple language.

Colour the columns with capital letters in blue.
Colour the columns with small letters in brown.



What do you find here?
Let's make a paper boat.
Do you like the boat?
Can you name the boat?
Say something about your boat.
Now, let's read the story of a paper boat.



Down the Stream



Anna gently walked towards the stream of muddy rain water. She bent a little and launched a paper boat. It sailed down the stream swiftly and proudly. She went on placing a number of paper boats in the stream. She was delighted. Suddenly, something horrible happened.

What could be the horrible thing?

An Angry Girl



A fat boy pounced on one of her boats and pulled it. He turned the boat upside down.

Anna stared at the boy. He was fat and dirty. He did not mind Anna's angry face. Anna ran home.

Why did the boy pounce on the boat?

What would Anna do now?

A Solution

Anna's aunt Arundhati was sitting in an armchair. Anna's face was red with anger. She pouted her lips and said.

'That naughty boy, he overturned my boat,' she said.

'Don't worry. I'll make another one for you,' Aunt Arundhati tried to console her.

'What if he takes that one too?'

'Ok then...I'll make a few more for you.'





'What if he takes all of them?'

'No, he won't. I'll make a few for him as well.'

'But why should you make boats for him?'

'He seems to be a poor child.'

'Then...Why can't he make them himself? He is so big.'

'May be no one has taught him how to make boats.'

'Why? Doesn't he go to school? He is so rude.'

Aunt Arundhati just smiled.

What was Aunt Arundhati's response when Anna complained about the boy?

'The boy is so rude.' Why did Anna say so?

Aunt wanted to make paper boats for the boy too. Do you agree with her?

Good Guidance

In no time a boat was ready and then a few more. Finally, she gave all the boats to Anna and said, 'Here, go and have fun.'

Clutching the boats tightly, Anna started walking hesitantly towards the stream. The boy was still there. He looked at her curiously. Anna took out two not-so-good boats and held them out.

'Here you are.' She handed the boats over to the boy without the trace of a smile. The boy took them and just stood there quietly. He did not know what to say.



A True Friendship



Anna gently launched her boat. Swiftly the boat sailed down the stream. The boy stood there watching it. A faint smile appeared on his lips!

Anna looked at the boy through the corner of her eyes. Suddenly she saw the boat getting caught in a heap of mud and stones. Water splashed against it and slowly flooded it. In a flash, the boy jumped into the stream and pulled the boat out of the water. He gave it to Anna.

She took the boat and smiled. The boy smiled back pleasantly. Anna gently placed another boat in the stream. It sailed swiftly and drifted past. Soon it was out of sight.

Anna and the boy looked at each other and smiled.

What made Anna happy?

Why didn't the boy destroy Anna's boats?



Here's a poem in which we see a boy making paper boats to float down the stream.

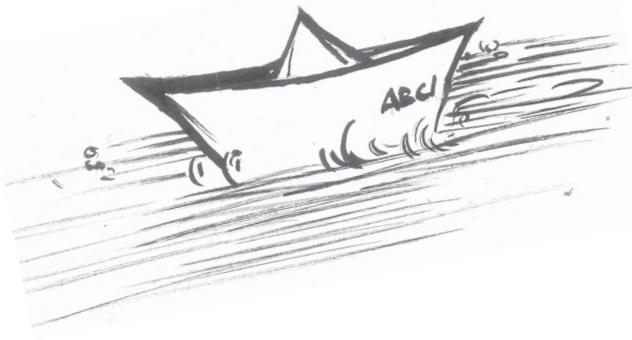
Read and enjoy the poem.

Paper Boat

Day by day I float my paper boats one by one down the running stream.

In big black letters I write my name on them and the name of the village where I live.

I hope that someone in some strange land will find them and know who I am.



I load my little boats with shiuli flower from our garden, and hope that these blooms of the dawn will be carried safely to land in the night.

I launch my paper boats and look up into the sky and see the little clouds setting the white bulging sails.



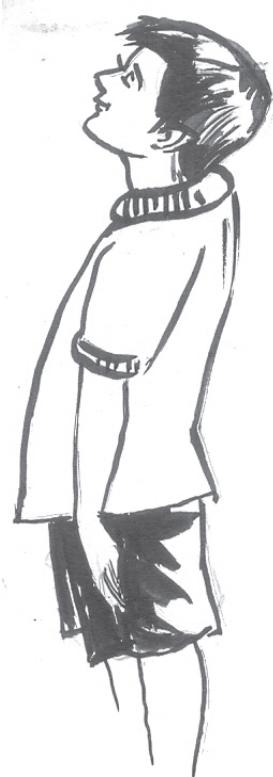
I know not what playmate of mine in the sky sends them
down the air to race with my boats!

When night comes I bury my face in my arms and dream
that my paper boats float on and on under the midnight stars.

The fairies of sleep are sailing in them, and
the lading is their baskets full of dreams.

Rabindranath Tagore

Who floats the paper boats down the stream?
What does the boy hope when he floats the boats?
Who sends the clouds to race with the boats?
What are the child's dreams about the paper boats?



ACTIVITY 1

'I load my little boats with shiuli flower from our garden...' The boy says many things about his hopes, wishes, plans and dreams. Now make sentences about the boy's dreams and hopes, by matching the items in the columns meaningfully.



| | | |
|---|-------|---------------------------------------|
| I | float | my face in my arm. |
| | hope | my name on the paper boat. |
| | bury | that someone will see my paper boats. |
| | write | my paper boat in the stream. |

Join the items in the columns and write meaningful sentences in the space below.

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



ACTIVITY 2

Read the following sentences. Write the word opposite in meaning to the word underlined, in the space provided. Complete the puzzle using these words.

1. Anna is small. But the boy is _____.
2. Anna learned _____ habits from her aunt. She doesn't like bad habits.
3. Anna's father started for his office at _____ and returned home at dusk.
4. The boy launched his boats during the day . He dreamt about it at _____.
5. The boy pulled the boat. Anna became sad. Aunt made boats. Anna became _____.

| | | | | | | | | | |
|-----|--|--|-----|-----|--|--|--|--|--|
| 1 ➡ | | | 2 ↓ | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| 3 ➡ | | | | 4 ↓ | | | | | |
| | | | | | | | | | |
| 5 ➡ | | | | | | | | | |
| | | | | | | | | | |



ACTIVITY 3

'Anna's paper boat sailed through several places and saw many things.' Read how Anna's paper boat describes its experiences.

I am a paper boat. Anna's Aunt made me.
One day Anna pushed me into a stream.
I sailed along the stream.
I saw many things.
Flowering plants danced on the shore.
A frog pounced on me.
Thank God! I was not overturned.

Have you had any such experiences while travelling? Write about it.

Keep in mind the following questions when you write.

- Where did you go?
 - When did you go?
 - Who were with you?
 - What did you see on the way?
 - What food did you have?
 - Which sight did you like the most?
 - How did you go - by bus or by train?
 - How was the trip?
-
-
-
-
-

ACTIVITY 4

The Boy's Diary

Arundhati made boats for the boy. He felt very happy. He wrote his diary. What would the boy write in his diary that day?



ACTIVITY 5

Complete the paragraph using the suitable words given in the box.

Anna had an aunt. _____ name was Arundhati. One day aunt Arundhati made paper boats for Anna. Anna played with them. _____ became very happy. Anna went to the stream and launched _____ boat. _____ moved proudly. A boy came there. _____ destroyed the boat. Anna stared at him angrily. _____ looked at each other. Aunt Arundhati went to her and consoled _____.

| | | | | | |
|----|-----|----|-----|-----|------|
| he | she | it | his | her | they |
|----|-----|----|-----|-----|------|

ACTIVITY 6

Read the following dialogues and write suitable exchanges using 'Why should' in the given spaces.



I'll scold the boy.



Why should you scold the boy?



I'll make two boats for him.





I'll grab the boat.





I'll take the boat from the stream.

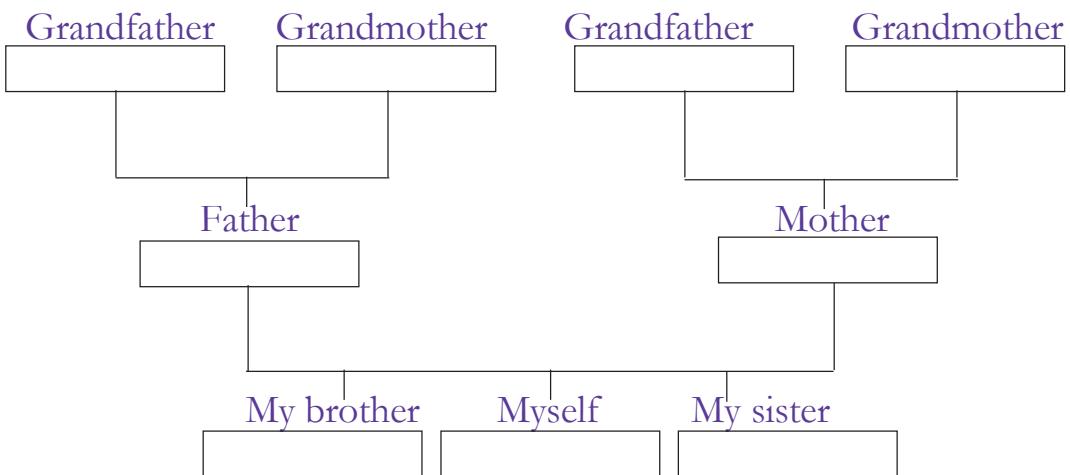


ACTIVITY 7

My Family

Arundhati is Anna's aunt. Do you have an aunt? Who else are there in your family? Complete the family tree.

My Family



Now, write a paragraph about your family.

ACTIVITY 8

Read the following passage and fill the table given below.

A Day with Anna

One Sunday morning Anna went to play with her friends Vrinda and Arun. Aunt Arundhati made some paper boats for them. They walked towards the pond. Hey! It's full of water.' Arun jumped with joy. He put his paper boat, fishing net, bottle, hook and shirt on the bank and dived into the pond. Anna and her friends clapped their hands. There were red fish, frogs, crabs and small tortoise in the pond. Suddenly it started raining. They ran to Anna's house.



ACTIVITY 9

Read the following sentences.

Anna bent a little and launched a paper **boat**.
A fat boy pounced on one of her **boats**.

The story 'Paper Boats' is a **fairy** tale.

The **fairies** of sleep are sailing in the boats.

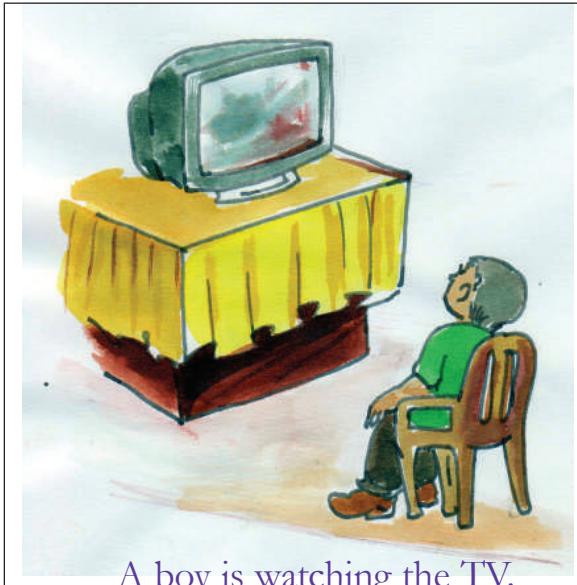
Look at the underlined words. The word in the second sentence is the plural of the word in the first sentence. In the first set of sentences, 's' is added to form the plural. But in the second set, 'y' is replaced with 'ies' to form the plural.

Look at the following words and write the plural forms of it. Mention the letters that you added to form its plural.

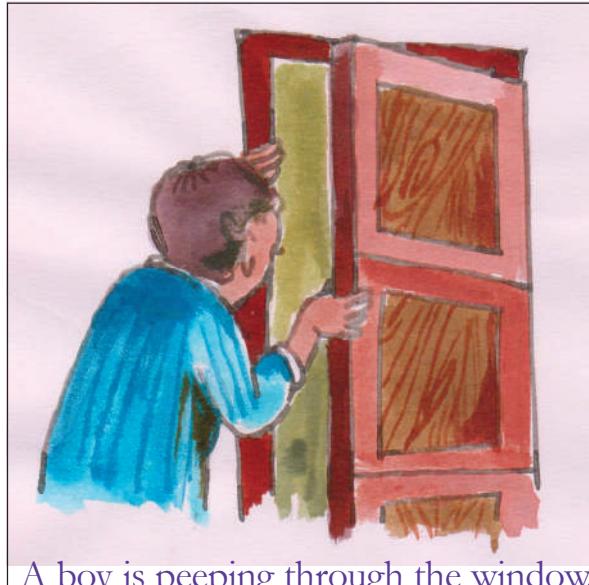
| Word | Plural | Letters added |
|-----------|--------|---------------|
| tree | | |
| parent | | |
| child | | |
| boy | | |
| sky | | |
| flower | | |
| eye | | |
| story | | |
| butterfly | | |

PROJECT WORK

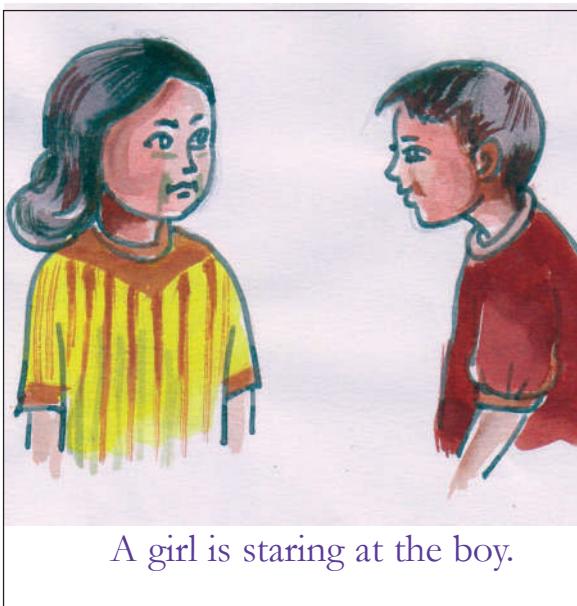
Look at the pictures given below and read the sentences given along with them.



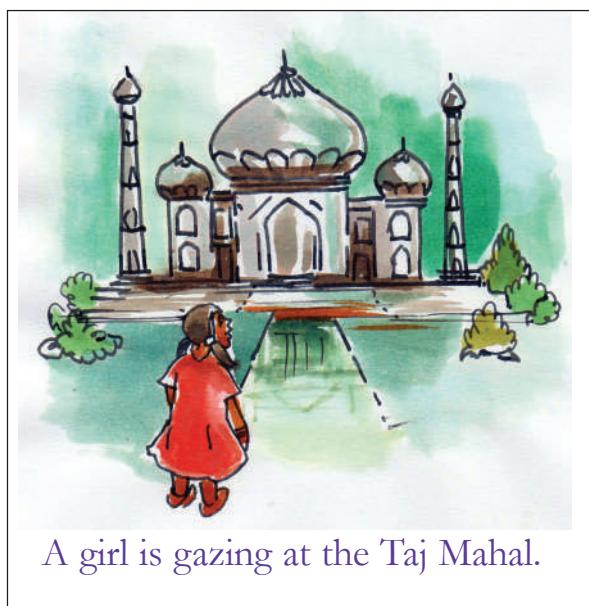
A boy is watching the TV.



A boy is peeping through the window.



A girl is staring at the boy.

