

**Consciousness
development
Value Education**

**Class 4
English
Exercise Book**



Prayer (*Vandana*)

Invocation to them with reverence,
Who are guides of the righteous path.
Salutation to them with gratitude,
Who educate and inspire for humanity.
Recognition to them with great honour,
Who help in development of consciousness.
Admiration to them with deep regards,
Who are kind, generous and compassionate.
Ovation to them with high esteem,
Who are forever engaged in universal goodness.



LESSON 1

HUMAN GOAL

- *Understanding the chapter:*

- I. Practice and Study

1. What are the goals of a human being?
2. When are we able to recognize our needs?
3. How can we identify prosperity?
4. What is fearlessness?
5. How can we identify living in co-existence?

- II. Fill up the blanks from the chapter

1. On becoming _____ all our enquiries are fulfilled and we get happiness.
2. We are able to _____ many things with our eyes. We _____ them and understand them.
3. Day and night is caused due to the _____ of the earth on its axis.
4. The understanding of cause is called _____.
5. It is only when we have resolution that we are able to _____ the means of fulfilling our needs and we are also able to _____ our needs.
6. With resolution, we _____ well with each other; we understand _____ and help each other.
7. We all live together. Living together is called _____.
8. Human goal is resolution, _____, _____ and co-existence.

● **Language skills:**

I. Lets join two sentences

in addition to के साथ साथ

- a. In addition to the parents, there were also grandparents and other relatives on the Annual Day.
- b. In addition to learning, we are also practicing.
- c. In addition to Hindi, I also learn English.

Let's practice what we have understood:

Join the sentences by adding 'but' or 'in addition to'

- 1) Many things are *visible* to our eyes _____
we are not able to *understand* them entirely
- 2) Every unit in existence is active _____ there is
no activity in space.
- 3) _____ human beings, we also live with air, water,
soil, vegetation and animals.
- 4) A mud wall looks solid, _____ when we add
drops of water on the wall they get absorbed into the wall.
- 5) _____ plants and animals, there are also a huge
number of insects, worms and other small animals in the forest.
- 6) _____ guava, pomegranate is also a healthy fruit.



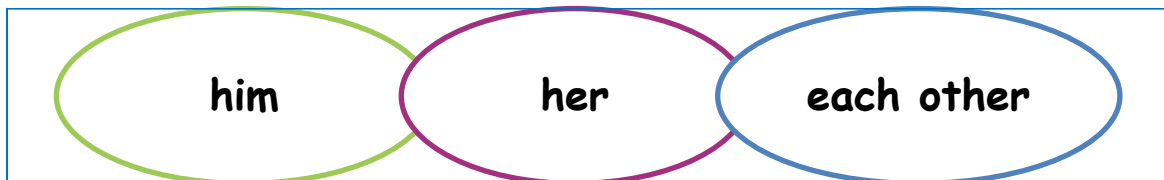
II. Replacing a specific name with a general word

1. *each other*: एक दूसरे को

- a. *We help each other.*
- b. *We all play with each other.*
- c. *Let's hold each other's hands and make a circle.*

Let's practice what we have understood:

Fill the blanks with:



1. She asked bhaiyaji a question about her homework. He helped _____.
2. Papaji asked for the newspaper. Mummyji gave the newspaper to _____.
3. All the children help _____ when they are playing.
4. Papaji and Chachaji discussed their work with _____.
5. Adhyapikaji is very wise. I will ask _____ what I don't understand.
6. Dadaji is very old. We take care of _____.



III. Understanding the difference between

A. means of AND meaning of

i. the means of doing something = the way of doing something

- a. We have several **means of** going to school. We can go by car, by bus, by auto or by bicycle.
- b. We can decide the **means of** fulfilling our needs only by having resolution.
- c. Solar power is a good **means of** producing energy for light bulbs.

ii. the meaning of something = the definition of a word/ the explanation of a word

- a. What is the **meaning of** your name?
- b. We can find the **meaning of** a word in a dictionary.
- c. The teacher explained the **meaning of** co-existence.

Let's practice what we have understood:

Use the correct word to complete the sentences-

means of

meaning of

1. There are many _____ going to Delhi.
2. Adhyapikaji told us the _____ resolution.

- 
3. We can decide the _____ fulfilling our needs only by having resolution.
4. I don't know this word. I will ask Papaji the _____ it.
5. Dadaji can tell me the best _____ of making this patch of land into a kitchen garden.
6. Dadiji can tell you several _____ making mango pickle.

B. vegetation AND vegetable

i. vegetation = all the greenery of a place

- a.** The fire burned all the **vegetation** on that mountain.
- b.** This path has not been cleared for many days. It is now covered with **vegetation**.
- c.** The **vegetation** of the Himalayas is full of medicinal plants.

ii. vegetable = part of a plant that we eat.

- a.** We should eat lots of **vegetables** to stay fit and active.
- b.** My dadaji grows **vegetables** in the kitchen garden.
- c.** Green leafy **vegetables** make our eyes strong.



