

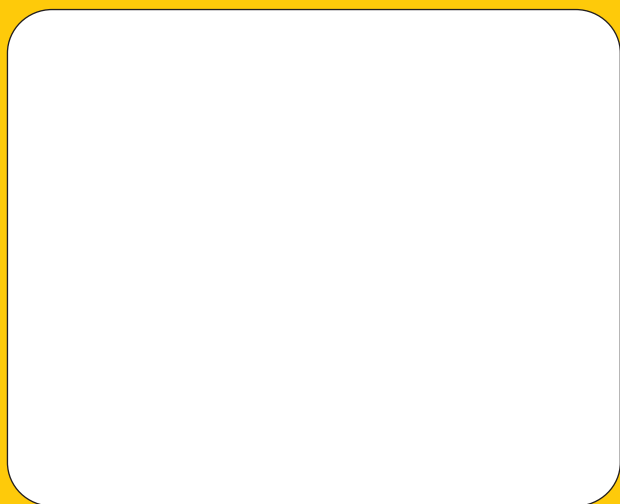
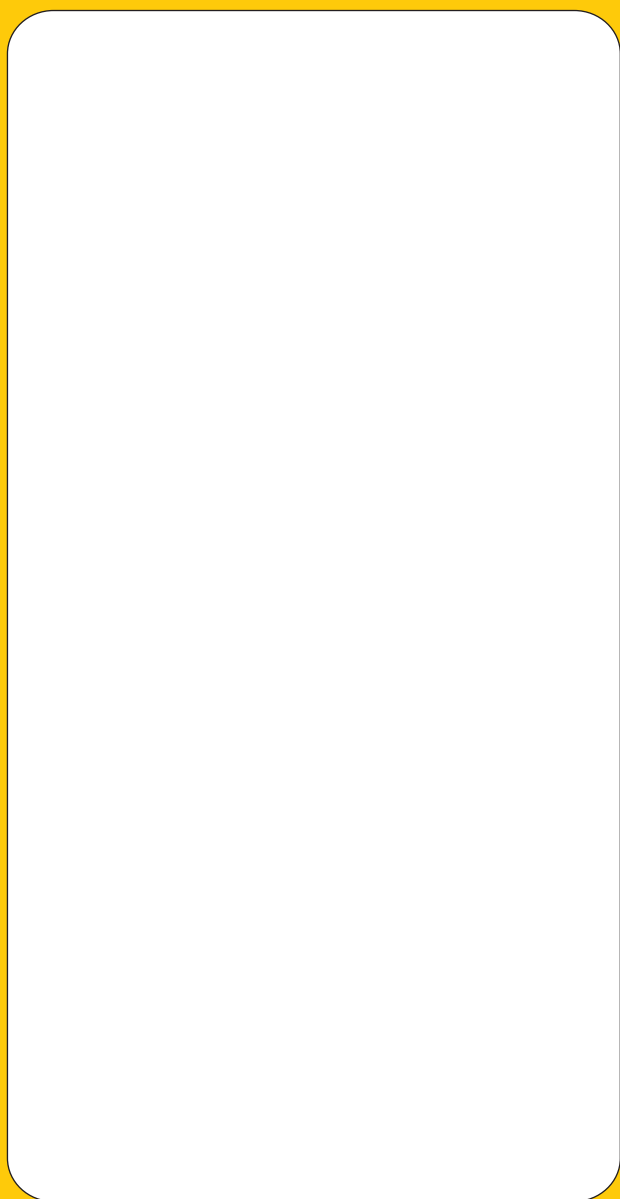
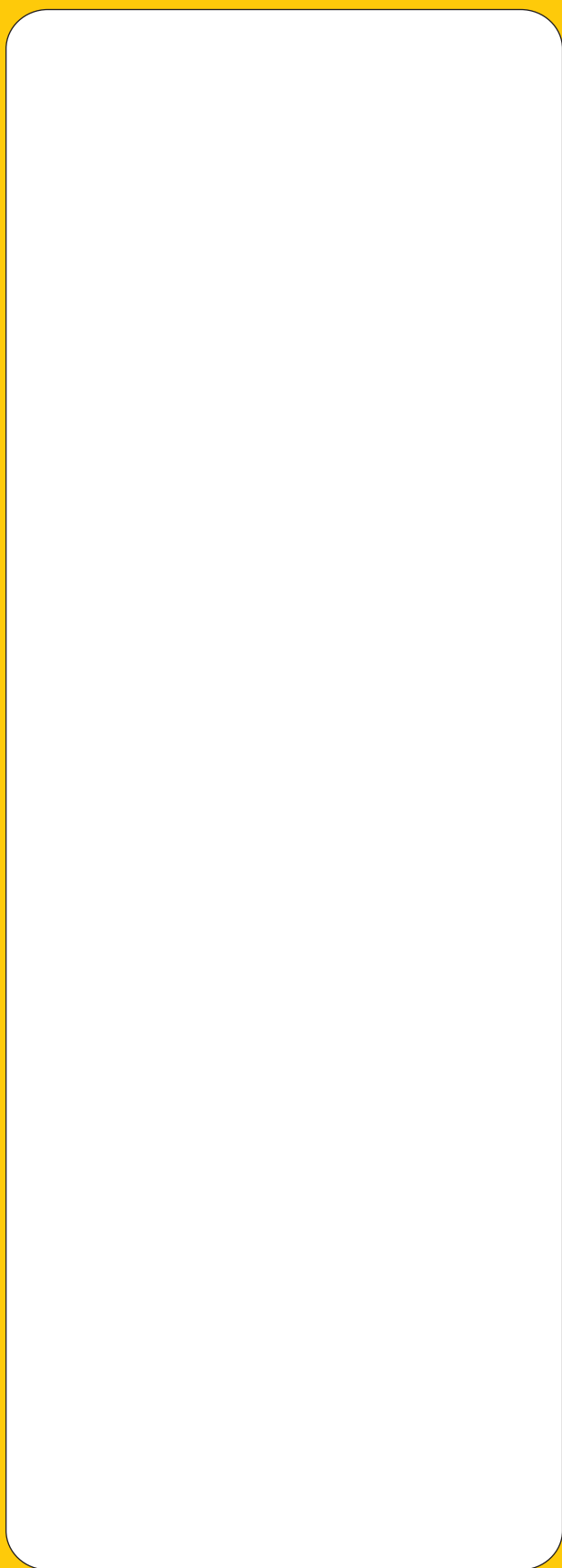
# Condensed Course

## English Class Level : 3 - 4

Free Distribution in all Government Schools



State Institute of Educational Research and Training (SIERT)  
Udaipur, Rajasthan



# आमुख

राज्य में निःशुल्क एवं अनिवार्य बाल शिक्षा का अधिकार अधिनियम अप्रैल 2010 से लागू हो चुका है। उक्त अधिनियम के अनुसार 6 से 14 वर्ष के बालक-बालिकाओं को प्रारंभिक शिक्षा उपलब्ध कराना राज्य सरकार का दायित्व है तथा शिक्षा से वंचित बालक-बालिकाओं को कक्षा के अनुरूप सीखने के समान स्तर पर लाने हेतु विशेष प्रशिक्षण की व्यवस्था कराना आवश्यक है। इसी उद्देश्य से राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान द्वारा शिक्षा से वंचित बालक-बालिकाओं को शिक्षा की मुख्यधारा से जोड़ने हेतु इन संघनित पाठ्यपुस्तकों को तैयार किया है। इन पुस्तकों को तैयार करते समय पिछली कक्षाओं के पाठ्यक्रम तथा दक्षताओं का ध्यान रखा गया है।

5 से 6 साल की उम्र होने पर बच्चे औपचारिक शिक्षा प्राप्त करना आरम्भ करते हैं। वर्षों से स्कूली शिक्षा के पाठ्यक्रम आयु और कक्षाओं की निश्चित संगति के अनुसार बनाए जाते रहे हैं। शिक्षा के अधिकार अधिनियम के संदर्भ में हमारे स्कूलों में ऐसे बच्चे प्रवेश ले रहे हैं जो स्कूली शिक्षा प्रारम्भ करने की सामान्य आयु से 2 से 7 वर्ष तक बड़ी आयु के हो सकते हैं। इन बच्चों को आयु के अनुसार सीधे ही आयु अनुरूप कक्षा में नामांकित किया जाएगा। इन बालकों का भाषाई कौशल व व्यावहारिक ज्ञान आरंभिक कक्षाओं के सामान्य बच्चों से उच्चतर होता है। इसी धारणा को ध्यान रखते हुए इन बच्चों के लिए विभिन्न विषयों की पाठ्यसामग्री तैयार की गई। अपेक्षा यह है कि बच्चे एक पुस्तक में सम्मिलित अवधारणाओं-कौशलों को अपनी आयु एवं स्तर के अनुसार 3 से 6 माह की अवधि में अर्जित कर सकेंगे। इससे उनकी सीखने की गति भी बढ़ेगी।

प्रस्तुत पुस्तक को सर्वांग परिपूर्ण बनाने का पूरा-पूरा प्रयास किया गया है। राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान (एस.आई.ई.आर.टी.), उदयपुर इस पुस्तक के विकास में सहयोग के लिए एन.सी.ई.आर.टी. नई दिल्ली, राजस्थान पाठ्यपुस्तक मण्डल जयपुर, लेखकों, समाचार पत्र-पत्रिकाओं, पुस्तकों के संपादकों, प्रकाशकों तथा विभिन्न वेबसाइट्स के प्रति आभार व्यक्त करता है। हमारे पर्याप्त प्रयासों के बावजूद किसी लेखक, प्रकाशक, संस्थान आदि का नाम छूट गया हो तो हम उनके भी आभारी हैं।

पाठ्यपुस्तक की गुणवत्ता की अभिवृद्धि के लिए श्री नरेशपाल गंगवार, शासन सचिव स्कूल शिक्षा, डॉ. जोगाराम, आयुक्त राजस्थान प्रारंभिक शिक्षा परिषद्, जयपुर, निदेशक



