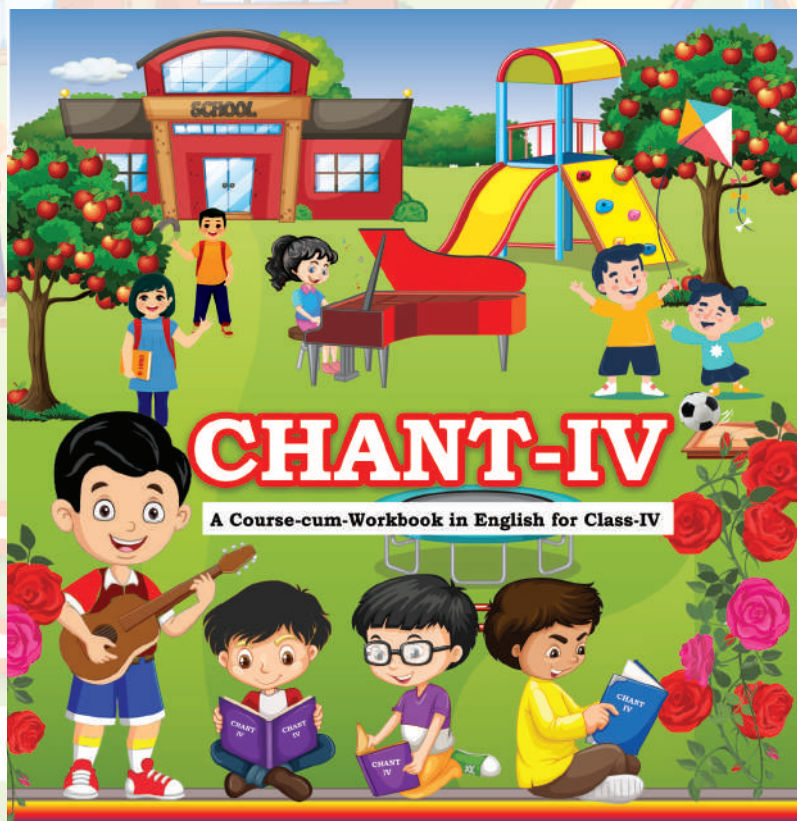


Chant-IV



**The Jammu and Kashmir Board of School Education
Srinagar / Jammu**

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Chant-IV

Foreword

Chant IV draws on the constructivist approach to learn the English language focusing on the social contexts of learning and the construction of knowledge through peer and group interactions rooted in the Indian tradition with the aim to develop the cognitive, emotional, intellectual, social and spiritual aspects of the child's personality. The textual material focuses on the experiences of teachers and the scenario of English language learning at the grassroots in J&K. We hope that children will be gradually trained in the four skills of language i.e. listening, speaking, reading and writing. The guidelines laid down in the National Curriculum Framework and the National Educational Policy have been kept in mind while preparing this textbook.

The learning outcomes at the beginning of each chapter aim at what is to be achieved during the learning of a chapter and the warm-up activity acts as a precursor to the chapter. Inter-disciplinary linkages, activity based approach, phonics, contextualised grammar and worksheets, formative, continuous and comprehensive assessment and positive competition through cooperation are the hallmarks of this course-cum-workbook. Chant IV provides enough space for shared experiences and meaningful interactions. Group and peer work is an effective and natural way to learn the language as it allows children to construct knowledge naturally apart from learning and practising life skills in real-life situations. The main features of the textbook are stress-free learning; focus on skill and personality development, flexibility and tracking learning for boosting the confidence of the learner.

Suggestions from all quarters, especially the stakeholders, are always welcome to improve the textbook.

Prof. (Dr.) Parikshat Singh Manhas
Chairperson



Introduction

Chant-IV, Course-cum-Workbook has been prepared keeping in mind the activity based approach aiming to carry out tasks to actually use language while performing it. The text contains different themes which children can relate to in their real life. This Course-cum-Workbook should enable learners to listen, speak, read and write, and therefore, use English language in their every day life. In the contemporary world, English as a global language, is a key to all knowledge. Therefore the learning of English becomes all the more important. It is hoped that the language learning material provided in this course book will meet the demands of the learners'. *Chant-IV* focuses on child centred approach. It is hoped that it will encourage interaction between the students and allow them to participate in constructing knowledge. Listening, speaking, reading, writing, participation, exploration, and experience create new understandings in the language classrooms.

A team of subject experts teaching at the grassroots with experience in curriculum development have been instrumental in the production of this textbook. It is hoped that the instructional material will prove to be interactive, relevant and useful for the learners, and, therefore, help them achieve their goals of English language learning.

Secretary



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Acknowledgement

Chant IV promotes the learner-centred approach by allowing the learner to become an active participant in the construction of knowledge. It gives the teacher enough freedom to tackle the classroom. This course-cum-workbook encourages activity based learning which aims to impart all the four language skills i.e. listening, speaking, reading and writing. This will equip the learners with the competencies required to promote learner autonomy. The textbook aims to focus on integrated language learning in which language skills develop naturally and by the conscious efforts of the educator. The extension of this process to the school helps children make sense and construct knowledge from their own experiences.

Many new features have been included in the textbook to make it more interactive, student-friendly and result-oriented. Apart from the learning outcomes and warm-up in the beginning of each lesson, the text has been divided into various parts. This breaking up of the text followed by 'Stop and Think Section' will ensure stress-free learning.

Apart from using the creative commons, the materials for Chant IV were developed in a series of discussions and workshops held at the Academic Division. I acknowledge the hard work put in by the team of subject experts. I am also grateful to all those teachers who gave us their feedback to develop a more relevant and need-based course-cum-workbook and, therefore, bridge the gaps.

I am grateful to Prof. (Dr.) Parikshat Singh Manhas, Chairperson and Ms Manisha Sarin, JKAS Secretary to allow the reprint edition of this textbook.

I am also thankful to former chairpersons, Secretaries, Directors and Joint Secretaries of Publications for initiating and publishing the basic edition of this textbook. I appreciate the efforts of Ms. Naila Neelofar, Assistant Director, Academics and the team of experts for their painstaking efforts in bringing out this textbook. If any of the acknowledgements have been inadvertently missed, the same will be incorporated in the next edition.

I am highly grateful to the team of experts who spared their valuable time in preparing this textbook.



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The subject experts who participated in the preparation of the textbook are:

1. Naila Neelofar, Assistant Director, Academics, JKBOSE
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10. Mohammad Younus Malik, Teacher, Zone Qazigund
11. Gulzar Ahmad Rather, Teacher, Zone Tahab, Pulwama
12. Kamini Pathania, Teacher, GHSS, Salehar, Jammu

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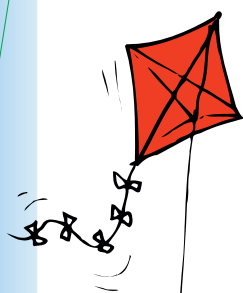
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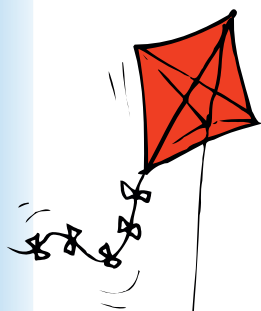
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Content Overview

Chapter	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	Grammar	Life Skills	Suggested Time Schedule
The Boy Who Never Told a Lie	Listen to the poem	Sing the poem with rhyme and rhythm Pronounce consonant blends	Read the poem.	Answer simple questions Fill ups	New words	Truthfulness	Hand glove puppet			07
Let's Read Stories (a) The Coloured Jackal (b) The Sage and the Mountain	Listen to the text for comprehension	Tell a story	Read the text to understand	Write simple sentences Rewrite to create sequence of events	New words	Honesty	Role- Play Narrate stories	Punctuation	Leadership	15
All Things Bright and Beautiful	Listen to the poem	Speak about good manners Pronounce words with initial and final clusters	Read the poem with rhyme and rhythm	Answer simple questions Fill ups	New Words	Understand others	Magic words Drawing			07
Tom And His New Medicine	Listen to the text for comprehension	Speak about falling ill	Read the text to understand	Write simple sentences Answer questions Fill ups	New Words	Empathy	Role-play	Assertive / Declarative Sentences	Coping with situations	20
The Naughty Boy	Listen to the poem	Speak about things and places around Speak rhyming words on CVC pattern	Read the poem with rhyme and rhythm	Answer simple questions Choose correct options	New words	Childhood innocence	Locate places on the globe Drawing			08
The Elephant and the Mice	Listen to the text for comprehension	Create/ Tell stories from pictures	Read the text to understand	Write simple sentences Answer questions Fill ups	New words	Usefulness of things in nature	Produce animal sounds	Interrogative sentences	Empathy	20
Against Idleness and Mischief	Listen to the poem	Speak about uses of honey Rhyming words Pronounce words with the plural marker /s/	Read the poem with rhyme and rhythm	Answer simple questions Fill in the Blanks	New Words	Importance of hard work	Quiz			08





Content Overview

Chapter	Listening	Speaking	Reading	Writing	Vocabulary	Values	Activity	Grammar	Life Skills	Suggested Time Schedule
From <i>Alice in Wonderland</i>	Listen to the text	Speak about real and imaginary situations Dialogue about fantasy characters	Read the text to understand	Answer simple questions	New words	Imagination	Categorise imaginary and real happenings Listen and talk about fantastic things / Dialogue	Imperative sentences	Problem solving	20
The Arrow and the Song	Listen to the poem	Speak about things that can fly Pronounce words with different sounds of /es/ words	Read the poem with rhyme and rhythm	Choose correct options Fill in the blanks	New words	Appreciation of nature	Use waste			08
Mansar Lake	Listen to the text for comprehension	Speak about pollution	Read the text to understand	Write simple sentences Answer simple questions	New Words	Environmental awareness and protection	Draw Colour Collage Field visit	Exclamatory sentences	Cleanliness	15
Written in March	Listen to the poem	Speak about and identify different sounds that animals make Pronounce words ending with /ed/ as different sounds	Read the poem with rhyme and rhythm	Choose correct options Answer simple questions	New Words	Care for Environment	Finger printing Drawing			08
Adventure in the Forest	Listen to the text for comprehension	Dialogue	Read the text to understand	Choose correct options Fill in the blanks Write words	New Words	Love for nature	Role-play Prepare list of items	Present and past continuous	Facing a situation	20



1

The Boy Who Never Told a Lie

Learning Outcomes

The learners are expected to



- read and sing the poem with proper rhyme and rhythm
- pronounce consonant blends
- construct words starting with various consonant blends/clusters

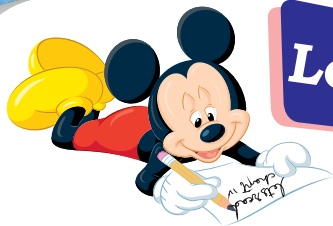


Warm Up

- Play this poem on YouTube and let the students sing along.
or
- Ask students to write a simple poem on any of their favourite topics.



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Let's Read

Let's read a poem about a boy who never told a lie.

Once there was a little boy,
With curly hair and pleasant eye—
A boy who always told the truth,
And never, never told a lie.
And when he trotted off to school,



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The children all about would cry,
“There goes the curly-headed boy—
The boy that never tells a lie.”

And everybody loved him so,
Because he always told the truth,
That every day, as he grew up,
'Twas said, “There goes the honest youth.”

And when the people that stood near
Would turn to ask the reason why,
The answer would be always this:
“Because he never tells a lie.”

Anonymous

New Words



curly

pleasant

trot

honest

youth



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Glossary

pleasant

nice, delightful

trot

to move quickly

honest

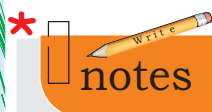
truthful, sincere

reason

cause, explanation



Think and Answer



1. Describe the appearance of the boy.

*The students may note down the points during the class to frame their own answers instead of the teacher dictating answers to them.



Chant-IV

*



2. Why did everybody love the boy?

3. Do you think that we should always
speak the truth ? Why ?

4. Read the poem and fill in the blanks with
the words given in the boxes.

pleasing

small

lie

curly

truth

Once there was a _____ boy. He had

_____ hair and

_____ eyes. He

always told the

_____. He never told

a



Chant-IV



Let's Talk

1. Let students tell the story using the pictures.

Picture 1



Picture 2



Picture
03



Now discuss with students how it can be hard to tell the truth but that being truthful is always fruitful.

2 What is your idea of honesty? Discuss.



Off to the Language Lab

Spin the wheel and make as many words as you can by using the blends.
Let children pronounce all the words.



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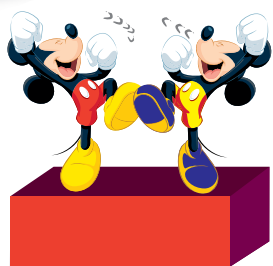
I made _____ words



Note

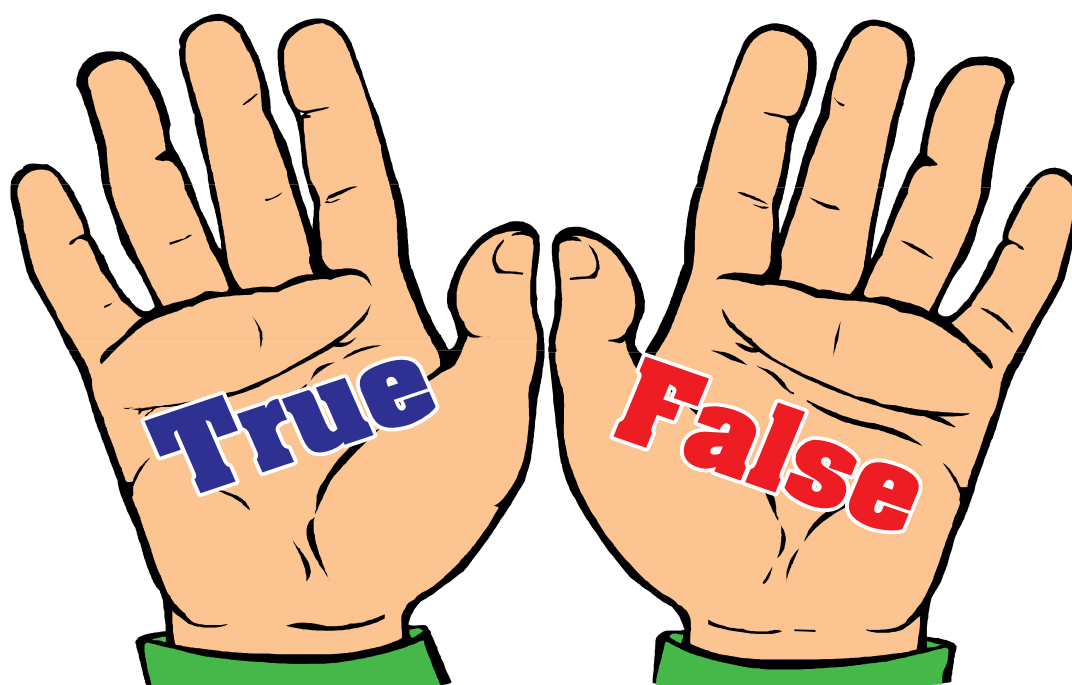
Write all the words from the below boxes on the board and let students speak them. Help them in pronouncing the words correctly. Each blend must be pronounced without an intervening vowel in between the clustering consonants.

black	clue	flu	play
block	clock	fly	plot
blunt	claw	flock	plate
blue	clear	flash	plum
blot	cluck	flush	plinth
blow			
blank			



Let's Do

Make two hand-glove puppets. Mark one as 'true' and another as 'false'.
Now tell the students things that



might be true or false while they hold up the correct puppet for what the teacher says e.g. “I can eat stones” is a false statement. The students can hold to the puppet marked as 'false' and make a sound like 'oo....'. If the teacher says, “I teach language,” the

