

Butterfly

English textbook for class IV



Department of School Education (Govt. of W.B.)
&
West Bengal Board of Primary Education

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Government of West Bengal
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According to the New Syllabus

First Edition : December, 2013
Second Edition : December, 2014
Third Edition : December, 2015
Fourth Edition : December, 2016
Fifth Edition : December, 2017

Printer :

West Bengal Text Book Corporation Limited
(Government of West Bengal Enterprise)
11 B.T. Road, Kolkata - 700 056

A MESSAGE FROM THE BOARD

The new English textbook for class III falls under a newly named series 'Butterfly'. This series is meant for Primary level only. This book is thus named **Butterfly: A textbook for class IV**. This book is based on the new curriculum and syllabus framed and recommended by the newly constituted 'Expert Committee' whose responsibility was to examine various aspects of the curriculum, syllabus as well as textbooks for Primary, Secondary and Higher Secondary courses formulated by the respective Boards. The textbook is in line with the vision of NCF-2005 and RTE Act, 2009. Innovatively designed, this series focuses on helping young learners to learn English as Second Language. The book encourages activity-based learning in a child-centric manner. The lively illustrations and activities with multiple levels of challenge make the book interesting and unique. The book aims to develop the four basic skills of language learning viz. listening, speaking, reading and writing in a well-graded manner. The units are woven around a specific theme that caters to various types of learners. We hope this new approach will help learners to develop and strengthen their language skills.

Teachers' guidelines appended at the end of the book help the teachers to enjoy their role as facilitators in the teaching-learning process.

A chosen group of educationists, teachers and subject experts worked hard to develop the textbook. We are grateful to them. The book has been illustrated by a renowned artist. We also thank him for his brilliant job.

Suggestions, views and comments to improve the book are welcome.

December, 2017
Acharya Prafulla Chandra Bhavan
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**President
West Bengal Board
of
Primary Education**

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under
Expert Committee

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FOREWORD

The Hon'ble Chief Minister of West Bengal Smt. Mamata Banerjee constituted an 'Expert Committee' to review entire aspects of school level curriculum, syllabus and textbooks in 2011. The new curriculum, syllabus, and textbooks are developed according to the recommendations of the Committee. The new English textbooks for the primary level fall under a newly named series '**Butterfly**'. We have tried to develop and formulate the textbooks in line with the vision of NCF 2005 and RTE Act 2009. We have shifted from the conventional approach to a child-centric, activity-based approach to learning in this textbook, and the exercises for the learners have been designed accordingly. The vision of the great poet and educationist Rabindranath Tagore has been our major inspiration while doing the work. Rabindranath, in one of his lectures, exclaimed, 'I fled the classes which gave me instructions, but which did not inspire. One thing I have gained, a sensitivity of mind to the touch of life and nature'. We have tried to incorporate many new elements in the textbook to inspire our learners. The textbook ventures to link classroom experiences with life and nature. So we hope to supply our learners with enough materials to develop their sensitivity and provide a holistic viewpoint of life through the textbook. To make their learning joyful we invited famous artists to illustrate the book. We hope this colourful and attractive book will be appreciated by all sections of the society. The textbook is woven around a specific theme. The theme for **Butterfly: English textbook for class IV** is 'faces of Bengal'. A Teachers' guidelines is appended at the end of the book.

We thank the Primary Board, School Education department, Govt. of West Bengal and Paschim Banga Sarva Siksha Mission for their active support. The West Bengal Board of Primary Education is the academic authority of primary education in West Bengal. The committee appointed by the Board has obliged us by giving their approval for this textbook. A chosen group of educationists, teachers and subject experts developed this book in a very short period of time. If the book can help learners to apply the language in real-life situations, we will consider our initiative successful.

The Education Minister Hon'ble Dr. Partha Chatterjee has enriched us with his views and comments. We express our gratitude to him.

We invite all people who love education to convey their views for the improvement of the book.

Thank You.