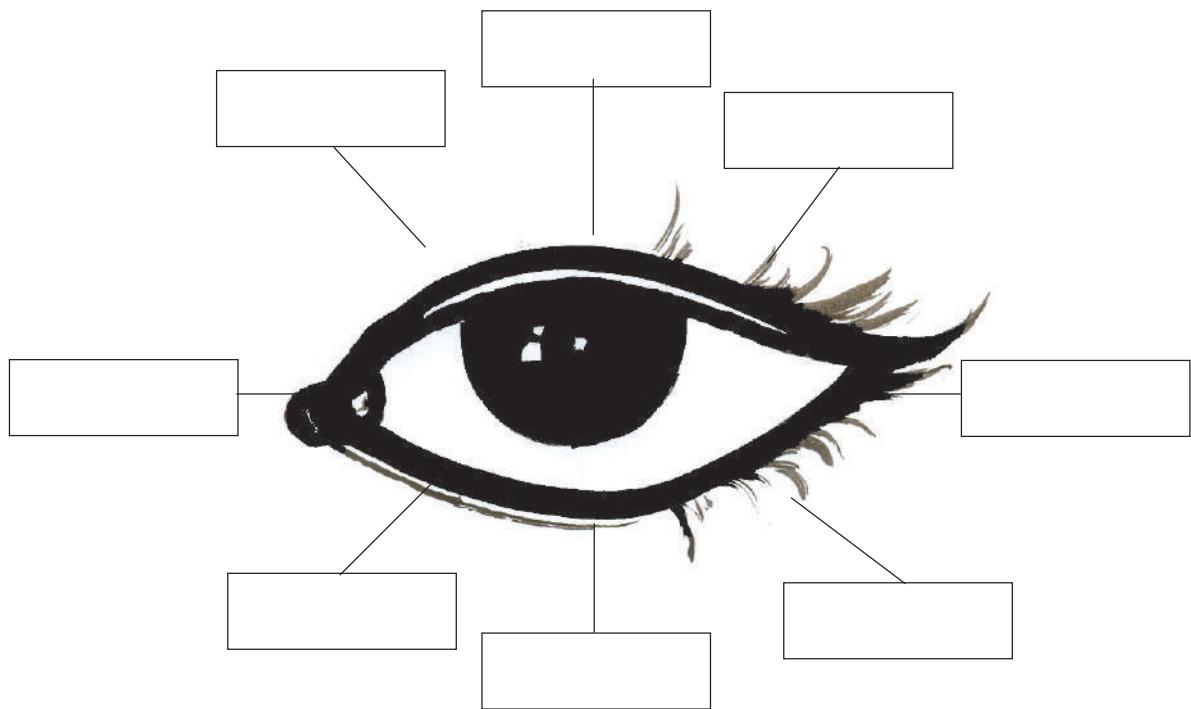


A girl is gazing at the Taj Mahal.

Many words are used to denote different ways of looking at a thing or a person.

Some words are given in the box. Select the right words and complete the word web.

| | | | |
|-------|-------|---------|---------|
| touch | look | breathe | watch |
| view | think | observe | taste |
| eat | scan | feel | inspect |
| see | smell | eye | speak |

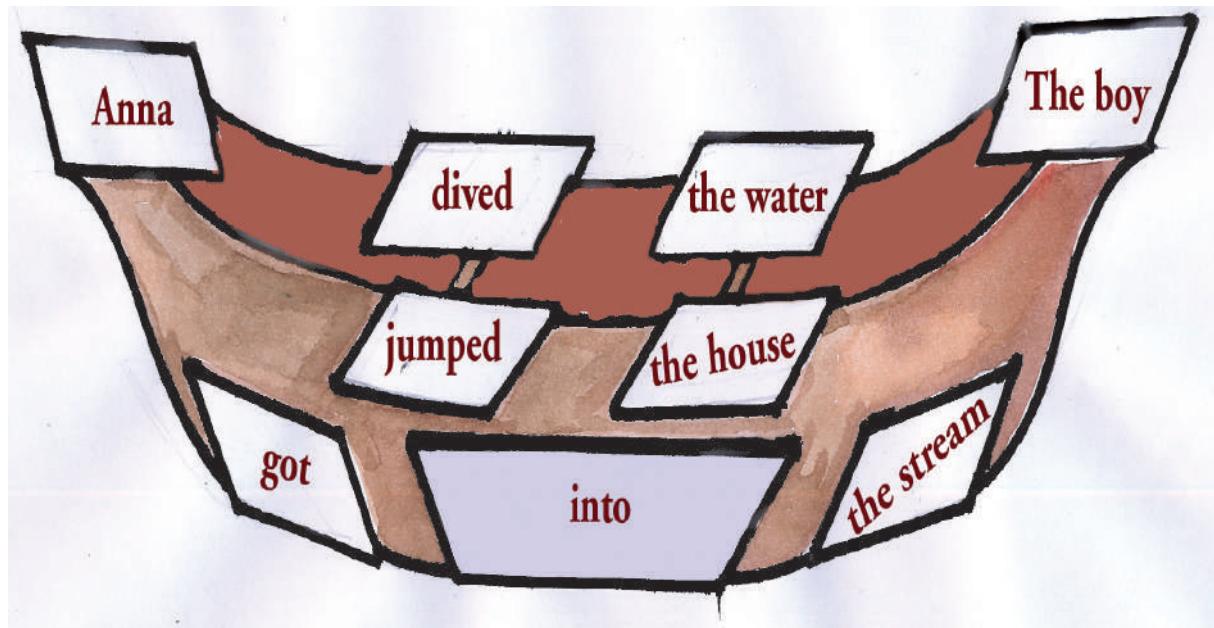


Frame sentences using the words given in the box.

look, see, stare, watch, gaze, peep

MY WORDS

Make meaningful sentences using the word cards given below. One is done for you.



The boy jumped into the stream.

I CAN

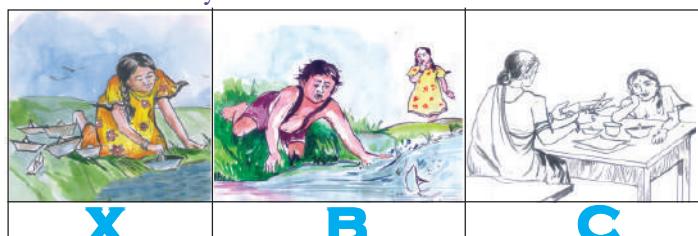


You have read the story and the poem, haven't you?

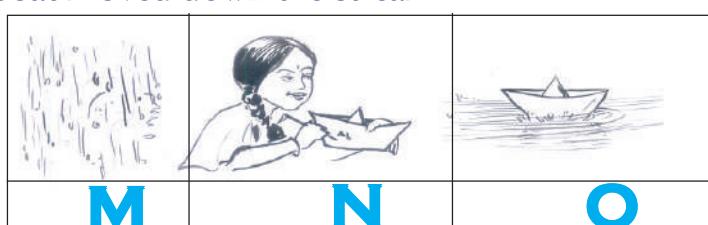
Try to remember the events in the story.

Put a tick mark (✓) on the best matching picture. Select the letter of the picture you have ticked and write it in the box given below. If all the four answers are right, you will get a meaningful word.

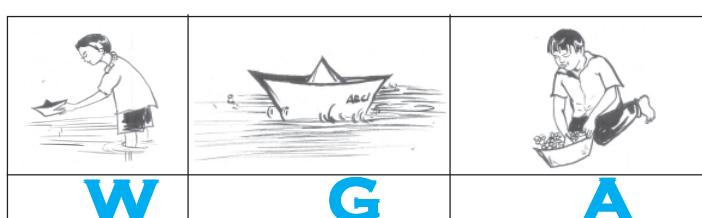
1. Anna stared at the boy.



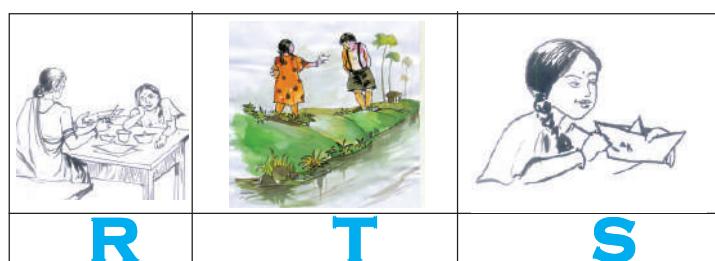
2. Anna's boat moved down the stream.



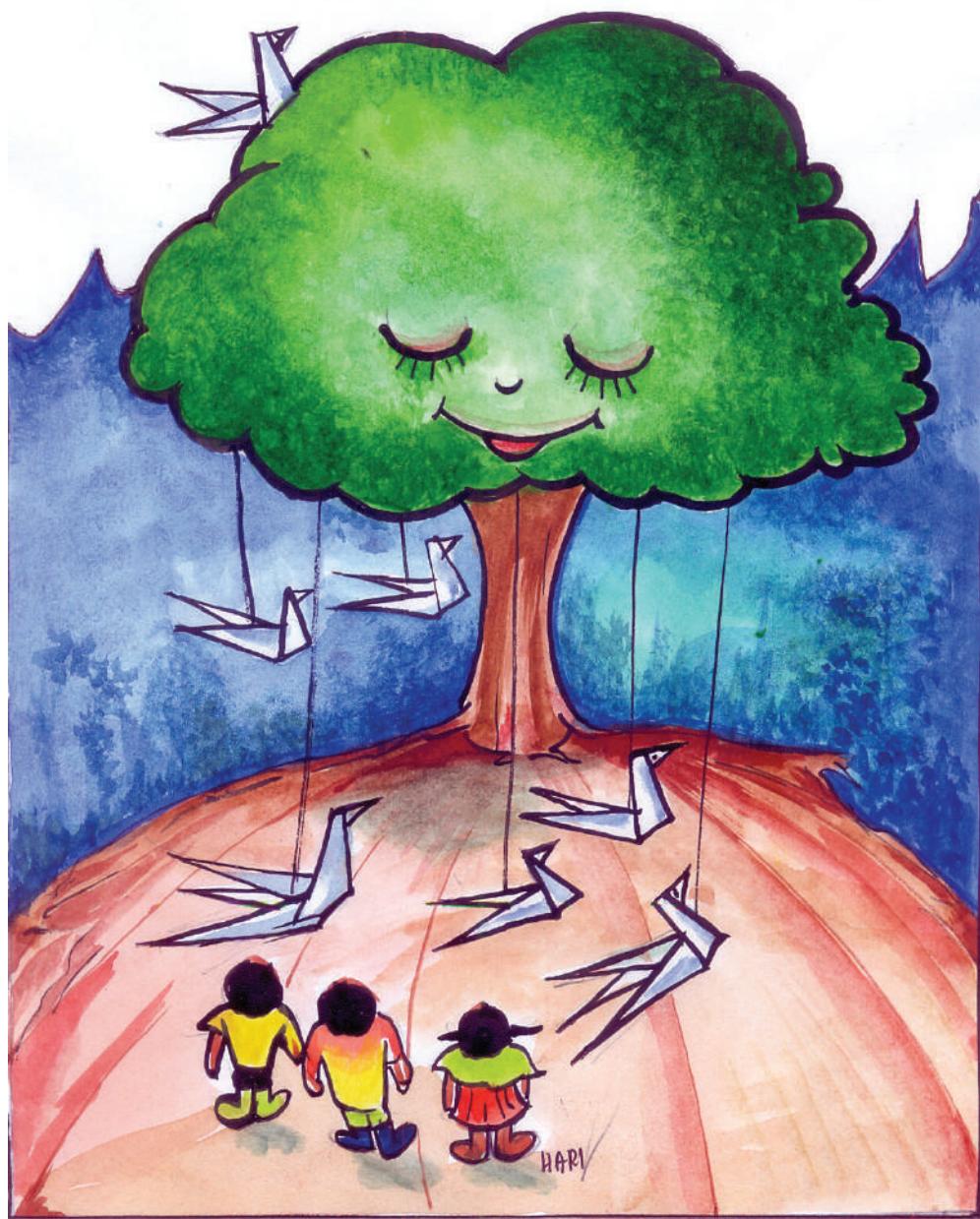
3. The boat was loaded with flowers.



4. Anna and the boy became friends.



| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|



UNIT 3

THE LANGUAGE OF BIRDS



Unit at a Glance

The Language of Birds

Prose

The Language of Birds (A Russian folk tale)

Poem

If I could Fly (Kerry Miller Johnson)

Learning Outcomes

By learning this unit, the learner will be able to:

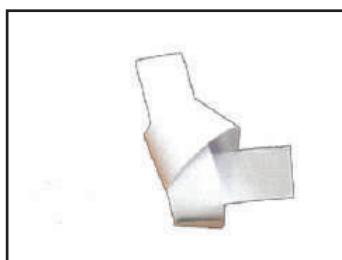
- recognise words such as 'merchant', 'servant', 'nightingale', 'soothe', 'fetch', 'firewood', 'lightning', 'thunderstorm', 'pity', 'predict', 'anchor', 'relieve', 'disappear', 'disaster', etc.
- identify the names of different birds.
- identify adjectives such as 'foggy', 'sunny', 'snowy', 'rainy', 'cloudy' etc.
- identify rhyming words in a poem.
- write simple poems on similar themes and with the same rhyme scheme.
- construct dialogues appropriate to the contexts.
- prepare posters suitable to the theme.
- describe a picture.
- answer simple riddles.
- express his/her own feelings in writing.
- use language items 'some' and 'all' in appropriate context.
- undertake simple projects.
- engage in origami works following the step by step instructions.
- use the structure 'I wish I could' to express the desire to fulfill a wish.



Follow the instructions and make a bird with a paper.



Take a strip of paper (30 cms x 2.5 cms).



Fold the paper to make a knot.



Draw dotted lines for the beak and feather.



Cut through the dotted lines.

Did you make the bird?

Colour your bird.

Shall we hang the birds on a string and decorate the classroom?

Now, let's read the story of a boy who is fond of birds.



A Soothing Song



In Russia, there lived a rich merchant.
He had a servant, a bright and brave boy called Ivan.
The merchant was a cruel man. He made Ivan toil from
dawn to dusk.
Ivan had no time to rest.



Tired after heavy work, Ivan would lie on his bed. Then a nightingale would start singing sweet songs to him. Every night the nightingale used to sing for him. He could never see the nightingale as it was dark outside. But its song soothed him to sleep.

'What a lovely song! How beautifully it sings! But what is the meaning of its song? I wish I could understand the language of birds.' Ivan would think.

Why did Ivan wish to understand the language of birds?
Have you ever listened to the song of a nightingale?

Little Birdies



One day the merchant sent Ivan to the forest to fetch firewood. Soon the winds rose, the sky became clouded, the lightning flashed, the thunder roared loudly, and the rain fell heavily. Ivan soon ran to the shelter of a large tree. He saw a big nest on one of its branches.

Four small birds were there in the nest and there was no one to protect them from the wind and rain. Ivan felt pity to them. He climbed the tree and covered the little ones with his clothes.

When the thunderstorm was over, the mother bird came back.

What would the mother bird do?



The Teaching Bird



'Thank you, Ivan. You protected my little children from cold and rain and I wish to do something for you. Tell me what I can do for you.'

Ivan was surprised to see a talking bird.

Ivan answered; 'You know our language. Will you teach me your language, the language of birds?'

'Stay with me for some days and you shall know it as we do.'

Ivan remained in the forest for a few days.

He learned the language of birds from the mother bird.

Ivan returned home happily.

How many languages do you know?
Do you speak with your pets? How?



The Secret



That night Ivan was listening to the song of the nightingale. Now he could understand its meaning. Ivan spoke to the bird in its language.

'How did you learn our language?' Flying towards him, the nightingale asked.

Ivan told the whole story to the nightingale.

'I have a secret to tell you,' the bird said.

'What is it?' Ivan asked.

The bird whispered the secret in Ivan's ears.