Let's practice what we have understood:

Use the correct word to complete the sentence-

vegetation

vegetables

1. They walked through thick _____ and reached the top of the mountain.
2. Spinach is a green leafy _____.
3. Mummyji says that we should eat _____ in every meal.
4. They removed a lot of _____ before building a house there.
5. Wild animals need _____ to make their homes, hunt, live and to take care of their young ones.

C. It's and its

- i. **It's** with an apostrophe is the shortened form of '**It is**'.
- ii. **Its** without an apostrophe means that something belongs to it.

Let us practice what we have understood

Use the correct form (**it's / its**) in the sentences below.

1. Day and night is caused due to the spinning of the earth on _____ (**it's / its**) axis.

- 
2. _____ (it's / its) only when we have resolution that we are able to identify the means of fulfilling our needs.
 3. _____ (it's / its) due to the motion of the Earth that day and night occurs.
 4. There are dark clouds in the sky. _____ (it's / its) likely to rain.
 5. Both the lunch box and _____ (it's / its) lid are blue in colour.
 6. The cow and _____ (it's / its) calf are grazing in the field.
 7. _____ (it's / its) the goal of a human being to become wise.
 8. There is water in the playground. _____ (it's / its) been raining heavily since morning.
 9. The bottle is full. You can close _____ (it's / its) lid now.

IV. Fill in the blanks with

Our

Hour

Are

1. We are able to see many things with _____ eyes.
2. We _____ able to see the occurrence of day and night too.
3. We play at school for an _____ everyday.



4. All of us_____ happy together.
5. We can identify _____ needs only when we have resolution.
6. The class will be for an _____ today

● **Activities**

1. Make a list of things that you think you are or were afraid of and share this in class. Observe and discuss how members of your family help you or helped you get over this fear.
2. Make a list of all the things that you need / use in your daily life and also how much of these you have with you. How much extra do you have and can share with other people at home and school? The first one is done for you.

Things	Total number that I have	The number that I can share with others.
pencil	4	2
eraser		
pencil box		
shirt		
pant		
toys		



LESSON 2

EXISTENCE

- ***Understanding the chapter:***

- I. **Practice and Study**

1. What is existence?
2. What are the names that we give to the sky?
3. Where does space exist?
4. How can we describe co-existence?

- II. **Fill up the blanks from the chapter**

1. There are many stars, planets and satellites in the sky. Together, we call this _____.
2. The meaning of existence is to _____ or to _____.
3. The sky is also called _____.
4. All the stars, planets and satellites are _____ in the sky.
5. The sky does not have any _____ and hence we call it boundless.
6. The expanse of the sky is in all _____.
7. Every unit has this empty _____ or _____ in it.
8. There is _____ around every planet.
9. We cannot separate or remove any star or planet from _____.
10. All the units are always _____ in space.
11. Every unit in _____ is active but there is no _____ in space.

- **Language skills:**

- I. **Lets learn how to connect two sentences to form one sentence**

A. Connectors for **ADDING** information:

- a. **and**
- b. **because**
- c. **so, hence and therefore**

Consider these sentences:

- 1. sentence 1: My friend brought sweets to school.
sentence 2: He shared them with us.

These two sentences can be joined using **and**:

- My friend brought sweets to school **and** he shared them with us.
- 2. sentence 1: My Mummyji made a remedy for me.
sentence 2: I was not feeling well.

These two sentences can be joined using **because**:

- My Mummyji made a remedy for me **because** I was not feeling well.
- 3. sentence 1: Space has no boundaries.
sentence 2: We call it boundless.

These two sentences can be joined using **so, hence or therefore**

- Space has no boundaries, **so** we call it boundless.
- Space has no boundaries, **hence** we call it boundless.
- Space has no boundaries, **therefore** we call it boundless.

B. Connectors for CONTRASTING information:

- a. but
- b. however

Consider these sentences:

sentence 1: We cannot see space.

sentence 2: We can understand it.

These two sentences can be joined:

We cannot see space **but** we can understand it.

We cannot see space; **however**, we can understand it.

sentence 1: Every unit is active in space.

sentence 2: Space is not active.

These two sentences can be joined:

Every unit is active in space; **but**, space is not active.

Every unit is active in space; **however**, space is not active.

Let's practice what we have understood:

Join the sentences with:



1. This garden is really big _____, it is maintained well.
2. He is a careful driver. _____ he's had several accidents.

- 
3. Many things are *visible* to our eyes _____ we are not able to *understand* them entirely.
4. A mud wall looks solid, _____ when we add drops of water on the wall they get absorbed into the wall.
5. Every unit in existence is active _____ there is no activity in space.
6. The sky is the abode of the planets. _____, it is called place.

II. Write these sentences like they happened **yesterday** or **will happen tomorrow**. One has been done for you.

1.

Now	• I am eating a spinach paratha
Happened yesterday	• I ate a spinach paratha
Will happen tomorrow	• I will eat a spinach paratha

2.

