

**All together :** Oh, yes that will be great.

**Rupa :** Oops! I dropped one. I am sorry

**Tripti :** Thank you Geeta.

The idlis are very tasty.

Here comes the train.

**Joseph :** Look, look, there is Lata.

**Lata :** Hello! everybody.

**Sahil :** Her bags are heavy.

**Sneha :** May I help you?

**Lata :** Thank you. Yes please.

**Rupa :** Welcome, Lata. How are you?

**Lata :** I am fine. Thank you. Come, let us all go home.



### I. New words

**station, hungry, clean, dirt, dropped, heavy, please**

### II. Read and write

**Answer these questions :**

1. Who is arriving by the train?
2. When is Lata's train coming?
3. Why is the food on the platform not clean?
4. How does Sneha help Lata?

### III. Say aloud

platform, hungry, dirt, flies, tiffin, dropped, tasty.

## V. Let's talk

1. Have you ever seen a railway platform?
2. What different sounds do you hear there?
3. Recall and repeat the railway announcement if you ever heard.

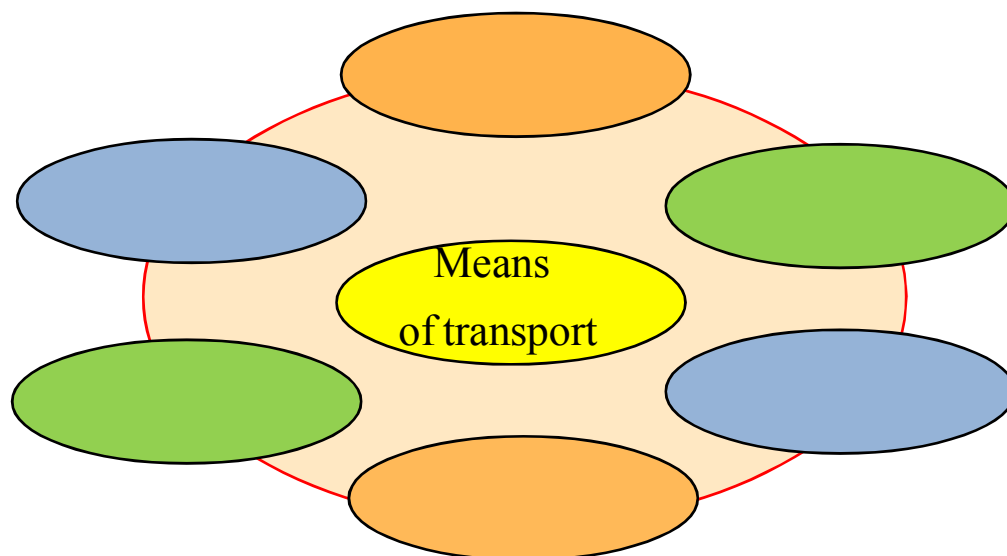
## VI. Vocabulary

**(A) Complete the sentences with the help of the given words :**

**hungry, dirt, station, platform**

We reached the railway..... . We did not have to wait long for the train. It reached the ..... just after 10 minutes. I wanted to eat something because I was ..... So my Papa bought some fruits. He washed them and said, "Now the fruits are free from ..... and flies and you can eat them." We enjoyed the fruits and the journey.

**(B) Write the names of the means of transport :**



**(C) Read the sentences and tick ( ) in the boxes of do's and don'ts :**

**Do's Don'ts**

1. Be rude to others.
2. Say sorry when you hurt someone.
3. Wash your hands before eating
4. Tell a lie.
5. Comb your hair everyday.
6. Eat uncovered things.
7. Wish your elders.
8. Hurt birds or animals.


**V. Structures in Context**

**(A) A and an, are articles. They are used before singular countable nouns. 'a' is used before nouns beginning with consonant sound and 'an' before nouns beginning with vowel sounds.**

**Add article-a/an :**

- |                |                  |
|----------------|------------------|
| 1. .... owl    | 6. .... umbrella |
| 2. .... papaya | 7. .... girl     |
| 3. .... flower | 8. .... ox       |
| 4. .... egg    | 9. .... ship     |
| 5. .... engine | 10. .... boy     |

**(B) Fill in the blanks with *must, is, are, have, has, doesn't* :**

Tripti .... hungry. There ..... samosas to eat but Tara ..... want to eat them. Geeta ..... idlis in her tiffin box. She said, "We ..... eat clean food only."