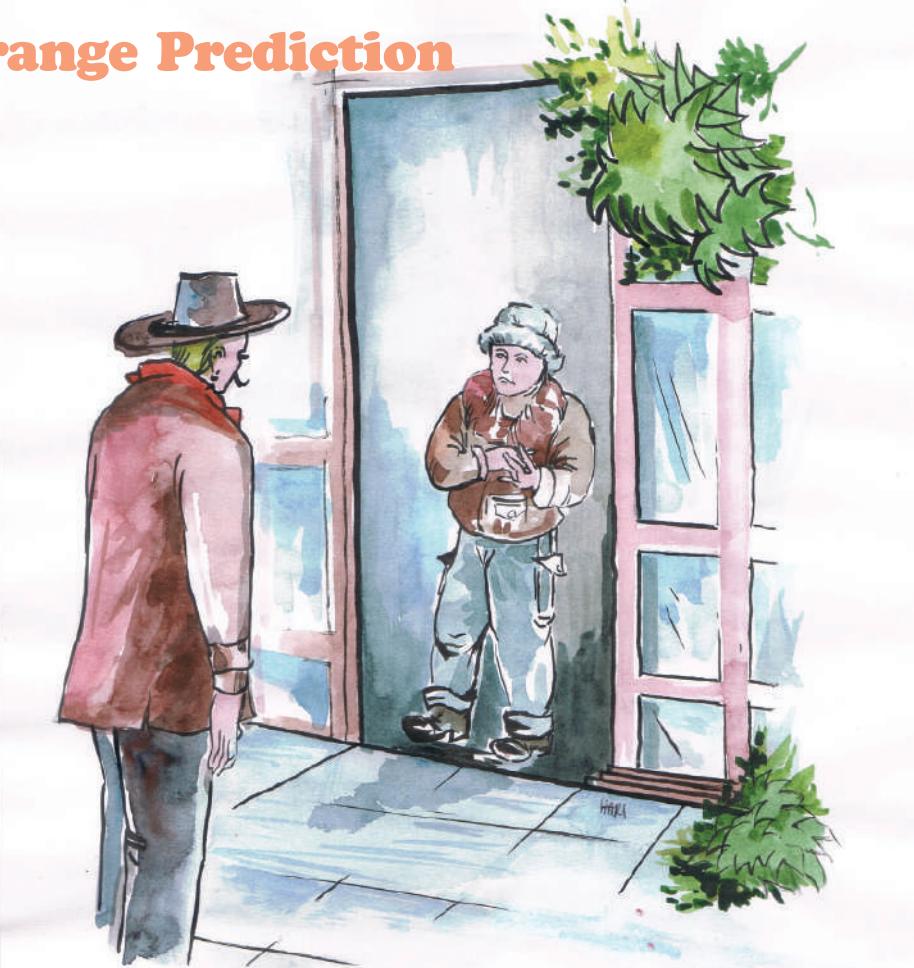
'Ivan...,' the merchant called him.

The nightingale flew away.

What could be the secret told by the nightingale?



A Strange Prediction



'Who were you talking to?' the merchant asked.

'I was talking to a nightingale.' Ivan replied.

'Talking to a nightingale! How can you do that?'

'I have learned the language of birds.'

The merchant stared at Ivan in disbelief.

'What were you talking about?' asked the merchant after a moment.

Ivan was worried. He spoke in a broken voice.

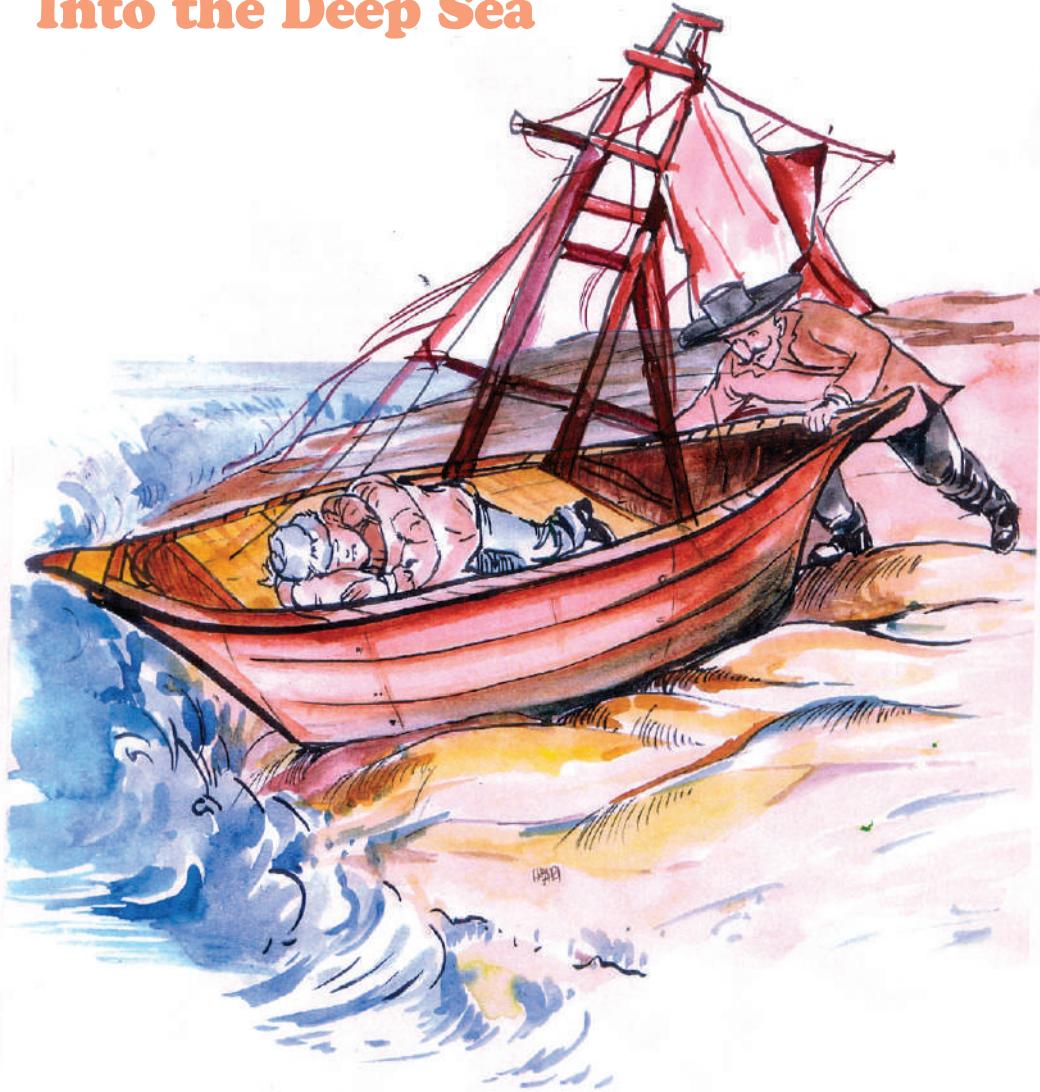
'The nightingale said that I would become a king and you would become my servant!'

Do you think the merchant will like what the bird said?

Will the merchant be angry?

What will he do?

Into the Deep Sea



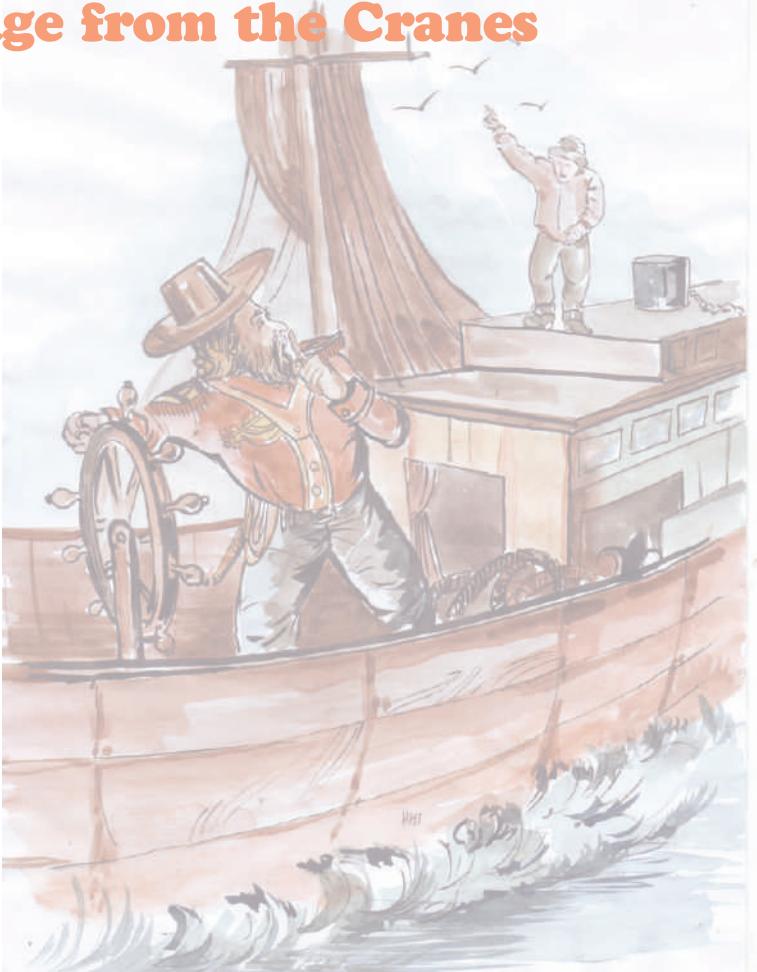
The merchant was worried and remained sleepless for weeks. One night the merchant gave Ivan a drink to make him drowsy. When Ivan had fallen asleep, the merchant laid him on a boat.

He spread the white sails, and pushed the boat into the open sea.

What would happen to Ivan?



Message from the Cranes



For a long time, the boat moved about on the waves and finally hit a large ship. The crew on the ship saw Ivan and felt pity for him. They took him to the ship. Standing on the deck, Ivan looked at the sky.

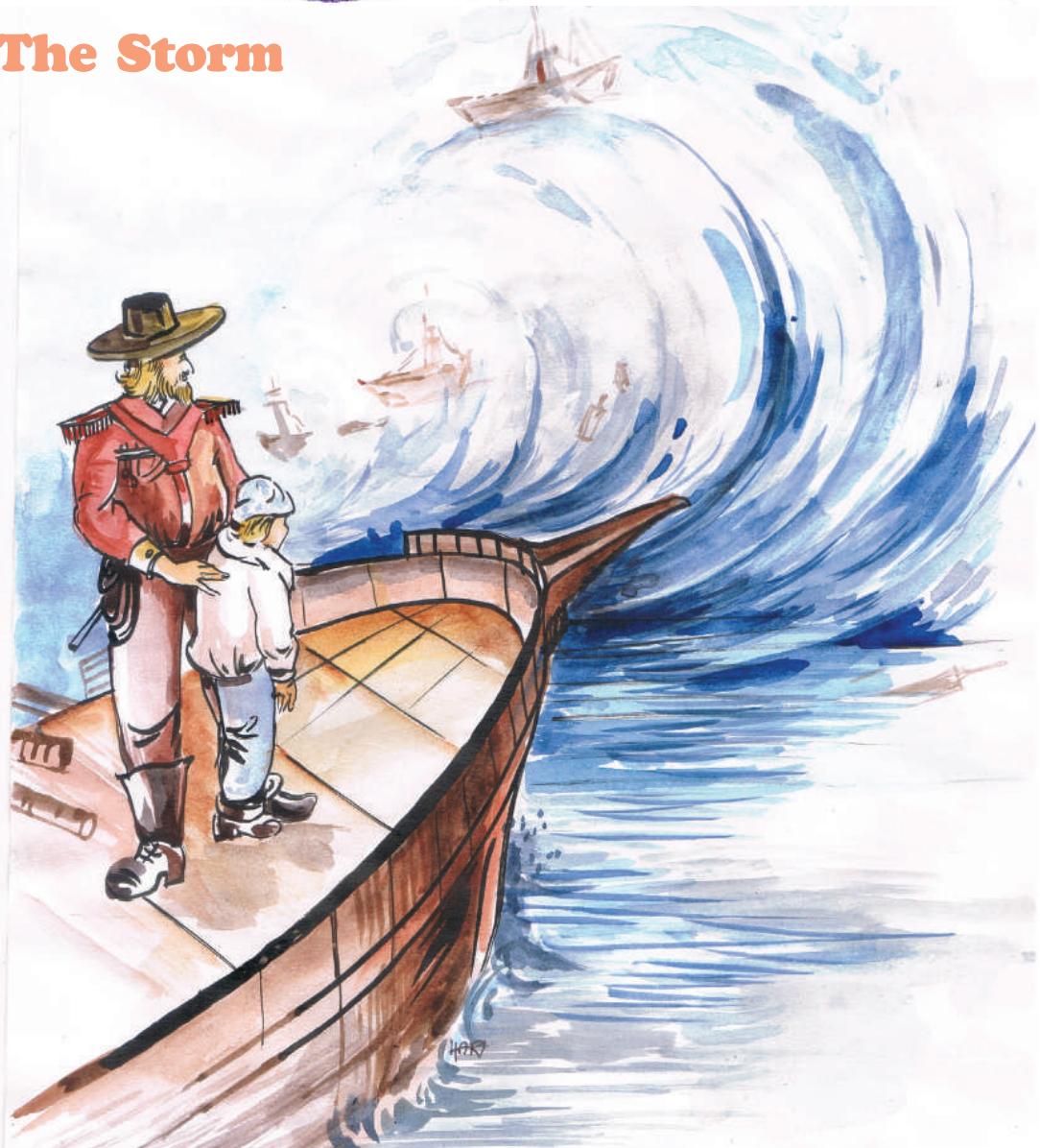
High, very high, up in the sky, Ivan saw some cranes. The cranes were predicting a storm.

He said to the sailors, 'Be careful; I hear the birds predicting a storm. Let us enter a harbour or we'll be in danger.'

'You silly boy, keep quiet!' The captain of the ship said. But Ivan requested him again and again.

Why didn't the captain listen to Ivan's words?
Will the storm break out? Why?

The Storm



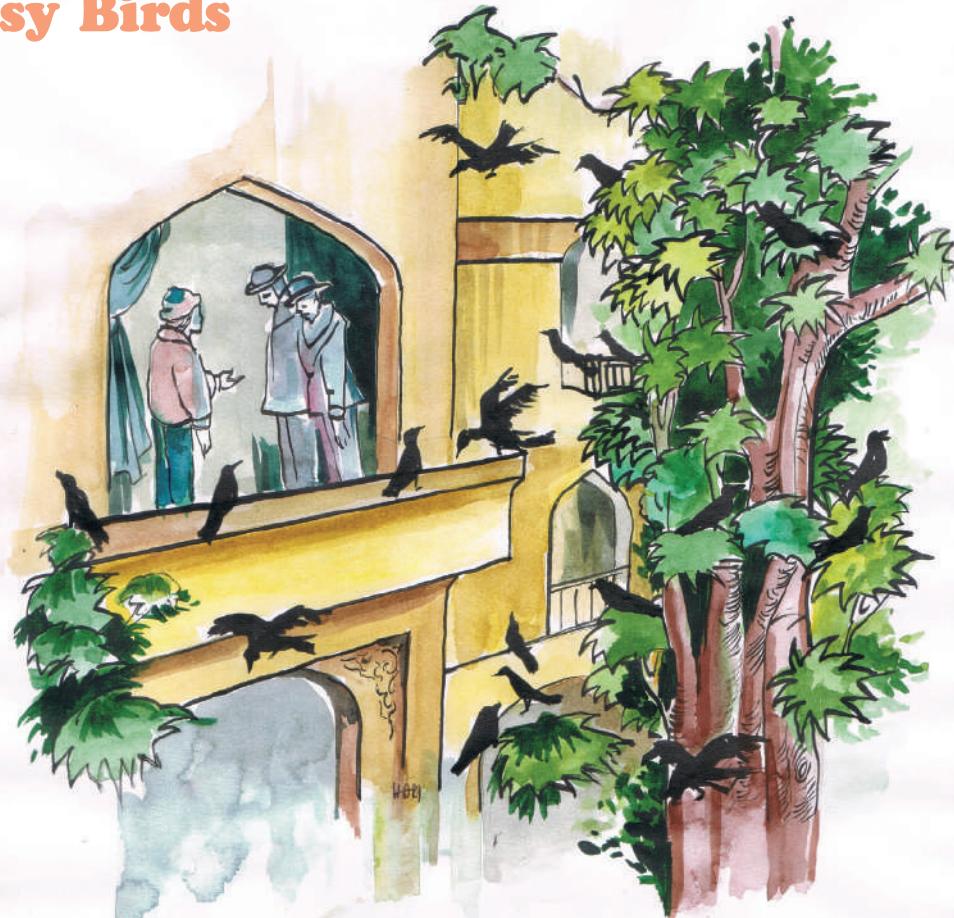
At last the captain steered the ship to the shore and anchored it. Within a short time, a storm broke out. Huge waves rose up to the sky. The wind roared. They saw huge waves breaking many ships sailing in the sea.