प्रारंभिक एवं निदेशक माध्यमिक शिक्षा राजस्थान सरकार का मार्गदर्शन संस्थान को सतत प्राप्त होता रहा है। एतदर्थ संस्थान आभार व्यक्त करता है।

इस पाठ्यपुस्तक का निर्माण यूनिसेफ के वित्तीय एवं तकनीकी सहयोग से हुआ है जिसके लिए संस्थान आभारी है।

मुझे आशा है कि राजस्थान राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान उदयपुर द्वारा तैयार कराई पाठ्यसामग्री शिक्षा से वंचित वर्ग के बालक-बालिकाओं में कक्षानुसार दक्षता विकसित करने में तथा उन्हें शिक्षा की मुख्यधारा में जोड़ने में उपयोगी सिद्ध होगी।

### निदेशक

राजस्थान राज्य शैक्षिक अनुसंधान  
एवं प्रशिक्षण संस्थान, उदयपुर





# List of Contributors

- Patron** : Rukmani Riar, Director, SIERT, Udaipur
- Co-patron** : Subhash Sharma, HOD,  
Curriculum & Evaluation Department
- Chief coordinator** : Vanita Vagrecha, Lecturer, SIERT, Udaipur
- Coordinator** : Hemlata Menariya, Sr. Lecturer, SIERT, Udaipur
- Writers** : Ramakant Sharma, Principal, GSSS, Maharoli, Sikar  
Manoj Dadhich, Sr. Teacher, GSS, Kaliwas, Udaipur  
Damodar Lal Kabra, Retd. Principal, Chittorgarh  
Poonam Saxena, Sr. Lecturer, SIERT, Udaipur  
Gaurav Goswami, Teacher, UPS, Bhundwas, Rajsamand  
Rahul Gupta, Teacher, UPS, Chauki Jarel, Jhalawar  
Sunita Gulati, Teacher, UPS, Shobhasar, Bikaner  
Virangana Meena, Teacher, KGBB, Deogarh, Rajsamand  
Satyanarayan Sharma, Lecturer, Sr. Sec., Bari, Dholpur  
Dr. Richa Joshi, Lecturer, Sr. Sec., Vallabhnagar, Udaipur
- Layout & Design** : Dr. Jagdish Kumawat, Lecturer, SIERT, Udaipur  
Rajaram Vyas, Lecturer (Retd.), SIERT, Udaipur
- Technical Support** : Hemant Ameta, Lecturer, SIERT, Udaipur
- Graphic Designing** : Seema Printers & Stationers, Udaipur

## शिक्षकों से...

सामान्यतया बालक—बालिकाएँ 5—6 वर्ष की उम्र होने पर विद्यालय में प्रवेश लेकर शिक्षा प्रारम्भ करते हैं। वे पढ़ते व सीखते हुए वर्ष पर्यन्त पाठ्यक्रम को पूरा कर के आगे की कक्षाओं में बढ़ते रहते हैं।

औपचारिक शिक्षा का पाठ्यक्रम निश्चित आयु व निश्चित कक्षानुसार बनाया जाता है। परन्तु अब शिक्षा अधिकार अधिनियम के नूतन संदर्भ में हमारे स्कूलों में ऐसे विद्यार्थी प्रवेश ले रहे हैं जो या तो स्कूली शिक्षा प्रारंभ करने की सामान्य आयु से बड़े हैं या बीच में ही पढ़ाई छोड़कर पुनः प्रवेश ले रहे हैं। इन विद्यार्थियों की उनकी आयु के अनुसार सीधे ही बड़ी कक्षाओं में नामांकित किया जा रहा है। अतः इन विद्यार्थियों के सीखने—सिखाने एवं यथाशीघ्र उनकी आयु व कक्षा के अनुरूप शैक्षिक स्तर पर लाने हेतु विशेष शिक्षण सामग्री का निर्माण किया जाना आवश्यक है।

बड़ी आयु के विद्यार्थियों की मानसिक योग्यता भाषाई कौशल, व्यवहारिक ज्ञान प्रारम्भिक कक्षाओं के सामान्य बालको के स्तर से उच्च स्तर का है। अतः पढ़ना—लिखना सिखाने व पठन—लेखन की दक्षताओं के माध्यम से विषयों के अध्ययन हेतु कौशल अर्जित करने के लिये निर्धारित पाठ्यक्रम पर कार्य करना आवश्यक है। जिससे उच्चतर भाषाई दक्षता परिवेशीय अनुभव के आधार को ध्यान में रखते हुए इन विद्यार्थियों के लिये पाठ्यसामग्री का निर्माण किया गया है।

विशेष पाठ्यसामग्री का निर्माण एन.सी.एफ.2005 में निहित राष्ट्रीय पाठ्यचर्चा की रूपरेखा एवं राज्य शैक्षिक अनुसंधान एवं प्रशिक्षण संस्थान, उदयपुर द्वारा निर्मित पाठ्यक्रम के आधार पर किया गया।

अतः अपेक्षा है कि विद्यार्थी पाठ्यपुस्तकों में समाहित अवधारणाओं एवं भाषाई कौशलों को अपनी आयु एवं स्तर के अनुसार 3 से 6 माह की अवधि में प्राप्त कर सकेंगे।

संघनित पाठ्यपुस्तकों का विभाजन कक्षा 1 व 2 के स्तर हेतु एक पुस्तक, कक्षा 3 के स्तर हेतु एक पुस्तक, कक्षा 3 से 4 के स्तर हेतु एक पुस्तक व कक्षा 3 से 5 तक के स्तर हेतु एक पुस्तक, इस प्रकार से प्राथमिक स्तर पर कुल चार पुस्तकों का निर्माण किया गया है। उच्च प्राथमिक स्तर पर कक्षा 3 से 6 तक एक पुस्तक एवं कक्षा 3 से 7 तक एक पुस्तक का निर्माण किया गया है इस प्रकार से कुल छः पुस्तकों का निर्माण किया गया है एवं इन पुस्तकों को संघनित पाठ्यपुस्तक नाम दिया है।

इन सभी पाठ्यपुस्तकों में अधिकांश पाठों का चयन वर्तमान में चल रही अंग्रेजी विषय की पाठ्यपुस्तकों एवं निर्धारित पाठ्यक्रमानुसार किया गया है, जिससे कि विद्यार्थियों में सुनने, बोलने, पढ़ने, लिखने व व्याकरण के कौशलों का विकास कर उन्हें स्तरानुकूल अधिगम कराया जा सके चूंकि ये विद्यार्थी बोली में भाषायी समझ व कौशलों से सम्पूर्ण होते हैं लेकिन अंग्रेजी की मानक शब्दावली उनके वर्ण एवं ध्वनियों के सटीक उच्चारण एवं अंग्रेजी शब्दों के सही उच्चारण, उनके अर्थ एवं लिखने एवं बोलने में सही वाक्यों के प्रयोग, से अनभिज्ञ होते हैं। इस हेतु प्रत्येक पुस्तक में पाठों की संख्या को सीमित रखते हुए अंग्रेजी भाषा के कौशलों के मौखिक एवं लिखित अभ्यास हेतु विभिन्न गतिविधियाँ समाहित की गई है जिनके सही पर्याप्त एवं समयबद्ध अभ्यास से विद्यार्थी लाभान्वित हो सकते हैं।

नवीन शब्दों के सही उच्चारण, उनके अंग्रेजी एवं हिन्दी अर्थों के साथ-साथ पर्याप्त अभ्यासमाला में (Activities) दी गई है। साथ ही व्याकरण के विभिन्न अंशों यथा— prepositions, articles, connectives, tenses, active voice, passive voice, personal pronouns, 'wh' questions, yes/ no' type questions एवं अन्य वाक्य संरचनाओं से संबंधित अध्यास हेतु सामग्री दी गई है। जिनके अभ्यास हेतु आपका सहयोग अपेक्षित है।

अंग्रेजी भाषा के लिखित अभ्यास हेतु composition writing हेतु पाठों में वांछित स्थलों पर सरल गतिविधियाँ दी गई हैं जिन्हें विद्यार्थी स्वयं कर सकते हैं। या आपकी सहायता से और अधिक सही ढंग से कर सकते हैं। अतः आपसे इस क्षेत्र में भी वांछित सहयोग की अपेक्षा है।

पुस्तकों के लेखन के दौरान विद्यार्थियों के सतत् एवं व्यापक मूल्यांकन को दृष्टिगत रखा गया है इसके लिये राज्य में प्रचलित मूल्यांकन के दस्तावेजों को संधारित किया जाना अपेक्षित है ताकि इस दौरान शिक्षक सीखने-सिखाने की प्रक्रिया में विद्यार्थियों को स्थिति, प्रगति एवं आवश्यकताओं का समुचित आकलन कर योजना तैयार करके कार्य कर सकें।

शिक्षक एवं अभिभावकों से यह अपेक्षा है कि वे विद्यार्थियों को सीखने-सिखाने की इस प्रक्रिया एवं भाषाई कौशलों के विकास तथा कक्षा के स्तरानुसार अधिगम कराने में पूर्ण सहयोग प्रदान करें ताकि विद्यार्थी लिखित व मौखिक भाषाई उपयोग की दृष्टि से समृद्ध हो सकें।

# Contents

S.No.	Name of the Lesson	Page No.
1.	A Thank You Prayer	1-5
2.	Smile with a Blessing	6-12
3.	Birds' Paradise	13-20
4.	A Brave Tribal Girl	21-29
5.	A Visit to the Camel Fair of Pushkar	30-39
6.	A Railway Station	40-57
7.	Our Environment	58-64

# 1

## A Thank You Prayer

### Discuss (Warm up activity)

1. What do you say to your friend when he/she helps you?
2. What things do your mother and father do for you?
3. What should we say to our parents for the things they give to us?
4. What should we say to God for the things He gives to us?