**(C) Match and join the sentences to make meaningful expressions :**

I dropped the idli.	If you are hungry.
Let's buy some guavas.	Now, get ready.
You can have my idlis.	Mummy will be waiting for us.
Here comes the train.	I am sorry.
Let us go home.	Fruits are very fresh there.

Write a small paragraph of about 40 words on the following topic with the help of words given in the help box.

**At the Railway Platform :**

As we reached the ....., we went to the ..... to get the .....first. On the ..... there was a great rush of ..... . There were ..... carrying .....on their head. The .....were selling their ..... at the top of their voice, " Chai, chai, chai garam, ice-cream, ice-cream . cold drinks, thanda, samose garam. We were listening to the ..... about trains.

**Help-box**

railway station	booking-window	passengers
coolies	platform	
luggage	hawkers	goods
tickets	announcements	



## VI. Activity

**Listen to the railway announcements carefully and answer the questions.**

- Train No. 12860, Geetanjali Express scheduled to arrive on platform number 1 at 3.10 a.m. is running late by 35 minutes.
- Train no. 12809, Mumbai-Hawrah Mail scheduled to arrive at 4pm is running on time. It is going to arrive on platform no. 2 shortly.
- Train no. 1046 Shivnath passenger scheduled to arrive at 4.20 pm on platform no. 3 is arriving soon.
- Train no. 1222, Raipur - Korba Superfast has just arrived on platform no. 5.
- Raipur Railway Station welcomes you.
- Please take care of your luggage.
- Please do not get down from a moving train.

- *Write the train number of Geetanjali Express .*
- *Which train is arriving on platform no.2.*
- *Write the name of the train which is late.*
- *Which railway station is this?*

- Teacher may change the name of trains and numbers.

## VII. Listen and repeat

Chuff - Chuff

Puff - Puff

Here comes the train.

The engine is its brain.

Chai - Chai, Chai garam

The vendors run along

Mintu sits at the window

Watching all day long.

## VIII. Fun time

If possible, go to the nearest railway station. Listen to the sound and activities you come across there and talk about it.

**Label the diagram**



## IX. Activity - Word ladder

**(A) Make a word ladder. Each word you use should start with the last letter of previous word and each word of the ladder must have only four letters.**

e.g. k i n g

i

r

l i o n

e

s

t.....



Teacher can give this activity as an individual or group task. First he may allow the students to consult the text book of any class with the condition that they must know the meaning of the word they use in the word ladder. Ask individual or a group to present it before the class.

**(B) Write the words which are closely related to a railway station.**

For example : trains, passengers, berth, coach, .....

.....



## LESSON - 6

# ZOO MANNERS



BE careful what  
You say or do  
When you visit the animals  
At the zoo.

Don't make fun  
Of the Camel's hump-  
He's very proud  
Of his noble bump.

Don't laugh too much  
At the Chimpanzee  
He thinks he's as wise  
As you or me





And the Penguins  
Strutting around the lake  
Can understand  
Remarks you make.

Treat them as well  
as they do you,  
And you'll always be welcomed  
At the zoo.

Eleen Mathias



## I. New words

**proud, noble, wise, ,penguins, strutting, remarks**

## II. Read and write

**Answer these questions:**

1. What should we do when we visit a zoo?
2. Which animal has a hump?
3. Which animal thinks he is as wise as we are?
4. What can these animals do? Complete the sentences.
  - (i) The camel can .....
  - (ii) The chimpanzee can .....
  - (iii) The penguins can .....
5. Write the message of the poem on your notice board.

## III. Say aloud

careful, animals, proud, hump, chimpanzee, penguins ,  
strutting, remarks, treat, always, welcomed

## IV. Let's talk

1. Have you seen a zoo?
2. Name the animals you saw in the zoo.
3. Which animal do you like most? Why?

## V. Vocabulary

**(A) Fill in the missing words to form names of animals and birds:**

l - - -

ti - - r

w - - f

d - - r

j - c - - l

o - -

mo - - - y

b - - r

**(B) Guess who they are and write their names :**

1. I can't sing but I can fly.  
I am very colourful.  
Children love me and I love flowers.  
I am a ..... .
2. I can fly. I sit on food and also on dirty places.  
I am a ..... .
3. I have four legs, I have a hard shell.  
I am a ..... .
4. I am tiny, I live under the ground.  
I like sugar.  
I am an ..... .
5. I have wings but I am not a butterfly.  
I go buzzing 'buzz'.