Now

- I am climbing up the stairs.

Happened
yesterday

Will happen
tomorrow

3.

Now

- She is helping her mother

Happened
yesterday

Will happen
tomorrow

4.

Now

- He is having a bath.

Happened
yesterday

Will happen
tomorrow

5.

Now

- They are playing in the field.

Happened
yesterday

Will happen
tomorrow

6.

Now

- I am folding my clothes.

Happened
yesterday

Will happen
tomorrow

7.

Now

- Dadaji is teaching me.

Happened
yesterday

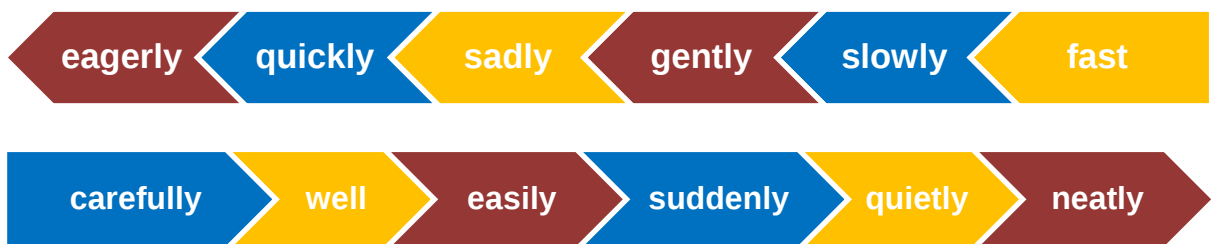
Will happen
tomorrow

8.

Now	• They are going to school
Happened yesterday	
Will happen tomorrow	

III. Tell us how an action is done

Here are the words that tell us *how* something is done.



Choose the most appropriate word to fill in the blanks below.

1. I went to the store _____ and bought some salt for mammaji.
2. The water is flowing _____ from the tap.
3. Ride your bicycle _____ as there are lot of bumps on the road.

- 
4. I did not go to school as I am not feeling _____ today.
 5. Dadaji is tired and hence he did his work _____.
 6. The little calf got hurt. I _____ watched it lick itself.
 7. The cap of the bottle was too tight for me to open but bhai ji could open it _____.
 8. It started raining _____, so we had to rush to find some shelter.
 9. Dadi ji _____ folded my clothes for me.
 10. I can't wait to get on the train! I _____ waited in line at the door.
 11. Mammaji _____ cleaned my wounds and applied some cream.
 12. The cat came into the kitchen when nobody was around and _____ drank up the milk.

● **Activities**

I. Discuss these differences between the two set of words:

- 1. Active - Inactive**
- 2. Limited - Unlimited**
- 3. Bound - Boundless**



II. (a) Describe the day sky in your own words.

**(b) Observe the night sky on a day when there are no clouds.
What do you see? Describe**

[Note for teacher: Allow children to freely express themselves. Let them record anything that they report having seen or felt, even if they did not feel like looking up at the sky ☺. They could even do this in their mother tongue. The teacher can help them formulate the sentences in English and help them write it down].



LESSON 3

Material Order

- ***Understanding the chapter:***

- I. Practice and Study

1. On what basis do we make use of materials?
2. How do we identify a material as iron?
3. The direction of the flow of water indicates a slope. What do we understand by this statement?
4. What are the main actions seen in the Material Order?

- II. Fill up the blanks from the chapter:

1. Soil, stones, gems and metals are together called _____.
2. We understand that the _____ of materials is definite.
3. Different types of _____ occur in materials. Human beings identify these materials by these _____.
4. Whenever we need to identify a material as iron, we use a _____.
5. Humans have made many _____ based on the definite conduct of materials.
6. The direction of the flow of water indicates a _____.
7. _____ and _____ are activities of Material Order.
8. The conduct of all materials is _____ and they are in _____.

- **Language skills:**

- I. Let's learn how to connect two sentences to form one sentence

A. Connectors that show a **SEQUENCE** of events:

- a. once
- b. when
- c. as soon as
- d. whenever

Consider these pairs of sentences:

- 1. sentence 1: We have resolution.
sentence 2: We become fearless.

These two sentences can be joined using **once** OR **whenever**

Once we have resolution, we become fearless.

When we have resolution, we become fearless.

- 2. sentence 1: We will go out to play.
sentence 2: It stops raining.

These two sentences can be joined using **when**

We will go out to play **when** it stops raining.

- 3. sentence 1: I go back home.
sentence 2: I change my clothes.

These two sentences can be joined using **when** OR **as soon as**

When I go back home, I change my clothes.

As soon as I go back home, I change my clothes.

- 4. sentence 1: We need to identify a material as iron.
sentence 2: We use a magnet.

These two sentences can be joined using **when** OR **as soon as**

Whenever we need to identify a material as iron, we use a magnet.

Let's practice what we have understood:

Join the sentences using :



1. Sentence 1: Adhyapikaji came to our class.

Sentence 2: The bell rang.