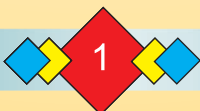
### Lets read the poem

For milk to drink and food to eat,  
For eyes and ears and hands and feet,  
Thank you God.

For Mother, Father and their care,  
For our house and clothes to wear,  
Thank you God.

For friends with whom I run and play,  
For sun and rain and night and day,  
Thank you God.

For all the things you give to me,  
Help me to always thankful be,  
Thank you God.



## GLOSSARY:

**sun** : A star that shines in the sky during the day

सूर्य

**care** : concern, an act of keeping safe

देखभाल

**sunlight** : The light and heat from the sun

रोशनी, धूप

## ACTIVITY - 1

### A. Answer the following questions:

1. Whom does the poet thank in this poem?
2. Why does the poet thank God in this poem?
3. What help does the poet want from God?
4. With whom does a child run and play?

### B. Say whether the following statements are True and False:

- |  |          |
|--|----------|
| 1. We should thank God for sun and rain. | (      ) |
| 2. Our parents take care of us.          | (      ) |
| 3. We should play with our friends.      | (      ) |
| 4. God gives us everything we want.      | (      ) |

## ACTIVITY - 2

### Rhyming words:-

#### 1. Match the following rhyming words:-

eat	gain
care	day
play	sun
run	feet
rain	wear



## LET'S SPEAK :-

### 2. Pronounce the following words correctly :-

1. look      took      cook      shook
2. wool      fool      school      tool
3. pain      rain      train      plain
4. sound      ground      bound      found

### 3 Fill in the blanks with words opposites in meaning :-

1. h.....



c.....d



2. t.....



s.....t



3. f.....t



t.....n



4. d.....



n.....ht



5. f.....t.....e.....



m.....t.....er



### 4. Write the plural forms of the nouns :-

1. book .....
2. child .....
3. glass .....

4. tree .....

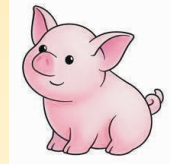
5. mango .....

**5. Match the animals with their young ones.**

tiger



piglet



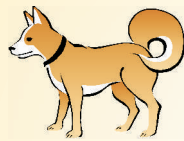
cow



puppy



dog



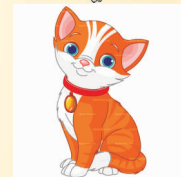
calf



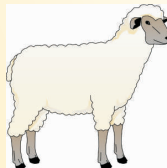
horse



kitten



sheep



kid



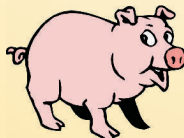
cat



cub



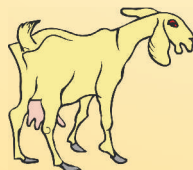
pig



colt



goat

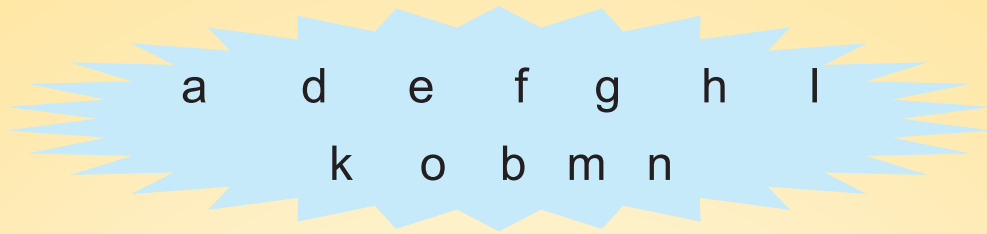


lamb





6. Make new words by using following letters:-



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

7. Make a list of the things God has given to us :

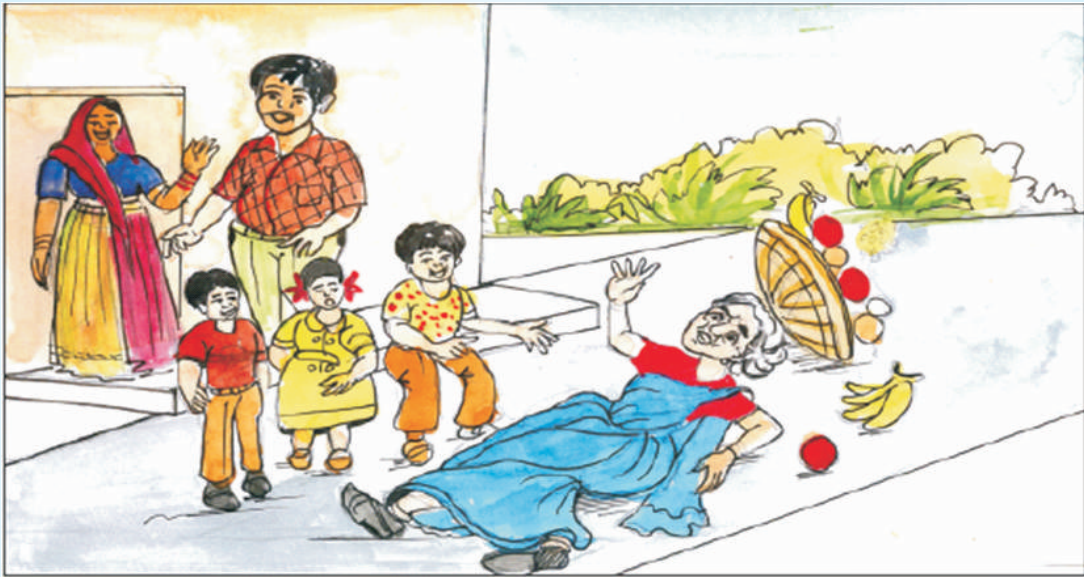
.....
.....
.....
.....
.....

## 1

# Smile with a Blessing

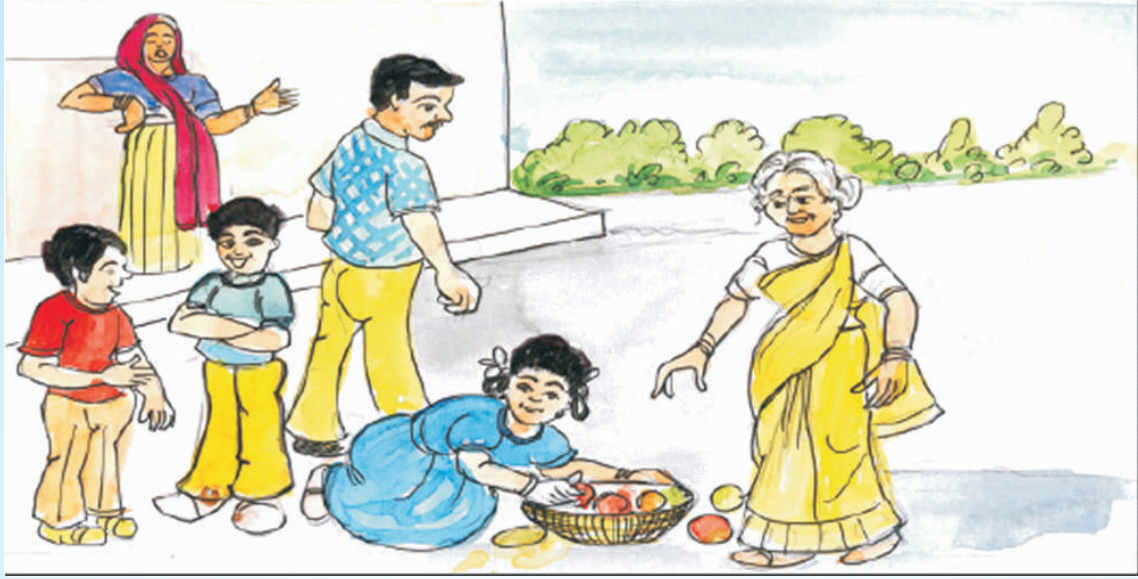
**Now, let's read this story :**

An old lady was going to market. She was carrying a basket of fruits. On the way, she stepped on a banana peel and fell down.



People started laughing at her. All her fruits scattered on the ground.





Meena helped the old lady to stand. She picked up all the fruits and put them into the basket. Meena threw the banana peel into the dustbin.

"Oh! Thank you so much. May God bless you!" said the old lady.

## Glossary

lady	(लेडि)	औरत
market	(माकिट)	बाज़ार
peel	(पील)	छिलका
fruit	(फ्रूट)	फल
scattered	(स्कैटड)	बिखर गये
ground	(ग्राउण्ड)	मैदान
stand	(स्टेण्ड)	(यहां) उठने में मदद करना
picked	(पिक्ट)	उठाया
dustbin	(डस्टबिन)	कचरा पात्र
bless	(ब्लेस)	खुश रखना/भला करना

## Activity - 1

**Write T for true and F for false.**

1. The old lady was going to the temple. ( )
2. The old lady was carrying a basket of fruits. ( )
3. The old lady stepped on a banana peel and fell down. ( )
4. People did not laugh at the old lady. ( )
5. Meena helped the old lady. ( )

## Activity - 2

**Answer the following questions in brief.**

1. Where was the old lady going?  
.....
2. What was the old lady carrying?  
.....
3. Who laughed at the old lady?  
.....
4. Where were the fruits scattered?  
.....
5. How did Meena help the old lady?  
.....

## Activity - 3

**Arrange the jumbled letters to make meaningful words.**

- i. waht .....
- ii. wehn .....
- iii. werhe .....
- iv. wihch .....



## Activity - 4

Match pictures with words.

eating	playing	laughing	carrying
skipping	digging	watering	hiding



## Activity - 5

**Break the following words into two meaningful words.  
One has been done for you.**

inside	in	side
outside	.....	.....
sunlight	.....	.....
toothpaste	.....	.....
tubelight	.....	.....
bathroom	.....	.....
nailcutter	.....	.....
lunchbox	.....	.....
classroom	.....	.....
policeman	.....	.....
milkman	.....	.....