**(C) Use these words to complete the following sentences :****(Penguins, treat, wise, struts, zoo, hump)**

1. A lump on the back of animals is ..... .
2. We can see wild animals closely at the ..... .
3. .... can understand your comments .

4. Chimpanzee thinks he is as ..... as you.
5. If you ..... the animals well, you will always be welcomed by zoo.
6. He is vey thin but he ..... like a wrestler.

**(D) Make meaningful sentences by connecting parts in column A and B :**

Column A	Column B
1. Parents feel proud	to make fun of others.
2. My teacher checks our notebooks	for parent's - teacher meeting.
3. It is your wise decision	when you get good marks.
4. It's bad	and write remarks.
5. My parents visit my school	to buy a bicycle for your son.

## VI. Let's listen

**Listen and put a tick ( ) against the words that the teacher says :**

it	at
think	thank
fun	fan
much	match
well	wall



## VII. Fun time

### Let's sing together

Have you ever heard or sung an English song. Sing with your teacher.

### We shall overcome

We shall overcome  
We shall overcome  
We shall overcome some day

Oh, deep in my heart  
I do believe  
We shall overcome some day

We'll walk hand in hand  
We'll walk hand in hand  
We'll walk hand in hand some day

Oh, deep in my heart  
I do believe  
We shall overcome some day

We are not afraid  
We are not afraid  
We are not afraid some day

Oh, deep in my heart  
I do believe  
We shall overcome some day

Teacher can download this and other English song easily and make students hear through his/her mobile.





## LESSON - 7

# THE SKY IS FALLING

Kut-kut Kutak Koo,  
a hen was standing near  
the coconut tree. A nut  
fell down from the tree,  
'Dham!' She said, "Kut-  
kut-kut-kutak koo, the  
sky is falling! The sky is  
falling!", and she ran.

The cock asked,  
"Why are you running?"

The hen said, "Run,  
the sky is falling."

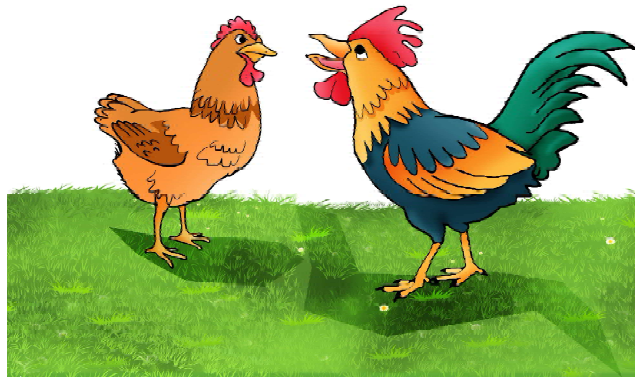
The cock said,  
"I am also coming with  
you". So they ran  
together.



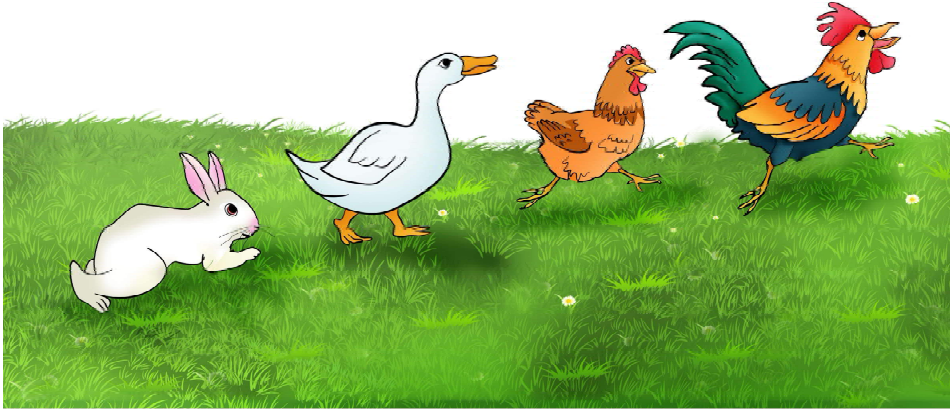
On the way they met a  
duck

The duck said, "Quack-  
quack, why are you run-  
ning?"

The hen said, "Run, run,  
Kut-kut kutak koo, the sky  
is falling!!"



The duck said, "I am also coming with you"  
And they ran together.



A rabbit saw them running.  
Rabbit, "Where are you going ?"  
The hen said, "Run, run, the sky is falling."  
So they all ran together.