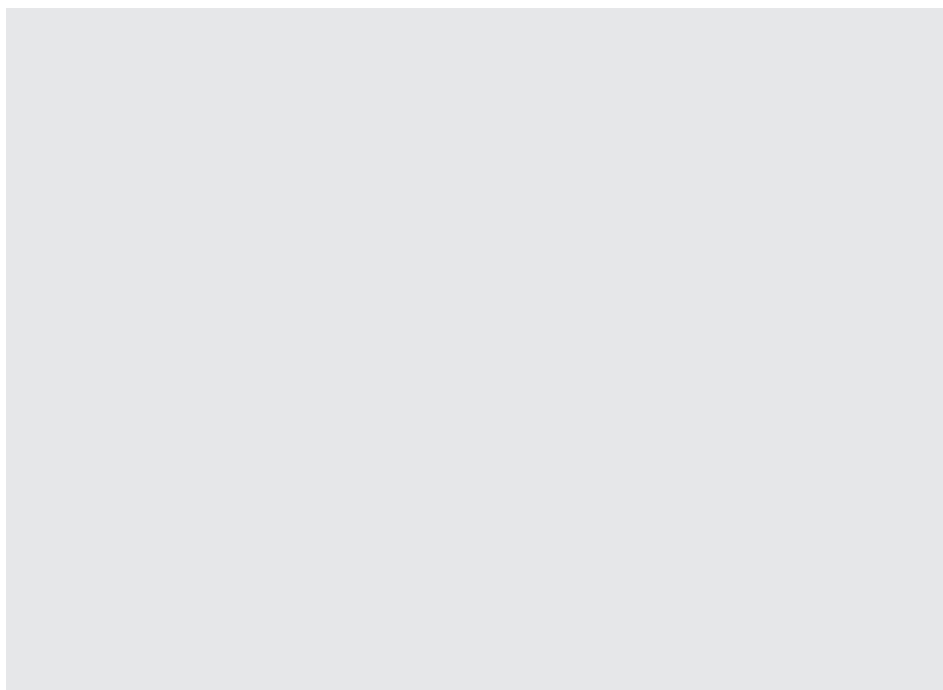


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statement is true and so they pick the puppet marked 'true' and make a sound like 'hey'. Take turns where students say things and you hold up the puppet and make a sound.

Discuss how we should always use our own knowledge to decide what's true.

You can note down your points in the box.



2

Let us Read Stories

A) The Coloured Jackal

Learning Outcomes

The learners are expected to



- understand the sequence of events in the story
- arrange events sequentially
- create and role-play a story
- use proper punctuation marks in a passage and dialogue



Warm Up

- Let students act as different animals.
- Ask them to say a few words on a particular situation e.g. the teacher will ask a student to act as a lion, the king of the jungle, etc.



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- Next, the teacher will ask another student to act as a bird and sing a song.
- The Warm-up should continue for at least five minutes.



Let's Read

Once a jackal strayed into the city. He hid here and there due to fear. In the evening, he cautiously left for the jungle. Unfortunately, the dogs noticed him and



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chased him. The jackal slipped into a dyer's shop. He fell into a coloured water container and was dyed to the full. The dogs looked for him everywhere but couldn't find him. Disappointed, they stopped chasing him. The jackal started for the jungle and reached there in the middle of the night.

Next day, the jackals saw a coloured animal. They gathered around him and said to him, "We



have never seen a coloured being in this jungle.



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The lion is a cruel monarch. We will make you our king.” The jackal was flattered. Gladly nodding his head, he accepted the offer. He was made the



new king of the jungle. One day, the jackals assembled around him. One of them howled and the rest followed. The king couldn't resist. Forgetting his kingship, he too howled. Upon this, the jackals realised that he too was a jackal. How come was he the king! They pounced upon him and tore him to pieces.

Adapted from the *Panchtantra*





Think and Answer

1 The jackal fell into a dye's/potter's container.

2. The dogs chased the

3. The jackal reached the jungle during the

5. The jackal was made the king/queen of the
jungle.

6. The new king turned out to be a

7. The jackal was flattered.

8. The king also howled with

other jackals.



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New Words



stray

cautious

chase

slip

dyer

container

monarch

flatter

assemble

howl

resist

pounce

Glossary



stray

to lose way

cautious

careful

chase

to run after

slip

to move silently

dyer

one who colours fabrics or clothes

container

a vessel for holding something

disappoint

to fail to meet the expectation or hope of



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monarch

king; ruler

flatter

to praise too much

nod

here: to agree by moving one's head up and down

assemble

to bring together

howl

loud sound made by a jackal

resist

to oppose

pounce

to attack

(B) The Sage and the Mouse



A sage lived in a forest. He meditated there day and night. There was a mouse hole close by. A mouse would come out of it and climb up the sage's shoulders. The



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sage began to like it. One day, the sage
cast a spell and changed it into a young



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girl. As days passed, she grew into a beautiful woman. The sage now thought of marrying her off. The girl wanted to marry the most powerful being. The sage thought there was none stronger than the sun. He visited the sun and asked



him if he could marry his daughter. The sun said, “The cloud is more powerful. It reduces my heat and dims my glare.” The sage approached the cloud and asked it the same question. The cloud said, “The wind is more powerful than me. It



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disperses me everywhere. “The sage went to the wind. The wind said, “The mountain is more powerful than me. It



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does not let me pass by.” The sage went



to the mountain and asked it the same question. The mountain replied, “There is no doubt that I am the strongest but there is someone more powerful than me



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who eats me from within.”

“Who’s that?” asked the sage.

“The mouse,” replied the mountain.

The sage was puzzled. He again cast a spell and changed the girl into a mouse.

“One must never fiddle with nature,” he thought to himself.

Adapted from the *Panchtantra*

New Words



sage

meditate

spell

powerful

dim

glare

puzzle

fiddle

Glossary



sage

• a learned and wise person

meditate

• to worship in silence for a period of time



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cast a spell

to enchant someone
with magic

glare

strong shining light

disperse

to scatter

puzzle

to confuse

fiddle

to interfere



Think and Answer

notes

1. What was the sage doing in the forest? .



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*



2. Who did the sage think to be the strongest? .

3. Who did the mountain think to be stronger? Why?





4. What lesson did you learn from the story?

A series of horizontal lines for writing, alternating between pink and blue colors. There are 10 sets of these lines, each set consisting of a pink top line, a blue middle line, and a pink bottom line.



Chant-IV



Let's Talk



The teacher will tell a story and ask the students to create a sequence of events around it. The teacher will encourage the students to imagine different situations to complete the story.



Language Work

Rewrite the following in the sequence





sum up
the story

that appears in the stories that you read.

A.

1. The jackal fell into the container.
2. The jackal reached the jungle, in the middle of the night.
3. The dogs chased the jackal.
4. The jackal was made the king.
5. The jackals saw a coloured animal.



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notes

sum up
the story

B.

1. The sage transformed the girl into a mouse.
2. The sage transformed the mouse into a girl.
3. The sage met the sun, the cloud, the wind and the mountain.
4. The sage thought of marrying off the girl.
5. The girl wanted to marry the most powerful being.



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*  notes

Lined area for writing notes, consisting of multiple sets of three horizontal lines (top and bottom lines are pink, the middle line is blue).



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Grammar in Context

Priya and Rohan are classmates. They introduce themselves and engage in a dialogue. Punctuate their introductions and the dialogue using capital letter, full stop, comma and question mark wherever required.



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my name is priya i am in class IV and live
at channi, himmat i study in a school at
jammu i want to be a teacher when i
grow up

I am ruhan.i am in class III i love to play
cricket badminton chess volleyball etc i
want to be a doctor when i grow up amit
is my best friend he wants to be an
astronaut.

[illegible]

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*  notes

Dialogue

priya: where are you going Ruhan

ruhan: i am going to school

priya: where is your bag

ruhan: my bag is in the room

priya: when did you sleep yesterday



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*



ruhan: i slept at 9 pm yesterday

priya: what is your teacher's name

ruhan: my teacher's name is sahil

priya: who is your best friend

ruhan : riyan is my best friend

priya: why don't you read books

ruhan : i will try to read good books

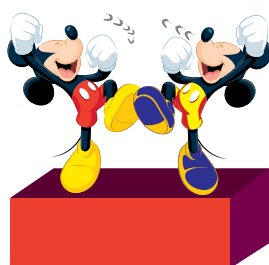


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priya: what do you want to be when you grow up

ruhan: I want to be a doctor when i grow up



Let's Do

Let the students role-play the story that they created in Let's Talk.

Or

Let them tell any of their favourite stories.





Life Skills



Leaders are supposed to be honest and responsible. The coloured jackal , the new king of the jungle, was dishonest about his identity. He got punished for the same. Let the teacher divide the class into groups. The teacher will ask each group to maintain and decorate their classroom or organize a cricket match or language quiz of their class under the supervision of a group leader. Each group will select its leader and discuss the qualities of good leadership with the help of the hints given below.

- communicator
- positive thinker
- listener
- patient
- motivator
- adjustable
- responsible
- tolerant



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Name of the Student



STAR TRACK

Roll No.

Punctuality		★ ★ ★ ★ ★	
Listening		★ ★ ★ ★ ★	
Speaking		★ ★ ★ ★ ★	
Reading		★ ★ ★ ★ ★	
Writing		★ ★ ★ ★ ★	
Participation		★ ★ ★ ★ ★	



Teacher's remarks



3

All Things Bright and Beautiful

Learning Outcomes

The learners are expected to



- read and sing the poem with proper rhyme and rhythm
- identify rhyming words in the poem
- use polite expressions
- pronounce initial and final clusters in words



Warm Up

- Ask the students to collect some stones or any other readily available material/s.
- Let them write the names of people they are grateful to.



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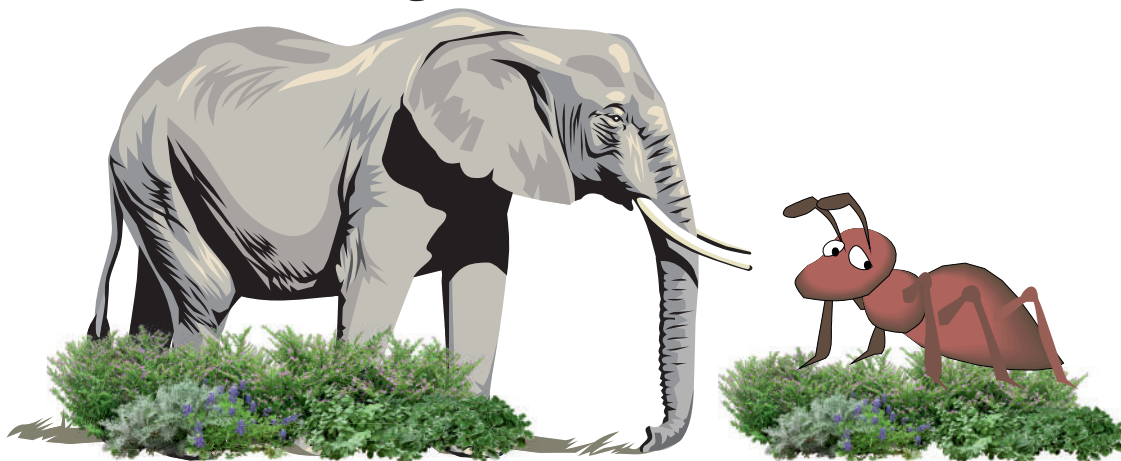
- They may use crayons or water colours to paint the stones.
- Then ask them about the people whose names they have written.



Let's Read

Read and enjoy the poem to know about the Creator of the world.

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The things God made them all.

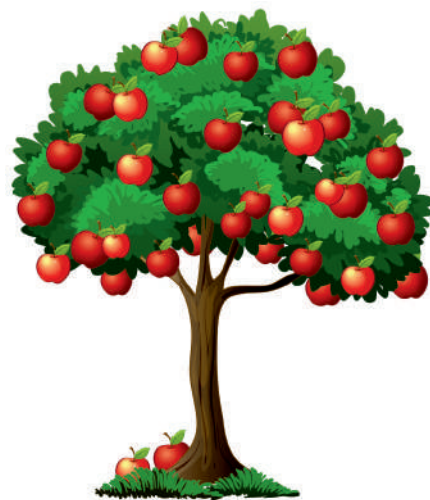




Each little flower that opens,
Each little bird that sings,
He made their pretty colours,
He made their little wings.



The tall trees in the greenwood,
The pleasant summer sun,
The ripe fruits in the garden,
He made them everyone.



He gave us eyes to see them,
And lips that we might tell
How great is God Almighty,
Who has made all things well.



C. F. Alexander

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New Words



beautiful

creature

wonderful

pretty

greenwood

pleasant

ripe



Glossary

creature

any living thing

wonderful

extremely and unbelievably good

pretty

attractive or charming

greenwood

forest

pleasant

nice, delightful

ripe

(of fruit or crops) completely developed, ready for eating or harvesting





Think and Answer

*



1. Complete the following sentences.

a) God gave us eyes to _____

b) God gave us lips to _____

c) God gave birds wings to _____

2. What do you think to be the most amazing thing created by God?



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*



3. Find out the rhyming words in the poem.

4. Should we thank God for the things that He has created for us. Why?





Let's Talk

The teacher will tell students that having good manners require thinking about other people too, instead of only thinking about oneself. Other people will feel



comfortable and happy to be around you when you are polite and treat them with



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*



respect.

Now, the teacher will ask the students to use appropriate expressions in the following situations.

1. What will you say if your grandmother gives you a book on your birthday?
2. What will you say if you burp or sneeze while you are talking to your teacher?
3. What will you say if you accidentally spill milk on someone's clothes?
4. What will you say if your mom helps you with your homework?
5. What will you say if you accidentally step on someone's foot?
6. What will you say if you ask your friend for a pencil?
7. What will you say if you want to go to study while you are having fun with your cousins?





Off to the Language Lab

Use appropriate consonant blends from the box to complete the exercise.

-nd str- -nk -mp -ld -nd
-nt spr- -nk -st

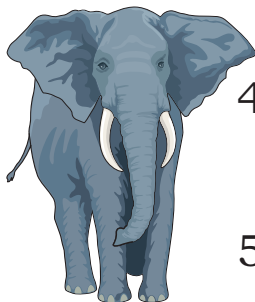


1. Summer comes after _____ ing.

2. A _____ ong wind blew last night.



3. We stayed in a ca _____ at Pahalgam.



4. An elepha _____ has a huge tru _____

5. The sun sets in the We _____



6. Go _____ is a precious yellow metal.



7. A sta _____ is stuck on letters and



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envelopes.



8. We keep our money in the ba



9. A desert is full of sa

bright

flower

pump

tree

creature

gold

stunt

sand

bank

spring

great

strong

rubble

stamp

send

stump

pretty

flock

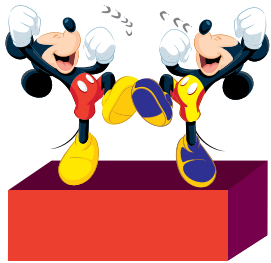
pleasant

small



There are both initial and final consonant clusters/blends in the boxes above which the teacher must explain to the students so that they pronounce them properly.





Let's Do

Let students draw a picture of what they think is beautiful.