December, 2017
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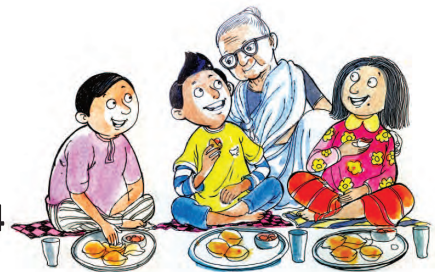
Aneek Majumder
Chairman
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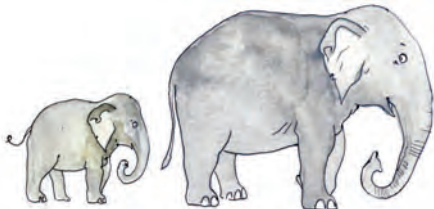


My Page
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Revision Lesson



Activity 1

Look at the pictures. Match the animals in group 'A' with their babies in group 'B':

A	B
	cub
	fawn
	puppy
	calf

Activity 2

Look at the pictures of the insects. Can you identify them? Arrange the letters in the right order:



lyf_____



pasw_____



cirkcte_____

Activity 3

Match the following animals with the sounds they make:

Animals	Sounds
(a) cows	(i) neigh
(b) sheep	(ii) roar
(c) horses	(iii) bleat
(d) snakes	(iv) moo
(e) tigers	(v) hiss

Activity 4

Rearrange the following words to make meaningful sentences:

- (a) milk/us/Cows/give
- (b) meat/Dogs/eat/to/ love
- (c) in/The/ lives/tiger/ the/forest
- (d) zebras/see/in/We/African/the/forests
- (e) colt/baby/is/A/horse/the/of/a



Discuss with your friend-

- ⦿ the activities of any domestic animal
- ⦿ the habits of any wild animal



Activity 5

Fill in the blank spaces in the given chart. You can use the Help Box. One is done for you:

Male	Female
stag	hind
tiger	
	mare
dog	
	vixen

Help Box : hind, horse, bitch, fox, tigress

Activity 6

Tick (✓) the appropriate answer:

- (a) There are many (tiger/tigers) in West Bengal.
- (b) An (eagle/eagles) can fly very high in the sky.
- (c) The (peacock/peacocks) is our national bird.
- (d) (Cat/Cats) love to drink milk.
- (e) The (cuckoo/cuckoos) sings sweetly.

Activity 7

Who am I?

Identify the animal or the bird on the basis of the hints provided. One is done for you:

- (a) I have yellow and brown stripes on my body. I eat flesh. People find me in the deep forest. Who am I?

Answer: tiger

- (b) I am the king of the animals. I have a mane. I roar. Who am I?
- (c) I eat grass. I give milk. I bleat. Who am I?
- (d) I come out in the dark. I can fly. I hoot. Who am I?
- (e) I eat meat. I wag my tail. My baby is called puppy. Who am I?
- (f) I have a huge body. I also have a trunk. My cry is called trumpet. Who am I?
- (g) I have webbed feet. I lay eggs. I eat water plants. Who am I?

Activity 8

Select the odd one out. One is done for you:

- (a) Delhi/Kolkata/West Bengal[✓]/Patna/Chennai
- (b) Tiger/bear/fox/vulture/wolf
- (c) Egret/hen/parrot/pigeon/squirrel
- (d) Cream/milk/water/syrup/ink
- (e) Vessel/ship/boat/steamer/van