A fox was coming out of her cave.  
She asked, "Oh! my dear, what is the matter ?"  
The hen said, "The sky is falling, we are all going  
to the king's palace."



The fox said, "Friends, I know the king's palace. I will take you there."

The hen said, "Yes, yes."

The fox went into the cave and the hen, the cock, the duck, the rabbit, went into the cave one by one.

Guess what happened then \_ \_ \_ \_ \_?

### I. New words

**together, fox, palace, cave, sky, guess**

### II. Read and write

**Answer these questions.**

1. What fell from the tree ?
2. Who said "The sky is falling" ?
3. Where did the fox take them ?



### III. Let's talk

Think about the story what happened next and share with your class.

### IV. Vocabulary

**(A) Complete the table using words given in the box.**

1. Names of 4 pet animals.
2. Names of 4 wild animals.
3. Names of 4 birds.

dog, zebra, lion, cow,  
deer, crow, cat, parrot,  
sparrow, pigeon, goat, fox

Pet animals	Wild animals	Birds
goat	zebra	pigeon

**(B) Find the meanings of the words using the dictionary.**

palace	shed	kennel
cave	cottage	stable

**(C) Match these pairs of words with similar sounds.**

hump	make
lake	bell
well	bump
much	bun
fun	sound
round	such

**V. Structures in context****Make questions to get these answers.**

1. I am going to Raipur.
2. I am not going to school because I am ill.
3. They will reach here in the morning.
4. He is reading the story.
5. I am fine.
6. This is his book.

**VI. Read the paragraph given below**

Pola is an important festival of Chhattisgarh. On the day people decorate and worship bulls. Children play with Nandi bull made of clay.

Similarly write a paragraph on your favourite festival.

**Hints :** Where is the festival celebrated?

When is it celebrated?

Why is it celebrated?

How is it celebrated?

## VII. Activity : Let's act

Make a role play of this lesson. Teacher will divide the students in groups. The number of students in a group will be according to the number of characters in the story. Teacher will ask the students to speak their dialogue with proper voice modulation. Each group will present their role-play before the class.

## VI. Fun time

### Let's listen

Make all your friends sit in a circle. Whisper a secret in your partner's ear. Your partner will in turn whisper the secret into the ear of the student on his right. Pass the secret on till it goes around the circle. The last child will tell the secret aloud.

Is the secret the same as you said in the beginning.

eg. I have seen a parrot with red spots.





## LESSON - 8

# WAKE UP!

**Wake up! Wake up!**  
**It's a lovely day.**  
**Oh! Please get up**  
**And come to play.**  
**The birds are singing in the trees,**  
**And you can hear the buzzing bees.**  
**Wake up! Wakeup!**  
**It's a lovely day.**  
**Oh! Please get up**  
**And come and play.**  
**It's much too late to lie in bed,**  
**So hurry up, you sleepy head.**  
**Wash and dress**  
**And come on out –**  
**Everyone is up and about.**  
**The cow, the horses, the ducks**  
**And the sheep,**  
**The tiniest chicken**  
**Cheep-cheep-cheep**  
**Wake up!**

**– C. Fletcher**





## I. New words

**wake up, lovely, buzzing, sleepy head, tiniest**

## II. Read and write

### Complete the answers :

(i) By what name does the poet call the child?

The poet calls the child .....

(ii) Is it too early for the child to get up?

No, it is too late to ..... in bed.

(iii) Name the animals & birds who are already awake?

The ..... are already awake.

(iv) What does the poet ask the child to do before going out?

The poet asks the child to ..... and .....

(v) Who are the tiniest ones to get up?

The tiniest ones to get up are the .....

## III. Let's talk

**(A)** 1. Do you get up early in the morning?

2. Who wakes you up?

3. How does he or she wake you up?

**(B)** (i) The children are playing in the playground.

They are playing football.

Say the instructions or sentences that they use:

e.g. Hit the ball!

Pass the ball!

Don't cross the line!

Give it to me!

Run fast!

Run, run, run!

Write such instructions which are used in cricket.

_____	_____
_____	_____
_____	_____

**(C) Talk about yourself.**

Tell the class when do you get up?

What do you do in the morning?

Who wakes you up?

What happens when you get up late?

**IV. Vocabulary**

**(A) Fill in the blanks with suitable words given in the box.**

**wakes, lovely, hurry, buzzing**

1. You have a \_\_\_\_\_ dress.
2. I don't like the \_\_\_\_\_ sound of bees or dragonflies.
3. \_\_\_\_\_ up or we will be late.
4. My grandmother \_\_\_\_\_ me up everyday.