4

Tom and His New Medicine

Learning Outcomes

The learners are expected to

- enact different roles
- think and respond verbally to questions based on everyday life experiences
- transform positive sentences into negative sentences and vice versa



Warm Up

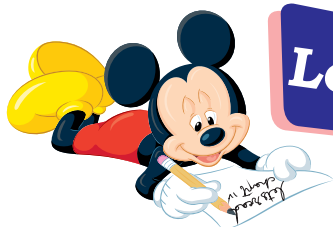
- Ask the students about when they last fell ill. How did they feel? What did their parents do to cure them? Did they like the taste of the medicine?

or

- Ask the students to narrate some of their naughty acts.



Chant-IV



Let's Read

Tom was not feeling well. He could not eat and sleep the way he used to. He could not eat as much as he used to. He did not want to run away from school. Sometimes he did not want to play. He was troubled and sad. "The boy is ill," thought Aunt Polly. "I must give him some medicine."

Aunt Polly was fond of all kinds of medicine. She had a lot of books on this subject. Her newest idea was this - when a boy was ill, he must bathe in cold water every day. And so every morning she made Tom stand outside in the yard. Then she threw ice-cold water over him. After that she wrapped him in a wet sheet and made him lie in bed. Tom did not get better. He got worse. Aunt Polly tried a



new idea. She threw hot water over him



instead of cold. That did not help Tom either.

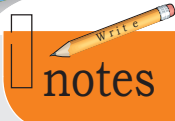
Stop and Think



1. What happened to Tom?



Chant-IV



2. What was Aunt Polly fond of?

3. Did the bathing treatment help Tom?





4. Tick the correct sequence.
Aunt Polly treated Tom by
- i. throwing ice-cold water over him
 - ii. wrapping him in a wet sheet
 - iii. throwing hot water over him
- A) ii, iii, i B) i, iii, ii C) i, ii, iii
5. What do you think Aunt Polly will do next to cure Tom?

At this time, Aunt Polly heard about a new medicine. It was called a painkiller. It had the taste of fire. All the same, Aunt Polly made Tom drink it. Three spoonfuls after each meal. Tom hated it. When his aunt



Chant-IV



was not looking, he quickly poured the medicine into a hole in the floor. Tom was busy doing this one day, a cat came in and Tom poured some of the medicine into its mouth. At once it jumped high into the air. It started dancing on its back legs. It rushed around the room, breaking anything in its path. It ran about as if it were mad. Tom laughed and laughed. It was a long time since he had laughed so heartily. Aunt Polly heard the noise and came rushing in. "What's the



matter?" said Aunt Polly.



Stop and Think

1. Aunt Polly heard about a new _____.
medicine/dress/ pet
2. Tom poured the medicine into a _____.
garden/cup/hole
3. Tom gave the painkiller to the _____.
cat/owl/monkey



Chant-IV

4. The cat started dancing on its back legs/front legs
6. The painkiller tasted bitter / sweet / salty
5. How will Aunt Polly react to the situation? Will she scold Tom or praise him?



Handwriting practice lines for notes.

Tom could not speak for laughing. At last he pointed and said, "Look, look at the cat."

"What's the matter with it? You have been giving it that medicine?"

"I don't know," said Tom, still laughing.





Aunt Polly saw the bottle of painkiller, the spoon, and a saucer. She guessed the truth.

Tom expected his Aunt to be angry. To his surprise she was only thoughtful. "It's not a medicine for cats," she said. "Perhaps it's not a good medicine for boys. You need not take any more of it, Tom." This was good news for Tom and he began to feel better.

Mark Twain
An adaptation



Chant-IV



Think and Answer



1. Who was laughing? Why?

2. What did Aunt Polly see?





3. Write about your recent naughty acts.



Chant-IV

New Words



bathe

yard

wrap

wet

worse

noise

laugh

expect

surprise

painkiller



Glossary

bathe

to take a bath

wrap

to cover

fire

here: unpleasant taste, not sweet

rush

to act hastily

expect

hope for something to happen

painkiller

a medicine that lessens or stops pain





Let's Talk

What are the naughty things you often do at your home? How do your parents react to it? Share with your classmates.



Language Work



Read the passage and answer the questions that follow.

Humans suffer from many diseases. Some of these diseases spread from person to person. These are called contagious diseases. In December, 2019 one such disease, caused by the corona virus, afflicted the whole world. It is named as Covid-19. It was first reported from Wuhan, China. Many people died



Chant-IV

because of this disease and millions of people got infected across the world. The World Health Organisation (WHO) declared it a pandemic. The virus mainly



affects the pulmonary system of the host. Patients suffering from it complain of fever, breathlessness, fatigue, headache, etc. The worldwide lockdown due to Covid-19 impacted everything. Schools were also closed and students resorted to online classes.

The following preventive measures can help avoid the infection.



Chant-IV

Maintaining physical distance, washing hands regularly with soap or using a sanitizer, wearing a face mask, seeing a



doctor if one is unwell and drinking lot of water, staying strong and motivated to fight the disease.



Chant-IV

Fill in the blanks with appropriate words from the passage.

1. _____ diseases spread from person to person.

2. Covid-19 originated from _____.

3. The Corona Virus mainly affects the _____ system of the host.

4. What are the symptoms caused by Covid-19 ?







5. What precautions can prevent the spread of Covid-19?

6. How did Covid-19 impact your schooling?



Chant-IV

[illegible]



Grammar in context



Assertive / Declarative sentence

A sentence is a group of words that gives complete meaning or sense. It always begins with a capital letter and ends with a full stop, a question mark or an exclamatory mark. Let's read the passage given below to understand the same.

Read the Passage.

My name is Ronaq . I study in Class IV. I like to read books. I love to eat cakes. I want to be a teacher. I always listen to my parents.

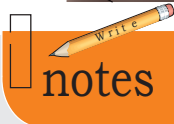
Piya is my sister. She is in Class III. She does not like to read books. She does not love to eat cakes. She does not want to be a teacher. She does not listen to her



Chant-IV



*



parents.

The sentences in the passage state a fact or opinion or information. Such sentences are called declarative or assertive sentences.

The sentences regarding Ronaq are positive sentences and the sentences regarding Piya are negative sentences. A positive sentence tells us that something is, therefore, does not contain 'no' or 'not'. A negative sentence contains 'no' /



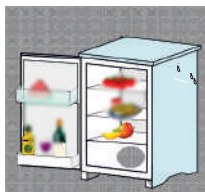
Chant-IV

'not' and tells us that something is not so.

Identify the sentences as positive or negative. Write (P) for positive and (N) for negative.

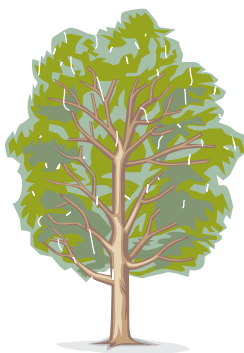


(I) The baby is crawling.



(ii) The students are not silent .

(iii) The mango is in the fridge.

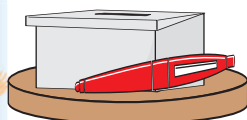


(iv) It is raining.

(v) There is a big tree in the garden.



(vi) The cat is under the table.



(vii) The pen is not in the box .

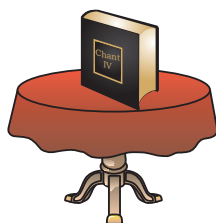


Chant-IV

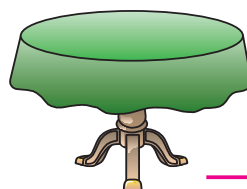


(viii) The bag is in the cupboard .

(ix) The newspaper is not on the table.



x) The book is on the table .



Now transform the above positive sentences into negative sentences and negative sentences into positive sentences.



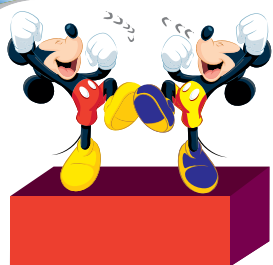
Chant-IV



A large area for writing, consisting of multiple sets of horizontal lines. Each set includes a top pink line, a middle blue line, and a bottom pink line, providing a guide for letter height and placement.



Chant-IV



Let's Do

Divide the class into groups. Create a situation of a person having cough and cold. Ask the students to play different role/s of a doctor, patient, attendant, nurse, chemist, technician and frontline workers.



Life Skills



Tom was not feeling well. His mood was also off. When your mood is off, what are the things that can cheer you up?

Hints:- Going for a walk, listening to music, etc.

Create your mood meter and share with the class.



Chant-IV

Name of the Student



STAR TRACK

Roll No.

Punctuality		★ ★ ★ ★ ★	
Listening		★ ★ ★ ★ ★	
Speaking		★ ★ ★ ★ ★	
Reading		★ ★ ★ ★ ★	
Writing		★ ★ ★ ★ ★	
Participation		★ ★ ★ ★ ★	



Teacher's remarks



5

The Naughty Boy

Learning Outcomes

The learners are expected to

- read and sing the poem with proper rhyme and rhythm
- talk, write about, describe or draw imaginary / real places and objects
- identify rhyming words from the poem



Warm Up

- Display a globe in the class.
- Ask the students to locate India and its neighbours.
- Then ask them to locate Scotland and England.
- Now let them locate and mark any five countries on the globe.



Chant-IV

- Ask the students which country they would like to visit and if they have an idea of how far that country is from J&K.

Now let's read where the naughty boy wants to go.





Let's Read

There was a naughty boy,
And a naughty boy was he.
He ran away to Scotland,
The people there to see-
Then he found
That the ground
Was as hard,



Chant-IV

That a yard
Was as long,
That a song
Was as merry,
That a cherry
Was as red,
That lead
Was as weighty,
That fourscore
Was as eighty,
That a door was as wooden
As in England-
So he stood in his shoes
And he wondered,
He wondered,
He stood in his shoes,
And he wondered.



John Keats



New Words



yard

merry

weighty

fourscore

wonder

lead

Glossary



yard

• a unit of length equal to three feet

merry

• happy

weighty

• heavy

fourscore

• eighty (80)

wonder

• to feel or express great surprise at something

lead

• a heavy metal



Chant-IV



Think and Answer



1. Tick the correct options in the box.

a) The ground was

firm

☐

soft

☐

rough

☐

b) The song was

joyous

☐

sad

☐

boring

☐

c) The cherry was

red

☐

green

☐

pink

☐

d) The lead was

light

☐

black

☐

heavy

☐

2. Where did the naughty boy go?





3. What did the naughty boy find out in Scotland?

4. What are the naughty acts that you do? What is the reaction of your teachers and parents?



Chant-IV

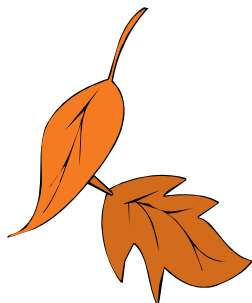
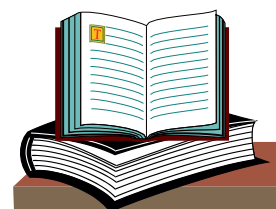
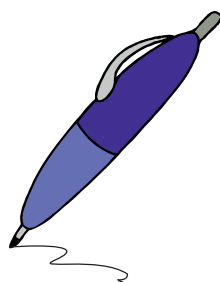


Handwriting practice lines consisting of alternating pink and blue horizontal lines.



Let's Talk

The teacher may bring to the class a blade of grass, a pen, a mobile phone, a book, a leaf, a flower, etc. Divide the class into groups. Give each group an object and ask them to describe it.





Off to the Language Lab

In the poem that you have read, the poet has used pairs of words that sound similar at the end like hard/yard, long/song, red/lead, etc. Such words are known as rhyming words. Now find out two rhyming words for each of the words given below.

ban

_____	_____
_____	_____
_____	_____

bed

_____	_____
_____	_____
_____	_____

cat

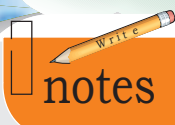
_____	_____
_____	_____
_____	_____

cot

_____	_____
_____	_____
_____	_____



Chant-IV



fog

_____	_____
_____	_____
_____	_____

heed

_____	_____
_____	_____
_____	_____

mop

_____	_____
_____	_____
_____	_____

pick

_____	_____
_____	_____
_____	_____

rug

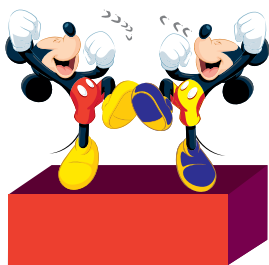
_____	_____
_____	_____
_____	_____

shut

_____	_____
_____	_____
_____	_____

Note: The given words on the left are of CVC (consonant-vowel-consonant) pattern. The teacher can augment the activity by giving more examples and make children practice other syllabic patterns.





Let's Do

1. Draw a place you would like to visit. Draw all the wonderful things you would like to see there.



2. Where do you live? Write about its climate, festivals, fairs, vegetation, clothing, and food.



6

The Elephant and the Mice

Learning Outcomes

The learners are expected to



- understand the sequence of events in the story
- learn vocabulary related to animals
- use appropriate question words
- rearrange words to form declarative and interrogative sentences with appropriate punctuation marks



Warm Up

The teacher will bring two sets of flash cards. One set will have the pictures of a tractor and a car. The other set will have the pictures of a knife and a



Chant-IV

*

notes

needle.

After displaying the flash cards from the first set, the teacher will ask the following questions.

- Which of the two is bigger?
- What would you prefer to plough a field with?
- Which vehicle would you prefer to



use to go to a wedding ceremony ?

- The teacher will display the second



Chant-IV



set having the pictures of the needle and the knife. She will now ask the following questions.

- What will you use to stitch your uniform ?
- What will you use to cut fruits ?

The teacher will now explain to the students that everything in this world, whether big or small, has its own importance. One cannot assume the usefulness of things merely on the basis of their size.



Let's Read

Once a village was struck by a massive earthquake. All the inhabitants left but the mice decided to stay back in the



Chant-IV

deserted village. On the outskirts of the village, there was a lake where a herd of elephants visited regularly to bathe and



drink water. Since the village was on the way to this lake, the elephants trampled upon the mice on their way. The king of the mice decided to meet the elephants. He told them, “O mighty elephants! When you walk through the village, many mice get trampled. We will be very grateful if you could please consider changing your





route. We will return the favour when you are in need.”



Stop and Think

1. Why was the village deserted?



Chant-IV

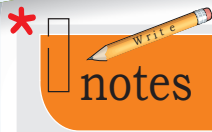
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notes

2. Who decided to stay back in the deserted village?

3. Why did the king of the mice meet the elephants?





4. Do you think the tiny mice could actually help the giant elephants?

The elephant king laughed, “We are giant



elephants. What favour can you tiny mice return? Nevertheless, we honour your request and will change our route.”

After a few days, the elephants got trapped in nets that were set up by hunters. They struggled hard to escape, but in vain.



Chant-IV



notes

Stop and Think

1. Did the elephants agree to change their route?

2. Why did the elephant king laugh?



Chant-IV

*



3. How were the elephants trapped?

4. How do you think the elephants will be rescued ?



Chant-IV

The elephant king remembered the promise made by the king of the mice. He sent a fellow elephant, who had luckily escaped the trap, to the king of the mice for help. Soon all the mice came and started nibbling the nets and freed the elephants. The king of the elephants couldn't thank the mice enough!





Think and Answer



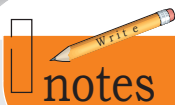
1. What did the elephant king remember?

2. Who did the elephant king send to seek help?



Chant-IV

*



3. What will you do if you are trapped somewhere?

Handwriting practice lines for the answer to question 3.