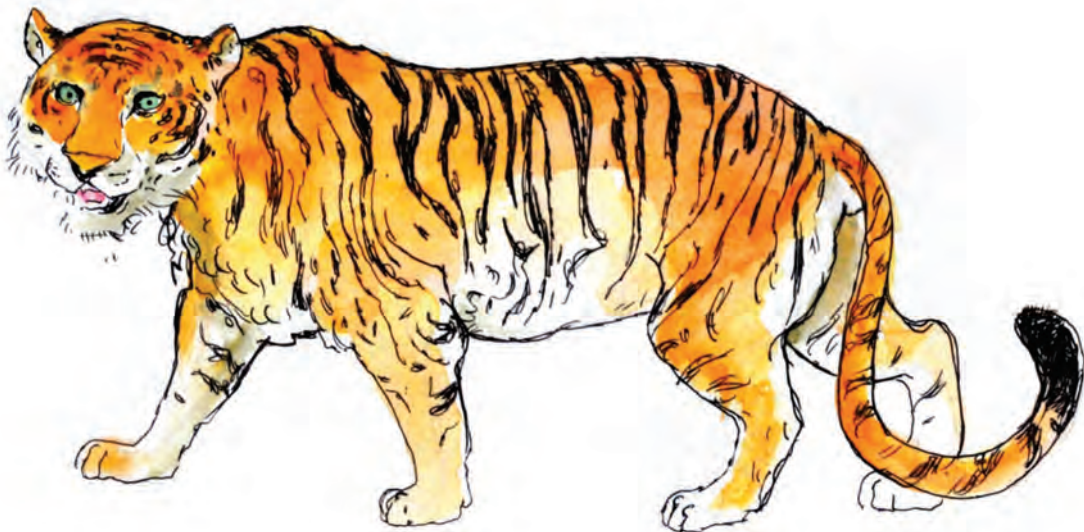
Activity 9

Tick (✓) the correct answer:

We (see/sees) trams in Kolkata. The trams (run/runs) on electricity. In India, we (can/cannot) find trams only in Kolkata. The river Hooghly (flow/flows) beside Kolkata. The river (separate/separates) Kolkata from Howrah.

Activity 10

Label the various parts of the body of a tiger with the help of the Help box:



Help Box : tail, paw, leg, ear, eye

Activity 11(a)

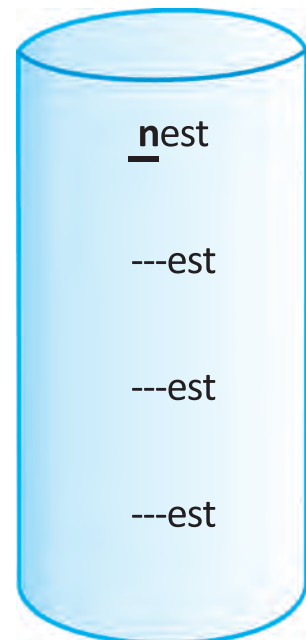
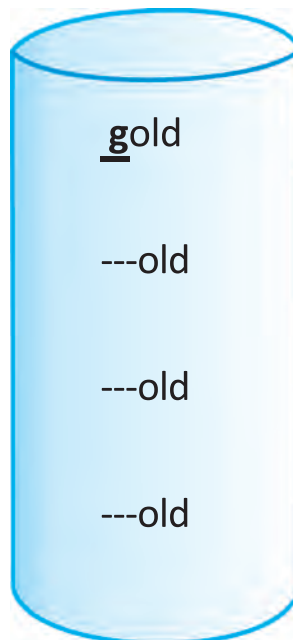
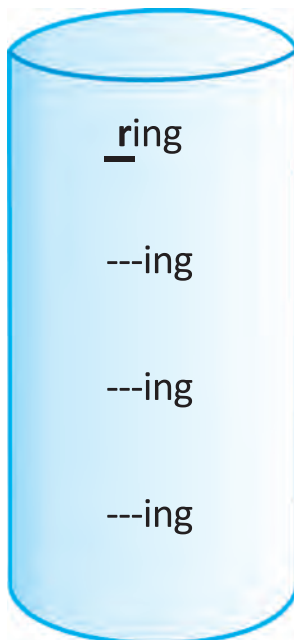
Write five sentences to describe the tiger. The first one is done for you:

1. A tiger is a wild animal.
- 2.
- 3.
- 4.
- 5.



Activity 11(b)

Make new words by adding a letter. Some examples are given here:



Activity 12(a)

Use the picture-cues and solve the crossword:

Downward:

1:



2:



3:

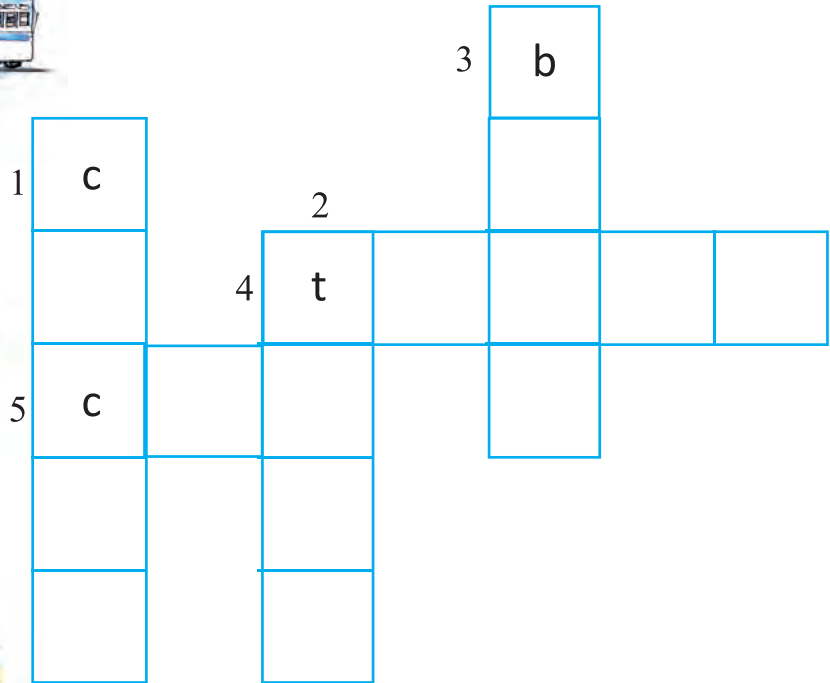


Across:

4:



5:



Activity 12(b)

Write four sentences about a tram or a train. You can use the hints from the Help Box:

1.
2.
3.
4.

Help Box: runs on wheels, needs electricity, has compartments, moves on track

Activity 13

The tiger below is holding a list of verbs. Complete the list the bear is holding with the past forms of the given verbs. One is done for you:





Let's talk

- ◉ We use water for various purposes. Discuss with your friend about the various uses of water.
- ◉ We get water from many sources. What are they?



Let's do

Activity 14

Choose the appropriate opposite words from the Help-Box and fill in the blanks. One is done for you:

- (a) happy: sad (b) slow: _____ (c) tall: _____
 (d) heavy: _____ (e) little: _____ (f) young: _____

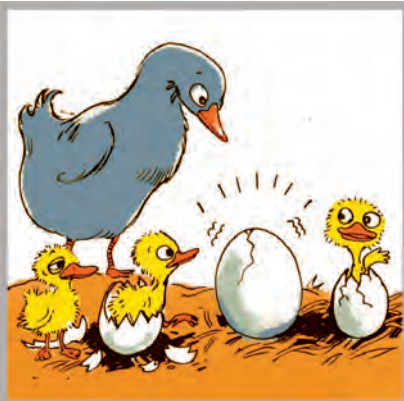
Help Box : sad; large; fast; old; short; light



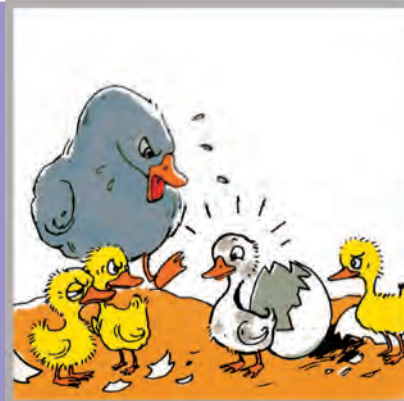
Let's talk

Look at the pictures given on the next page. Describe the pictures to your friends and tell the story of *The Ugly Duckling* .

1



2



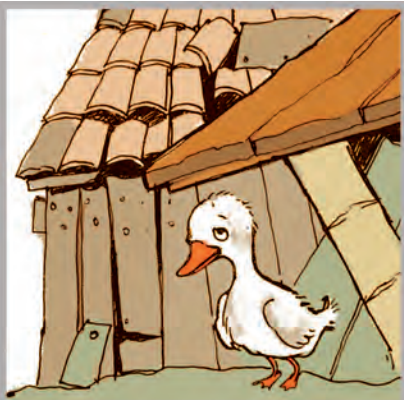
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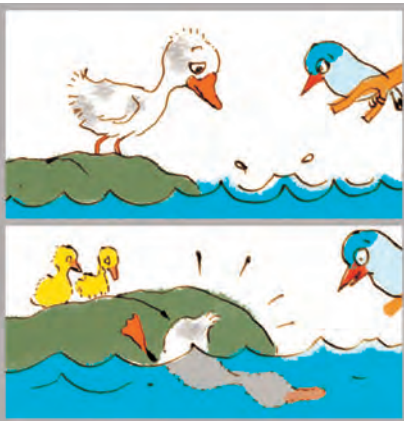
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6



7



8





It's rhyme time

The Caterpillar Story

Underneath the cabbages

The caterpillar sat.