## Activity - 6

**Make new words by adding '.....ly'.**

1. She ..... (sudden) stepped on a banana peel.
2. She ..... (quick) fell down from steps.
3. People started laughing.....(loud) at her.
4. Meena helped the old lady to stand .....(bold).
5. 'Oh! Thank you so much' said the old lady .....(soft).



### Activity - 7

Listen to the various names of fruits and vegetables in the box given below. Write 'F' for fruits and 'V' for vegetables in the given space.

apple	<input type="text"/>	banana	<input type="text"/>	lady finger	<input type="text"/>
grapes	<input type="text"/>	potato	<input type="text"/>	orange	<input type="text"/>
tomato	<input type="text"/>	cauliflower	<input type="text"/>	papaya	<input type="text"/>
guava	<input type="text"/>	onion	<input type="text"/>	radish	<input type="text"/>

### Activity - 8

Give the opposites of the words listed below.

small, happy, sit, good, tall, old, up, give, stop, out.

1. new .....
2. start .....
3. stand .....
4. in .....
5. big .....
6. sad .....
7. bad .....
8. down .....
9. take .....
10. short .....

## Activity - 9

**Read the sentences and notice the underlined words.**

Lalita was a good girl.

The boys were in the class.

In the above sentences the words 'was' has been used for singular noun and 'were' has been used for plural noun in the past tense.

**Fill in the blanks with 'was' or 'were'.**

- i. Maharana Pratap ..... a patriot.
- ii. Our teachers ..... playing a match.
- iii. Kamal and Sohan ..... good singers.
- iv. Mahatma Gandhi ..... born in Gujrat.





## Let's read.

The Keoladeo Ghana National Park is located in Bharatpur district of Rajasthan. It is a birds' paradise. The park is named after an ancient Mandir of Keoladeo, devoted to Lord Shiva. The Hindi name Ghana means, 'thick'.



Here Ghana, therefore refers to a thick area of forest. Bharatpur town used to be flooded regularly every monsoon till 1760. The Maharaja of Bharatpur constructed a 'Kuchha dam' to save the town from floods.

The area from where the soil was taken out became the Bharatpur Lake. It became one of the best duck- shooting wetlands in the world. But in 1965 the government banned the shooting of birds. The area was declared a national park in 1982. It was recognized as a world heritage site in 1985.

Bharatpur park is the bird watchers' delight. It is best known for the Siberian cranes. They arrive in December and stay till March every year.



Several other migratory birds also arrive from as far as Siberia and Central Asia to spend their winters in Bharatpur. Deer, jackal, foxes and hyenas, blue bulls, black bucks and other fishing cats and monitor lizards can also be seen here.

## Glossary

located	(लोकेटिड)	बसा हुआ
district	(डिस्ट्रिक्ट)	जिला
paradise	(पेरडाइज)	स्वर्ग
ancient	(एन्शन्ट)	प्राचीन
devoted	(डिवाॅटिड)	समर्पित
thick	(थिक्)	घना
flodded	(फ्लडिड)	बाढ आना
regularly	(रेग्यललि)	नियमित रूप से
dam	(डेम)	बांध
soil	(सॉइल)	मिट्टी
constructed	(कन्सट्रक्टिड)	बनाया गया
lake	(लेक)	झील
town	(टाउन्)	कस्बा
wetland	(वेटलैण्ड)	गीली जमीन
delight	(डिलाइट)	खुशी
migratory bird	(माइग्रेटरी बःड)	प्रवासी पक्षी

## Activity - 1

**Write 'True' or 'False' in the brackets.**

1. The Keoladeo Ghana National park is located in Bharatpur. (     )
2. The Maharaja of Bharatpur constructed a pucca dam. (     )
3. The Bharatpur lake has become one of the best duck shooting wet lands in the world. (     )
4. Bharatpur is the animal watcher's delight. (     )

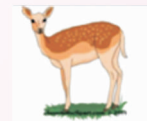
## Activity - 2

**Match words with pictures.**

1. parrot



2. fox



3. deer



4. hen



5. peacock



6. lizard



7. crow



### Activity - 3

**Look at the following sentences and pictures.**

1. This is a bird.



2. These are birds



(we notice that 'this' is used with one thing and 'these' with more than one thing.)

**Fill in the blanks with 'This is' or 'These are'.**

1. .... a camel.



2. .... children.



3. .... an elephant.



4. ....ducks.



5. .... a pigeon.



6. .... women.



7. .... a bird.



## Activity - 4

**Speak about yourself. Fill in the blanks with the help of your teacher.**

### Me

Name : (in capital letters)

.....  
First Middle Last

Mother's Name : .....

Father's Name : .....

Class : .....

Mobile phone/Phone number : .....

House Number ..... Street .....

Town / Village : .....

District : .....

State : .....

Country : .....

Number of Brothers : .....

Number of Sisters : .....

My Favourite Colour : .....

My Favourite Fruit : .....

My Favourite Animal : .....





## Activity - 5

Look at the pictures given below and tell a story to your class.



②



③



④



## Activity - 6

Look at the following words given below.

it	+	self	=	itself
----	---	------	---	--------

Make new words by adding 'self' to the following words.

1. my	+	self	=	.....
2. him	+	self	=	.....
3. your	+	self	=	.....
4. her	+	self	=	.....

## Activity - 7

Read the following lines.

Before and after eating your food  
Wash your hands and don't be rude.

Fill in the blanks with 'before' or 'after'.

1. ....eating food, I wash my hands.



2. I brush my teeth .....taking milk.



3. Don't take your dinner ..... 8 p.m.



4. ....reaching home, Laxmi does her homework.



## Activity - 8

**Make new words by adding suffix '.....ful'.**

Suffix is used after a noun.

- |           |   |     |   |           |
|-----------|---|-----|---|-----------|
| 1. beauty | + | ful | = | beautiful |
| 2. harm   | + | ful | = | .....     |
| 3. play   | + | ful | = | .....     |
| 4. use    | + | ful | = | .....     |
| 5. help   | + | ful | = | .....     |
| 6. need   | + | ful | = | .....     |
| 7. spoon  | + | ful | = | .....     |

## Activity - 9

**Make new words.**

**Prefix 'dis' is used to make opposite words.**

- |        |   |           |   |         |
|--------|---|-----------|---|---------|
| 1. dis | + | able      | = | disable |
| 2. dis | + | like      | = | .....   |
| 3. dis | + | agree     | = | .....   |
| 4. dis | + | charge    | = | .....   |
| 5. dis | + | allow     | = | .....   |
| 6. dis | + | advantage | = | .....   |
| 7. dis | + | appear    | = | .....   |



# 4

## A Brave Tribal Girl

### Discuss (Warm up activity)

1. Are you afraid of anything?
2. What are you afraid of?
3. Is there any brave woman in your neighbourhood?

### Now let's read a story about a brave tribal girl.

In a small tribal village in Rajasthan there lived a rich girl. Her name was Seema. She had some land, some cows and buffaloes.

In the same village there lived another girl. Her name was Ritu. She was brave and beautiful but she was poor. Seema did not like her.



One day Seema took her cows and buffaloes to the jungle. Seema liked the quiet place. She saw Ritu under a tree. She was not happy to see Ritu.

"Hello! " Seema", Ritu said, "come here". This is a good place. Seema did not answer. She walked away. She went to another place. There was thick grass at that place.

Suddenly Seema heard a sound, 'hisssssss..... hisssssss...' She turned round. There was a big python. Seema was frightened.

The python coiled itself around Seema's legs. She had great pain."Oh! Help!", She cried.

Suddenly there was a blow of stick on the python. Seema looked behind. There was Ritu.

Ritu attacked python and killed it. They were safe and happy.

## GLOSSARY:

attack	: (अटैक) to strike in order to hurt	आक्रमण करना
frightened	: (फ्राइटन्ड) afraid	डर जाना या भयभीत हो जाना
quiet	: (क्वाइअट) peaceful	शांत
python	: (पाइथन) a large snake that kills animals by squeezing	अजगर
coil	: (कॉइल) in the form of a spiral	कुण्डली, चक्करी
suddenly	: (सडनलि) by chance	अचानक, यकायक
blow	: (ब्लो) an act of hitting	प्रहार, चोट

## ACTIVITY - 1

### A. Answer the following questions :

1. Who did not like Ritu?
2. What attacked Seema?
3. Who saved Seema?

### B. Say whether the following statements are 'True' or 'False' :

1. Seema did not have cows and buffaloes. (       )
2. Ritu was rich. (       )
3. Seema saw Ritu under a tree. (       )
4. Ritu first heard the sound : Hisssss.... (       )

## ACTIVITY - 2

### A. Fill in the blanks with missing letters :

1. qu.....et      2. p.....thon      3. beh....nd      4. pl...ce

### B. Arrange the jumbled letters :

- (a) gasrs : ..... (b) sfae : ..... (c) vlaigel : .....

### C. Write the opposites of :

- (a) thick : ..... (b) great : ..... (c) poor : .....

## ACTIVITY - 3

### Pronounce the following words correctly :

1. buffaloes, cows, family, beautiful
2. took, look, shook, wool, school
3. walked, talked, washed, missed

## ACTIVITY - 4

**Read the following paragraph carefully.**

My Name is Komal. I live in a village with my parents. My mother's name is Kanku Devi and my father's name is Lokesh. My mother is a housewife. She gets up early in the morning. She cleans the whole house everyday and prepares tea for us. She also cooks food for us. My father runs a kirana shop. He goes to shop in the morning and stays there till evening. I am a student of class five. I always go to school with my friends. Our teachers teach us different subjects in school. They are very good to us. We often play games in the evening. I and my friends feel very happy together.

1. The underlined words (verbs) **is, am, are** in the above sentences refer to a state or conditions qualities of persons, animals, things, places, etc in the '**Present tense.**'
2. The underlined words (verbs) refer to the habitual / regular actions of persons, animals, things, etc. in the '**Present tense.**'

**Table – 1**

**Make sentences using this tab**

I	am	a student.
He/She	is	a student.
You	are	a student.
You (all)	are	students.
We/They	are	students.