'You saved our lives,' the captain thanked Ivan.

The storm destroyed many ships sailing in the sea. How does a storm affect a shore?



Noisy Birds



The king of the country was very much annoyed. Many crows perched on the windows, walls and roof of the palace and even on the trees nearby.

No one knew how to get rid of them.

Ivan went to the palace. 'Your Majesty, I'll get rid of the crows.' Ivan said.

'If you can do that, you can marry my daughter,' the king said.

Ivan asked the servants to open the windows.

He listened to the crows for a while.

Then he went to the king again.

How will Ivan get rid of the crows?

What will the crows say to Ivan?

Homeless Birds



Ivan bowed before the king and said, 'Oh, Lord! The crows are homeless because your men are cutting down the trees they are living on. They want your men to stop doing it.' The king ordered his men to stop cutting the trees.

The crows flew away one after another and disappeared. The king got the princess married to Ivan. Thus Ivan became the king. He ruled the kingdom wisely.

Birds always warned him about storms and disasters and Ivan took immediate actions to save his people.

'Long live King Ivan!' People praised his wisdom.

What would happen if we cut down the trees?



A New Servant



Years passed.

One day an old man came to Ivan's palace.

Ivan ordered his guards to bring him inside.

The old man in shabby clothes appeared before him.

He was so tired.

'Dear old man, what can I do for you?' Ivan asked.

'Oh Your Majesty! I lost my wife and all my wealth. I find no way to make a living. I am old and cannot work. Let me stay here and serve you,' said the old man.

Ivan appointed him as his servant.

How will the old man serve the king?

The Nightingale is Back



One night Ivan was resting on his royal bed. He looked out of the window.

A full moon was rising. Little stars were blinking to greet the moon. A soft wind carried the fragrance of wild flowers into the room. From the distant skies Ivan heard the song of a nightingale. 'It's my nightingale.' Ivan stood up and went to the window. Soon the nightingale came to him and sat on the window sill. They spoke for a long time.

'As you said, I became the king. But what happened to the merchant?' Ivan asked.

'Oh Your Majesty! He is in your palace and he is serving you.' Saying this the nightingale flew away and disappeared into the sky. 'Your Majesty, supper is ready.' Ivan looked at the old servant at his door. He could not believe his eyes. It was his old master!

Did Ivan recognise his old master?

What would Ivan say to his old master?

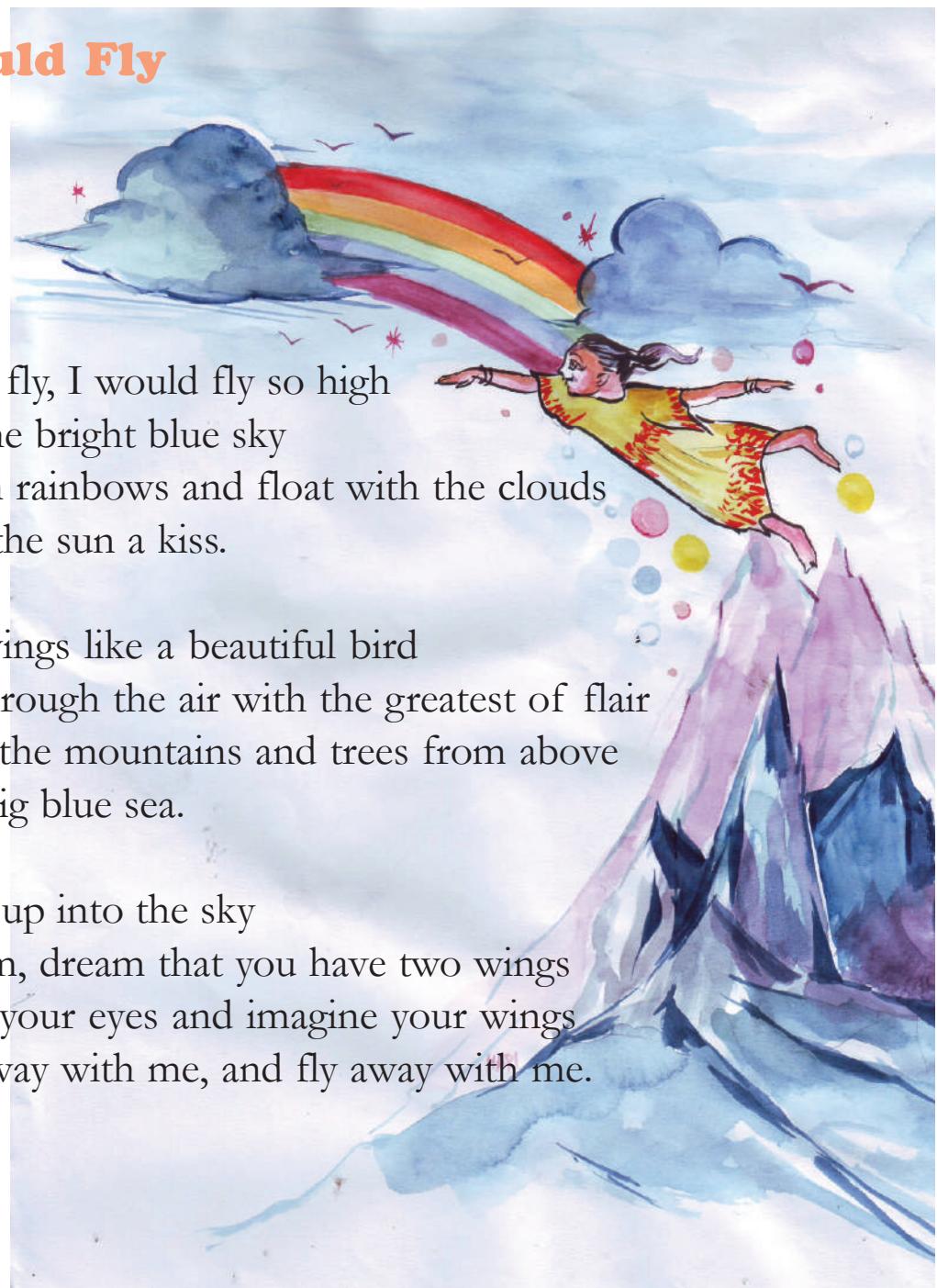


You have read the story of Ivan who knows the language of birds.

Do you like talking to birds? Do you wish to fly like birds?
If you could fly, what would you do?

Let's read a poem about a child who likes to fly like a bird.

If I could Fly



If I could fly, I would fly so high
Up into the bright blue sky
I'd ride on rainbows and float with the clouds
And give the sun a kiss.

If I had wings like a beautiful bird
I'd soar through the air with the greatest of flair
I'd see all the mountains and trees from above
And the big blue sea.

So fly, fly, up into the sky
And dream, dream that you have two wings
Just close your eyes and imagine your wings
And fly away with me, and fly away with me.



Now we can fly up into the sky
We just close our eyes and dream for a while
We'll ride on rainbows and float with the clouds
And give the sun a kiss.

Now let's fly even higher than the sky
Until we reach the moon
And we'll fly around the stars that shine bright
In the sky at night.

Kerry Miller Johnson

You have read the poem 'If I could Fly'.
The child in the poem speaks about her wishes.
What are her wishes? Write them down.

• to fly so high

- _____
- _____
- _____
- _____
- _____

Like the child, you may also have many wishes. What are your wishes?
Write them down.

- _____
- _____
- _____
- _____



ACTIVITY 1



'Your Majesty, supper is ready.' Ivan looked at the old servant in front of him. He could not believe his eyes.

Imagine and write the conversation between Ivan and the old man.

Ivan : _____

Old man : _____

Ivan : _____

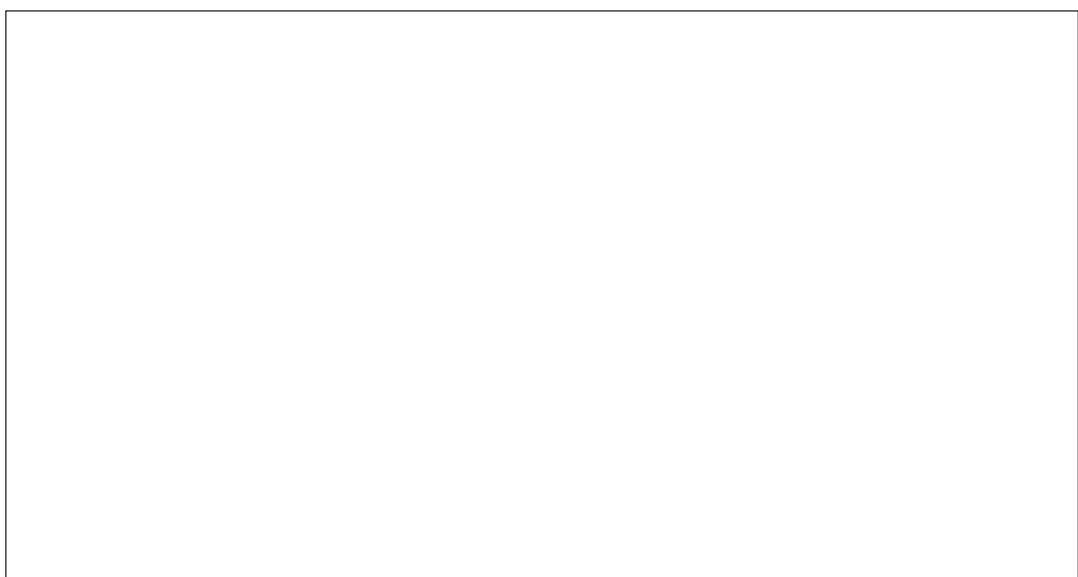
Old man : _____



ACTIVITY 2

When Ivan became the king, he decided to protect the birds. He understood that the birds became homeless because the people had cut down the trees. Ivan ordered his people to stop cutting trees and asked them to paste posters for protecting trees.

Help them design a poster to highlight the need for protecting trees.



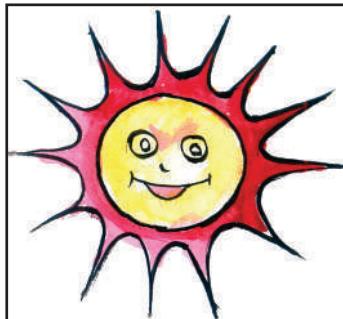
ACTIVITY 3

When Ivan opened his eyes he was alone in a boat. He looked around. He could only see the endless sea around him.

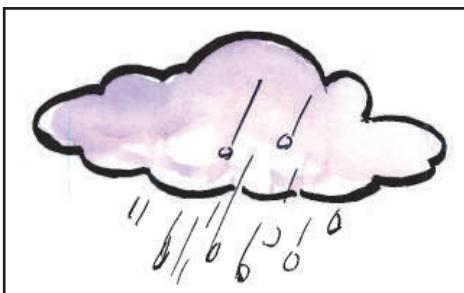
What could be the thoughts of Ivan then?

ACTIVITY 4

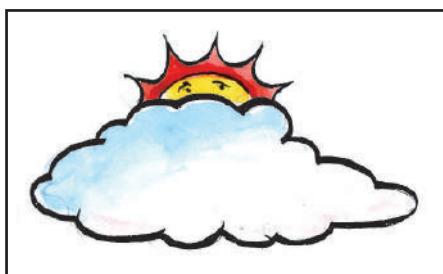
Match the pictures with corresponding words.



cloudy



foggy



rainy



sunny



Read the following story with the help of the pictures given.

It was a  afternoon. Ivan woke up from his bed after a

sleep. The merchant was not in the house. Ivan walked to the forest. He reached there and stood under a tree. Two birds were sitting on

a branch. Then the sky became .

It began to rain.

What a  day this is! Today I can't collect firewood.'

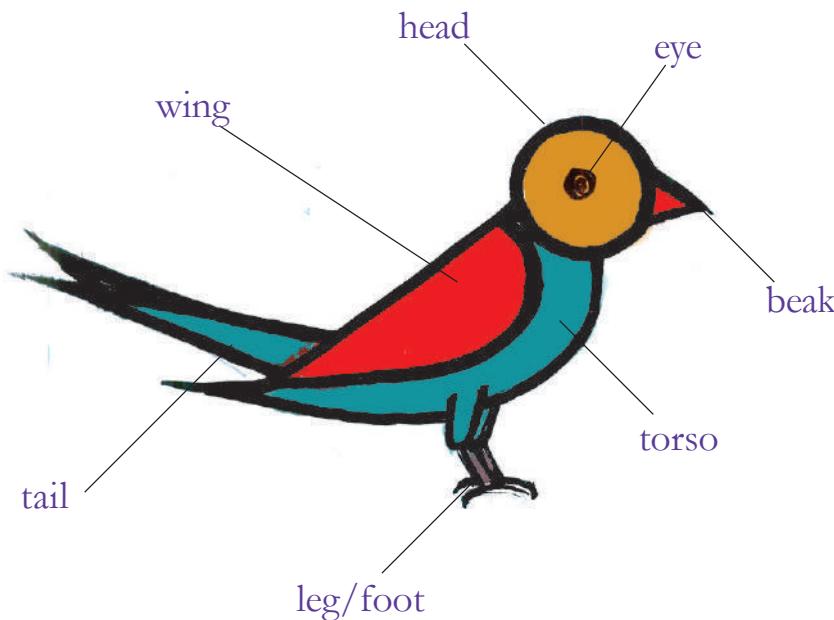
He said to himself. As he walked back home, it became .

Now, write a story of your own. You may use pictures for words wherever necessary.

ACTIVITY 5

Look at the bird in the picture.

Read and identify the different parts of the bird.



Now, colour the bird as per the instructions given below.

- beak - red
- wings - blue
- feet - black
- tail - yellow
- head - brown
- torso - green
- eyes - black



ACTIVITY 6

Write down some sentences beginning with ‘all’ or ‘some’. One is done for you.



wings



beaks

All birds have wings.



webbed
feet



feathers



talons

ACTIVITY 7

One day the merchant sent Ivan to the forest to fetch firewood. Soon the wind rose, the sky became clouded, the lightning flashed, the thunder roared loudly, and the rain fell heavily.



Can you describe the scene in your own words.



ACTIVITY 8

'I wish I could understand the language of birds.'
This was one of Ivan's dreams.
Do you have such dreams? Write down your dreams.

1. I wish I could _____

2. _____

3. _____



ACTIVITY 9

One lovely night Ivan, the king was walking through his balcony. There were many stars in the sky. The full moon seemed to smile at him. He then remembered his friend, the nightingale. Ivan began to sing a song.

I have a little friend,
She is a lovely nightingale
Her beak is blue and wings are green
She can sing so sweet.

Do you have a pet?
Compile a song about it.



ACTIVITY 10

Who am I?

I can dance well.

My feathers are beautiful.

I have a beautiful crown.

I have large round eyes.

I can see only at night.

My name is a three-letter word.

I am green in colour.

My beak is red.

People like to hear me speak.

I sing sweetly.

I lay eggs in crow's nests.

I like to eat mango leaves.

I am a domestic bird.

I can swim well.

I have webbed feet.

I am a big bird.

But, I can't fly very high.

I live in Antarctica.

I have a long beak.

I can stand on one leg.

You can see me near ponds.

Now, try to make riddles about some other birds you know.



PROJECT WORK

We all listen to songs. We may or may not like them.

If we like them, we say 'good', 'sweet', 'beautiful', etc. to speak about them.