Drowsing in the sunshine

It thought of this and that.

It led a rather lazy life

Just lying there in style-

When hungry it just nibbled

At the cabbage for a while.

Now, caterpillars have to change

And one day very soon,

It started working steadily

To weave a tight cocoon.

Within this cosy shell it stayed





As days and nights went by.

Then suddenly a split appeared,

Out came a butterfly!

No longer was it lazy

Now it had a pair of wings,

It danced upon the roses

And on many other things,

A lovely little butterfly

Of black and white and red,

Flitting in the sunshine

Till it was time for bed.



Let's work together



- 🕒 Draw the pictures of at least four animals that you see in your locality.
- 🕒 Tell the class what you know about these animals





Lesson 1

Why is the Sky so high?



On your mark

1. Match column A with column B:

A	B
	brings rain
	gives us light and heat
	shines at night and changes its shape
	twinkle

2. Fill in the blanks with suitable words:

- (a) We see the sun, the clouds, stars and the moon in the_____.
- (b) We _____ touch these.



It was 10 o' clock in the night. Mimi and Raju had not yet gone to bed. They wanted to hear a bedtime story from their mother. So Mimi and Raju's mother lay down with them on the bed. "All right, then," mother said, "I will tell you a story. I heard this from my mother when I was your age." "What is the story all about?" Mimi and Raju asked, all excited. "It's about the sky," mother said, smiling, "Do you want to hear it?" "Oh yes!" they said. Mother began the tale:

Long ago, everybody could touch the Sky. The Sky **stretched** like an umbrella over the Earth. He played with little children. They threw balls at him. He threw the balls back. The Sky and the children laughed together in **happiness**. The Sky was very close to the Earth.



Word Trove

stretched : spread

happiness : joy



Activity 1

Write 'T' for true and 'F' for false statements in the given boxes:

- (a) Mimi and Raju were not excited about hearing the story. ☐
- (b) Once upon a time, children played with the sky. ☐
- (c) The sky and the children were very happy then. ☐
- (d) At that time, the sky was far away from the earth. ☐

Activity 2

What would you do if you could touch the sky? Discuss with your partner.



In those days, there lived an old woman. She was the oldest woman in the village. She lived in a little **mud** hut. Her hut was beside a paddy field. There were coconut trees at a distance. She had very little work to do. She had nowhere to go. So all day long, she cleaned her hut.

One hot summer day, there was dust everywhere. People were coughing and sneezing with the dust. Even the Sky coughed and sneezed.

The old woman's hut was also covered with dust. She **swept** and swept the little hut. She swept the inside of her hut. She swept the outside of her hut. Dust **rose** all around her in brown clouds.

The Sky could not breathe easily. The dust got into his nose and made him sneeze. The sneeze shook the world with its loud sound. The sneeze of the Sky was thunder. People covered their heads and ran indoors in fear. But the old woman kept on sweeping with her broom.

The dust from her broom got into the sky's eyes and made them water. The water fell as drops of rain. Raindrops fell on to the areas she had just swept.



Word Trove

- mud** : wet earth that is soft and sticky
- swept** : cleaned a surface using a broom
- rose** : (past tense of rise) got up



Activity 3

Complete the following sentences with words from the text:

- (a) The old woman lived in a _____ hut.
- (b) The hut was beside a paddy _____.
- (c) One hot summer day there was _____ everywhere.
- (d) The old woman swept her hut with a _____.

Activity 4

Complete the following table. One is done for you:

Who/What	Did the following
(i) The old woman	cleaned her hut
(ii)	coughed and sneezed
(iii)	rose all around in brown clouds
(iv)	fell as drops of rain



The old woman looked angrily at the Sky. "Stop raining at once," she ordered. The Sky could not stop raining. His eyes were full of dust with all her sweeping.

She picked up her broom, and started to sweep. She swept harder and harder. More and more dust flew up.

The Sky jumped out of her way. He tried to **avoid** the dust "Please, stop sweeping," he **pleaded**. The old woman did not listen to his request. She kept on sweeping. She wanted to keep her hut clean.

The Sky could take it no more. He sneezed and coughed. He thundered and rained. At last, the Sky flew up. He flew out of reach of the old woman's broom. The Sky never came down again.

But the Sky is still a friend to little children. From a distance, he watches them play and smiles happily.