## Two sentences have been done for you.

1. I am a student.
2. She is a student.

**Table - 2**

## Make sentences using this table

I	like	kabbadi.
We	eat	a mango/mangoes.
Anil / He	eats	rice.
You	drink	tea.
Kanku / She	drinks	milk.
They	play	cricket.
A cat / It	runs	fast.

## Two sentences have been done for you.

1. I like kabbadi.
2. Anil eats rice.

1. S + verb+ object (Affirmative sentences) इस tense का प्रयोग व्यक्ति, जानवर आदि द्वारा आदतन/नियमित किए जाने वाले कार्यों, तथ्यों एवं शाश्वत बातों, को बताने के लिए किया जाता है।

इसमें Adverbs of frequency जैसे always, often, usually, sometimes, never, generally आदि का प्रयोग किया जाता है।

इस tense में verb 'be'= is/am/are का प्रयोग व्यक्ति, वस्तु, स्थान जानवर आदि के गुण दशा स्थिति आदि को दर्शाने के लिए किया जाता है। उदाहरण –

I am an Indian.

He/She/It + is+ clever.

You/We/They + are+ nice/happy.



I/We/They/You + like+ tea.

He/She/It + likes + tea.

2. S+ don't/doesn't + verb(first form) + object (Negative)

I /We/You/They +don't + like+ tea.

He/ She/It + doesn't + like + tea.

3. Do/Does + subject + verb (first form) + object (Interrogative)?

Do+ you/we/I/ they + like+ tea?

Does+ he/she/it + like + tea ?

Use

**Read the following table carefully.**

Simple Present Tense		
Affirmative	Negative	Interrogative
I work.	I don't work.	Do I work?
You work.	You don't work.	Do you work?
He works.	He doesn't work.	Does he work?
She works.	She doesn't work.	Does she work?
It works.	It doesn't work.	Does it work?
We work.	We don't work.	Do we work?
You work.	You don't work.	Do you work?
They work.	They don't work.	Do they work?

**Make negative and interrogative sentences:-**

1. You eat a mango.

You do not eat a mango.

(Negative)

Do you eat a mango?

(Interrogative)



2. Aryan plays hockey.

.....

(Negative)

.....

(interrogative)

3. I like chickoo.

.....

(Negative)

.....

(Interrogative)

4. She reads a story.

.....

(Negative)

.....

(Interrogative)

5. They watch a movie.

.....

(Negative)

.....

(Interrogative)

### ACTIVITY - 5

**1. Use full stop (.) and capital letters:-**

1. ritu is jumping

.....

2. seema is crying

.....

3. seema was not happy to see ritu

.....

4. neha lives in jaipur

.....

5. muskan will be there on tuesday

.....

## 2. Frame questions/ give answers:-

1. How many -----?  
There are two camels in the picture.



2. How -----?  
There are four flowers in the picture.



3. How many birds-----?  
There are six birds in the picture.



4. How many toys are there in the showcase?  
.....



## 3. Answer the following questions orally:-

1. Who is your best friend?
2. What is your father's name?
3. What is your mother's name?
4. How does he/she help you?
5. How do you help him/her?

## 4. Write the correct forms of the verbs given in the brackets.

1. He always ..... to school. (go)
2. You never ..... a lie. (tell)
3. The chetak express often ..... here in time. (reach)
4. The moon and the stars ..... at night. (shine)





5. The sun ..... in the east (rise) and ..... in the west. (set)
6. It ..... in July and August every year. (rain)

## ACTIVITY - 6

**Write about any five activities that your mother does from morning to evening daily.**

---

---

---

---

---



## 5

## A Visit to the Camel Fair of Pushkar

### Discuss (Warm up activity)

1. What do you see in this picture?
2. What is this picture about?
3. Name the fairs that are held in your area.
4. What do you call the fair in which there are lots of camels?



Last year I went to visit my uncle in Ajmer in the month of Kartik (October-November).

As I am very much interested in visiting fairs, I asked my uncle to tell me the names of the fairs held in our state. He told me that in our state different fairs are celebrated on different

occasions throughout the year. The Beneshwar Dham fair of Dungarpur, the Gangaur fair of Jaipur, the Baba Ramdev fair of Ramdevera (Jaisalmer), the Karni Mata fair of Deshnok (Bikaner), the Jhantala Mata fair of Chittorgarh, the Dussehra fair of Kota and the Camel fair of Pushkar (Ajmer) are some of the well known fairs of Rajasthan. The Camel fair of Pushkar is held on Kartik Purnima every year.

Pushkar is also known as a city of temples. There are about 500 temples in this city. Among them the temple of Brahma is famous all over the country.

In Pushkar the camel beauty contest is an interesting event. The well decorated camels dance, parade and run. Thousands of native and foreign visitors watch them.

Children and adults enjoy swinging in the merry-go- rounds, watching films, circus and puppet shows. The fair presents a wonderful scene.

## GLOSSARY:

celebrated(सेलब्रटिड)	organized	मनाया गया, आयोजित किया
contest (कॉन्टेस्ट)	competition	प्रतियोगिता, होड़
native (नेटिव)	of one's own country	मातृभूमि, स्वदेश
foreign (फॉरिन)	belonging to other country	विदेश
occassion (अकैशन)	opportunity	अवसर
event (इवन्ट)	happening	घटना
adults (अडल्ट्स)	fully grown persons	व्यस्क व्यक्ति
swinging (स्विंगिंड)	moving from side to side while hanging from something	झूलना

interested (इन्टरस्टिड)	having an interest in	रूचिशील होना
famous (फैमस)	well known	प्रसिद्ध, मशहूर
held (हेल्ड)	organised	आयोजित किया गया, मनाया गया

## ACTIVITY - 1

### A. Answer the following questions:

1. Which is the world's largest camel fair?
2. Where is the Gangaur fair organized?
3. Where is the temple of lord Brahmma situated?

### B. Say whether the following statements are 'True' or 'False'.

1. In our state fairs are held every year. (       )
2. Local people visit the Pushkar fair. (       )
3. There are a few temples in Pushkar. (       )
4. Children and adults enjoy swinging in the merry-go-rounds. (       )

## ACTIVITY - 2

### 1. Write out one word for the group of words spoken by the teacher, the first letter of the word is given.

1. A big town : c.....
2. The city of temples : P.....
3. Twelve months make a : y.....
4. Well known : f.....

## 2 Complete the blanks by filling in the missing letters:

1. c\_mel



2. flow\_r



3. r\_t



4. c\_w



## 3. Match the words in column 'A' with their meanings in column 'B'.

### A

native land  
contest  
followers  
famous  
organized  
event

### B

well known  
held  
incident  
competition  
one's own country  
devotees

## 4. Write the correct form of the bracketed words in the blanks.

1. Cricket is an ..... game. (interest)
2. Tendulkar is a ..... cricket player. (fame)
3. Many people ..... the Pushkar Fair. (visit)
4. We can watch ..... events at the Pushkar Fair. (wonder)



## ACTIVITY - 3

### The Present Continuous



1. We/ You/They are eating now.
2. He/ She/It is eating now.

**A. Write sentences of the above type (pattern) using the given verbs in the brackets.**

1. Children..... (read) books.
2. Girls.....(dance) now.
3. We.....( eat) sweets.
4. They.....( play) hockey.
5. It.....(rain) now.
6. He/She.....(write) a letter.





## Present continuous

www.englishgames.eu

The infographic displays the Present Continuous tense structure. It includes subject pronouns (I, He/She/It, We/You/They), auxiliary verbs (am, is, are), and the main verb forms (playing, doing, going, swimming, running, listening, eating). It also lists verb forms for specific categories: 1 syllable ending 1 vowel + 1 consonant (get - getting, sit - sitting, skip - skipping, swim - swimming), lie and die (lie - lying, die - dying), travel, regret (travel - travelling, regret - regretting), and verbs ending with -e (take - taking, make - making, shake - shaking).

**Subject Pronouns:**

- I
- He, Paul, Jane, She, It
- We, You, They, Mark and Sue, Paul and I

**Auxiliary Verbs:**

- am, 'm, am not, 'm not
- is, 's, is not, isn't
- are, 're, are not, aren't

**Main Verb Forms:**

- playing, doing, going, swimming, running, listening, eating

**Verb Categories:**

- 1 syllable ending 1 vowel + 1 consonant:** get - getting, sit - sitting, skip - skipping, swim - swimming
- lie and die:** lie - lying, die - dying
- travel, regret:** travel - travelling, regret - regretting
- verbs ending with -e:** take - taking, make - making, shake - shaking

**Other Verbs:**

- do - doing, say - saying
- play - playing, go - going
- eat - eating, kiss - kissing

www.englishgames.eu

### B. Make sentences using the table:-

		playing
He/ she	Is	eating
I	am	reading
We/ They/You	are	dancing
		singing

### Examples -

1. He is reading.
2. I am singing.
3. We are dancing.

### C Change the sentences into negative and interrogative ones-

1. She is reading a book.  
She is not reading a book.  
Is she reading a book?
2. We are playing football.

..... (negative)  
..... (interrogative)

3. I am singing a song.

..... (negative)  
..... (interrogative)

4. They are swimming in the pond.

..... (negative)  
..... (interrogative)

#### D. Make new words by using 'able':

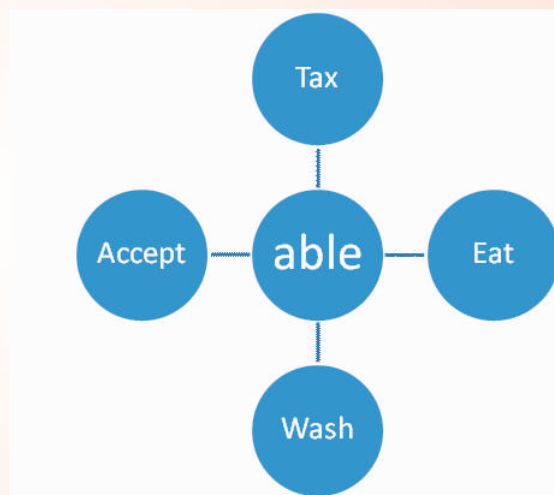
Example

1. Tax + able = Taxable

2. ....