**(B) Match the words and make meaningful instructions:**

**A**

Get

Go

Keep

Work

**B**

quiet.

brave.

hard

ready.

**(C) Match the meanings with the phrases according to the poem**

- |               |   |                                 |
|---------------|---|---------------------------------|
| much too late | - | someone who is fond of sleeping |
| come on out   | - | awake and moving                |
| up and about  | - | very late                       |
| sleepy head   | - | get up and come out             |

**IV. Write and share**

What does your mother say to wake you up? Can you add some more lines which she says to you?

Look! the sun has risen.

Leave the bed, you will be late for your school.

Look what I am cooking for you.

Look! what a pleasant weather outside !

Wake up,  
my child!

\_\_\_\_\_

\_\_\_\_\_

## V. Structures in context

- (i) Write some instructions which have only two words. Go through the textbook of class IV, note down such instructions. Share them with your class. Learn from your teacher how to use them.  
e.g. Wake up. Come in.

- (ii) Connect the pairs of sentences below using 'and'.  
(a) It is 10 'O' clock.  
(b) It is the time to go to bed.
- 

- (a) Meera studies well.  
(b) She helps her mother in the kitchen too.
- 

- (a) I wrote a message.  
(b) I sent it to my all friends.
- 

- (a) I wake up early in the morning.  
(b) I go for morning walk with my father..
- 

- (iii) Choose the correct word and fill in the blanks.

- (a) ..... a fine morning. (It's/Its)  
(b) I have a cow . ..... colour is brown.

(It's/Its)

- (c) The Tajmahal is famous for ..... beauty.

(It's/Its)

- (d) This is a plastic chair so ..... very light in weight. (It's/Its)
- (e) This school is known for ..... building.  
(It's/Its)
- (f) Don't go outside without warm clothes. ....  
very cold today. (It's/Its)

## VI. Fun time

**(A) Now twist your tongue. Divide the class into four groups. Give one tongue twister to each group and ask to present before the class.**

**Note :** Teacher will help the learners to pronounce correctly :

- (1) Upper roller, lower roller
- (2) Good cook could cook
- (3) slim slam slap
- (4) thin sticks, thick bricks



**(B) Look at the picture and write about it.**





## LESSON - 9

# I WANT

“I want to be big,” says  
Little Monkey. “I want  
to be strong.”

A wise woman hears  
him. “Take this magic wand,”  
she says, “and all your  
wishes can come true.”

A giraffe comes by. He stretches his long  
neck. He eats the sweet leaves at the top of  
the trees.

“I want a long neck,” says Little Monkey.  
“POP!”

His neck grows long, just like the giraffe’s.

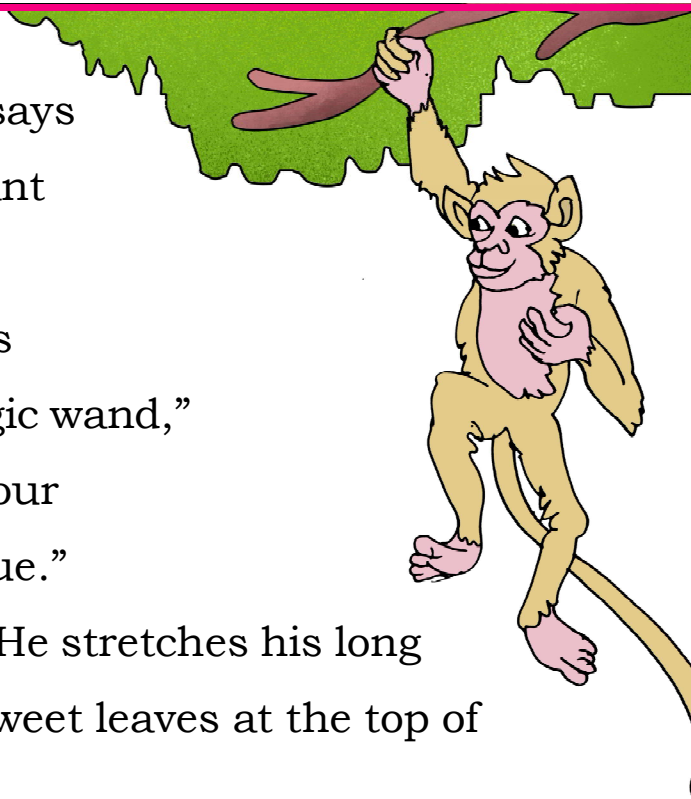
Little Monkey is happy.