Word Trove

avoid : stay away from

pleaded : requested



Activity 5

Arrange the following sentences in the correct order. Put the numbers in the given boxes. One is done for you:

(a) The sky flew out of reach of the old woman's broom.

(b) The sky could take it no more.

(c) The old woman ordered the sky to stop raining.

(d) The old woman kept on sweeping.

(e) The sky could not stop raining.

Activity 6

Answer the following questions:

- (a) Why was the old woman angry at the sky?
- (b) What did the sky do to avoid the dust?
- (c) Why did the woman keep on sweeping?
- (d) Is the sky your friend? Give reasons for your answer.



Let's read the following sentence:

Mimi and **Raju** had not gone to bed yet.

Note that in this sentence, **Mimi** and **Raju** are the names of persons.



Activity 7(a)

Circle the words which are the names of persons, places or things:

- (a) Mira is a girl.
- (b) My uncle lives in Kolkata.
- (c) The Statesman is a famous newspaper.
- (d) Piku went to Agra to see the Taj Mahal.



Let's learn

Note that the words you circled are **Proper Nouns**. A **Proper Noun** is the name of a particular person, place or thing.



Let's do

Activity 7(b)

Underline the Proper Nouns in the following passage:

There lived a young boy in a village. His name was Rajib. He studied in class VI. His sister Bihu studied in class IV. One day they went to visit the zoo in Kolkata. They also visited the Victoria Memorial. They enjoyed the day very much.



Let's learn

Read the following sentences:

- ⦿ She lived in a mud **hut**.
- ⦿ There was **dust** everywhere.
- ⦿ The **water** fell as drops of **rain**.

In the above sentences the coloured words are the names of things that do not have life. These words are in **Neuter Gender**. Let us take some more examples:

This is my **house**. This is the **chair** I sit on. I write with this **pen**.



Activity 7(c)

Underline the neuter gender in the following sentences:

- (a) The old woman swept with her broom.
- (b) The calendar is on the wall.
- (c) The teacher is writing on the blackboard.
- (d) The lion lives in the forest.



Note the underlined words of the following sentences:

- ⦿ He played with a child.
- ⦿ The police caught the thief.
- ⦿ Sachin is a famous player.

The coloured words in the above sentences can be either male or female. These words are **Common Gender**, such as baby, parent, cousin, pupil, friend etc.



Activity 7(d)

Underline the common gender in the following sentences:

- (a) The servant sweeping the floor.
- (b) The students are going out for a picnic.
- (c) The king was a kind person.
- (d) The son of my neighbour is my classmate.

Activity 8(a)

Fill in the blanks with words from the help box. One is done for you.

- (a) My pet cat has green eyes.
- (b) The old man was _____ the entire night.
- (c) After the rain, there was no _____ on the road.
- (d) We should always try to _____ telling lies.
- (e) The bird _____ off to the sky.

Help Box : dust, coughing, flew, avoid, eyes

Activity 8(b)

Make sentences of your own using the following words:

- village : _____
- broom : _____
- stop : _____
- play : _____

Activity 9(a)

Write four sentences on how the community workers keep your school area clean. Use the following hints:

- ⊙ Using broom and water
- ⊙ Sweeping the dust regularly
- ⊙ Removing the garbage

Activity 9(b)

Write four sentences on how one should take care of old people. Use the following hints:

- ⊙ Looking after the needs of old people
- ⊙ Providing healthy food
- ⊙ Helping in daily work



It's rhyme time

There was an old woman

There was an old woman tossed up in a basket
Seventeen times as high as the moon;
And where she was going
I couldn't but ask it,
For in her hand she carried a broom.
"Old woman, old woman, old woman," said I
"O whither, O whither, O whither so high?"
"To sweep the cobwebs off the sky!
And I'll be with you by and by."





Let's talk

You see some changes in the sky after rain. Describe this changes to the class.