3. ....

4. ....



## ACTIVITY - 4

### Use of Can/ Can not (can't)

I. Read the following sentences and observe the use of 'Can' in them.

1. I can swim.

2. You can use my pen.

3. He can return soon.

In the first sentence 'Can' shows the **ability** of the doer(subject)

In the second sentence 'Can' shows the **permission** of the speaker to somebody.

In the third sentence 'Can' shows the **possibility** of happening something.

Thus 'Can' is used for showing **(1) ability (2) permission (3) possibility** in the present time.

## **II. Read the following sentences and observe the use of 'cannot' in them.**

1. He cannot swim.
2. You cannot go.
3. It cannot be true.

In the first sentence 'cannot' shows inability.

In the second sentence 'Cannot' shows lack of permission.

In the third sentence 'Cannot' shows no possibility.

Thus 'Cannot' is used for showing (1) inability (2) lack of permission (3) no possibility in the present time.

'Cannot' is the negative form of 'Can'. So we can write sentences using 'Can' and 'Cannot' in our expressions.

### **Frame sentences from the table no. 1 (Affirmative)**

I/He/She/It	can	speak English
We/You/They		play on the guitar.
		swim

.....

.....

.....

.....

.....

**Frame sentences from the table no. 2. (Negative)**

I/He/She/It	cannot (can't)	speak English
We/You/They		play on the guitar.
		swim

.....

.....

.....

.....

.....

**We can frame interrogative sentences by using 'Can' in the beginning of the sentences.**

1. Can you/they speak English?
2. Can she/he read English?

**Change the following sentences as directed against each –**

- (i). 1. He can speak English. (Affirmative)
- 2 ..... (Negative)
- 3 ..... (Interrogative)

- (ii) 1. .... (Affirmative)  
2. I cannot run fast. (Negative)  
3. .... (Interrogative)

**1. Fill in the blanks with can/can not as required.**

1. A blind is a person who ..... see anything.
2. Accidents ..... happen anywhere.
3. Radha is a dancer. She ..... dance very well.
4. I have no pen. I ..... write anything.
5. She has no money. She ..... buy anything.
6. He has a lot of money. He ..... buy a car.

**The Past forms of 'Can' is 'could' and of 'Cannot' is 'Could not' –**

**Example –**

1. He was ill. He could not go to school.
2. When he was a boy. He could dance very well.

**Fill in the blanks with 'could' or 'could not'.**

1. When I was a child, I ..... climb up a wall.
2. As Meena was ill, she ..... cook food.
3. Gopal..... play cricket because he had hurt his leg.
4. When Lokesh was young, he ..... take part in races.





## 6

# A Railway Station

## Discuss (Warm up activity)

1. Do you like holidays ?
2. Where do you go during holidays ?
3. With whom do you go there ?
4. How do you go there ?
5. Have you seen a railway station ?



Last Thursday, Riti and Tarun went to the railway station to receive their uncle. They went there with their father. Their father bought three platform tickets. They saw that people were standing in a queue at the ticket window to buy tickets. The



booking clerk was issuing tickets to them. Their father entered the platform with both of them. They saw the coolies in their uniforms. The coolies were carrying the passengers' luggage.

There was a TC (Ticket Collector) too. He was checking tickets. There were many vendors too. They were selling poha, samosas, chips, fruits, biscuits, popcorns, sandwiches and sweets. Their father bought a packet of chips and popcorns. They threw the wrappers into the dustbin. Tarun also picked some plastic bags from the floor and dropped them into the dustbin. They also listened to the announcements about the arrival and the departure of trains.

## GLOSSARY:

receive (रिसीव)	to welcome	स्वागत करना
luggage (लगिज)	bags, suitcases, etc. that one carries while travelling	सामान
vendor (वेन्डर्)	a person who sells something in a lorry, etc. at a place	विक्रेता, खोमचा वाला
hawker (हॉकर)	one who sells things buy going from one place to another	फेरीवाला
wrapper (रेप्पर)	a paper for covering something	लपेटने का कागज
announcement (अनाउन्समन्ट)	an act of telling people about something	घोषणा

coach (कोच)	compartment	यात्रियों के बैठने का डिब्बा
goods train (गुडज़ ट्रेन)	a train that carries things, products, etc.	मालगाडी
track (ट्रैक)	a path or lined up route	रास्ता, पथ
arrival (अराइवल)	an act of reaching a place	आगमन
departure (डिपार्टर)	an act of leaving a place	रवानगी
sandwich (सैनविच)	a kind of eatable	सैनविच / खाने की वस्तु

## ACTIVITY - 1

### A. Answer the following questions:

1. Who were carrying the passengers' luggage?
2. How many platform tickets did their father buy?
3. What does a T C mean?
4. What did they eat at the railway station?
5. Where did they throw the wrappers?

### B. Say whether the following statements are 'True' or 'False'.

- |                                     |          |
|-------------------------------------|----------|
| 1. Riti and Tarun went to hospital. | (      ) |
| 2. The TC was checking tickets.     | (      ) |
| 3. The train was not late.          | (      ) |
| 4. The children bought ice-cream.   | (      ) |

### C. Write who was/ were doing these activities.

\_\_\_\_\_ selling poha, chips, etc.

\_\_\_\_\_ checking tickets.

\_\_\_\_\_ carrying luggage.

## ACTIVITY - 2

**A. Write names of five vehicles? The first letter of each word is given below:**

1. b \_\_\_\_\_
2. t \_\_\_\_\_
3. b \_\_\_\_\_
4. m \_\_\_\_\_
5. c \_\_\_\_\_

**B. Write one word for the following group of the words-**

1. A person who sells fruits, biscuits, etc. v \_\_\_\_\_
2. A person who carries other passengers' luggage. c \_\_\_\_\_
3. People standing in a long line. q \_\_\_\_\_
4. A container used for putting waste material. d \_\_\_\_\_

**C. Arrange the following words given in the box according to their order in the dictionary. Write them down in your note book.**

station, dustbin, eat, ticket, wagon, hawker, buy, train,  
magazine, green

.....  
.....

**D. Fill in the blanks with the correct words given in the brackets-**

1. I saw many .....(man/men) in the garden.
2. The ..... (woman/women) of my country are bold.
3. We play many ..... (game/games) in the evening.
4. I brush my ..... ( teeth/tooth) everyday.

5. There are many ..... (leaf/leaves) on a tree.
6. I have canvas shoes on my ..... (foot/feet).
7. .... (Child/Children) are playing in the garden.

**E. Pick the odd one out from the group of words.**

1. father, mother, sister, boy
2. orange, tomato, papaya, mango
3. cat, lion, goat, hen
4. fresh, fair, rare, wear
5. water, air, gas, earth
6. calves, sheep, buffaloes, tigers
7. onion, potato, tomato, guava

### ACTIVITY - 3

**Study the following sentences:**

1. People were standing in a queue at the booking window.
2. The coolies were carrying passengers' luggage.
3. The booking clerk was issuing tickets to them.

In the above sentences we notice that the activities were taking place at a certain time in the past. In order to describe the activities taking place in the past we use the past continuous tense with help of was/were+v(first form)+ing.

1. He was sitting in the room. (Affirmative)

**Sentence Pattern:**

Subject + was/were + v(first form)+ing+object



2. He was not sitting in the room (Negative)

**Sentence Pattern:**

S+ was/were+not+ v(first form)+ ing +object

3. Was he sitting in the room? (Interrogative)

**Sentence pattern:**

Was/were+sub+ v(first form)+ ing +object?

**A. Rewrite the sentences according to the directions given in the brackets.**

1. (a) He was singing a song. (Affirmative)  
(b) ..... (Negative)  
(c) ..... (Interrogative)
2. (a) Children were playing in the garden. (Affirmative)  
(b) ..... (Negative)  
(c) ..... (Interrogative)
3. (a) ..... (Affirmative)  
(b) I was not doing my homework (Negative)  
(c) ..... (Interrogative)
4. (a) ..... (Affirmative)  
(b) ..... (Negative)  
(c) Were the children quarrelling? (Interrogative)
- 5 (a) ..... (Affirmative)  
(b) The cattle were not grazing in the field. (Negative)  
(c) ..... (Interrogative)



**B. Arrange the words in correct order to make a meaningful sentence.**

- (a) drinking tea/ We/were/at 7 a.m.
- (b) The boys/ a noise/were/in the class/making.
- (c) was teaching/ The teacher/ English/in the class.
- (d) Were/playing/ the children/Kho-kho/in the ground?
- (e) What/doing/you/were/when the phone rang?

**C. Arrange the words in correct order to make a meaningful sentence.**

- 1. eating mangoes/they/were/.
- 2. to/school/Radha/is/going.
- 3. late/was/train/the.
- 4. A cow/milk/gives/us.
- 5. clean/was/not/the/ road.

**D. Ask each student to speak two sentences about the activities that he/she and the members of his/her family were doing in evening yesterday.**

(He/She may take help of the words given in the brackets)

I was doing my homework. My mother..... (cook) food.  
My sister..... (play) ..... My father..... (sing) hymns. Our  
servant ..... (arrange) things in the drawing room.