An elephant comes down to the river.

He fills his trunk with water.

He blows it all over himself.

“I want to do that too!”,  
says Little Monkey. “BANG!”





Just like that, he grows a trunk.

He is very happy. "This is fun!" he says.

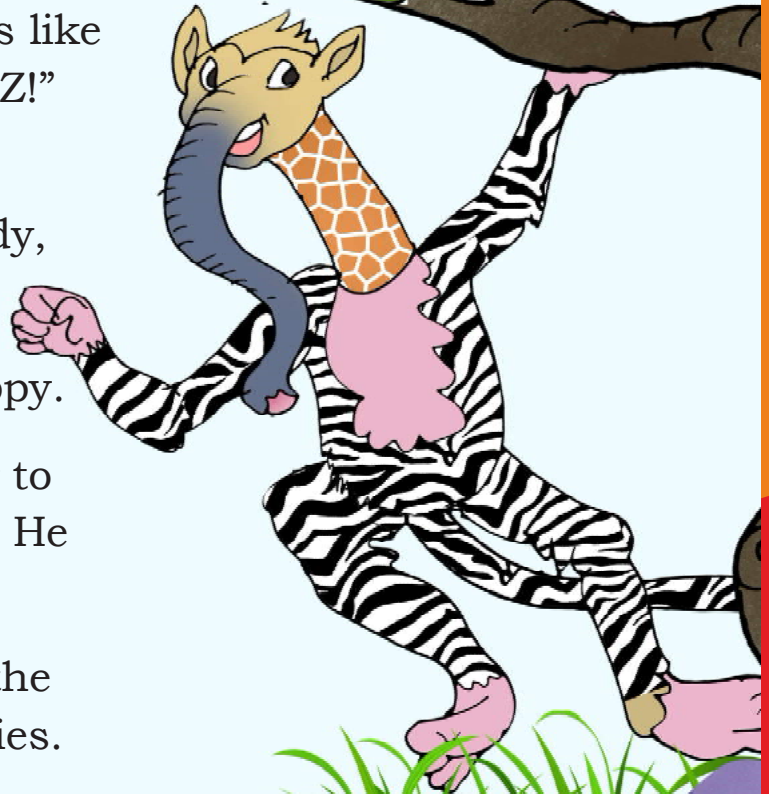
Next, Little Monkey sees a zebra. "I want stripes like those," he says. "WHIZZ!"

Little Monkey has stripes all over his body, just like the zebra.

He is very, very happy.

He goes to the river to try out his new trunk. He looks down.

He sees himself in the water. "Mother!" he cries. "Help! A monster!"



“That’s not a monster,” says his mother. “That’s you.”

“You want a giraffe’s neck, an elephant’s trunk and stripes like a zebra. Don’t you remember?”

Little Monkey cries and cries. “I look AWFUL!” he says.

“I want to be myself again.”



There is a POP, a BANG and a WHIZZ.

Little Monkey is himself again. He jumps for joy.

He throws the magic wand into the river.

He never wants to be anyone else again.



## I. New word

**strong, wand, wishes, blows, trunk, monster**

## II. Read and write

### (A) Answer these questions:

1. What were the monkey's first three wishes?

First wish	Second wish	Third wish

2. How did he look ultimately?
3. Was he happy with his looks?
4. What was his wish?

### (B) Put a (✓) or a (x) against the following sentences. One has been done for you :

1. The little Monkey wants to be big and strong. (✓)
2. A wise man gives him a wand.
3. The giraffe gives his long neck to monkey.
4. The elephant cannot fill water in its trunk.
5. The zebra has stripes.
6. The little Monkey sees a monster in the river.

### III. Say aloud

magic, wand, hears, wishes, stretches, eats, blows, stripes, monster, awful

### IV. Let's talk

1. What would you do if you had a magic wand? Tell your first three wishes to your class.
2. Do we learn a lesson from this story? What is it?

### V. Vocabulary

#### (A) Use the words in your own sentences :

wish, river, remember, monster, magic, wand

#### (B) Make meaningful words with jumbled letters :

ndaw ....., pypah ....., cigma .....,  
iltetl ....., odyb ....., ertaw .....

### VI. Think and write

1. My favorite animal is ..... . I like it because .....
2. My favourite bird is ..... . I like it because .....
3. I want a magic wand because .....
4. I do not want a magic wand because .....