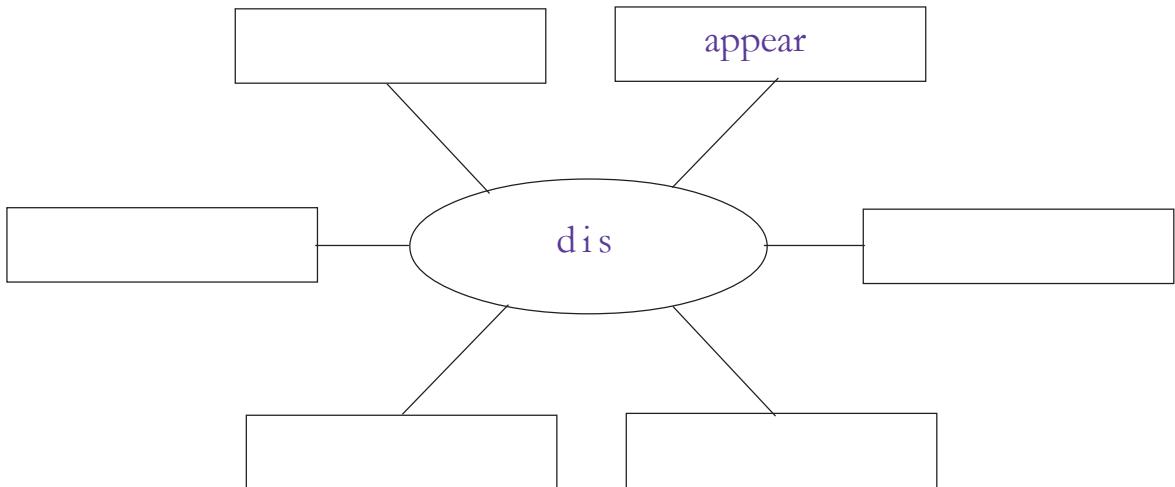
Find more such describing words from the story.

| | |
|--|--|
| | |
| | |
| | |
| | |

Use these words in sentences of your own.

My WORDS

Complete the word diagram with suitable words.



Now, write sentences of your own using the words in the word diagram.

- The crows flew away and disappeared.



I CAN



Read the three main events in the story ‘The Language of Birds’.

1. Ivan works as a servant.
2. Ivan learns the language of birds.
3. Ivan becomes the king.

Given below are some other events in the story. List them under the main events and write them in the table provided.

- Ivan serves the merchant.
- The mother bird teaches Ivan the language of birds.
- ‘Long Live King Ivan!’ the people shout aloud.
- The nightingale soothes Ivan to sleep.
- Ivan predicts the storm.
- Ivan goes to the forest.
- Ivan recognises the merchant.
- Ivan marries the princess.
- An old man visits Ivan.
- Ivan listens to the nightingale’s song.
- Ivan understands the song of the nightingale.
- The nightingale comes back.
- Ivan drives away the crows.
- Ivan rules the country well.
- The merchant makes Ivan work from dawn to dusk.



I CAN

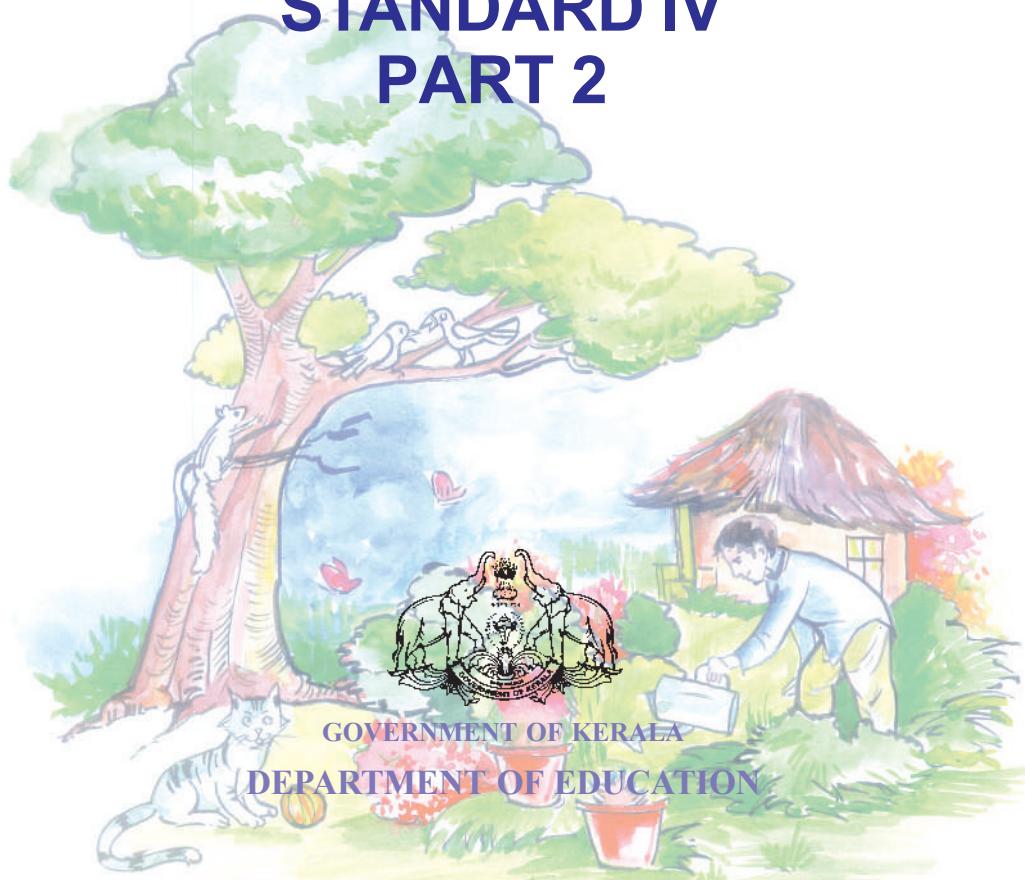


| Ivan works as a servant | Ivan learns the language of the birds | Ivan becomes the king |
|-------------------------|---------------------------------------|-----------------------|
| | | |

KERALA READER

ENGLISH

STANDARD IV
PART 2



GOVERNMENT OF KERALA
DEPARTMENT OF EDUCATION

State Council of Educational Research and Training
(SCERT, Kerala)
2015

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.

THE NATIONAL ANTHEM

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

Kerala Reader - English Standard IV Part 2

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**Government of Kerala
Department of Education
2015**

Dear learners,

This is your English Reader Part 2 for Standard IV. It includes stories, plays, poems, pictures and activities. You will be going through a truly magical world of elves, nightingale, rainbows and blue seas and meeting wonderful characters like kings, merchants, shoemakers and village boys. Your teacher will take you to the wonderful world of these characters. There are also interesting and motivating activities in every unit of the Reader. Try to do these activities on your own. You can approach your teacher whenever you need help.

Wish you all the best.

Dr S Raveendran Nair

**Director
SCERT**

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UNIT 4
THE LOST CHILD



Unit at a Glance

The Lost Child

Prose

The Lost Child (Mulk Raj Anand)

Poem

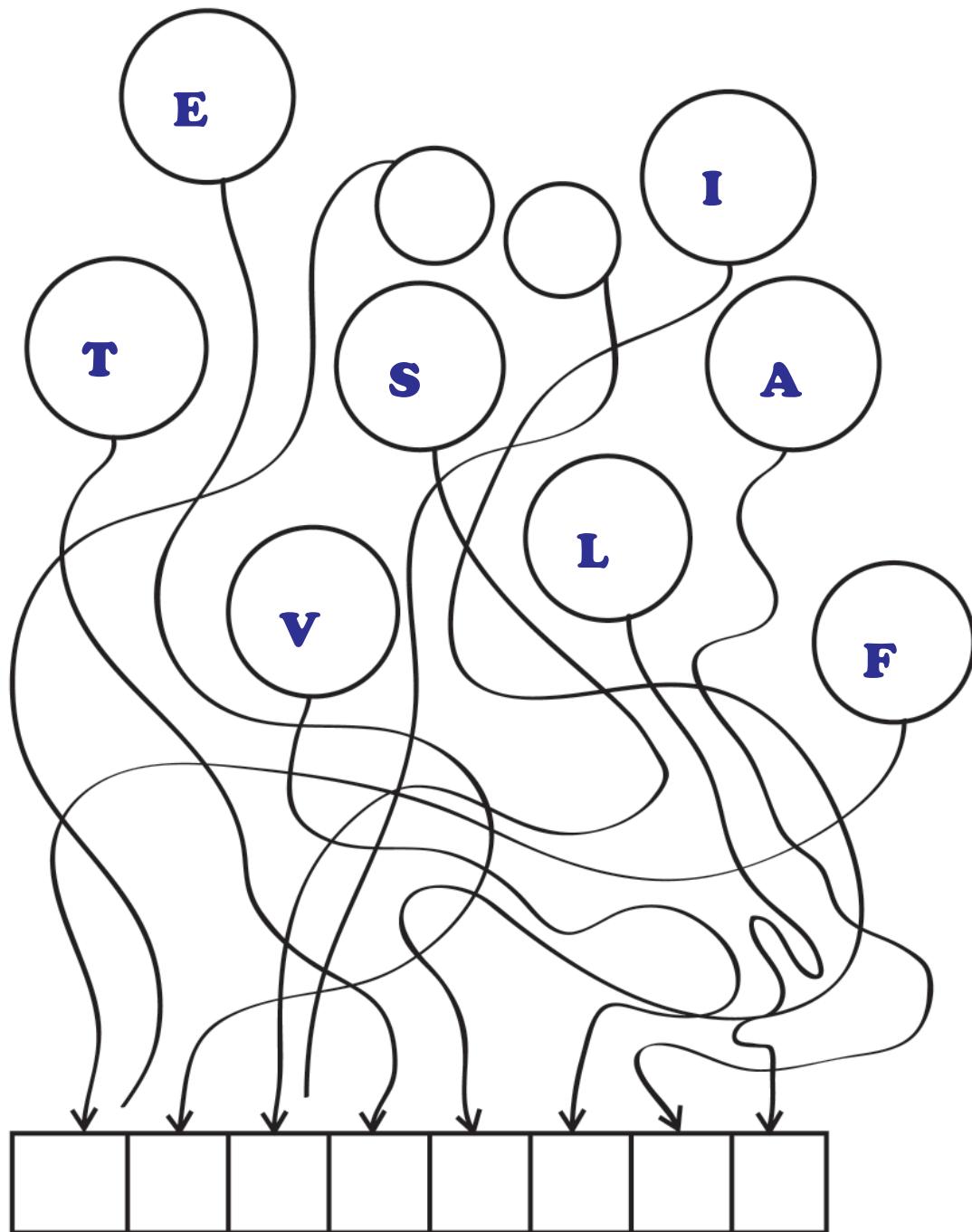
The Little Boy Lost (William Blake)

Learning Outcomes

By learning this unit, the learners will be able to:

- read and understand words such as ‘fascinate’, ‘hawk’, ‘murmur’, ‘garland’, ‘bitterly’, ‘sob’, etc.
- identify the theme of the poem and the rhyming words.
- make sentences using prepositions like ‘in’, ‘on’, ‘between’, ‘under’, ‘above’, ‘over’, ‘at’, etc.
- use singular and plural forms of the words contextually.
- prepare scrolling news from the clues given.
- prepare a profile from the details given.
- understand and respond to simple questions.
- identify the simple present and simple past forms of regular verbs.
- undertake language projects actively.
- do activities in the textbook according to the instructions.
- express thoughts and feelings in simple language.
- shows progress while learning English.

Take a look at the balloons. There is a letter each on the big balloons. Trace the string of the balloons to the columns given below to get a meaningful word. Colour the balloons, if you get the correct word.



Read out the word you have written.

Now, let's read a story related to the word you have written.

The Summer Fair



It was a summer fair. People walked to the fair ground through the narrow lane. Some of them walked and some rode on horses. Some others came on bullock carts.

A little boy ran around his father. He was fascinated by toys and stopped to have a close look at them.

'Come child, come,' called his father. He hurried to his parents.
'I want that toy,' he pleaded.

His father looked at him red-eyed.

The boy walked away sadly with his parents.

What were the things that attracted the boy in the fair ground?

If you were there, what would you have asked for?

Do you think the child's parents will buy toys for him?

Why did the father look at him red-eyed?

A Sweet-Seller



'Gulab jamun, rasagulla, burfi, jilebi, ladoo,' yelled a hawker at the entrance. He called out at the passers by. Many coloured sweets, decorated with leaves of silver and gold were seen. The child stared open-eyed, and his mouth watered. Ladoo was his favourite sweet. I want that ladoo, he murmured. He knew that his parents would say he was greedy. Without waiting for an answer, he moved on.

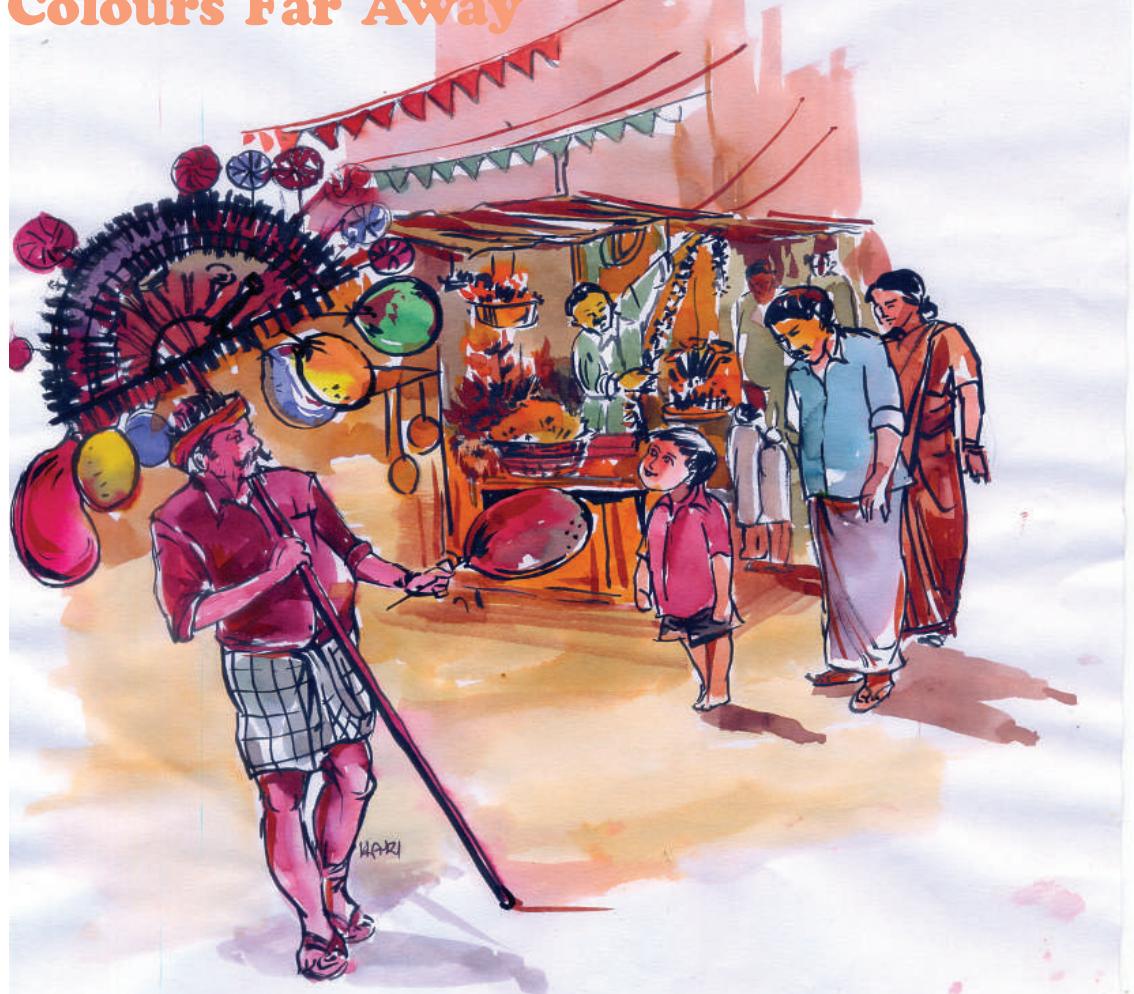
Why did the boy's mouth water?

Why didn't he ask for ladoo?

What is your favourite sweet?

Why didn't the boy wait for an answer?