**ACTIVITY - 4**

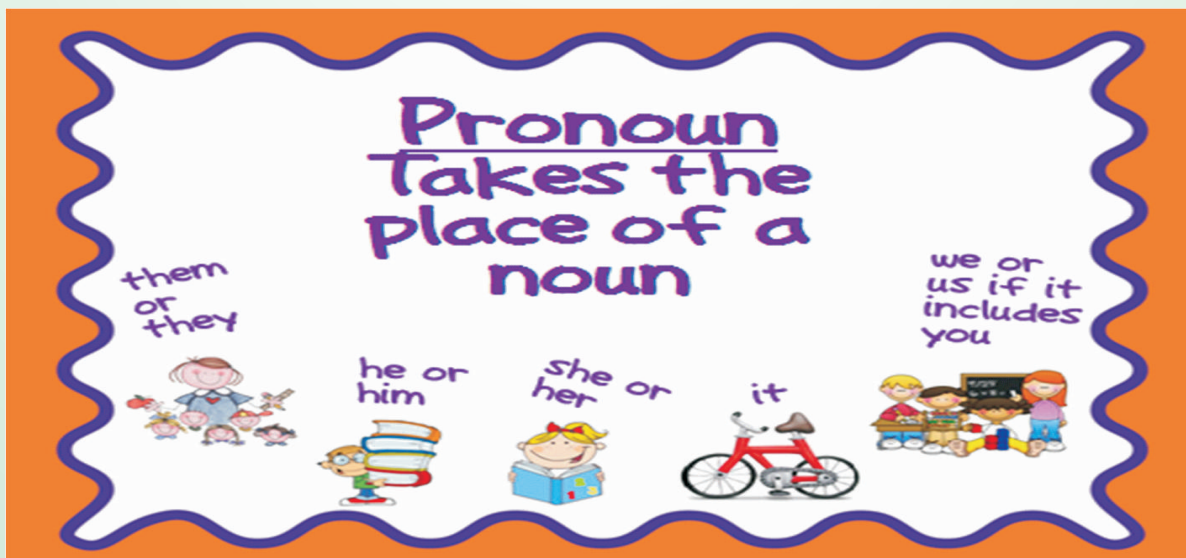
Given below are some words write the rhyming words in their correct houses by picking the word from the given list.



air, bear, shark, wear, fair, ten, lark, rice, nice, mark, park,  
look, match, mice, price, catch, patch, sent, tent, spent, bent, lent,  
good, food, wood, wool, fool, school, cool, tool, pool, full, den, lay,  
bay, son, done, won, men, pull, say, play, day, match, batch

wear .....  
ray .....  
pen .....  
rice .....  
bent .....  
son .....  
cool .....  
full .....  
day .....  
catch .....  
park .....

## ACTIVITY - 5



Study the following sentences and observe and understand the underlined words.

1. Naveen is a businessman. He runs an auto parts shop.
2. Vanshika is a girl. She studies in 6th class.
3. A dog is an animal. It looks after a house.
4. Ram and Mohan are my friends. They play with me.
5. Boys and girls study in my school. They are very hard working.

The underlined words in the second part of the sentences have been used for the underlined nouns/subjects in the first part of the sentences. The words used in place of the nouns are called pronouns.

#### Other examples -

1. She does her work regularly. Her father helps her in doing the work.
2. I eat rice in my food. My mother serves it to me.
3. We love our country India. Our parents take care of us.
4. They do their work regularly. Their teachers give them homework daily.
5. He reads his book. His mother helps him to read.
6. I have a dog. It barks at its enemy. People do not like it.
7. You learn your lesson everyday. I will give you a prize.

In the above sentences the underlined words are also Pronouns.

He-his-him; She-her-her; I-my-me; You-your-you,  
We-our-us; They-their-them; It-its-it



**A. Fill in the blanks with correct pronouns.**

1. My name is Sohan. .... study in class IV. .... go to school with .... friends. .... all study in the same section. My class teacher's name is Ms Meena. .... is very kind and good to .... Amba Lal is .... class monitor. .... manages the class properly. .... English and Maths teachers are good. .... help .... to learn the lessons. Mr. Manoj is our headmaster. He helps .... All the members of the staff are very regular and hard working. .... do .... duties honestly. I like .... school very much. .... should keep .... clean.

**B. Use He / She/ It/They in place of the bold words.**

1. Miss Richa is our English teacher. **Miss Richa** teaches really well.
2. I have a car. **The car** is red in colour.
3. Sunita and Manoj go to the playground everyday. **Sunita and Manoj** play badminton.
4. Rajeev is in class IV. **Rajeev** is my best friend.
5. A cat is an animal. **A cat** mews.
6. A cow, a buffalo and an ox are animals. **The cow, the buffalo and the ox** eat grass.



# Conjunctions

Conjunctions are joining words. They join words or sentences.



Study the following sentences and observe the use of underlined words in them.

- ◆ I have a pen and a pencil.
- ◆ Anil and Ramesh are friends.
- ◆ Arose and a lily are flowers.
- ◆ She has a bat and a racket.

The word 'and' in the above sentences has been used to join two statements or two words.

Study the following sentences and observe the use of underlined words in them.

- ◆ The man is old but he runs fast.
- ◆ I like to sing but my friend likes to dance.
- ◆ I have a watch but it does not work.
- ◆ He runs fast but a train runs faster.
- ◆ She has a purse but there is no money in it.
- ◆ I waited for Rahul but he did not come.

The word 'but' in the above sentences has been used to join two opposite statements or words .





Thus the words 'and' and 'but' are used to join sentences and such joining words are called conjunctions.

There are some more words like 'so', 'or', 'because', 'as', 'although', 'yet', etc. which are used as conjunctions.

**A. Fill in the blanks using 'and' or 'but' as required.**

1. I have a car ..... a bus.
2. Ritu is reading a book ..... Gourav is reading a newspaper.
3. My bag is big ..... heavy.
4. Veena is a good ..... kind girl.
5. Our school is big ..... colourful.
6. I like icecream ..... my sister likes pizza.
7. There is a lake in our village ..... it has no water.

## ACTIVITY - 7

Write a story with the help of the given pictures and arrange the sentences given below each picture in a proper order.



A little ant worked hard.



Soon winter came





The grasshopper promised to work hard. The ant gave him food



A grasshopper kept singing and dancing

The grasshopper begged for some food

.....

.....

.....

.....

.....

.....

.....



## ACTIVITY - 8

### The Simple Past Tense

Study the following sentences and observe the verbs used in them.

1. I met my friend yesterday.
2. He worked in the bank for four years.
3. We ate jalebis in breakfast yesterday.

In the above sentences the underlined words (verbs) are in the Past Tense. All the sentences refer to the completed actions in the past.

The Simple Past Tense is used –

1. for actions completed in the past at a definite time.
2. for a completed action for a period of time in the past.

Now read the following sentences and underline the verbs in them.

Gungun ate rice yesterday.

Shekhar washed the clothes yesterday morning.

1. Make sentences using the table :

Sub+ verb(II form)+ obj+ time

(Affirmative)

I	read a story.
We	played chess.
They	watered the plants.
She	broke the glass.
He	drank milk.

**Example** – They watered the plants.

2. Make sentences using the table..

Sub+ didnot+verb(first form) + obj+ time (Negative)

I		play games	
We		eat rice	
You	did not	write letters	
She		learn English	yesterday.
He		drink milk	today morning.
It		sing songs	
They		water the plants	

**Example-** I did not play games yesterday.

3. Make sentences using the table.

Did+sub +verb(first form) + obj+ time+?

Did	I we you she he it they	play games eat rice write letters learn English drink milk sing songs water the plants	yesterday today morning	?
-----	---	--	----------------------------	---

**Example** – Did she eat rice today morning?

Note – When we want to talk about the qualities, states, conditions of persons, places and things, etc. We use verb 'be' (was/were) according to the subject.

I//He/She/It	was	happy/busy yesterday.
You/We/They	Were	happy/busy yesterday.



### Make negative and interrogative sentences:

1. He played football.  
He did not play football. (negative)  
Did he play football? (interrogative)
2. Radha sang a song.  
..... (negative)  
..... (interrogative)
3. She went to the market yesterday.  
..... (negative)  
..... (interrogative)

## ACTIVITY - 9

**B. Listen to your teacher's pronunciation of the following pairs of words. Then pronounce the words and say whether their pronunciation is the same or different. Speak out same or different after each pair :**

- |                 |                 |
|-----------------|-----------------|
| 1. peace, piece | 6. know, now    |
| 2. there, their | 7. by, buy      |
| 3. here, hear   | 8. air, heir    |
| 4. ran, rain    | 9. ship, sheep  |
| 5. sea, see     | 10. would, wood |

**B. Work in groups of five each and complete the story by writing the correct forms of the verbs given in the paragraph.**

Once there \_\_\_\_ (be) a rich man. He \_\_\_\_ (has) a servant. His name \_\_\_\_ (be) Ramu. The servant \_\_\_\_ (be) clever. Once the master \_\_\_\_ (bring) two mangoes. The mangoes \_\_\_\_ (be) sweet and juicy. The servant \_\_\_\_ (eat) all the mangoes. He \_\_\_\_ (tell) his master that the mangoes \_\_\_\_ (be) rotten. The master \_\_\_\_ (believe) him and \_\_\_\_ (buy) two more mangoes. The servant \_\_\_\_ (cut) the mangoes into pieces. Both of them \_\_\_\_ (enjoy) eating them.

**C. Write the past tense (II form) and the past participle forms (III form) of the following words.**

- (i) come ..... , ..... (ii) run ..... , .....  
(iii) go ..... , ..... (iv) play ..... , .....

**C. Write the past tense (II form) and the past participle forms (III form) of the following words.**

- (i) come ..... , ..... (ii) run ..... , .....  
(iii) eat ..... , ..... (iv) do ..... , .....  
(v) write ..... , ..... (vi) meet ..... , .....  
(vii) get ..... , ..... (viii) give ..... , .....  
(ix) take ..... , ..... (x) drink ..... , .....