2. Sentence 1: I called Hemant bhaiji.

Sentence 2: I got a message.

3. Sentence 1: We all help each other.

Sentence 2: We play together.

4. Sentence 1: Radha behenji closed her tiffin.

Sentence 2: She finished her lunch.

B. We can even use these words to ask **questions**:

1. What will you do **when** you go back home?
2. What happens **as soon as** the sun sets?
3. What happens **whenever** an infant is hungry?
4. Will the wall made of mud or cement change its shape **once** it is ready?

Let's practice what we have understood:

Fill in the blanks using the following words to complete the questions:



1. What happens _____ iron is kept near a magnet?
2. What happens _____ we pour water on a slope?
3. Will you help me _____ you have finished your work?
4. Will adhyapikaji come to class _____ the bell rings?

II. Let's learn to use IF

- IF **A** HAPPENS, **B** HAPPENS.
- IF **A** HAPPENS, **B** WILL HAPPEN.

Examples:

- a. **(A)** the material is iron, **(B)** it gets attracted to a magnet.
- b. **(A)** he finishes his work on time, **(B)** he will play with you.
- c. **(A)** you are healthy, **(B)** you will be able to help others.



Let's practice what we have understood:

Fill in the blanks with our own sentences

1. **Question:** What will you wear tomorrow **if** it is sunny and hot?

Answer: **If** it is sunny and hot, I will wear

2. **Question:** What will you wear tomorrow **if** it rains?

Answer: **If** it rains, I will wear

3. **Question:** What will happen **if** iron is brought near a magnet?

Answer: **If** iron is brought near a magnet

4. **Question:** What will you do **if** you have a stomach ache?

Answer: **If** I have a stomach-ache, I will

5. **Question:** What will you do **if** adhyapikaji does not come to the class today?

Answer: **If** _____,

I will _____.

III. Let's fill in the blanks with the correct word:

1. I am going to start school _____ Saturday?
(on/ in/ at)
2. The school starts _____ 9 o'clock.
(in/ at/ with)
3. Adhyapikaji will teach us to write _____ a pencil.
(at/ with/ on)
4. We will be writing _____ our notebooks.
(on / at / for)
5. We keep our notebooks _____ the desk to write.
(for / with / on)
6. I have covered my notebook _____ a paper
_____ protection.
(with/ in / for)
7. I keep my books and note-books safely _____ my
school bag.
(on / at / in)
8. We have our lunch _____ school.
(for / with / in)
9. We share our tiffin _____ all our friends.
(with / at./ on)
10. We play _____ the school field/garden after
lunch.
(for / in / at)
11. The school finishes _____ 1 O'clock.
(in / for /at)
12. We all learn, understand and have fun _____ school.
(with / at / for)



- **Activities**

- I. Different materials and things made of them. One example has been given. Look around you and give more examples of things that are made of these materials.**

MATERIAL	THINGS MADE FROM THE MATERIAL	MORE EXAMPLES
sand	cement	
stone	column	
wood	door	
mud	wall	
clay	pot	
iron	window bar	
copper	jug	
brass	vase	
steel	pan	
aluminum	vessel	
silver	cup	



gold	ring	
lead	pencil	
lime stone	chalk	

Man-made MATERIAL	THINGS MADE FROM THE MATERIAL	MORE EXAMPLES
brick	school building	
cement	wall	
tar	road	
glass	mirror	
tin	can	
plastic	bucket	

- *[Discuss with children about the fact that these things are made and used based on the definite conduct of materials]*

II. SHOW and TELL: Bring any useful thing to school and explain how it is used based on the definite nature of the material.



Lesson 4

Plant Order

- ***Understanding the chapter:***

- I. **Practice and study**

1. What is the difference between the Plant Order and the Material Order?
2. What is the similarity between the Plant Order and the Material Order?
3. Why do we say that the conduct of the Plant Order is definite?

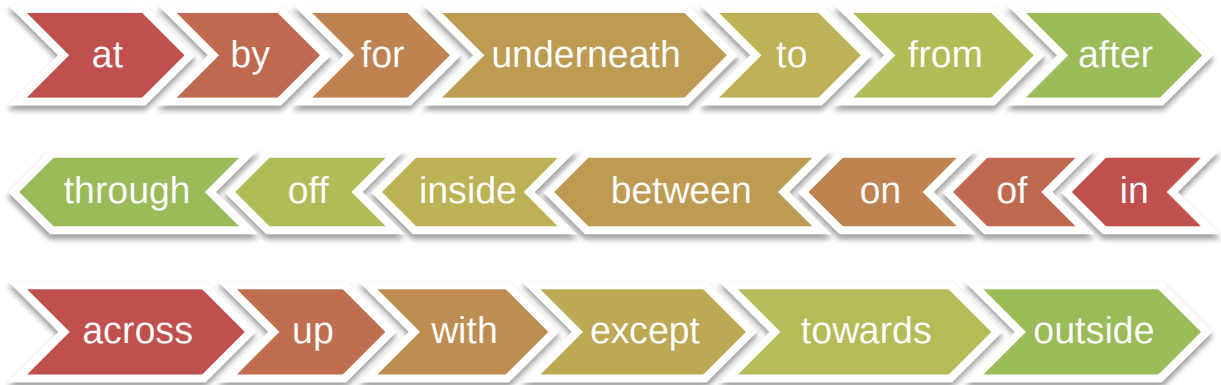
- II. **Fill up the blanks from the chapter:**