Colours Far Away



'A garland of jasmine, a garland of jasmine,' a flower seller shouted. 'I want that garland,' the child murmured. But... without waiting for an answer, he moved on.

A man stood holding a pole with yellow, green, red and purple balloons. The child stood there watching the balloons. He wished to have them all. But he knew that his parents would never buy him the balloons. They would say he was too old to play with such things. So he walked on.

Will the balloon man give him balloons?

What are the other sights you would come across in a festival fair?

Why was the boy sure that his parents would never buy him balloons?

Cries Unheard



Suddenly he heard a creaking sound nearby. Children were roaring with laughter. He ran to that place. Men, women and children were riding on a giant wheel in a whirling motion. 'I want to go on the giant wheel, please, Father... Mother.' The child pleaded earnestly.

There was no reply. He turned to look at his parents. They were not there. He looked at both sides. He could not find them there. He looked around. There was no sign of them.

Why didn't the child's parents reply to the child's request?
What happened to them?

A Sob

'Father, Mother...', he called aloud. He began to cry in real fear. Tears rolled down from his eyes. He ran hither and thither, in all directions. He didn't know where to go.

'Mother, Father...', he cried. He ran through the crowd, calling out, 'Father..., Mother....'



Would he find his parents over there?
Would anybody help him?
If you were the child, what would you have done?



A Helping Hand



A man in the crowd heard his cry. He lifted him up in his arms. 'How did you get here, child? Whose child are you?' the man asked.

The child wept bitterly. 'I want to see my mother. I want to see my father'. The man took him to the merry-go-round to soothe him. 'Would you like to go for a ride?' he asked gently. The child sobbed more bitterly.

'I want my Mother. I want my Father.'

The man took him near the balloon man.

'Would you like the rainbow-coloured balloon?' he asked.
The child turned his eyes from the flying balloons and continued sobbing. 'I want my Mother. I want my Father.' The man took him to the flower seller. 'Look child, smell those nice flowers. Would you like a jasmine garland?' The child turned his face and continued crying. 'I want my Mother. I want my Father.'

The man took him to the sweets shop. 'What sweets would you like child?' he asked.

The child turned his face away from the sweets shop and sobbed.

'I want my Mother.
I want my Father....'



Who tried to console the child?
Where did the man take the child to?
Why did the child refuse the man's offers?

You have read the story 'The Lost Child'.

Now, read the poem by William Blake to listen to the words of a little boy who is lost.

The Little Boy Lost

Father, father, where are you going

O do not walk so fast.

Speak father, speak to your little boy

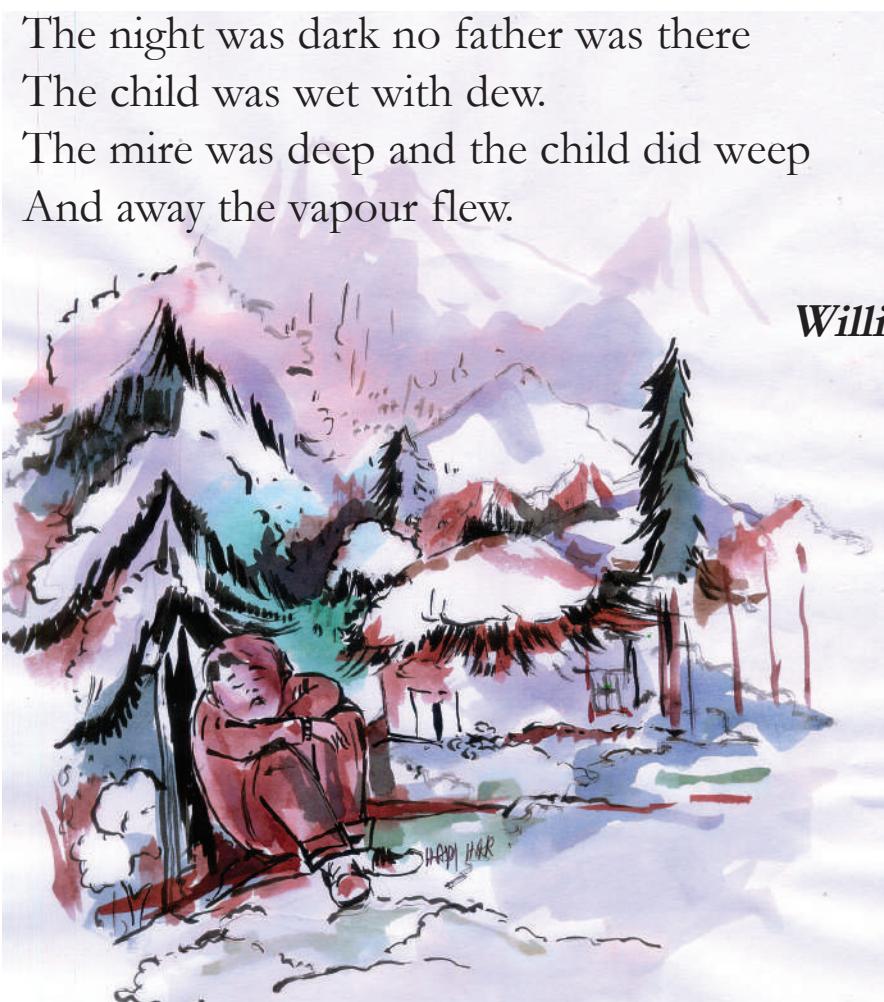
Or else I shall be lost,

The night was dark no father was there

The child was wet with dew.

The mire was deep and the child did weep

And away the vapour flew.



William Blake

Who are the characters in this poem?

Why did the child weep?



1. Look at the words given below. They end in the same sound.
Identify and write down the rhyming words from the poem.

last

past

2. Our parents do a lot of things for us that bring joy and happiness.
Some of them are given in the lines below.
Read the following lines.

My father, dear father,
Bring me sweets and toys.
My mother, sweet mother,
Tell me good stories.

Now, add more lines to the above choosing appropriate words from the box below.

| | |
|--|-----------------|
| You can select words from the table below: | |
| make | pen and book |
| pluck | ripe mangoes |
| bring | paper boats |
| buy | play things |
| sing | sweet songs |
| give | dress and shoes |



ACTIVITY 1

My Favourites

The child in this story likes 'ladoo'. You will also have a list of your favourite items. Now, fill in the box with the details.

| | | |
|----------------------|---|-------|
| Name | : | _____ |
| Age | : | _____ |
| Class | : | _____ |
| Father's name: _____ | | |
| Mother's name: _____ | | |
| Hobbies | : | _____ |
| My favourites | | |
| Food | : | _____ |
| Colour | : | _____ |
| Dress | : | _____ |
| Place | : | _____ |
| Vehicle | : | _____ |
| Fruits | : | _____ |
| Vegetable | : | _____ |
| Game | : | _____ |
| _____ | : | _____ |
| _____ | : | _____ |

Now, write a profile using the details from the box.

| | |
|---|-------|
| About me | |
|  | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |
| | _____ |

ACTIVITY 2

Conversation

A man in the crowd heard his cry. He lifted him up in his arms. ‘How did you get here, child? Whose child are you?’ the man asked. What would the child’s reply be?



Complete the possible conversation between the man and the child.

The man : Whose child are you?

The child : _____

The man : How did you get here?

The child : _____

The man : _____

The child : _____

The man : _____

The child : _____



ACTIVITY 3

Thoughts

'I want to go on the roundabout, please, Father, Mother...', The child pleaded earnestly to his father and mother.

There was no reply. He turned to look at his parents. They were not there.... He looked around. There was no sign of them.

'Father, Mother...' he called aloud. He began to cry in real fear. He ran hither and thither, in all directions. He didn't know where to go.

What would be the child's thoughts?

Imagine and write it down in the space given below.

The child's thoughts

ACTIVITY 4

Scrolling News

The father and the mother searched for the child everywhere. They decided to seek help from the police. They told everything to the police. The police demanded a written complaint. They prepared a letter as follows.



R R Villa,
Devnand,
May 10, 2015.

To
The Sub Inspector of Police
Devnand.

Sir,

My son Riyo, aged nine, is missing. He was there with us at the Devnand festival ground. He was wearing a blue shirt, yellow shorts and a white cap. He is about 140 cm in height. There is a scar on the right side of his forehead. I request you to take necessary steps to help me find my son as early as possible.

Yours faithfully
Sd/

On receiving this letter, the police prepared a scrolling news for TV channels. Prepare the scrolling news for TV channels about the missing child.

ACTIVITY 5

An Announcement

The child's father and mother went to the information centre of the summer festival. They told them about the missing child. They requested them to make an announcement to find their missing son.

Prepare the likely announcement.

ACTIVITY 6



Here is the picture of a festival spot. Given below is a passage describing it. Some words in the passage are missing. Pick the suitable ones from the box given.

This is a festival spot. We can see a tea-shop.....the corner of the ground. There is a big mango tree on the left side of the ground. There is a well the tea-shop and the mango tree. An old man is sitting.....the tree. Some birds are.....the nest, some are sittingthe branches and some others are flying.....the tree. A man is standing.....balloons. There are many balloons in his hands. He is releasing a balloon. It's flying highin the sky.

on, between, at, with, in, over, under, up

ACTIVITY 7

Look at the following pictures and read the sentences.

1. **A man** is selling balloons.



2. **Some men** are having tea.

Now, complete the following sentences suitably.

3. _____ is making garlands.



4. _____ are dancing.



An apple _____

Some apples _____



PROJECT WORK

Have you ever been to a festival?

Name some of the festivals you have visited.

Identify some festivals with the help of a calendar and complete the table below.

Year

| Sl No. | Festivals | Month | Date | Day |
|--------|-----------|-------|------|-----|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

People send greeting cards to their dear ones on festivals. Collect some greeting cards. See how they are prepared.

Now, prepare a New Year greeting card to be send to one of your friends.

MY WORDS

Read the following sentences.

- It was a summer fest. People walked to the festival ground through the narrow lanes.
 - A little boy ran around his father.
 - Without waiting for an answer, he moved on.

See the underlined words. They show past action. You can see many such similar words in the story. Read the story once again. Pick out all such words and write them in the following columns.

Construct your own sentences using these words.



I CAN



The following are some events from the story, which are not in proper order.

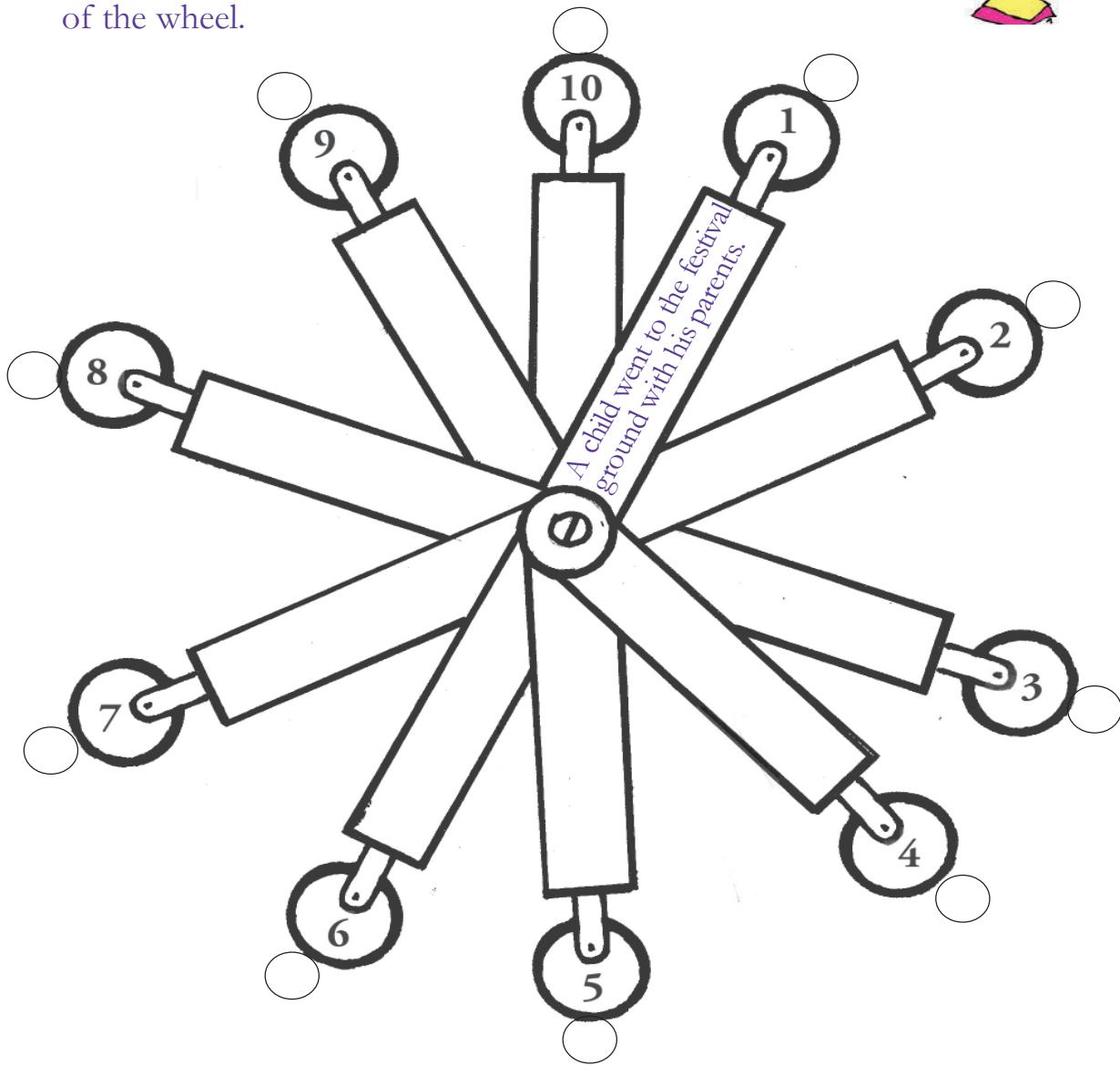
I can number the events in the boxes, in the order they occurred and come up with a new word.

- I** The child wanted his parents to buy him a toy.
- H** The child was separated from his parents in the festival ground.
- N** The child wanted to get a garland.
- G** A child went to the festival ground with his parents.
- E** A man in the crowd lifted the child up in his arms.
- A** Many coloured sweets decorated with leaves of silver and gold were seen.
- T** The child wished to have all the balloons.
- L** The child likes his parents more than anything.
- E** The man took the child to the giant wheel.
- W** The child pleaded with his parents earnestly to allow him to go on the giant wheel.

I CAN



I can write the events in the story on the appropriate spokes of the wheel.