**D. Write the correct forms of the verbs given in the brackets.**

- (i) I ..... him an hour ago. (meet)  
(ii) When I was a child, I ..... marbles. (play)  
(iii) As the train ..... late (be), we ..... for it. (wait)  
(iv) Yesterday I ..... late for school. (become)



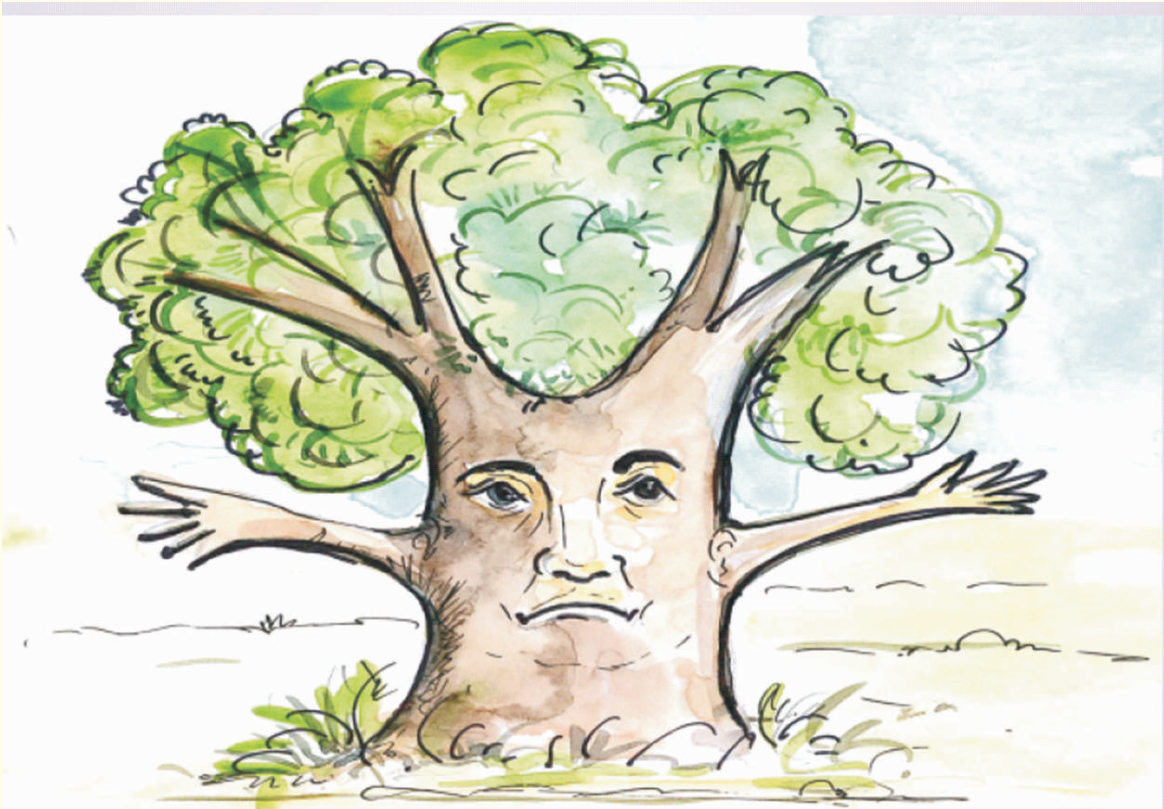


# 7

## Our Environment

### Discuss (Warm up activity)

1. Do you like trees?
2. Why do you like trees?
3. Which is your favourite tree?
4. What trees are growing in your area?
5. What would a tree say to you if it could talk?



### Let's read :

There is a lot of talk these days about protecting environment. It is a topic of discussion everywhere. Every year,

5th June is observed as World Environment Day and 22nd April as Earth Day. Why do we observe these special days? This is because we have to create awareness amongst people about environment and its problems. But we do not need just one special day to make ourselves aware of the problems. Why don't we observe these special days everyday?

Most people are not really aware of the actual meaning of the word 'environment'. In simple terms 'environment' means surroundings. This includes water, land, air, light, etc. In fact everything is required for the growth and development of life on earth.

The earth is the only known planet which has life. No other planet is known to have the conditions that are necessary for life. Therefore isn't it important that we protect mother earth. Let us be kind to her and look after her well.

## GLOSSARY:

observe (अबज़व)	: celebrate	आयोजन करना
special (स्पेशल)	: particular	विशेष
discussion (डिसकशन)	: a general talk,	विचार विमर्श
actual (अक्चुअल)	: real	वास्तविक
enviornment (एनविरनमन्ट)	: physical surrounding, conditions etc.	पर्यावरण
create (क्रीअट)	: to develop by practice	विकसित करना, उत्पन्न करना
aware (अवेअर)	: to be well informed of/ to be conscious of	जागरूक होना

surroundings (सराउन्डिङ्ग) : things, conditions, etc. around us आसपास का वातावरण

required (रिक्वाअर्ड) : needed आवश्यकता थी

look after (लुक आफ्ट) : to take care of देखभाल करना

planet (प्लेनट) : a heavenly body ग्रह

## ACTIVITY - 1

### A. Answer the following questions –

1. What is the importance of 22<sup>nd</sup> April and 5<sup>th</sup> June every year?
2. Why are these special days observed?
3. Which is the topic of discussion everywhere?
4. What does the word 'environment' mean?
5. Which planet has life on it?

### B. Write 'True' or 'False' before the following statements-

- i. Environment includes water, land, air, light, etc. ( )
- ii. It is not important only to protect our mother earth. ( )
- iii. A lot of people are really aware of the meaning the word 'environment'. ( )
- iv. People often talk a lot about protecting the environment. ( )

### C. Fill in the blanks with the missing letters-

1. pe \_ple
2. spec \_al
3. ev \_ryday
4. obs \_rve

**D. Write one word for the groups of word –**

1. The part of the land we live on. e.....
2. The liquid we drink for our life. w.....
3. Physical surroundings, conditions, etc en.....ment
4. An act of saving something p.....tect

**E. Write the opposites of the following words, after choosing them from the box.**

destroy, life, exclude, ordinary, solution

- (i) death .....
- (ii) protect .....
- (iii) special .....
- (iv) include .....
- (v) problem .....

**F. Find and circle the odd one from the group.**

- (i) mother, father, uncle, friend.
- (ii) good, nice, pretty, beauty.
- (iii) men, women, people, children
- (iv) light, height, weight, right

**ACTIVITY - 2**

**A. Read these sentences (using 'take care of')**

1. Your parents take care of you.
2. You take care of your books.

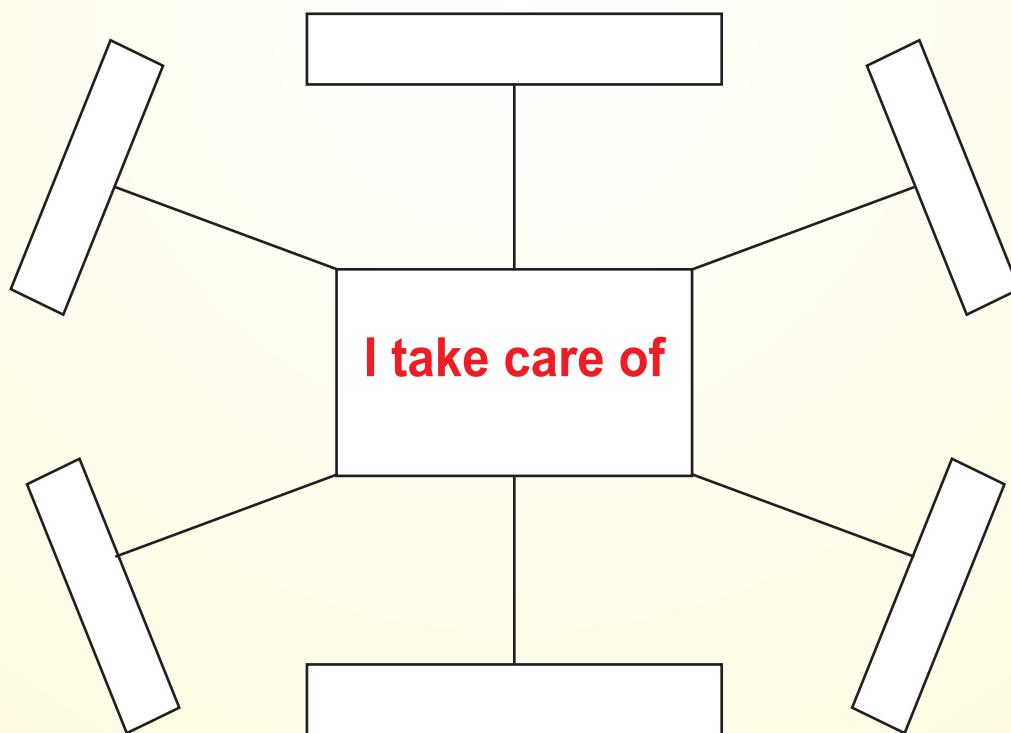
**'Take care of' means :**

1. To do necessary things for someone who needs help or protection.
2. To treat something carefully so that it stays in good condition.

- ✦ Do you take care of your environment?
- ✦ What are the other things that you take care of around you?

'Take care of' - means 'to look after' (देखभाल करना)

E. Work in pairs. In this web chart, write the names of six things that you take care of.





## ACTIVITY - 3

**Read the following sentences carefully.**

Santa writes neatly.

The boys are waiting outside.

She left early.

The underlined words tell you how, where or when an action takes place. These words are called adverbs. The adverbs add something to the meaning of a verb, an adjective or another adverb.

**Now underline the adverbs in the following sentences:**

1. She behaved foolishly.
2. We looked for her everywhere.
3. The children laughed loudly.
4. The school will open tomorrow.
5. The soldiers fought bravely.



## ACTIVITY - 4

Read and Enjoy

### My shadow

I have a shadow hooked to me.

Sometimes he's big.

Sometimes he's small.

Sometimes he isn't there at all.

He doesn't seem to like the rain.

(Maybe thunder scares him, too).

He's gone from me on days like that

'cause there isn't much to do.

But if it's really sunny out,

he doesn't like to hide.

He's hooked right there beside me

and we play all day outside.



~ CJ J Heck