1. Every plant or tree has a *definite* _____.
2. Trees, shrubs, creepers or climbers and grass or herbs are the different types of _____.
3. There is _____ in the units (plants and trees) of the Plant Order.
4. There is no growth in the units of the _____ Order.
5. Plants and trees *breathe*. We call this _____.
6. _____ activity does not occur in the Material Order.

- 
7. There is one similarity between Material Order and Plant Order and that is, the activity of _____ and _____.
8. Each plant's taste is _____, yet maintains the same individual taste
9. The _____ under a plant grow towards water.
10. We understand that the conduct of the Plant Order is *definite*. It is in _____.

● **Language skills:**

- I. Connecting words in a sentence. Use these words below to complete the given sentences.



1. Throw the garbage _____ the bin.
2. The ball went _____ the window.
3. It is easy to swallow medicines _____ water.

- 
4. I get very hungry when I reach home _____ school.
 5. I go to bed one hour _____ I have had my dinner.
 6. I climbed _____ the ladder.
 7. The rat was hiding _____ the table.
 8. We stood on either side of the compound wall and exchanged food _____ the wall.
 9. My leg got caught _____ the two stones.
 10. All of us went on the school trip _____ Shyam bhai ji.
 11. Be careful! That car is coming _____ you.
 12. Please open the door. I am waiting _____.
 13. Keep the clothes _____ the cupboard.
 14. Arrange the biggest book _____ the bottom of the pile.
 15. The conduct _____ all materials is definite.
 16. This pen is _____ you. Use it well.
 17. Are you going to travel _____ car or _____ bus?
 18. Please put the lights _____ before you go to sleep.
 19. I will not be going _____ the market today.
 20. Keep all the book _____ the desk.

II. Match the following cause and effect.

Cause

Effect

The ponds have less water.

The plants have started shedding their leaves.

The water overflowed from the bucket.

Very few saplings sprouted.

There are no flies or mosquitoes in our school this year.

All the tools got rusted.

She forgot to close the tap.

We made sure there was no garbage in our school campus this year.

It is very hot this summer.

I forgot the gardening tools in the rain.

It is the beginning of autumn.

The seeds were not properly covered with mud after planting them.

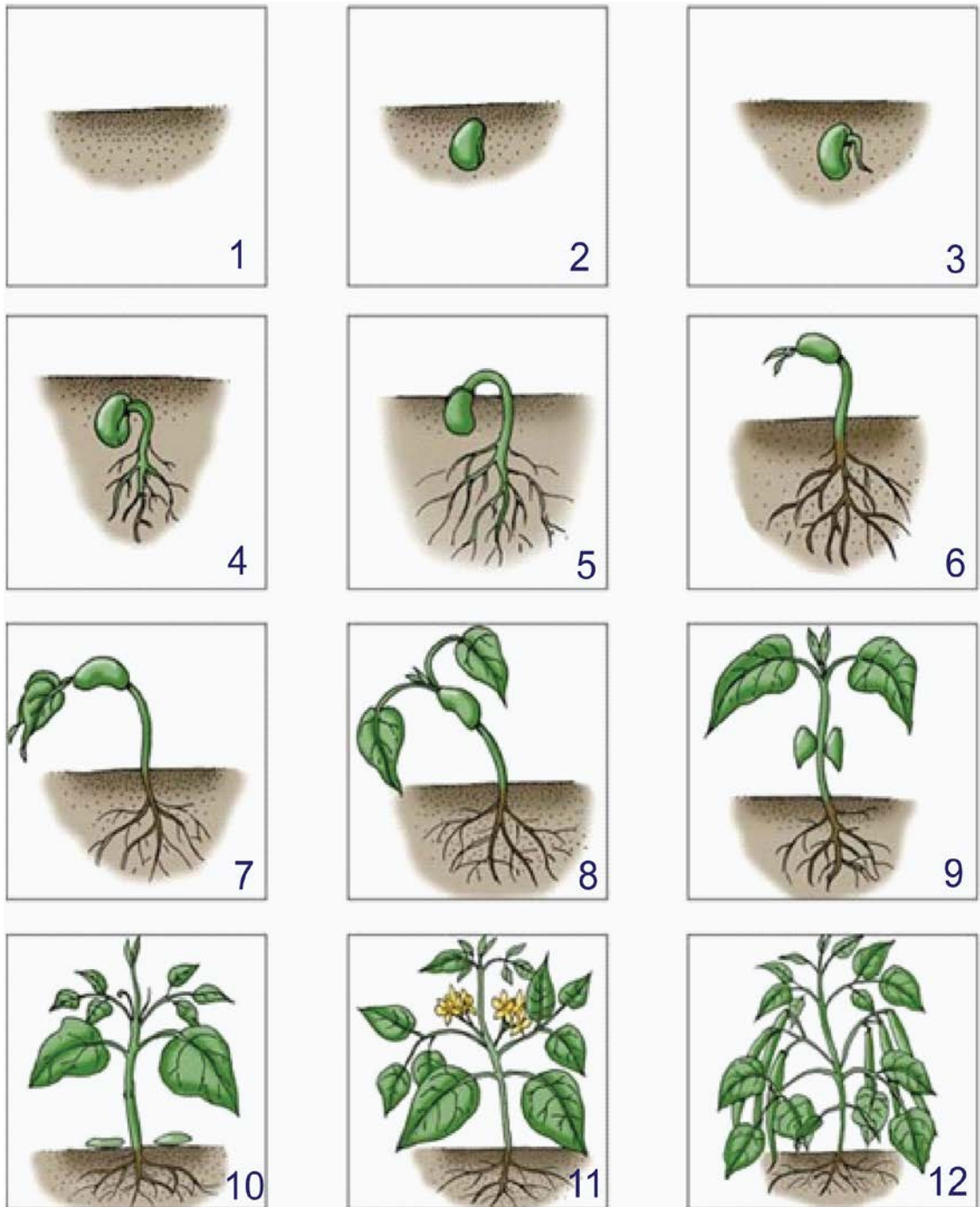
III. Choose the words that best describe the thing, place, plant or animal.