New Words



massive

outskirts

deserted

herd

trample

grateful

tiny

honour

trap

hunter

escape

nibble





Glossary

massive

heavy

outskirts

surrounding area of a city or a town

deserted

empty; without inhabitants

herd

group

trample

to walk on heavily so as to crush or injure

grateful

thankful

tiny

very small

honour

respect

escape

to get away

nibble

to take small bites

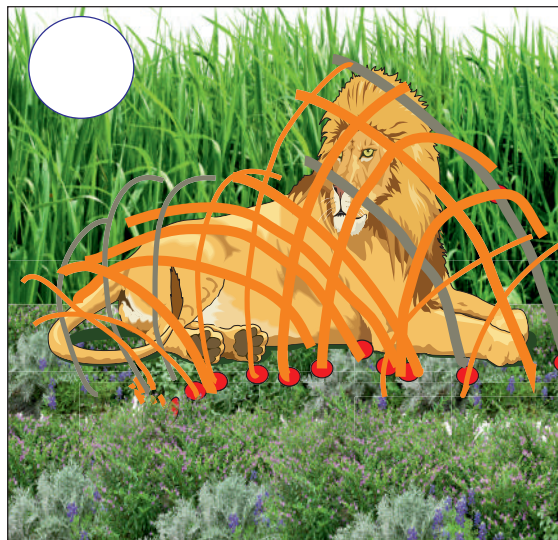
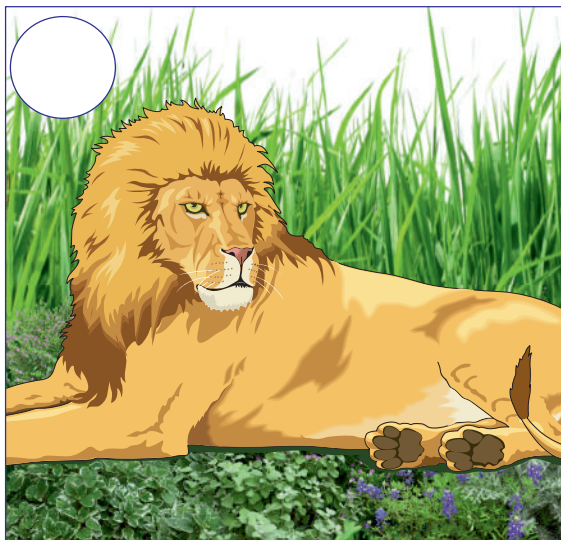


Chant-IV



Let's Talk

Mark the given pictures in the correct sequence and narrate the story.



Language Work



Fill in the blanks with appropriate words given in the box.

herd

shoal

troop

brood

colony

flight

litter

swarm

team

a _____ of fish



a _____ of monkeys



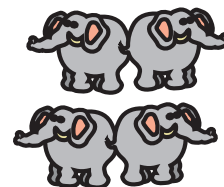
a _____ of puppies



a _____ of bees



a _____ of elephants

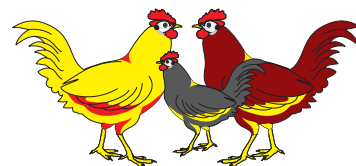


Chant-IV

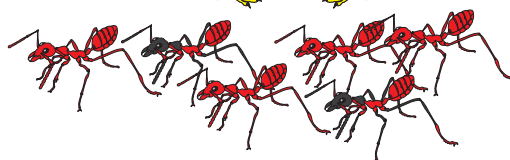
a _____ of horses



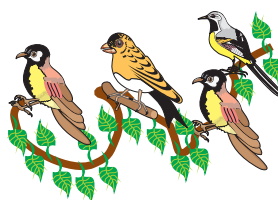
a _____ of chicken



a _____ of ants



a _____ of birds



Help the given animals to identify their sounds.

Animals

Elephants

Dogs

Goats

Bees

Cats

Horses

Donkeys

Bears

Lions

Monkeys

bleat

hum

bark

trumpet

chatter

bray

mew

neigh

growl

roar

Sounds



Grammar in Context

Interrogative Sentences

Raman was a poor man. He lived with his wife in a village. They were so poor that they had to go without food for days together. One day his wife said to him,



"Why don't you go to the town and look for some job?"



Chant-IV

Look at the above passage carefully. It consists of two types of sentences. One ends with a full stop (.)

E. g. Raman was a poor man.

Such sentences make statements and are called declarative or assertive sentences. You have already read about them.

Another type of sentence ends with a question mark(?) Such sentences ask questions e. g. Why don't you go to the town and look for some job?

These sentences are called interrogative sentences. They usually begin with **wh-words** (why, who, what, when, how, etc.). They may also begin with auxiliaries (am, is, are, was, were, can, could, may, etc).

Generally, interrogative sentences are answered in assertive sentences. Some questions can be answered by simply saying 'yes' or 'no' while some questions need to be answered in groups of words or complete sentences.



Chant-IV



Complete the following answers.

1. What is your name?

Ans: My name is

2. Where do you live?

Ans: I live in

3. Can you sing?

Ans:

Here, answers to questions 1 and 2 require more than one word but question 3 can be answered in Yes or No only.



Chant-IV

We use “**Who**” to ask questions about people.



Examples:

- a. Who are you talking to?
I am talking to Seema, my friend.
- b. Who is Rahul?
He is my brother.
- c. Who is your best friend?
Riyan.
- d. Who is your family doctor?
Dr. Salim Khan is our family doctor.
- e. Who is A.R Rehman?
He is a musician.
- f. Who is your class teacher?
Miss Sumaira.



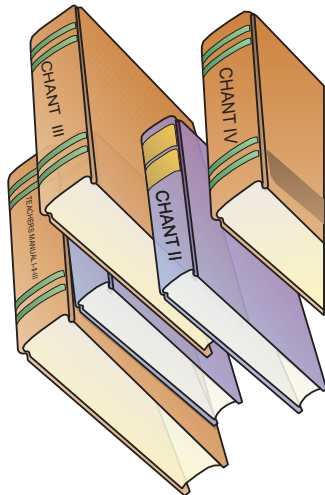
Chant-IV

We use “**What**” to ask questions for information about something or someone.

Examples:

a. What are these?

They are books.



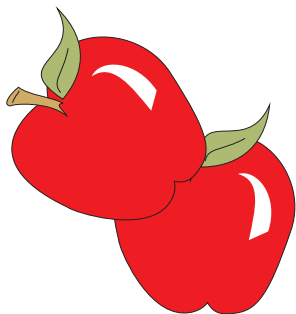
b. What is your name?

My name is Diya.



c. What are you doing?

I am playing cricket.



d. What are these?

They are apples.

e. What is this?

It is a pencil pouch.



f. What is found in the gardens?

Trees and flowers.



Chant-IV

We use” **Where**” to ask questions about places and position of objects.

Examples:



a. Where are you?

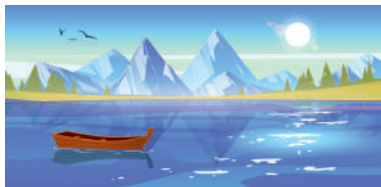
I am at home.

b. Where are your books?

They are on the table.

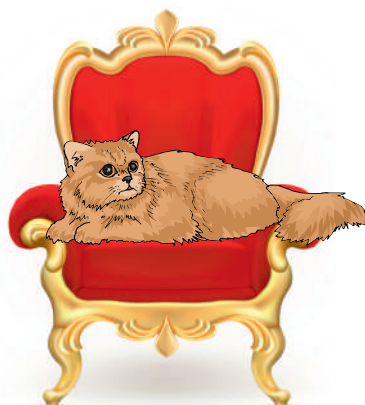
c. Where is Srinagar?

Srinagar is in Kashmir.



d. Where is the Dal Lake?

The Dal lake is in Srinagar.



e. Where is the cat?

The cat is in the chair.

f. Where do you live?

I live in Jammu.



Chant-IV

We use “**When**” to ask questions about time.

Examples:

- a. When does your school start?

It starts at 9 a.m.



- b. When do you have lunch break?

We have lunch break at 12:30 p.m.



- c. When is your birthday?
12th of September.



- d. When are you leaving for Jammu?
Tomorrow.

- e. When are your exams?
My exams are from October.

- f. When will you go to market?
Today.



Chant-IV

We use “**Which**” to choose between things

Examples:



- a. Which is your favourite dress?

My yellow frock.

- b. Which is your favourite book?

Alice in Wonderland.



- c. Which bag is yours?
The green one.

- d. Which box is yours?
The blue one.



- e. Which is your favourite movie?
3 Idiots.

- f. Which is your favourite language?
English.



We use “**Why**” to know the reason for something.

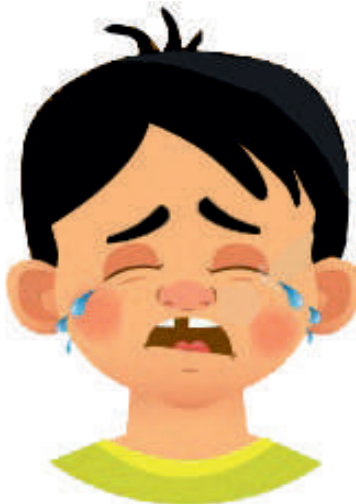
Examples:

- a. Why do we eat food?



We eat food to get energy and to grow.

- b. Why are you crying?



I am crying because I lost my ball.

- c. Why are you crying ?

I lost my pencil box and my favourite storybook.

- d. Why should we exercise daily?



Exercise keeps us fit and healthy.

- e. Why should one avoid anger?



Chant-IV

Anger impacts our health in a bad way.



Now write the correct question words for the following.



i) _____ is your class teacher?

ii) _____ teaches you English?

iii) _____ is your name?

iv) _____ are your studies

going on?

v) _____ is your home?

vi) _____ is Raja going to

Srinagar?



Chant-IV



vii)

is Farhat behaving

this way?

viii)

will you return my

book?

ix)

is your favourite

subject?

x)

is your favourite

colour?

xi)

is your favourite

game?

xii)

are you doing?



Chant-IV

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notes

Rearrange the words to form assertive or interrogative sentences. Put appropriate punctuation marks.

i) what/ your/ mother's/ is/ name

ii) do/ you/ what/ breakfast/ eat/ in

iii) eat/ I/ dinner/ in/ rice/ the

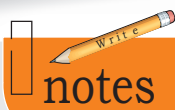
iv) should/ why/ exercise/ we/
everyday

v) hobby/ my/ to/ books/ read/ is



Chant-IV

*



vi) much/ time/ need/ you/ how/ to/
prepare/ for/ exams/ the / do

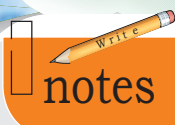
vii) are /you/ who/ to/ talking

ix) please/ my/ book/ return

x) recently/ I /read /*Alice /in*
/ Wonderland



Chant-IV



b. Write questions or statements as applicable for each of the following.

i) Which class are you in?

ii) I am going to Delhi next week.

iii) Ishan's birthday is on 5th of June.

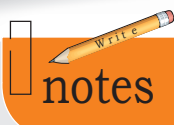
iv) Where had you been last week?

(v) I want a book on my birthday.

vi) How are your parents?



Chant-IV



vii) I was stuck in the traffic jam.

viii) Which is your favourite book?

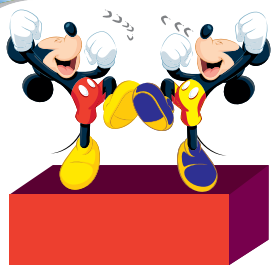
ix) My favorite tennis player is Sania Mirza.

x) My favourite badminton player is Saina Nehwal.

xi) Which is your favourite picnic spot?



Chant-IV



Let's Do



Make as many paper chits as the number of students in the class. Write an animal sound (like mew, bark, etc) on each chit. Keep the chits in a box and ask the students to pick the chits one by one. Let them mimic the sound and name the animal that makes the sound.





Life Skills

In the story, you read about how the mice helped the elephants. Do you think you are helpful? Describe how you helped your friend /an old person/ anyone.

When we help others, we practice empathy. Empathy means understanding the feeling of others. It helps us become better human beings as it teaches us respect and kindness. Make a list of your positive and negative qualities.

Positive
Qualities

Negative
Qualities



Chant-IV

Name of the Student



STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



Teacher's remarks

Large empty yellow box for teacher's remarks.



7

Against Idleness and Mischief

Learning Outcomes

The learners are expected to



- read and sing the poem with proper rhyme and rhythm
- understand the theme of the poem
- know the different sounds of the plural marker 's'



Warm Up

- Let students frame a time table to follow for one week.
- Let them speak about how they utilise their free time.

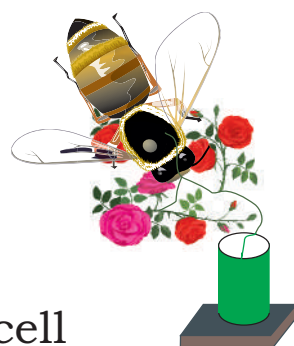


Chant-IV



Let's Read

How doth the little busy bee
Improve each shining hour,
And gather honey all the day
From every opening flower!



How skilfully she builds her cell
How neat she spreads the wax!
And labours hard to store it well
With the sweet food she makes.



In works of labour or of skill
I would be busy too;
For Satan finds some mischief still
For idle hands to do.



In books, or work, or healthful play,
Let my first years be past.
That I may give for everyday
Some good account at last.

Issac Watts



Chant-IV

New Words



doth

shine

skilfully

labour

Satan

mischief

idle

healthful

account

Glossary



doth

does

shining

bright

skilful

expert, displaying
perfection and precision

labour

hard work

skill

the ability to use one's
knowledge and expertise

Satan

devil



Chant-IV

mischief

an action that annoys

idle

inactive; not doing any work

healthful

healthy

account

a written or spoken description of an event or experience



Think and Answer

*

notes

1. What does the bee do all day?

2. Where does the bee store the honey?



Chant-IV



notes

Four sets of horizontal lines for writing, each set consisting of a top pink line, a middle blue line, and a bottom pink line.

3. What does the bee teach us?

Four sets of horizontal lines for writing, each set consisting of a top pink line, a middle blue line, and a bottom pink line.

4. What are the things that you enjoy to do? How do you utilise your free time?

Four sets of horizontal lines for writing, each set consisting of a top pink line, a middle blue line, and a bottom pink line.





4. How did the poet keep himself busy in his childhood?

[illegible]

5. Re-read the poem and fill in the blank spaces.

a) The little bee visits _____ to
make honey. _____

b) The little bee lives in a

c) Satan finds mischief for hands to do.



Chant-IV

- d) The poet wants children to spend their early years in reading books and _____ play.



Let's Talk

Did you know that honey is good for health? A teaspoon of honey in a glass of lukewarm water keeps away cold and cough.

Let the teacher divide the class into groups and ask them to discuss some other uses of honey.





Off to the Language Lab



Many words in English take 's' as a plural marker in writing. For example:

Singular

Plural

cat

cats

rag

rags

map

maps

boy

boys

This plural marker 's' does not always have the same pronunciation. It may either sound like [s] as in maps, cats, cups, books, sheets, shapes, bricks or as [z] as in nibs, ribs, gums, buds, rags, seeds, boys, girls, etc.



Chant-IV

Read aloud.

cats	logs	taps	pencils	blankets
pumps	cubs	locks	paths	caps
mats	birds	baths	tubs	curtains
seeds	dogs	beads	sheets	nails
cliffs	rats	plums	deeds	cushions
pens	paths	hens	crayons	racks
tracks	dens	bells	bails	drawers
coats	tails	doves	bulls	skulls

Classify the words in the boxes above into [s] or [z] ending plural nouns.