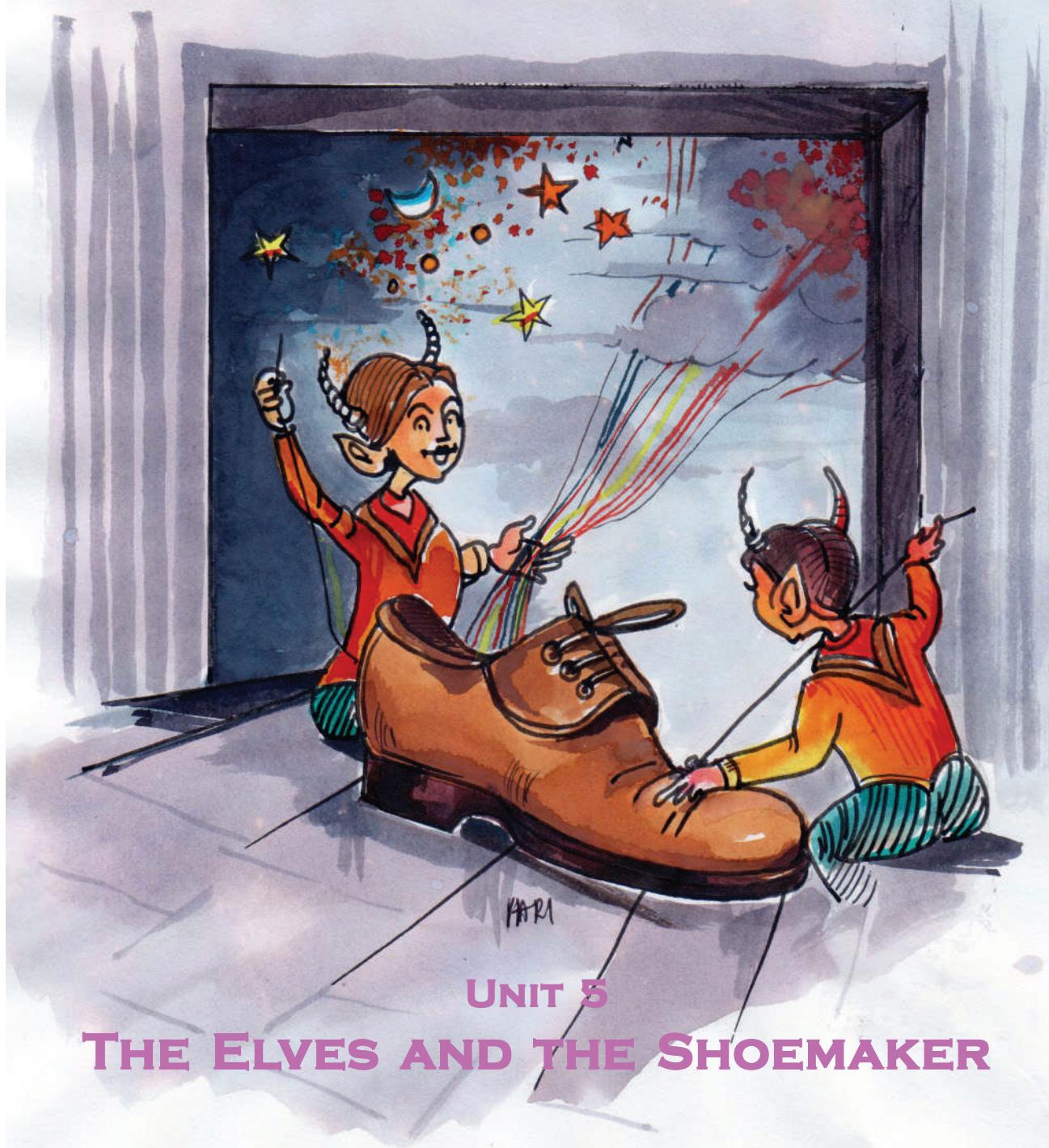


If the sentence in the picture is right, I can select the corresponding letter from the table below.

| | | | | | | | | | |
|---|---|---|---|----|---|---|---|---|---|
| 9 | 4 | 7 | 1 | 10 | 5 | 8 | 3 | 6 | 2 |
| E | N | H | G | L | T | E | A | W | I |

I got the word from the table above and can write the word in the table below.

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|



UNIT 5

THE ELVES AND THE SHOEMAKER



Unit at a Glance

The Elves and the Shoemaker

Prose

The Elves and the Shoemaker

Poem

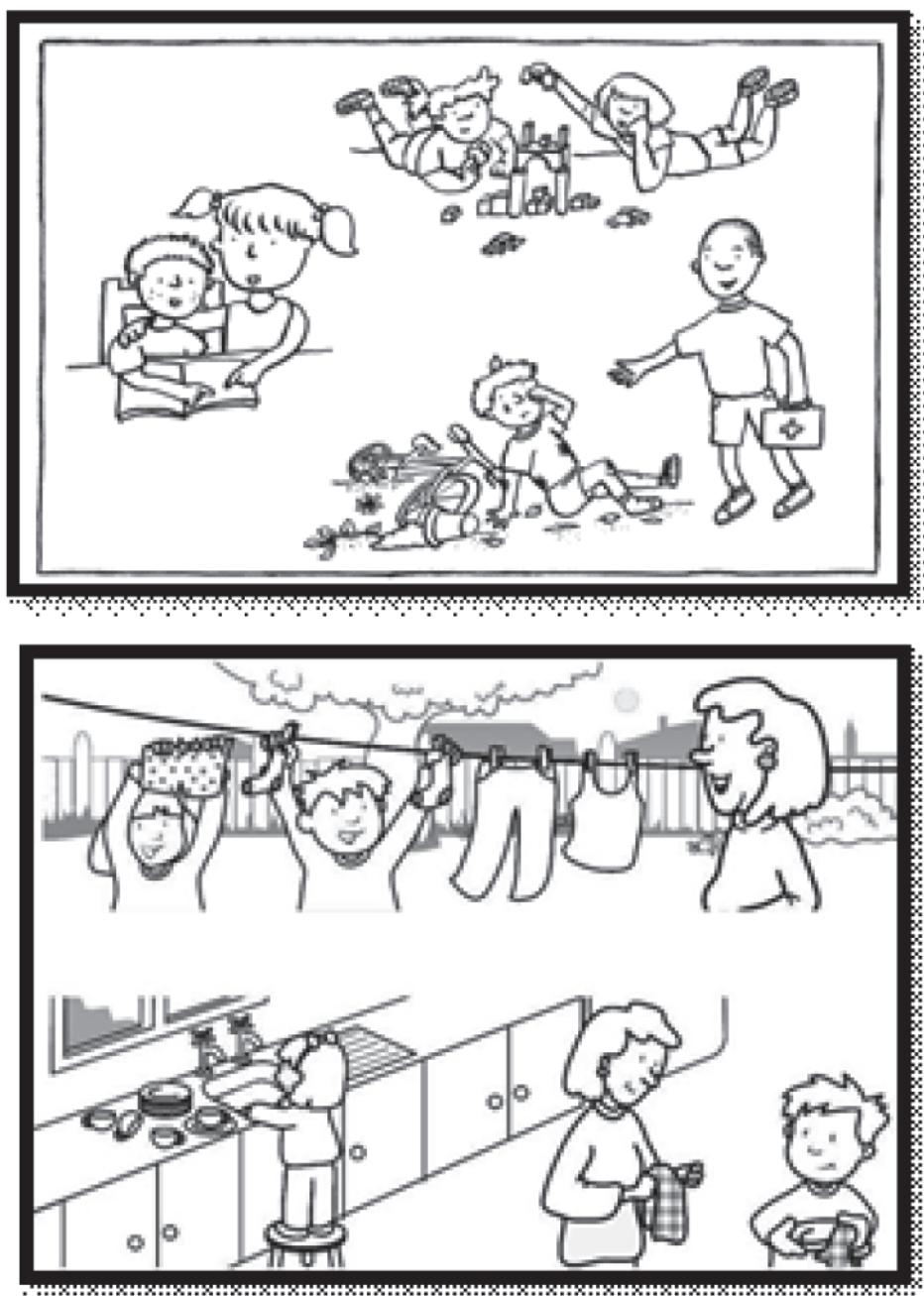
Work While You Work (M. A. Stodart)

Learning Outcomes

By learning this unit, the learners will be able to:

- read and understand words such as ‘recommend’, ‘scatter’, ‘leather’, ‘customer’, ‘pound’, etc.
- identify the theme of the poem and answer the questions given in the text.
- write short descriptions about various occupations.
- write short anecdotes.
- write simple stage instructions.
- understand and respond to simple questions.
- undertake language projects actively.
- do the activities in the Reader according to the instructions.
- express ideas in simple language.
- use prepositions in meaningful contexts.
- identify and use contracted forms like: ‘we'll’, ‘there're’, ‘let's’, etc.

Colour the pictures given below.



What are the children in the pictures doing?

Sit in pairs and discuss how you have helped others.

When you help others, do you expect anything in return from them?

Given below is a one-act play in which a poor shoemaker and his wife receives help when they wished to have it.

Read on.

The Elves and the Shoemaker

Characters:

Narrator

Shoemaker

Shoemaker's wife

Mr Thomas Boot

Customer 1

Customer 2

Customer 3

Two Elves



Scene I

The shoemaker's home. A large table which the shoemaker works at and a chair by it. On the table are scattered a knife, two hammers, four chisels, a few needles and a few pieces of leather. There is a large cupboard behind the table. The shoemaker is seated at the table and his wife is beside him. The narrator enters from the right side of the stage.)

Narrator: Hi friends! Do you know why I am here? I have a story to tell you. Once there lived a shoemaker and his wife in a little house on the edge of a wood. They were very, very poor and each day they grew poorer and poorer. At last there was nothing left in the house but leather for just one pair of shoes.

(The narrator exits.)



Shoemaker: No customer comes to us.

Shoemaker's wife: Our trade is failing. How shall we live?

(*A knock is heard on the door.*)

Shoemaker: It might be a customer.

Shoemaker's wife: At this hour?

(*She opens the door. The owner of the shop, Mr Thomas Boot enters.*)

Shoemaker: Good evening, sir. Please sit down.

Mr Boot: I'm here not to sit. You owe me a hundred pounds in rent.

Shoemaker's wife: We'll pay you in a month's time. Please be kind to us.

Mr Boot: Be kind? Not a chance. That's not my way.

Shoemaker: You've no heart sir!

Mr Boot: Pay up your rent in two weeks, or I will close down your shop.

(*Mr Boot exits.*)

Shoemaker's wife: We have to work hard. We must not lose our shop. We've to make more shoes.

Shoemaker: (*sadly*) That's what we cannot do. This leather will make just a pair of shoes. Tomorrow I will stitch it all together. I'm tired. I must sleep. Let's go to bed.

(*They exit.*)

(*Black out*)

What do you think is the reason for the troubles of the shoemaker? Do you think the shoemaker will be able to pay the rent in two weeks time? How?

Scene II

(The narrator enters.)

Narrator: But, while they slept, strange things happened. Some people came tip-toeing to their workshop. Who were they?

(The narrator exits.)

(Two elves enter. They move to the table, take the leather pieces and start stitching the shoes. They sing as they work. Their movements are in tune with the song. In the dim blue light they cannot be seen clearly.)

This is how we make a shoe

Snip! Snip! Snip! Snip! Sew!

Pull the thread right in and through

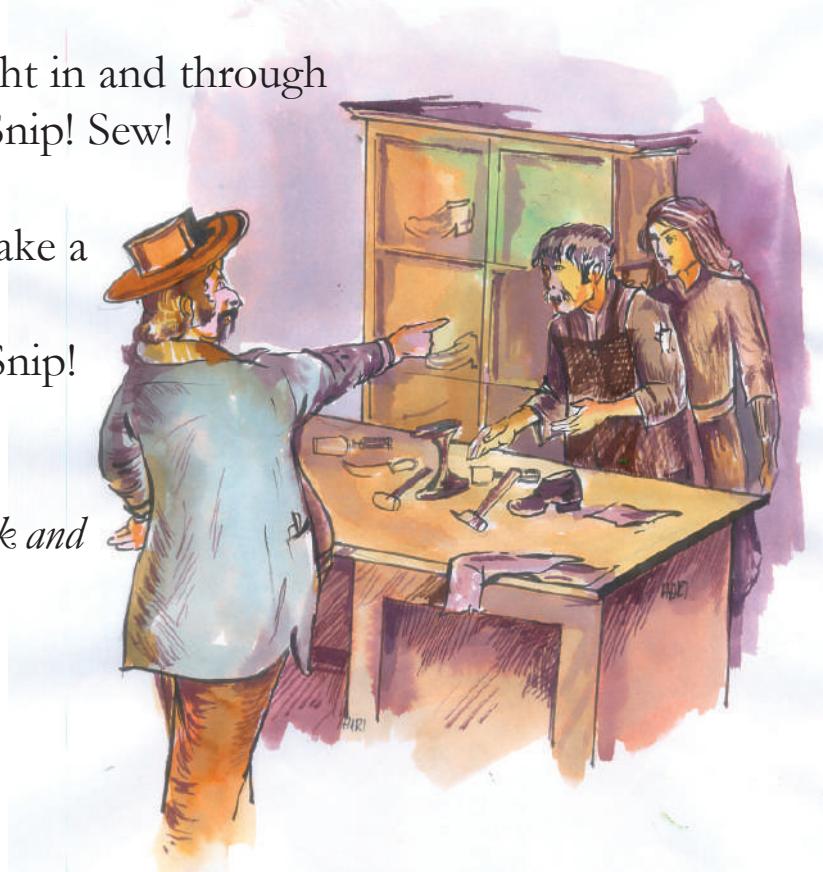
Snip! Snip! Snip! Snip! Sew!

This is how we make a
shoe

Snip! Snip! Snip! Snip!
Sew!

(They complete their work and go out.)

(Black out)



What made the elves help the shoemaker?
Where do you think the elves come from?



Scene III

(When the stage is lit, light falls on a pair of shining smart brown shoes kept on the table. The shoemaker and his wife enter. He sees the shoes and exclaims.)

Shoemaker: Wow! It's a miracle. The leather has been made into a pair of beautiful shoes!

Shoemaker's wife: (surprised) I can't believe this! Who made this?

(Customer 1 enters.)

Customer 1: I would like to have a pair of dark brown shoes. Do you have such a pair?

Shoemaker: Of course sir, we've one right there.

Customer 1: What size are those shoes?

Shoemaker: They're size ten, sir!

(He hands the shoes over to the customer. The customer tries them on.)

Customer 1: They're perfect. What's the price?

Shoemaker: Ten pounds.

Customer 1: Only ten pounds? But, they are so well made. I'll give you fifteen.

Shoemaker: Oh sir, that's very kind of you.

(Customer exits with the shoes.)

Shoemaker's wife: Fifteen pounds! We can buy leather for six pairs of shoes.

(The narrator enters.)

Narrator: The customer recommended the shoemaker to all his friends. The shoemaker bought more leather. And while they slept that night, the elves came.

(In the dim blue light enter two elves. They climb on the table and start working. They sing as they work.)



This is how we make a shoe
Snip! Snip! Snip! Snip! Sew!
Pull the thread right in and through
Snip! Snip! Snip! Snip! Sew!
With a tip tap here! And a tip tap there!
Here a tap! There a tap!
Everywhere a tap! tap!
This is how we make a shoe
Snip! Snip! Snip! Snip! Sew!

(Black out)

What made the customer pay more for the shoes?
Do you think that the elves' help will improve the shoemaker's condition?



Scene IV

(The next morning. Enter the shoemaker and his wife. They are surprised to see six pairs of shoes on the table.)

Shoemaker: Oh my! Six pairs of shoes!

Shoemaker's wife: Again? Wow, they are pretty too. Who is sewing all these shoes?

Shoemaker: I don't know what's going on.

(Customers enter the shop as soon as the shoemaker opens the door.)

Customer 2 (A woman): Oh, these are lovely shoes, dear! I would like to buy them.

Customer 3 (A man): Yes, they are. And look at these.

Customer 2: They look great!





Customer 3 (*A man*): (*looking at the shoemaker*) We'll take both these pairs.

Shoemaker: Of course. Thank you very much, Sir.

(*Exit Customers, shoemaker and his wife.*) (*The narrator enters.*)

Narrator: The shoemaker sold the shoes straight away. Days passed. Each day, the shoemaker bought more leather. And the next morning, he found new shoes. Soon, the shoemaker became rich.

(*The narrator exits. The shoemaker and his wife enter. Now, they are dressed in fine, costly clothes.*)

Shoemaker's wife: We must find out who is helping us!

Shoemaker: You're right! Let's stay up one night and find out who does it all.

Shoemaker's wife: We must give him a gift.

Shoemaker: Let's give him a good feast.

Shoemaker's wife: Definitely.

(*Black out*)

Will the elves make shoes forever?

What will the shoemaker do if the elves stop coming?

Scene V

(The shoemaker's wife lays the table with food and drink. Then, she and the shoemaker hide in the cupboard. The light dims out.)

(The narrator enters.)

Narrator: They stayed awake. One hour went by and a few more. The clock struck two. Then three. Then four. Suddenly they came, the two little elves.

(Two elves enter. They sit on the table and start working. The shoemaker and his wife peep from the cupboard.)





(Elves sing.)

This is how we make a shoe

Snip! Snip! Snip! Snip! Sew!

This is how we make a shoe

Snip! Snip! Snip! Snip! Sew!

(The shoemaker and his wife come out of the hiding place and greet the elves.)

Shoemaker: We don't know how to thank you. The shoes you make are just the best.