1. Cotton is very _____ (soft/rough) to touch.
2. My bicycle is _____ (good / green) in colour.
3. The paddy fields are a _____ (hard / beautiful) sight.
4. The bamboo plant is very _____ (salty / tall).
5. The elephant has _____ (large / cool) ears.
6. The giraffe has a very _____ (pale / long) neck.
7. That is a _____ (sour / round) table.
8. Sugar is very _____ (purple / sweet).
9. Our home is very _____ (comfortable / crunchy).
10. The weather is _____ (hot / small) today.
11. We have a _____ (brown / square) cow.
12. Our school has a _____ (big / bitter) playground.

IV. Make your own sentences using the following words:



V. Look at the picture below carefully and then write about the life cycle of a seed in a sequential order.



● Activities

1. Observe carefully any one plant in your garden. Try to make a drawing of the different parts of the plant that you observe and learn their names.

2. How many seeds do these fruits have? Observe, discuss and write.

Fruit	Number of Seeds
mango	
orange	
watermelon	
papaya	
chickoo	
custard apple	

[Note to teacher: Get the children to wonder about seeds of other fruits and vegetables. This is just to get children to start thinking about and observing plants, trees around them, their fruits, different types of seeds, number of seeds, so that later it will connect to 'regulation' in nature in the higher classes]

3. Do you or any of your family members do gardening at home? If yes, talk about the different tools used for gardening and learn their names in English. [For example: spade, shovel, rake, pitchfork, trimmer, sprinkler etc.]

4. What is the similarity between:

1. mango and apple
2. watermelon and cucumber
3. rice and wheat
4. mint and holy basil
5. guava and beans
6. banyan and peepal
7. pomegranate and wheat
8. butterflies and moths



Lesson 5

Animal Order

- ***Understanding the chapter:***

- I. **Practice and Study**

1. Does the activity of recognizing and fulfilling happen in Animal Order? If yes, give an example of the same.
2. What activity occurs in the Animal Order that does not occur in the material or the Plant Order?
3. Is the activity of assuming continuous or for a short time? Discuss in class.

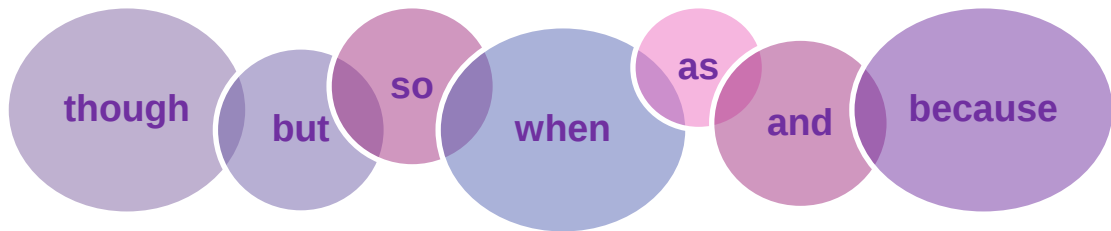
- II. **Fill up the blanks from the chapter:**

1. Three important differences between the Material Order and the Plant Order are _____, _____ and _____.
2. In the Animal Order too, young animals _____ to become adult animals and they _____ in numbers too.
3. _____ activity occurs in the Animal Order too.
4. Cows have an _____ to listen to the direction or order of a human being.
5. All animals recognize their place of _____ and the kind of food that is fit for their _____.
6. Three activities, _____, _____ and _____, occur in the Animal Order.