Let's work together



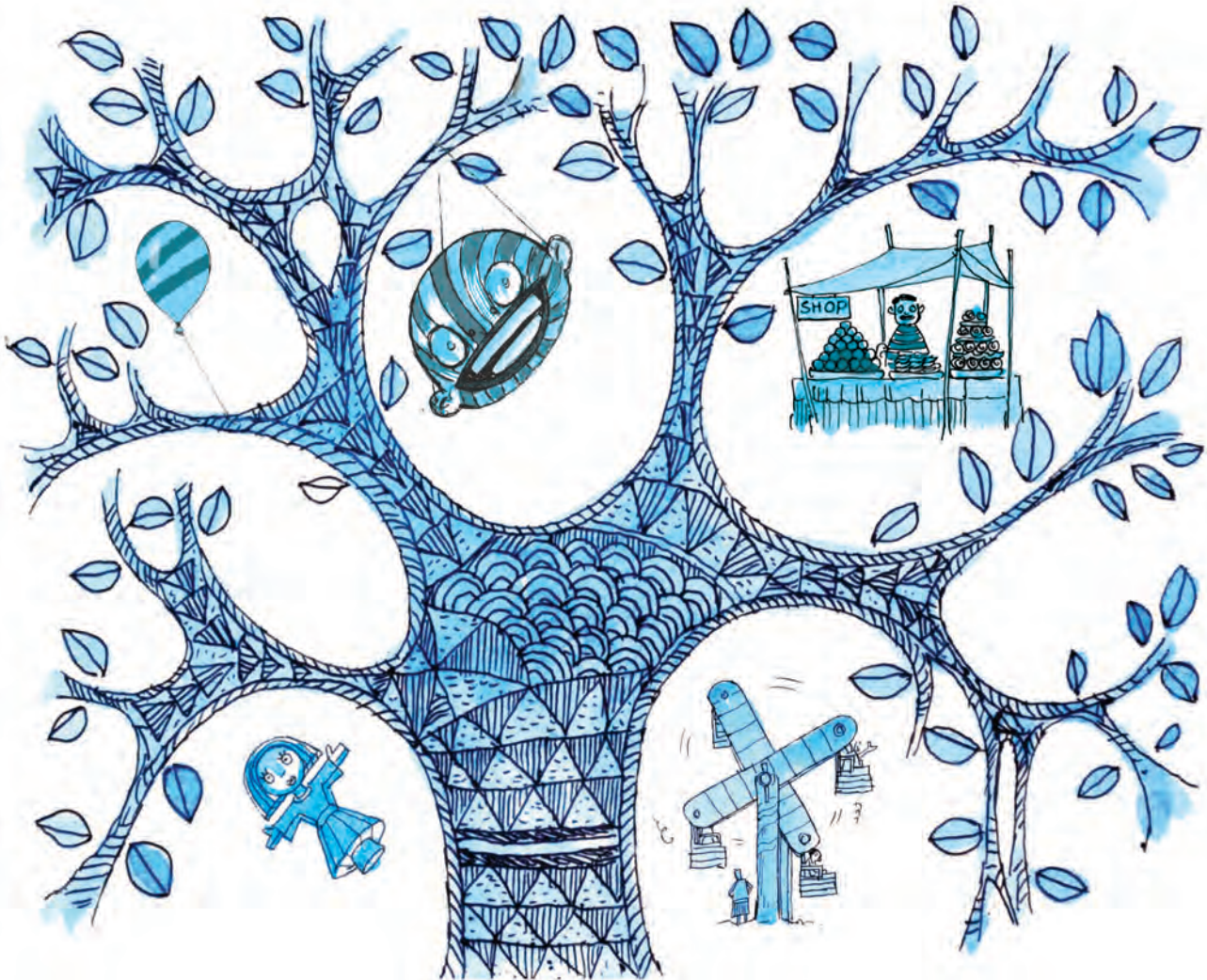
- ⦿ Make a model of a rainbow using paper strips.
- ⦿ Write a few lines on how you feel on seeing a rainbow in the sky.

Lesson 2



On your mark

1. Look at the pictures and label them:



2. Where do you find the objects you see above? Discuss with your partner and tick the most suitable answer:

(a) hospital ☐

(b) zoo ☐

(c) fair ☐



Let's read

Lipi is a little girl. She is nine now. She lives with her parents at Sukhnagar. Every year a big fair is held in the village. It is going on right now. Lipi's father makes masks of **various** kinds. He sells them in the fair.

"Can you take me to the fair today?" Lipi asks her father. "You know I have to sell masks all day. So I will be very busy," her father replies. But Lipi **repeatedly** asks him to take her along. At last her father agrees.



Word Trove

various : of different kinds

repeatedly : again and again