Shoemaker's wife: How do you work so quickly and make such beautiful shoes?

Elf 1: We just work. Helping others is our pleasure.

Elf 2: But we cannot do it anymore now. There are others like you who are in need. We're going to them from tomorrow onwards.

Elf 1: Yes this will be our final visit and this our final shoe.

Shoemaker: Won't you come from tomorrow onwards?

Shoemaker's wife: But why?

Elf 1: We helped you when you were in need. Now, you can work hard and live happily.

(The shoemaker moves to the side of the room with his wife.)

Shoemaker: *(angrily)* What did they say? I'll not let them go....

Shoemaker's wife: But...they will be leaving today.

Shoemaker: *(pointing at the elves at work)* Look ...they're making beautiful shoes! I can't make such perfect shoes...I've only one way left....

Shoemaker's wife: *(surprised)* What's that?

Shoemaker: I'll never let them go....I'll make them my slaves.... Go and close all the doors and windows....



Shoemaker's wife: (*moves closer to her husband, holds his hands together*) Don't you remember those days...we couldn't pay the rent...those days of insult.... even without food.

Shoemaker: We'll go back to those days, if they stop coming.

Shoemaker's wife: No dear, it'll never happen. They've helped us... a lot... made us rich... we shouldn't be this greedy. Greedy people can never be happy....

Shoemaker: (*thoughtful*) Yes, I shouldn't be that greedy.... I should be thankful....

(*The shoemaker and his wife look at the elves.*

The elves finish their work and handover the shoes to the shoemaker.)





Elf 1: This is our last shoe... we're leaving.

Shoemaker's wife: We'll always be thankful to you.

Shoemaker: We will work hard and live.

Shoemaker's wife: You taught us how to make marvellous shoes.... And you are leaving now.

Shoemaker: This is your last visit.... Let's have our dinner.

(The shoemaker hands the food and drink to the elves. They eat and drink merrily.)

Shoemaker's wife: We'll keep your memory alive.

(They move towards the window.)

Elf 1: Thank you so much. The food and the drink was good.

Elf 2: Your shop is famous now. Work hard and you'll have good fortune forever.

(Exit the elves. The shoemaker and his wife wave them goodbye.)

(The narrator enters.)

Narrator: The elves skipped through the window and disappeared. They never came back. The shoemaker and his wife worked hard and they lived happily ever after.

(Black out)

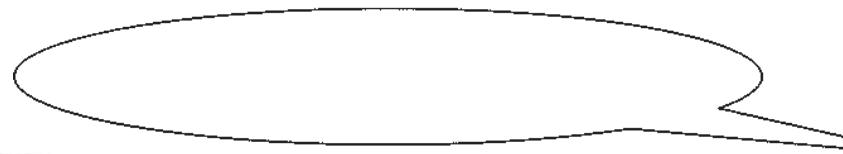
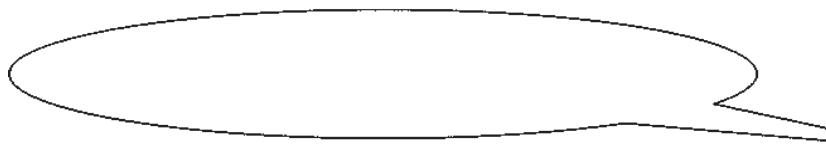
Why did the shoemaker decide to make the elves his slaves?

Why did he change his decision?



Let's talk

'Pay up your rent in two weeks or I will close down your shop,' said Mr Boot and departed. But, when he came back, the shoemaker had become a successful shoe merchant. The shoemaker welcomed him and they had a conversation. Write down the possible conversation between the shoemaker and Mr Boot.



Look at the given picture.



What is the boy in the picture doing?
What do you think of it?
Is this a healthy habit?

Read the following poem:

Work While You Work

Work while you work,
Play while you play;
One thing each time,
That is the way.

All that you do,
Do with your might;
Things done by halves
Are not done right.



M. A. Stodart

How does the speaker in the poem ask us to work?
What does the speaker in the poem say about things half done?
What idea do you get from the first two lines of the poem?



ACTIVITY 1

Read the following stage directions given in the play:

In the dim blue light, enter two elves. They climb on the table and start working. They sing as they work. Their movements are in tune with the song. But they cannot be seen clearly.

This is one of the stage directions given in the play. Pick out more stage directions from the play and write them in the given space.

Read the story given below.

A Bag of Oranges

An old woman was walking along the road. She carried a paper bag full of oranges for her grandchildren. Suddenly she stumbled over a stone and fell down. The oranges rolled over the road and lay scattered around. A boy who saw this came running.

Helping the woman get up, he asked, 'Are you okay?'

'I'm alright, child. But my oranges...', she said.

'Don't worry. I shall pick them up for you.' the boy said.

He picked up the scattered oranges. Putting them into her bag he handed it over to her.

Taking an orange from the bag, the old woman said smiling, 'Have this, my child.'

The boy too smiled and took the orange from her.



Given below is a script of the story. Rewrite the story in the form of a skit. Give suitable stage directions also.

A Village Road

(An old woman enters with a paper bag.)

Boy: Are you okay?

Woman: I'm alright, child. But my oranges

Boy: Don't worry. I shall pick them up for you.

The boy picks up the oranges and

(The woman

Woman: Have this, my child.

Boy

(They

Now, enact the skit in your class.

ACTIVITY 3

Match the dialogues and write them in the space provided.
One is done for you.

We'll pay you in a month's time. Be kind.

1



That's what we cannot do.



We've to work hard. We must not lose our shop.

2



Be kind? Not a chance. That's not my way.



Wow! It's a miracle. The leather has been made into a pair of beautiful shoes.

3



We'll always be thankful to you.



4

Ten pounds.



Yes, this will be our final visit and this our final shoe.



5

But, we can't do it anymore.
There're others in need. We're
going to them.



I can't believe this!
Who made these?



6

This is our last shoe. We are
leaving.



Only ten pounds?
But they are so well made.
I'll give you fifteen.



1. Shoemaker's Wife: We'll pay you in a month's time. Please be kind to us.
Mr. Boot: Be kind? Not a chance. That's not my way.

2. _____

3. _____



4. _____

5. _____

6. _____

ACTIVITY 4

Complete the table given below:

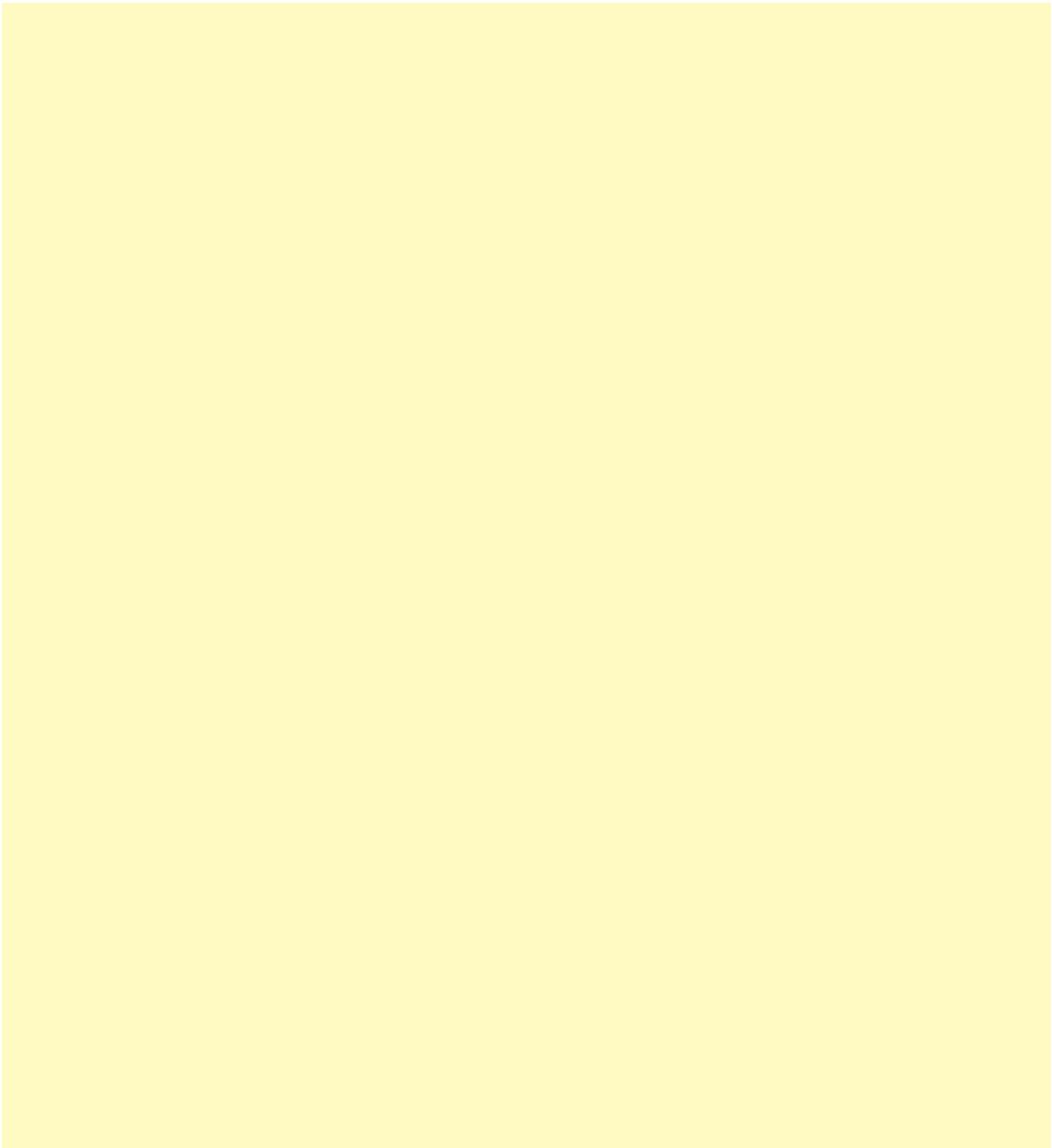
| Long Form | Short Form |
|-----------|------------|
| We are | We're |
| | That's |
| We will | |
| | I'm |
| I cannot | |
| | Let's |
| We have | |

Find out and write more short forms used in the play.



ACTIVITY 5

With the money they got, the shoemaker and his wife bought more leather. One day they saw an advertisement on the wrapper in which the leather was packed. They thought of advertising their shoes. Prepare an advertisement for their shoes.



ACTIVITY 6

Look at the picture of the shoemaker's room.



Now, complete the sentences choosing words from the box. One is done for you.

1. There's a knife **on the table**.
2. There are two hammers _____.
3. There's a flower pot _____.
4. There's a cat _____.
5. There's a kitten _____.
6. There is a pair of shoes _____.
7. There's a picture _____.
8. There's a clock _____.
9. There're a few books _____.
10. There's a chisel _____.

on:

- the table
- the wall
- the floor

in:

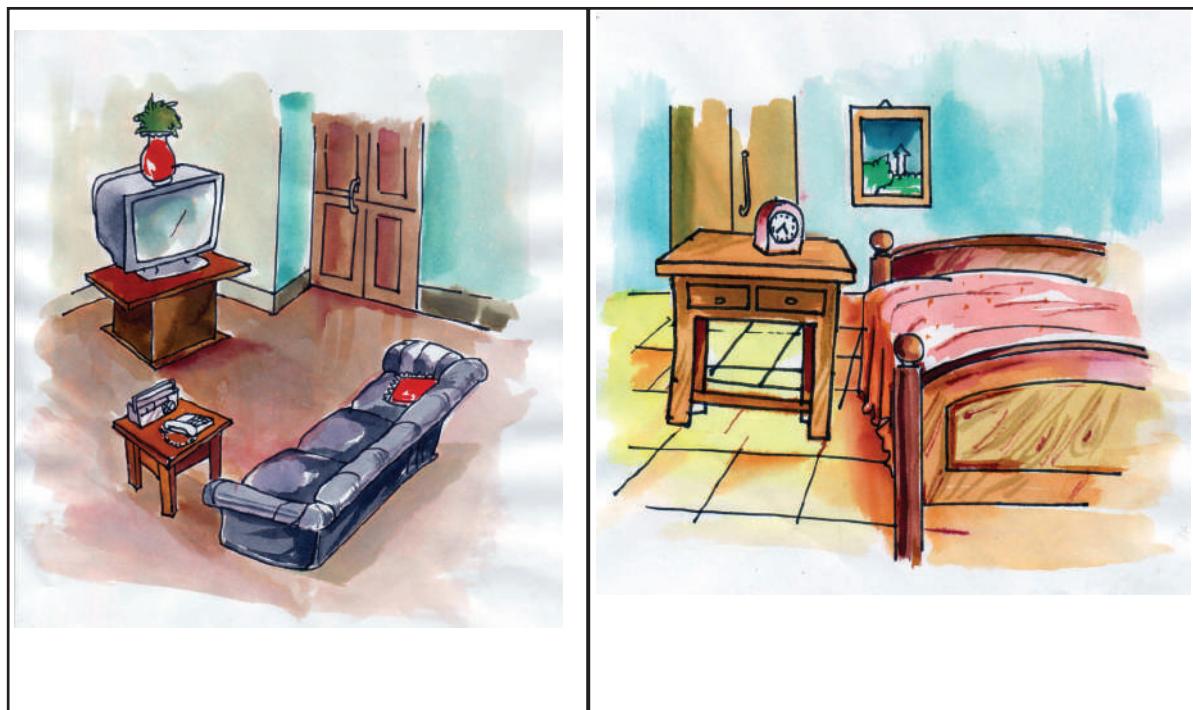
- the shelf
- the corner of the room

under:

- the stool
- the table

ACTIVITY 7

Look at the picture given below and describe where each object is. One is done for you.



Now, choose one item from each box and join them to form meaningful sentences based on the pictures given above.

| | | |
|------------------------|--------------------|---------------|
| There is a table | | near the bed. |
| There is a clock | | on the wall. |
| There is a phone | in the living room | on the table. |
| There is a picture | in the bedroom | on the stool. |
| There is a flower vase | | on the TV. |



Rewrite the sentences in the given space. One is done for you.

There is a table **in the bedroom** near the bed.

There is a clock _____.

There is a phone _____.

There is a picture _____.

There is a flower vase _____.

ACTIVITY 8

Read the following dialogue from the play:

Customer 1: I would like to have a pair of dark brown shoes.

Do you have such a pair?

Shoemaker: Of course sir, we've one right there.

Customer 1: What size are those shoes?

Shoemaker: They're size ten, sir!

What do the customers ask?

Make sentences from the table and write them in the space given below.

| | |
|----------------------|----------------|
| How much is | that bag? |
| That's | those shoes. |
| What size is | that camera? |
| Can I take a look at | this jacket? |
| I'll take | too expensive. |





PROJECT WORK

The shoemaker and his wife work hard to make their living.
There are different kinds of jobs that people do to make a living.

Let's conduct a survey. Given below is a table you might find useful.
Frame questions to get the information you need to fill in the table.

| Name | Occupation | Place of work | Time of work |
|------|------------|---------------|--------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Questions:

-
-
- How long do you work a day?
-
-

Complete the table and prepare a short description of the jobs based on the information you have gathered.



MY WORDS



There are ten things in the picture. Find them in the word square.

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

I CAN



The following are dialogues of a few characters in the play. Identify the character who utters them. Identify the dialogues and write them in the space provided. One has been done for you.

1. She said that their trade was failing. She worried how they would live.

Character: The shoemaker's wife

Dialogue: Our trade is falling. How shall we live?

2. He ordered the shoemaker to pay the rent in two weeks.

Character: _____

Dialogue: _____

3. He asked for a pair of dark brown shoes.

Character: _____

Dialogue: _____

4. He said that they did not know how to thank the elves. The shoes the elves made were the best.

Character: _____

Dialogue: _____

5. He said that helping others was their pleasure.

Character: _____

Dialogue: _____

6. He said that he would make the elves his slaves.

Character: _____

Dialogue: _____

7. She told the shoemaker that greedy people could never be happy.

Character: _____

Dialogue: _____