- **Language skills:**

- Connect each of these pair of sentences using the words below.



Eg: Sentence 1: We cannot touch the clouds.

Sentence 2: They are far away from us.

We cannot touch the clouds **as** they are far away from us.

1. Sentence 1: Glass looks solid.
Sentence 2: It breaks easily.

2. Sentence 1: Wood can get eaten by termites.
Sentence 2: It has to be varnished to protect it.

3. Sentence 1: The mirror broke into pieces.
Sentence 2: It fell down on the floor.

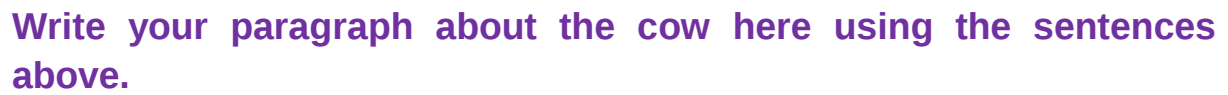
4. Sentence 1: Iron is a strong metal.
Sentence 2: Iron gets attracted to magnets.

- 
5. Sentence 2: Metals belong to the material order.
Sentence 2: Their conduct is definite.
-
-

6. Sentence 2: Gold does not have many uses.
Sentence 2: It is a shiny metal.
-
-

II. Read these sentences. Now discuss in class how we would arrange these sentences if we had to explain to somebody about what a cow is.

1. Cow dung is best for agriculture.
2. The cow is a four-footed animal, with a big head with two horns, two ears and a long tail.
3. Cows are found everywhere in the world.
4. The cow is a domestic animal.
5. The cow lives on grass, straw, bran, oil cake, etc.
6. She helps farmers as well as common man.
7. Cows give us milk. Cow's milk makes us strong and healthy.
8. Their size, shape and colour differs from country to country
9. We make many milk products like butter, ghee, cheese, curd, etc.
10. Many people think that if we want to get pure and fresh milk, it is better to keep a cow.
11. The cow is thus a very useful domestic animal.
12. Cow dung is also used as fuel in villages.
13. Her calves become cows or bullocks.
14. Bullocks plough the farmer's field.

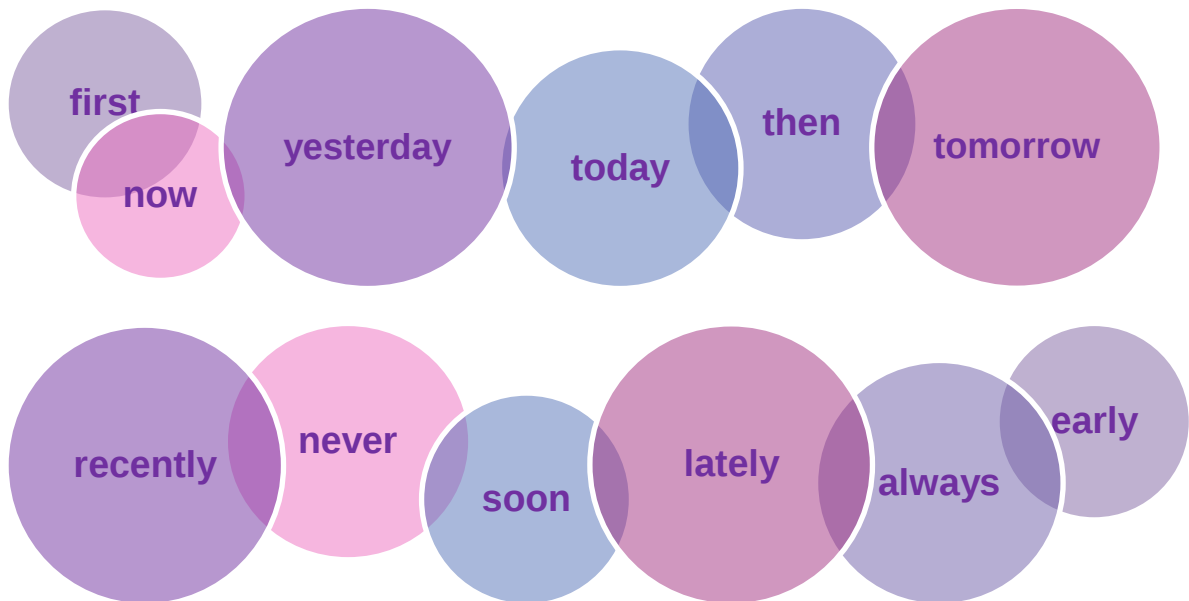


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III. Tell us when an action is done

Here are the words that tell us *when* something is done



Choose the most appropriate word to fill in the blanks below.

1. Mamma ji likes to wake up _____ in the morning.
2. I _____ wash my hands before eating.
3. I wanted to clean my room _____, but did not have the time.
4. If we leave right _____, we will be able to reach the station on time.
5. He went to the medical store _____ and then the grocery store.
6. I _____ like getting hurt.
7. Have you been to the airport _____ ? They have built a new building.