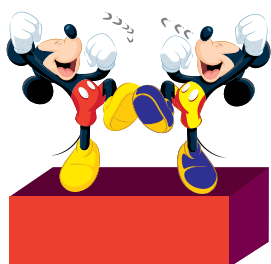
[s] ending plurals

cats

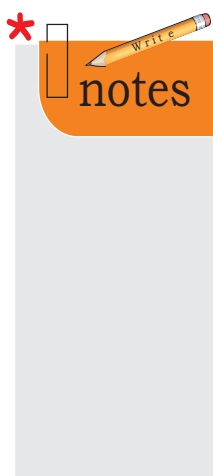
[z] ending plurals

birds

Chant-IV



Let's Do



Divide the students into groups to conduct a spelling bee in the class. The quiz will be conducted orally. The groups must spell out the spelling of the given word. If a group is not able to spell out a word, the game will continue by passing the turn to the next group.



8

From Alice in Wonderland

Learning Outcomes

The learners are expected to



- narrate factual or imaginary situations in speech and writing
- use meaningful sentences to describe fantasy characters
- identify and use imperative sentences in writing



Warm Up

I had the strangest dream the other night. I was in a bookshop where books were reading people.

- What is the strangest dream you have ever had? Share it with your classmates.



Chant-IV

- Draw something strange or amazing that you have seen in a dream.



Let's Read

Alice and her sister were sitting on the bank of a river. While her sister read a book, she sat idle. Once or twice she had looked into the book her sister was reading, but it had no pictures or conversations in it. 'And what is the use of a book,' thought Alice, 'without





pictures or conversation?’

Suddenly a White Rabbit with pink eyes ran close by her. Alice heard the Rabbit say to itself, ‘Oh dear! Oh dear! I shall be late!’ Then the Rabbit took a watch off its waistcoat pocket, and looked at it, and then hurried on. Alice was surprised as



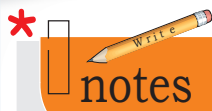
Chant-IV

she had never before seen a rabbit with either a waistcoat pocket, or a watch to take out of it. Out of curiosity, she ran across the field after it, and saw it go down into a large rabbit-hole. In another



moment down went Alice after it. Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her and to wonder what was going to happen next.





Stop and Think

1. What was Alice's sister doing?

2. What did Alice see? What surprised her?



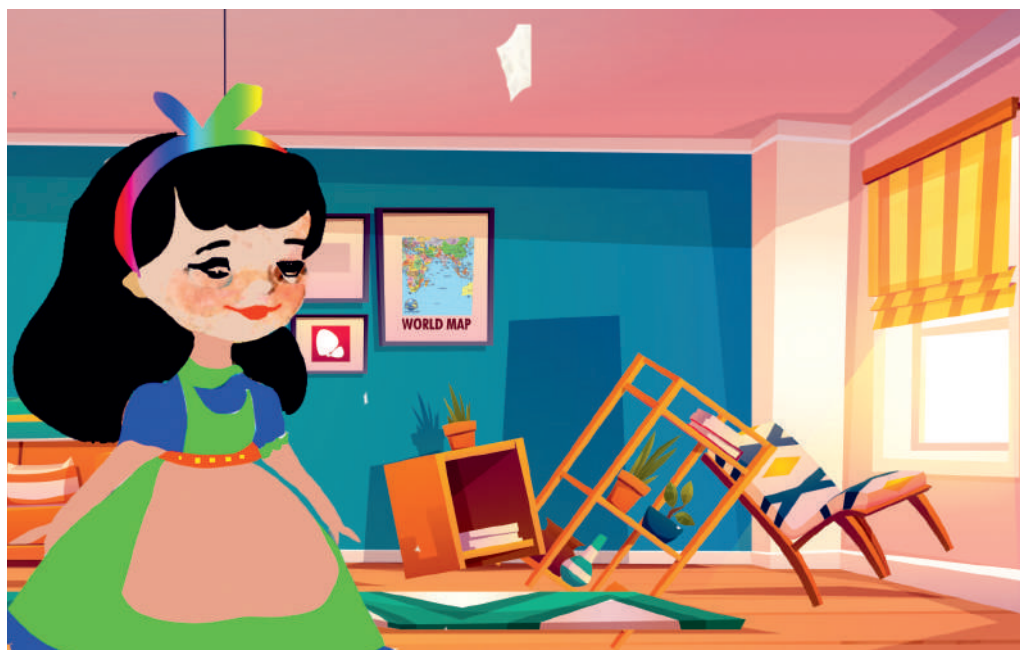
Chant-IV

*



3. Where did the Rabbit go?

Alice saw cupboards and bookshelves;
here and there she saw maps and
pictures hanging on walls. She took down



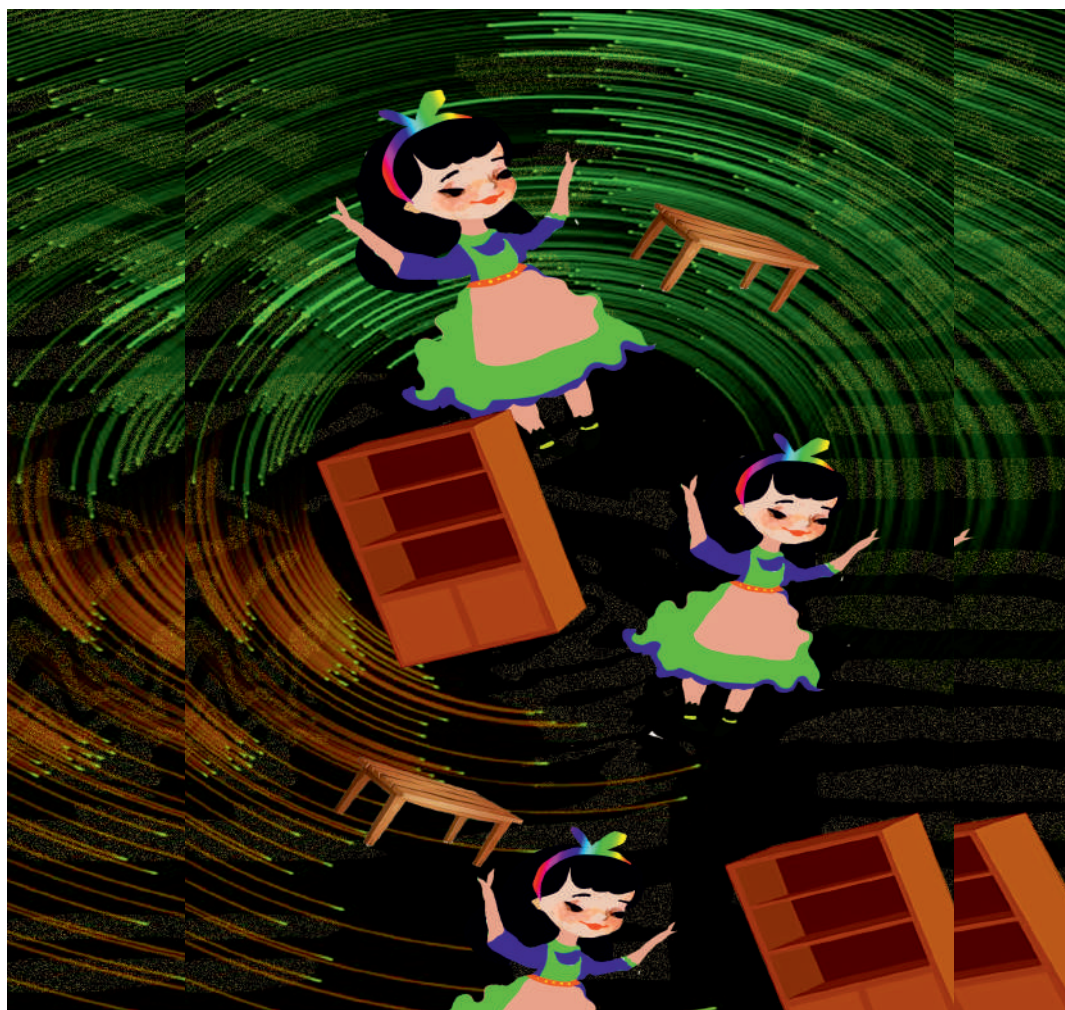
a jar from one of the shelves as she



Chant-IV

passed. It was labelled ORANGE JAM, but she found that it was empty. She did not drop the jar for fear of killing somebody, so she put it into one of the cupboards.

‘Well!’ thought Alice going down, down, down. Would the fall NEVER come to an end! ‘I wonder how many miles I’ve fallen



Chant-IV

by this time?' she said aloud.' I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think—'

The fall was over; she came now on a



heap of sticks and dry leaves. The fall did not seem to end. There was nothing else to do, so Alice soon began talking again.



Chant-IV

“Dinah’ll miss me very much tonight, I should think!’ (Dinah was the cat.) ‘I hope they’ll remember her saucer of milk at teatime. Dinah my dear! I wish you were down here with me!’ Alice was not a bit hurt. She could not see the Rabbit and she found herself in a long, low hall,



which was lit up by a row of lamps hanging from the roof. There were doors all around the hall, but they were all locked; she wondered how she could get out again.



Chant-IV



notes

Stop and Think

1. What did Alice see in the rabbit hole?

2. Who did Alice remember when she landed on a heap of sticks and dry leaves?





3. Where did Alice finally find herself?

4. Describe the hall Alice landed in.



Chant-IV

Suddenly she saw a little three-legged table, on which was lying a golden key. She tried the key but, alas! Either the



locks were too large, or the key was too small, but it would not open any of the locks.

However, the second time round, she saw a low curtain and behind it was a little door about fifteen inches high: she tried the little golden key in the lock, and to her great delight it fitted! Alice opened the door and found that it led into a small passage. She looked through and found a beautiful garden full of bright



Chant-IV

flowers and cool fountains. She wanted to go there but she was too small to enter the doorway. She went back to the table and found a bottle on which was written DRINK ME in large letters. She ensured that the bottle was not marked poison. She drank it and found herself shrinking. She was now the right size for going through the little door into that lovely garden.



Alice got into the garden but soon realized that she had forgotten the little golden key, and when she went back to



Chant-IV

the table for it, she found she could not possibly reach it.

Soon her eye fell on a little glass box that was lying under the table: she opened it, and found in it a very small cake, on which the words EAT ME were beautifully marked. She ate the cake and got bigger to reach out to the golden key.



Now she was too big to reach out to the door.

Lewis Carroll

Abridged

(To know what happened to Alice and her adventures read *Alice in Wonderland* by Lewis Carroll.)



New Words



idle

conversation

waistcoat

curiosity

delight

realize

Glossary



idle

doing nothing.

conversation

talk between two or more people

waistcoat

a sleeveless piece of clothing with buttons and worn over a shirt or kurta

curiosity

an eager desire to know or learn about something

delight

great pleasure or satisfaction



Chant-IV



Think and Answer



1. Why was Alice initially unable to enter the garden?

2. How did Alice finally enter the garden?





Handwriting practice lines consisting of alternating pink and blue horizontal lines.

3. What did Alice see in the garden?

Handwriting practice lines consisting of alternating pink and blue horizontal lines.



Chant-IV

*



4. What did Alice think about the fall?

5. What did Alice ensure about the bottle?

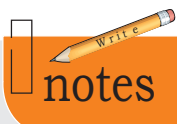
6. What words were marked on the cake?





Let's Talk

*



Perform the dialogue in pairs.

Rohail : May I know who you are?

Balveer : My name is Balveer. What
are you doing here?

Rohail : I lost my way.

Balveer : Oh! Don't worry.

Rohail : My parents would be
worried. How can I come
out of this dark place?

Balveer : I will help you.



Chant-IV

*



Rohail : Are you joking? You are so small.

Balveer : The fairies have blessed me with special powers to help good and honest people.

Rohail : Oh! Really?

Balveer : Yes. Hold my hand. This is my magic wand.

(Rohail and Balveer go up in the sky.

Rohail's parents are weeping.
Balveer rings the bell of the door and flies off into the sky. Rohail's mom opens the



Chant-IV



door.

Mom : Where had you been so long?

Rohail : I had lost my way. Balveer helped me.

Mom : Who is Balveer?

Rohail : He is a child with special powers who always comes to the rescue of good and honest people.

Mom : May God bless both of you.



Language Work

a) The author has used lot of describing words in the story. You have read in *Chant III* that describing words are called adjectives. They describe nouns.

Read the story again and use the adjectives at proper spaces in the



Chant-IV

*



Recall and
sum up

passage given below.

bright

cool

bigger

small

large

pink

white

long-low

beautiful

golden

little

small

Alice saw a _____ rabbit with _____

eyes. The rabbit went into a _____

rabbit hole. Alice followed him and

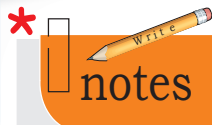
reached a _____ hall where

she found a _____ key behind a
curtain.

There was a _____ door

that led to a _____ passage





towards a _____ garden with

_____ flowers. The garden also

had _____ fountains. Alice ate

a _____ cake to become the

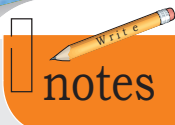
_____ size to reach out to the

golden key.

b) Describe yourself using appropriate
adjectives.



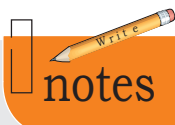
Chant-IV



Handwriting practice lines consisting of alternating pink and blue horizontal lines.



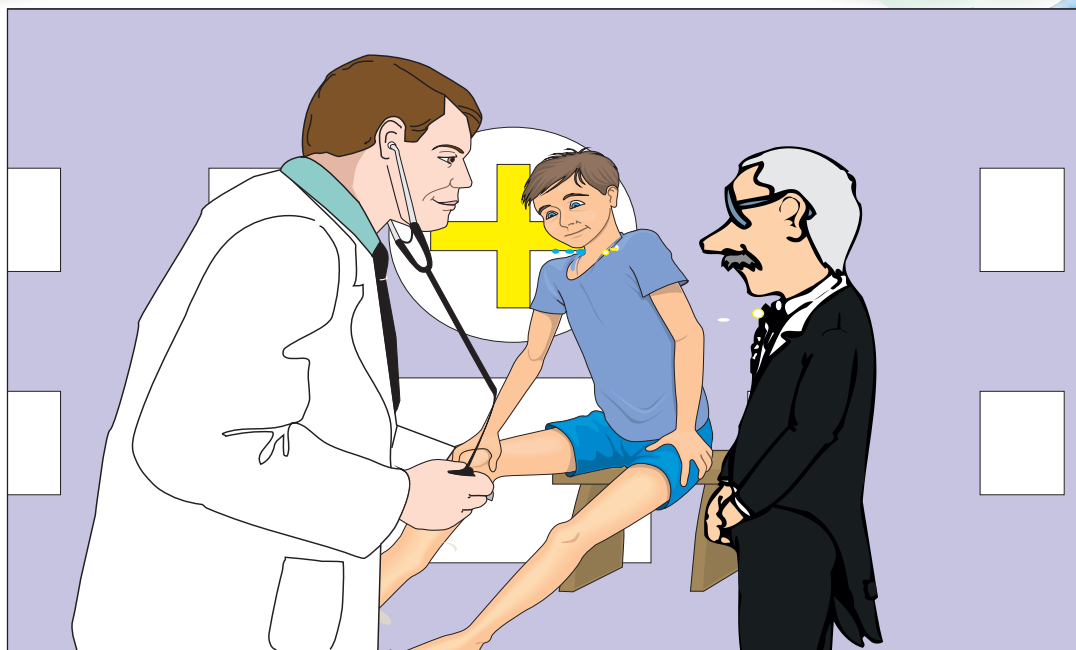
Grammar in Context



Read the passage below.

Ajay was not feeling well. His grandfather took him to a doctor. The doctor said, "Take these medicines regularly." Grandfather asked the doctor, "What should we give him to eat?" The doctor said, "Give him anything he feels like, but don't give him cold drinks and chips."





The doctor also advised, "Drink as much water as you can." Ajay nodded and they left the clinic.

The following sentences from the passage are pieces of advice / suggestions given by the doctor.

"Take these medicines regularly."

"Give him anything he feels like but don't give him cold drinks and chips."

"Drink as much water as you can."

Sentences that convey advice, suggestion, order or request are called imperative sentences. They usually start with a verb



Chant-IV



and end with a full stop e.g. Shut the door.

Imperative sentences sometimes have special words that convey the message. For example, in Please help me, the word please conveys a request.

The entire passage is in imperative sentences. It has a commanding tone. The doctor is giving instructions, and commands Ajay about what to do or what not to do.

Read the below passage and identify the imperative sentences. Underline



Chant-IV

them and write them in your notebook.

“Mom, please make me an omelette”, said Rehan. “I will surely do if you cooperate with me”, replied Mom. “What am I supposed to do?” Rehan asked. “Get two eggs from the fridge and break them in a bowl. Put salt, chillies, tomato and onion shreds and a little bit of mint in the egg bowl. Beat all the ingredients with the help of a spoon for a minute. Put a teaspoon of oil in a frying pan”, Mom



Chant-IV

said. "Shall I switch on the gas?" Rehan asked. "Yes," said Mom.

"Pour the contents from the bowl into a frying pan. Keep the gas on low flame," said Mom. Rehan did it very carefully. Mom tossed the omelette with the help of a spatula. She served it on a plate and gave it to Rehan. "Yummy and healthy it is ! Thank you Mom for the recipe," said Rehan.

Write down imperative sentences for the following situations. One has been done for you.

1. You want to borrow a book from your friend for a day.

Lend me your book,

please.





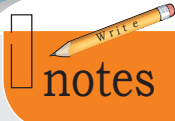
2. You respectfully ask someone to be silent.

3. Order an omelette in the restaurant.

4. Ask your friend not to allow anyone touch your bag.



Chant-IV



5. Ask someone to leave the room in an angry tone.

6. Father asks you to get him a glass of water.

7. Mother asks you to clean your room.



*



8. Your teacher tells you to always cross the road at the zebra crossing.

9. Grandfather asks you not to pluck flowers.

10. Your teacher advises you to exercise daily.



Chant-IV

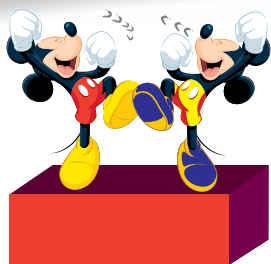
Note:

An imperative sentence does not require a subject i.e. the pronoun he/she/they/you.

Match Column A with Column B.

A	B
a Exercise	your muddy feet
b Sanitise	daily
c Drink	your hands regularly
d Wash	a face mask
e Wear	your home work
f Do	prayers at the right time
g Say	plenty of water
h Obey	the road at zebra crossing
I Cross	the rules
j Bring	me the newspaper





Let's Do

Make a list of



Things that
can happen

Things that
cannot happen

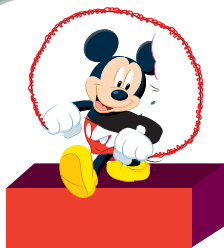
You have recently met Shaktiman or Spiderman. Create a dialogue between the two of you and perform it with your classmate.

or

What fantastic things would you like to do when you grow up? List them.



Chant-IV



Life Skills



We all face problems in our lives but we need to resolve them. Suppose you and your friend have not completed the English Language project regarding writing a story through a series of pictures. You spent more time on cell phone and watching TV. You have only two days left to submit the project. Your friend asks you to copy his/her assignment. Do you think it is appropriate to do so? What possible solutions can you think of to solve the problem?



Chant-IV

Name of the Student



STAR TRACK

Roll No.

Punctuality		★ ★ ★ ★ ★	
Listening		★ ★ ★ ★ ★	
Speaking		★ ★ ★ ★ ★	
Reading		★ ★ ★ ★ ★	
Writing		★ ★ ★ ★ ★	
Participation		★ ★ ★ ★ ★	



Teacher's remarks



9

The Arrow and the Song

Learning Outcomes

The learners are expected to

- read and sing the poem with proper rhyme and rhythm
- respond to simple instructions related to directions
- identify rhyming words
- perceive that the plural marker '-es' is pronounced as [iz]



Warm Up

- The teacher will name certain objects and ask the students to respond by “yeah” if they think that the object can fly and “nay” if they think that the object can't fly.
- For example, if they hear 'parrot', the



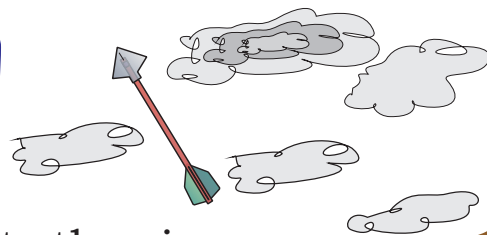
Chant-IV

response is “yeah”, and if they hear 'stone', the response is “nay”.

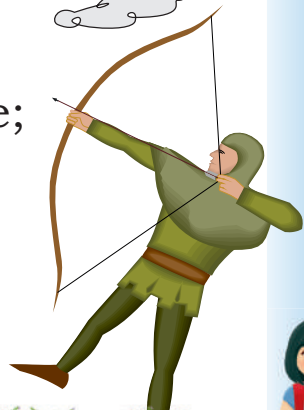
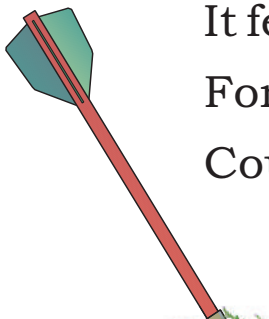
- The game can go on for 2-3 minutes.
- The teacher will ask the students to find out what other things can fly.
- The teacher may ask them to discuss where they go.



Let's Read



I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.



I breathed a song into the air,
It fell on earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterwards in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.



Chant-IV



New Words

arrow

swiftly

sight

keen

flight

unbroke



Glossary

swift

quick , fast

keen

interested in something

unbroke

intact, not broken



Think and Answer

Tick the correct option.

1. The poet shot a dart / an arrow.



Chant-IV



Recall and
sum up

2. The arrow fell on the earth/into the sea.
3. It is difficult/easy to follow the flight of an arrow.
4. The arrow flew fast/slowly.
5. The poet found the arrow broken/unbroken.
6. The arrow was stuck in an oak/apple tree.
7. The poet found his song in the book/heart of a friend.
1. Write two rhyming words for each of the following.

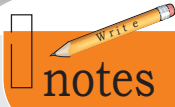
I) air

_____	_____
_____	_____
_____	_____
_____	_____



Chant-IV

*



notes

ii) sight

iii) long

iv) keen

v) sound

vi) end

vii) earth

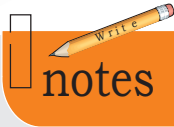
viii) fell

ix) where



Chant-IV

*



II. Complete the summary of the poem by filling in the blanks with the help of the words given in the boxes.

heart

fast

time

shot

follow

song

The poet once _____ an arrow

into the air. The arrow's flight was so

_____ that the poet could not

follow it. The poet also sang a _____

which too vanished in the thin air. He

could not _____ the journey of the

song either. After a long _____,

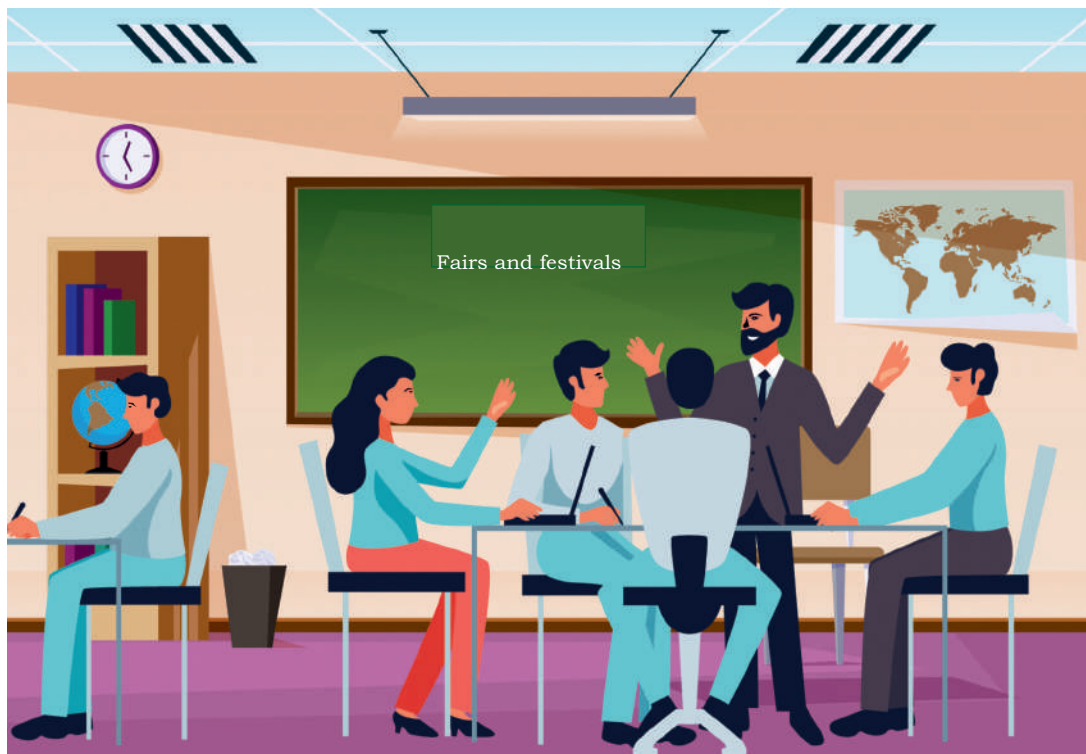


Chant-IV

the poet found the arrow. It was intact
and had pierced an Oak tree. The poet
also found the song. It was alive in his
friend's heart.



Let's Talk



1. The teacher will initiate a conversation by telling the students that in his childhood he used to go to fairs and



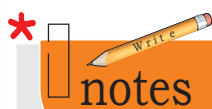
Chant-IV



sing songs while on the way. He can also sing a song for them. Then he will ask the students if they have been to a fair or festival. He will encourage them to sing a song related to that particular fair or event. If they cannot recall, ask them to recite some poems in their mother tongue.



Off to the Language Lab

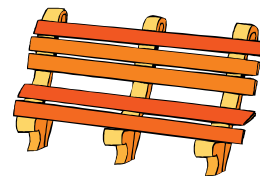
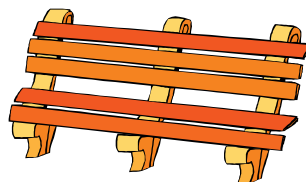


Some nouns in English are pluralised by 's' which is pronounced either as [s] or as [z] as you learnt in the previous phonic exercise. There are, however, certain nouns which are pluralised by-es which is pronounced as [iz].

For example:

bench

benches



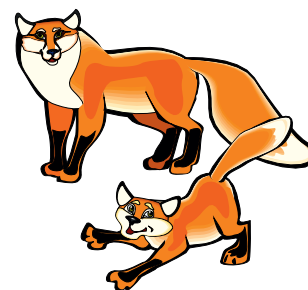
Chant-IV

fox

foxes

lash

lashes



Here are some more words that end in '-es' but are pronounced as [iz]. Speak them aloud.

dishes

watches

bridges

catches

fishes

boxes

gorges

batches

torches

matches

riches

foxes

dressess

sashes

wishes

mashes

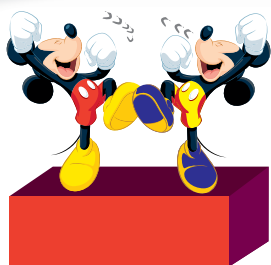
brushes

glasses

houses

sandwiches

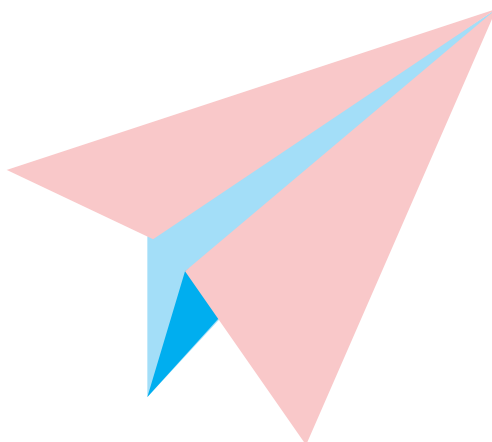




Let's Do



- Ask the students to make an aeroplane from waste paper and write the first letter of their name on it.
- Now ask them to make it fly in the classroom.
- Show them how to make an arrow from cardboard, chart paper, glazed paper, etc.
- Let the students paste these arrows on the school campus to show directions of classrooms / other rooms / departments of the school.



10

Mansar Lake

Learning Outcomes

The learners are expected to



- get sensitised about pollution
- describe their surroundings
- match words with their meanings
- identify and use exclamatory sentences
- speak about pollution
- learn and practice cleanliness



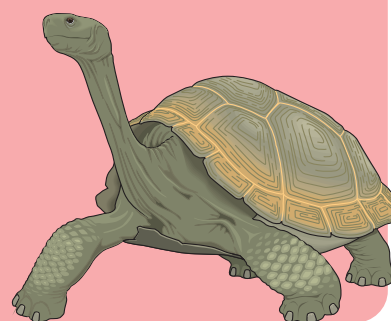
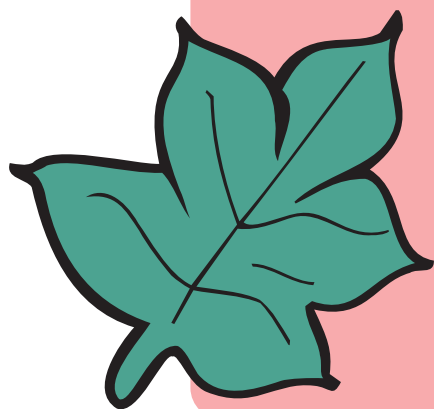
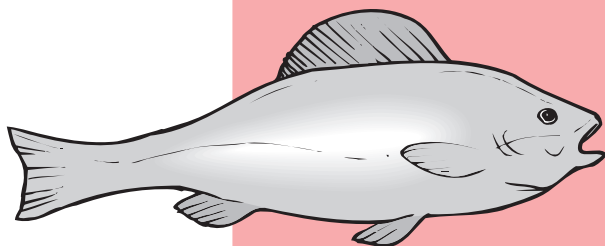
Warm Up

The teacher will bring small labelled picture cards with pictures of things like empty plastic bottles, cans, plastic wrappers, fish, tortoise, trees, leaves, phone, pen, etc.



Chant-IV

These cards are to be kept in an open box. There are two other empty boxes in the classroom. One box is labelled 'Things found near a lake/pond/canal' and the other box is labelled 'Things not found near a lake/pond/canal'. The students be asked to pick the cards one by one and put them in the relevant box. The activity should end with the teacher asking students to categorise the above items and say whether they are harmful to the environment or not.





Let's Read

Jammu has many beautiful resorts. Mansar Lake, sixty kilometers from Jammu city, is one of them. Surrounded by the splendid Shivalik Hills, the lake is over a mile in length and half a mile in width.

What a beautiful sight Mansar Lake is! The green grass, the cool waters, the colourful flowers and the chirping birds



Chant-IV



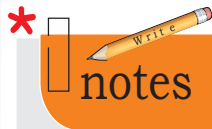
add to the beauty of the lake. The lake has a concrete path all around with lighting and view decks. It is ideal for boating. It's really a pleasure to do boating in the cool waters.



Stop and Think

1. How far is Mansar Lake from Jammu city?
A) 60 km
B) 78 km
C) 25 km
D) 40 km





2. What is the length and the width of Mansar Lake?
- A) length= 2miles,width= 3 miles
 - B) length= 1miles,width= 1/2 miles
 - C) length= 3 miles, width= 2 miles
 - D) length= 2 miles, width= 2 miles
3. Mansar Lake is surrounded by the
- A) Trikuta Hills
 - B) Shivalik Hills
 - C) Mansar Hills
 - D) All of the above

The shrine of Sheshnag, the mythological serpent with six heads, is on its eastern bank. It is revered by the visiting people. Newly-wed couples make three rounds around the temple as they believe it will bring them good luck and happiness. Umapati, Mahadev, Narsimha, Durga and other ancient temples on the lakeside, are also visited by the devotees.



Chant-IV

Some communities of Hindus perform the mundan ceremony of their sons at Mansar Lake.

The lake has gained popularity among tourists due to its rich flora and fauna. There is a wildlife sanctuary near the lake called Surinsar-Mansar wildlife sanctuary and is located between Surinsar-Mansar twin lakes. It is famous for the spotted deer, the neelgai, water birds such as cranes and ducks. The presence of seasonal birds, tortoises and different species of fish enhance the beauty of the lake. It is a delight to watch



Chant-IV

children enjoying the beauty of nature.



Stop and Think

1. Which famous shrine is situated on the eastern bank of Mansar Lake?

2. Name the temples situated near Mansar Lake.



Chant-IV

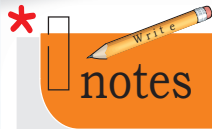


notes

3. What is a wildlife sanctuary?

4. Name the animals found in the wildlife sanctuary near Mansar Lake.





5. What according to you is the beauty of Mansar Lake?



Chant-IV

A Food, craft and cultural festival is held annually at Mansar in April-May. Alas! The beauty of Mansar Lake is being spoilt. Plastic bottles and polythene bags used by the visitors pollute the lake and

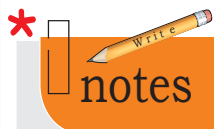


suffocate the fish and the tortoises to death. The lake is slowly being poisoned by sewage and solid waste generated by eateries and hotels.





Think and Answer



1. Name the festivals held annually at Mansar Lake.

2. What can we do to preserve the beauty of Mansar Lake?



Chant-IV

New Words



surround

mythological

serpent

heritage

flora

fauna

magnificent

sanctuary

spoilt

suffocate

sewage

eatery



Glossary

surround

to cover or enclose on all sides

mythological

connected to ancient stories, history, culture, etc.

serpent:

a snake

couple

husband and wife

mundan

first hair cut of the child



Chant-IV

flora

plants

fauna

animals

sanctuary

a place where birds and animals are protected from hunting

venue

place for a public meeting or event

assemble

to come together at a single place

tourist

people who come to visit some place



Let's Talk

J&K is famous for its lakes. With the help of your teacher, name some important lakes of J&K.

Have you ever visited a lake? Do you think it is polluted? What steps do you think should be taken to save it from pollution? Share your views in the class.



Chant-IV



Language Work

Match column A with column B

A	B
1. environment	A. presence of harmful substance in the environment
2. flora	B. plants and animals that soon will not exist
3. fauna	C. plants
4. pollution	D. cutting down or burning of trees
5. deforestation	E. surroundings in which people, plants and animals live
6. endangered species	F. animals



Identify and colour the words given in the grid and then use these words in your own sentences.

HINTS

Across:

- Plants in our environment
- Plants or animals which may soon not exist
- We breathe in this gas
- It gives us fruit

Down:

- Animals in our environment
- Act of cutting down or burning of trees
- Biological community of interacting of organisms and their physical environment

E	N	D	A	N	G	E	R	E	D
C	A	P	B	C	D	E	F	G	E
O	C	O	A	I	H	I	J	K	F
S	F	L	O	R	A	E	M	U	O
Y	A	L	P	Q	R	S	T	U	R
S	U	U	V	T	T	R	E	E	E
T	N	T	y	Z	A	C	D	D	S
E	A	I	E	F	G	H	I	J	T
M	K	O	X	y	G	E	N	E	A
N	M	N	N	O	P	Q	T	A	T
T	S	T	U	V	W	X	y	L	I
E	U	U	A	C	A	I	A	O	O
N	N	T	P	D	N	T	K	Y	N



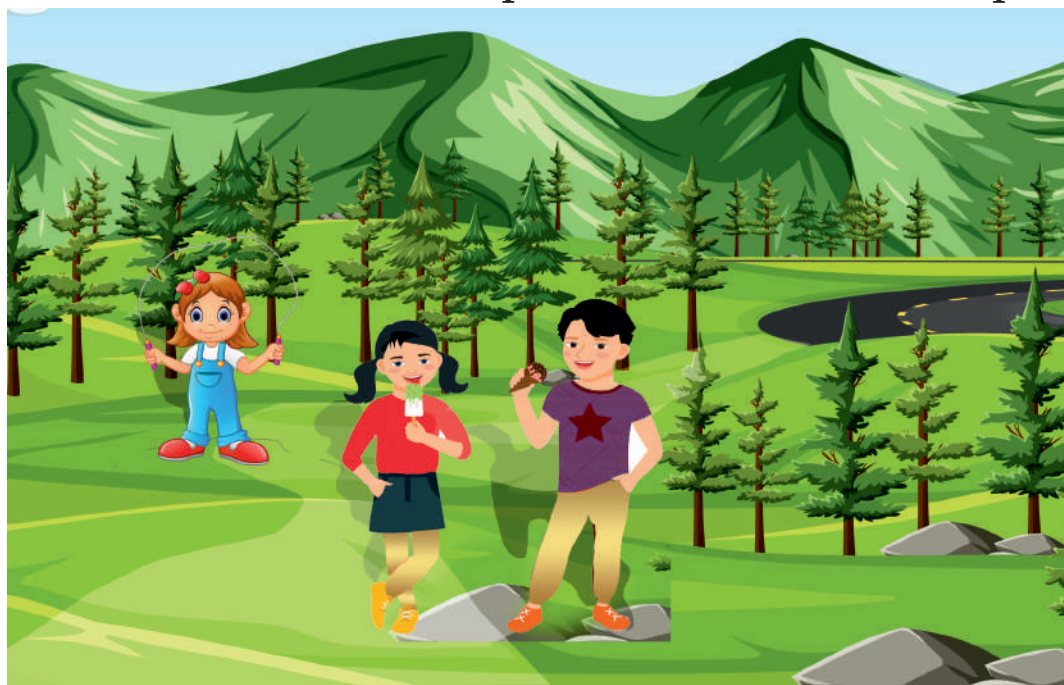
Chant-IV



Grammar in Context



What a beautiful place Pahalgam is! Its green meadows, thick pine trees and fresh waters are a delight to watch. Betab valley, 15 km from Pahalgam, is a splendid site. It is famous for rappelling, an adventure sport done with the help of



a long rope tied to one end of a tree/pole to the other. I was there last year. People slid on the rope under deep waters.



Chant-IV



“Alas! If somebody fell down”, I thought.
“Oh! I was too scared to do it. The voice of the boys still rings in my ears. “Hurrah! We’ve done it.” The memories of the trip are dear to my heart. I also remember a young girl saying: Ah! I have found a five-hundred rupee note.” She bought ice-cream with the money and gave it to all the children nearby. “Wow! It's yummy,” the children said.

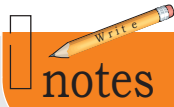
Look at the underlined sentences. These sentences express emotions of joy, surprise, fear, sorrow, anger, etc. Such sentences are called exclamatory sentences. The following examples will help you understand it better.

1. What funny jokes!
2. Hurrah! We have won the match.
3. What a beautiful sight Mansar Lake is!
4. How tall the tree is!



Chant-IV

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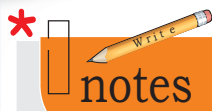
5. Alas! The lake is being spoilt.



Now read the passage below. Identify and underline the exclamatory sentences.

Alas! At sixteen Roshan Sheikh lost both her legs in a train accident. But she did not give up. She worked hard and fought bravely the battle of poverty and disability to become a doctor. Bravo! She is simply amazing! Roshan delivers





motivational speeches to inspire many people to pursue their dreams. I watched her speech on YouTube. It is awesome! She has made her passion her identity. What a beautiful mind she is! This journey has not been easy for her. She has done a great job. Wow! She is happy with her life.

Now write down the exclamatory sentences for the following. State the kind of emotion expressed. One has been done for you.

- i) Your team has won a match.

Hurrah! We have won the match. (Happiness)

- ii) Your friend has injured his leg.



Chant-IV

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iii) You have found a five-hundred rupee note.

iv) You are excited to see the beauty of Pahalgam.

v) You are angry with your younger brother.

vi) You are excited after having won a prize.

vii) You are happy to attend a birthday party.



Chant-IV



viii) Your team has lost a match.

ix) You are happy to get a new computer.

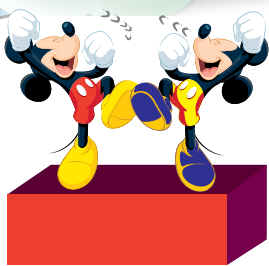
x) You fell down from a chair.

Match column A with Column B

A	B
Hurrah!	The ice cream is so yummy.
Alas!	I have won the prize.
Wow!	I have lost my pen.
Bravo!	You've done it.



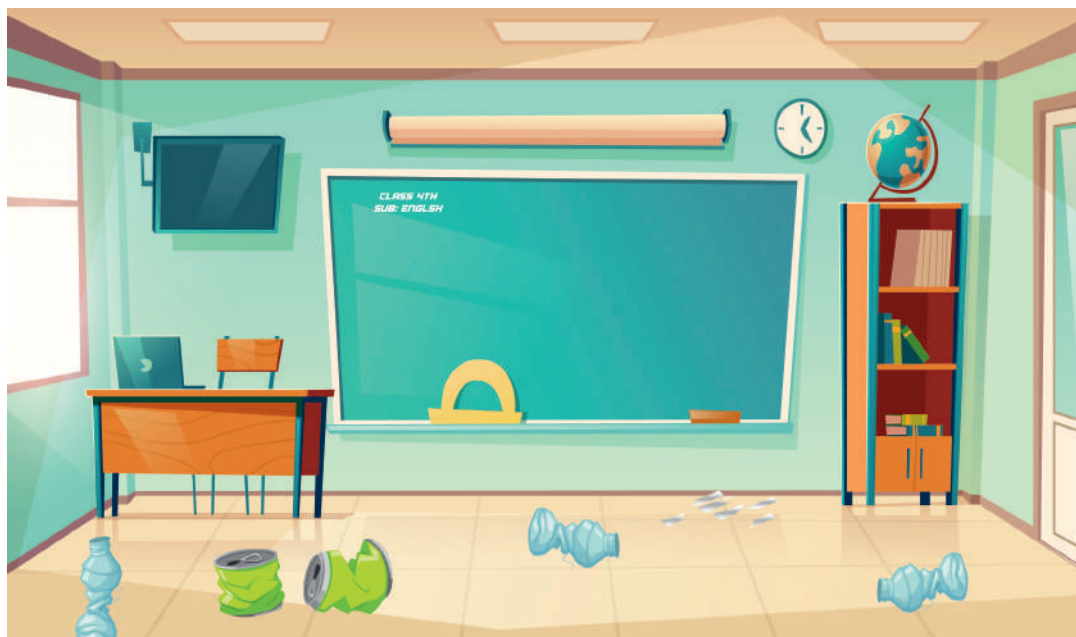
Chant-IV



Let's Do



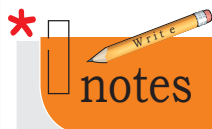
- Rain, well, tubewell, river, canal, lake, etc are different sources of water. Draw or paste pictures of these to make a collage to be displayed in your classroom.
- The teacher may arrange a field visit to a nearby lake/garden. Let children do a cleanliness drive. Let them collect garbage in trash bags. They



can do this exercise at their schools by cleaning their classrooms and the school compound.



Life Skills



You read about Mansar Lake and the way it has been polluted. List the ways by which you can keep your surroundings (classroom and home) clean.

Hints:

making a bed, organizing things, dusting, throwing junk in the dustbin.



Chant-IV

Name of the Student



STAR TRACK

Roll No.

Punctuality



Listening



Speaking



Reading



Writing



Participation



Teacher's remarks

Large empty yellow box for Teacher's remarks.



11

Written in March

Learning Outcomes

The learners are expected to



- read and sing the poem with proper rhyme and rhythm
- learn vocabulary related to nature
- categorise past tense verb forms into [t] ending, [d] ending and [ɪd] ending words



Warm Up

- Take students out to a nearby place or into the school compound and ask them to observe the things around.
- Now ask them what fascinated them the most (like the colour of flowers, the singing of the birds, the green



Chant-IV

grass, a lake, a stream, tall mountains, variety of animals and



birds).

- Ask them to write their responses in the space given below.





Let's Read

The cock is crowing,
The stream is flowing,
The small birds twitter,
The lake doth glitter
The green field sleeps in the sun;
The oldest and youngest
Are at work with the strongest;
The cattle are grazing,
Their heads never raising;
There are forty feeding like one!



Chant-IV



Like an army defeated
The snow hath retreated,
And now doth fare ill
On the top of the bare hill;
The ploughboy is whooping- anon-anon:
There's joy in the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

William Wordsworth



New Words



twitter

glitter

grazing

defeat

retreat

bare

ploughboy

whooping

fountains

prevailing

Glossary



twitter

to chirp, a sound made by birds

glitter

to shine

graze

(of animals) to eat grass

defeat

to beat, to win victory over

retreat

to go back



Chant-IV

bare

uncovered; naked

ploughboy

a boy who guides the animals drawing a plough, a country boy

whoop

to give a loud, excited shout

fountain

a spring of water coming out from the earth

prevail

to remain there, to persist



Think and Answer

*



1. Choose the correct option.

- The ploughboy is at the top/bottom of the bare hill.
- There is joy/sorrow in the mountains.
- The cattle are grazing/ploughing.
- The small birds glitter/twitter.



Chant-IV

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e) The cattle/clouds are sailing.

f) There is life/sand in the fountains.

g) The people are working/sleeping
in the fields.

h) The cattle aren't raising their
tails/heads.

i) The poet compares snow with
defeated players/army.

2. What are the people doing in the
poem?



Chant-IV

*

notes

3. Why aren't the cattle raising their heads?

4. What does the poet compare snow with?





Let's Talk

Divide the students into groups. Ask each group to select an animal of their choice. Ask them to produce the sound of that animal and also say a few sentences about it. The group leader can speak for his / her group.



Chant-IV



Off to the Language Lab



Verbs in English are changed to past forms in many ways. '-ed' is a common past tense marker in English. For example:

walk	walked	[t]
buzz	buzzed	[d]
result	resulted	[ɪd]

This '-ed' is pronounced as [t], [d] or [ɪd] depending upon the last sound of the word in the base form. If the base form ends in a voiceless consonant like [p, k, s, sh, ch, f], the '-ed' is pronounced as [t]. Similarly, if the base form ends in a voiced consonant like [b, g, z, n], the '-ed' is pronounced as [d]. However, if the base form ends in sounds like [t and d], the past form ends with [-ɪd] sound.



Read aloud the following verb forms.

helped

talked

levelled

retreated

dubbed

clogged

borrowed

prevailed

passed

buzzed

leaned

raised

rated

hissed

finished

clouded

walked

dogged

crooked

shrouded

dished

bugged

penned

topped

guided

based

shielded

reeled

miffed

hugged

reached

revealed

judged

clutched

yielded

wielded

resulted

sealed

shipped

waited

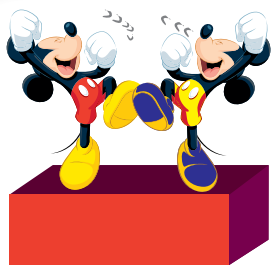


Chant-IV

Classify them into [t] ending, [d] ending and [ɪd] ending verb forms.

[t] ending	[d] ending	[ɪd] ending





Let's Do

- Bring a drawing sheet and water colours to the classroom.
- Ask students to dip their hands in the water colours and make prints on the drawing sheet.
- The teacher should help the students to mark the outlines of the prints to turn the impressions into birds, animals, insects, etc.
- Give a title to the work.



12

Adventure in the Forest

Learning Outcomes

The learners are expected to

- know about animals living in forests
- understand the sequence of events in a story
- arrange words in alphabetical order
- use correct forms of verbs in sentences



Warm Up

Ask the students to name ten animals found in a forest. Ask them what the animals are called in their mother tongue. Let them produce the sounds of these animals. They may also name the animals found in their surroundings.

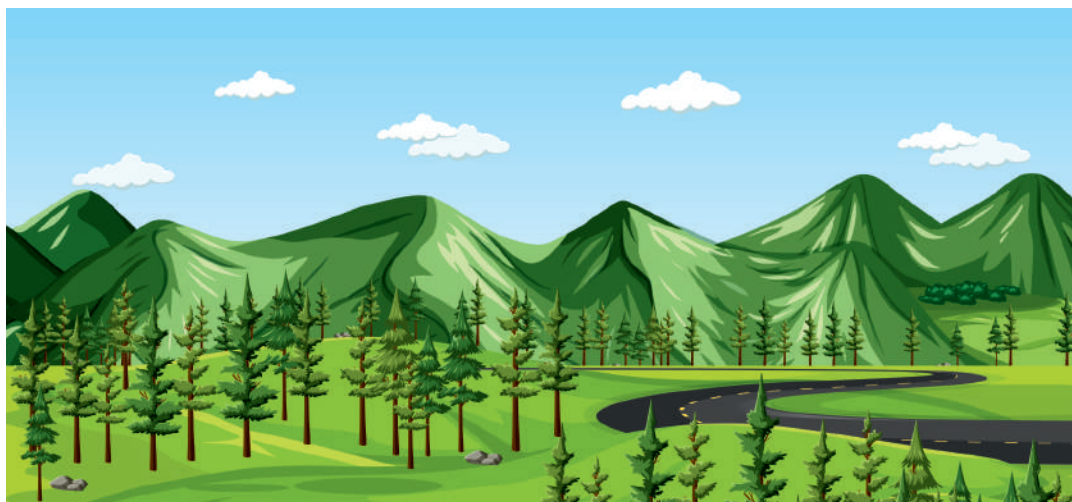


Chant-IV



Let's Read

Have you ever been to a forest? Who do you think lives in a forest? Do you want



to see wild animals? What would you do if you heard a sound of a tiger, a bear or an elephant in a forest? Let us read what the two boys did in a similar situation.

Read and enjoy.

Zeeshan is in Gogaldara (a forest area in Budgam, Kashmir). He is staying with his friend, Atif.

Atif: Gogaldara is a beautiful place. It has tall trees of pine and deodar growing to a





height of 60 metres. The trees have dense branches and the leaves are long and green.

Zeeshan: Do ants skate on them?

Atif : (Smiling) May be they do. We should



Chant-IV

go and find out.

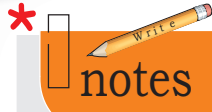
Zeeshan: Why are all the trees so tall?

Atif: Gogaldara gets a lot of rain, snow and sunlight which makes the soil fertile.

Zeeshan: There must be wild animals in the forest!

Atif: Oh! Yes. Bears, tigers and monkeys live in the forest. Next week some of us from the school are going to camp near a forest. We'll see bears and other animals.





Stop and Think

1. Gogaldara has
 - (A) Pine trees
 - (B) Deodar trees
 - (C) Both A and B
 - (D) Pine, Deodar and Fig trees

2. Trees in Gogaldara forests are tall because of
 - (A) rain (B) snow
 - (C) sunlight
 - (D) rain, snow and sunlight make the soil fertile

3. Trees in Gogaldara have _____
_____ branches and _____ leaves.

4. Name the animals found in the Gogaldara forest.



Chant-IV

Zeeshan: Will it be a real camp? Will you live in tents and cook your own food?



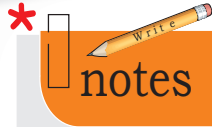
Atif: Yes, we will. And at night under the stars, we'll sing songs. It will be fun. Do come with us.

Zeeshan: I'd love to.

The following week Zeeshan and Atif join the camp. One day they go out together in the forest and lose their way but luckily get back on the track.

It is late in the evening. The boys are a long way from the camp and are walking along the Gogaldara Nalla (a stream). They can hear the sounds of animals





around them.

Atif: We must walk faster and get to the camp quickly.

Stop and Think

1. What happened when the boys went out in the woods?

2. How did the boys feel on hearing sounds of animals around them?



Chant-IV

Zeeshan: (in an excited voice) Will we see a bear?

Atif: (suddenly stopping and holding Zeeshan's hand) Listen!

They stand still and listen. Thump, Thump, a big animal is coming towards them.

Atif: (whispering) A bear!

They walk quietly on the grass and stop



behind a big tree. There is a big bear about twenty metres away.

Atif: He's angry. Don't let him hear us. But the bear hears them. He smells them too. He lifts his mouth towards the sky



Chant-IV

and starts roaring loudly. The boys don't move. Atif is afraid but Zeeshan isn't. The bear slowly comes towards them. Now he is only two or three metres away shaking his head in anger.

Atif: He's going to attack us. We must do something.

He pulls out a big brown paper bag from his pocket. There are some sweets and a balloon in it. He drops the sweets on the grass and starts blowing air into the balloon. He hits it so hard with his hand that the balloon bursts into a loud sound. Bang!

The bear stops, roars angrily and turns away. He walks quickly through the tall grass and soon disappears into the forest. Both the boys heave a sigh of relief.

Zeeshan: (laughing, softly) He thought we had a gun.

Atif: (quietly) Yes. Let's run.

The boys run as fast as they can and reach the camp safely.



Chant-IV



Think and Answer



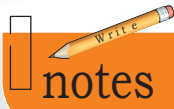
1. Why did the boys not move at all?

2. What did Atif take out of his pocket?



Chant-IV

*



3. What happened to the bear?

New Words



camp

skate

fertile

explore

excite

bang



Chant-IV



Glossary

camp

a place used for living temporarily by pitching tents or makeshift buildings

skate

to slip or glide along

fertile

soil that supports growth of large number of strong and healthy plants

explore

to search and discover about something

excite

strong feelings of happiness and enthusiasm

bang

a sudden, loud noise



Let's Talk

Role-play

Situation 1 : At the camp

Pupil A : Did you live in tents?

Pupil B : Yes, we did. It was great



Chant-IV

fun.

Pupil A : Who cooked your food?



Pupil B : We did our own cooking.

Pupil A : Did you go to nearby places on your bicycles?

Pupil B : Don't be silly. We didn't have bicycles.

We went everywhere on foot.

Situation 2 :

In the jungle/ zoo.

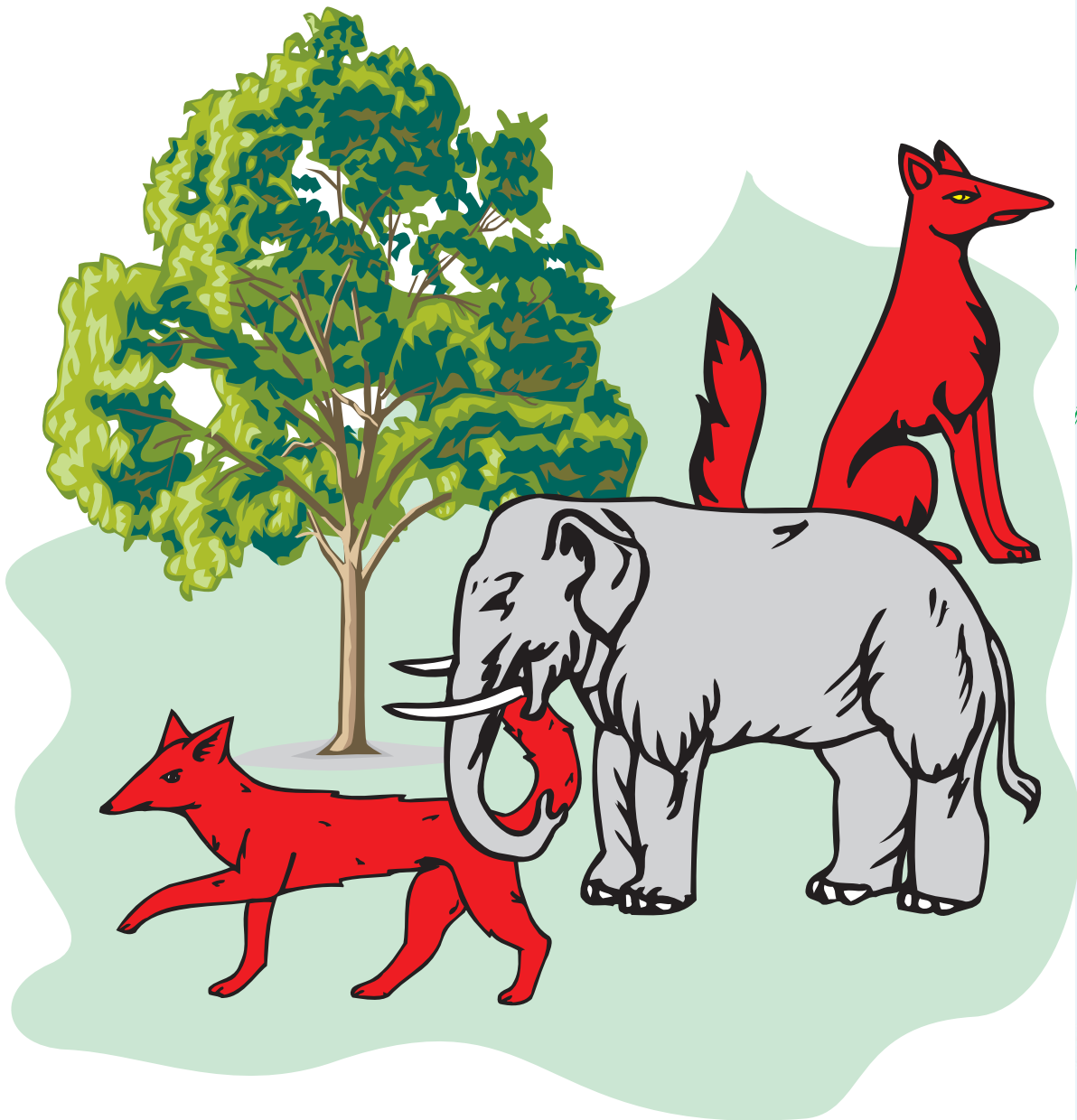
Work in Pairs. Talk to your partner about



Chant-IV

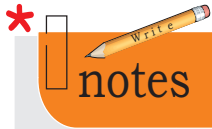
what you did and didn't do in a zoo/
jungle. Use the hints given below.

keenly observe, take photographs, watch
animals, climb trees, walk and enjoy,
note ideas in the diary.





Language Work



a. Write the following words in alphabetical order. One has been done for you .

i) tall, plants, trees, pine

pine, plants, tall, trees

ii) monkeys, tigers, forest, bears

iii) rain, sunshine, soil, snow

iv) ground, new, bark, neigh

v) walk, tour, run, fly

vi) jungle, zoo, bear, snow



Chant-IV

Fill in the missing letter and arrange the words in alphabetical order.

*



i) a _____ imal ii) _____ ig

iii) sou _____ d iv) l _____ sten

v) sk _____ ll vi) sm _____ ll

vii) gr _____ ss viii) ball _____ on

ix) b _____ g x) ba _____ g





Grammar in Context

Present Continuous

Reema and Seema **are walking** in Dachigam National Park. The sun **is shining**. The birds **are chirping**. The leopard **is wagging** its tail. The bear **is**



sleeping. The birds **are flying** in the sky. The fish **are swimming** in the cool waters. The Hangul **is sitting** on the grass and the stag **is walking**.



Chant-IV

Everyone **is enjoying**. Some children are tired. They **are sitting** on the benches. The Wildlife Warden **is talking** on the phone. It's lunch time for the animals. A young boy **is feeding** the animals. Look at the words in green. They tell us about the



action happening in the present. These words tell us that what someone is doing at the moment. They are formed by verb + ing.

Now look at the pictures against each sentence and complete the sentences by using in the present continuous form.



Chant-IV



1. Raja



2. Zoya _____ in a
chair.



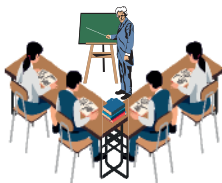
3. Veer _____ football.



4. Rehana _____ on a notebook.



5. The cat _____ milk.



6. The teacher _____ the
students.



7. The boy _____ a kite.



Chant-IV



8. Radha and Shradha
hands.



9. Raju TV.



10. Sonia a
guitar.



Re-read the above passage. If we rewrite it in the past continuous, it will tell us about the actions done in the past.

Reema and Seema **were walking** in Dachigam National Park. The sun **was shining**. The birds **were chirping**. The leopard **was wagging** its tail. The bear **was sleeping**. The birds **were flying** in the sky. The fish **were swimming** in the cool



Chant-IV



waters. The Hangul **was sitting** on the grass and the stag **was walking**. Everyone **was enjoying**. Some children were tired. They **were sitting** on the benches. The Wildlife Warden **was talking** on the phone. It was lunch time for the animals. A young boy **was feeding** the animals.

Look at the pictures against the sentences and complete the sentences using the past continuous form.



1. Raja



2. Zoya

a book .



3. Veer

football.



Chant-IV



4. Rehana _____ on
a notebook.



5. The cat _____ milk.



6. The teacher _____ students.



7. The boy _____ a kite.



8. Radha _____ hands
with Shradha.

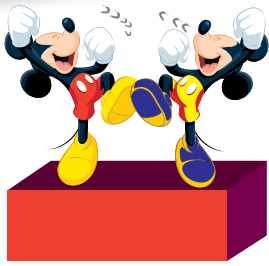


9. Raju _____ TV.



10. Sonia _____
a guitar.





Let's Do



- What are the things you would like to do on a camp?

Hints:

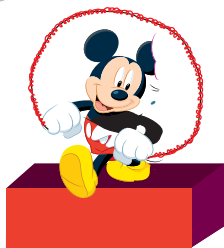
trek in the mountains, listen to music, sing songs, play cricket, watch the stars, night walk, play hide and seek in the dark, frisbee, cook food, etc.

You may add some more.

- Prepare a list of items required for camping.



Chant-IV



Life Skills



You read about how Zeeshan and Atif inflated the balloon. The bursting sound of a balloon made the bear go away. Describe a situation when you applied your wit to save yourself from danger.

Role-play a situation from your favourite storybook or movie. Create your own dialogues.

[illegible]

Chant-IV

Name of the Student



STAR TRACK

Roll No.

Punctuality		★ ★ ★ ★ ★	
Listening		★ ★ ★ ★ ★	
Speaking		★ ★ ★ ★ ★	
Reading		★ ★ ★ ★ ★	
Writing		★ ★ ★ ★ ★	
Participation		★ ★ ★ ★ ★	



Teacher's remarks



Certificate of Achievement



The learner namely _____
of Class _____ Roll No. _____ of
_____ School has
successfully completed the textbook.