- 
8. Dadiji has not been looking too well _____. I will take her to the doctor _____.
9. Our school will start _____. I am looking forward to meeting everyone.
10. First Meena behenji will take a bath and _____ I will take a bath.

● **Activities**

1. Discuss and write about various animals (and birds) and names of their young ones, the places they live in, what they eat .Also stick pictures in the space given (The first one is done for you)

	Animals • Cow
	Young ones • calf
	Live in • cowshed
	They eat • grass, small plants



	Animals
	Young ones
	Live in
	They eat

	Animals
	Young ones
	Live in
	They eat



	Animals
	Young ones
	Live in
	They eat

	Animals
	Young ones
	Live in
	They eat



	Animals
	Young ones
	Live in
	They eat

	Animals
	Young ones
	Live in
	They eat



II. Discuss and share in class the similarity between:

1. hens and peacocks
2. eagles and sparrows
3. fishes and whales
4. dogs and cows



Lesson 6

Knowledge Order

- ***Understanding the chapter:***

I. Practice and Study

1. What are the two types of activities we see in ourselves?
2. Give some examples of voluntary activity.
3. Give some examples of involuntary activity.
4. What type of activity happens only in the knowledge order?
5. What is the difference between assuming and knowing?

II. Fill up the blanks from the chapter

1. Every human being's _____ and _____ is the same.
2. When we observe ourselves we can see that we do _____ types of activities.
3. _____ activity happens by itself.
4. We take responsibility for _____ activities.
5. Name of the activity that takes responsibility for actions is _____. This is also called _____.
6. Every human being is the combined expression of _____ activities and _____ activities.
7. We are able to sense hot and cold weather. This is the activity of _____.
8. After recognizing we also make a plan to complete these actions. This is called _____.
9. The most important work for human beings is to _____ and to _____.
10. We are able to do the right kind of work only with '_____' and hence we become happy.

III. Classify these activities into their appropriate column.

Sleeping, Talking, Sneezing, Walking, Speaking,
Bleeding, Writing, Coughing, Dreaming, Breathing,
Shouting, Running, Sweating, Crying, Breathlessness.

VOLUNTARY	INVOLUNTARY

● **Language Skills**

- I. When the doer does an action on the doer, then we add the word ‘– self’ (अपने आप)

I	me	myself
we	us	ourselves
you	you	yourself
he	him	himself
she	her	herself
it	it	itself
they	them	themselves

Examples:

- Now **I** have grown up. I can take a bath **myself**.
- **We** clean the classroom **ourselves**.
- **You** should wash your plate **yourself**.
- **Bhaiyaji** fixed his bicycle **himself**.
- My **didiji** made the shrikhand **herself**.
- **Adhyapikaji** taught the children how to tie their shoelaces **themselves**.



Let us practise what we have understood

Fill in the blanks with the correct word taking a hint from the word in the bracket. The first one has been done for you.

1. Involuntary activities happen by (**them**)
= Involuntary activities happen by **themselves**.
2. Behanji pulled up the rope. (**her**)
3. Papaji fixed the car (**him**)
4. There are various means of protectingfrom predatory animals. (**us**)
5. I feel happy when I can do things (**me**)
6. Now I have grown up. I can do my homework by
. (**me**)

II. Match each question to a correct answer:

1.	Did you come to school by yourself today?	a.	No, he'll need some help.
2.	Does she know how to get dressed by herself?	b.	No, I walked with two of my friends.
3.	How did you hurt yourself?	c.	I did it while I was working on my car.
4.	Is he able to help himself?	d.	I can't help myself. These onions are really strong.
5.	Why are you crying?	e.	No, she's only two years old.

III. Find and circle these words in the grid:

bathing	reading
sweating	digestion
voluntary	evaluate
walking	knowing
writing	question

r	e	a	d	i	n	g	v	a	q
d	i	g	e	s	t	i	o	n	u
w	w	a	v	w	k	h	l	k	e
r	a	n	a	e	e	s	u	k	s
i	l	n	l	a	i	w	n	n	t
t	k	i	u	t	v	g	t	o	i
i	i	v	a	i	e	w	a	w	o
n	n	e	t	n	s	a	r	i	n
g	g	l	e	g	e	v	y	n	n
e	v	b	a	t	h	i	n	g	i

IV. About you:

Write two sentences telling about things you like to do by yourself.



Lesson 7

Family

- ***Understanding the chapter:***

I. Practice and Study

1. What is the most important part about living in a family?
2. When do we become a source of happiness for others?
3. What are the different types of work and behaviour we do to live well in the family?

II. Fill up the blanks from the chapter

1. _____ is the most important place for a human being.
2. Every person in the family takes care of every _____ person in the family.
3. All the elders in the family are _____ in living well. The younger members of the family understand, _____ and practice this.
4. After several years of _____ and _____, we become experienced in living in the family.
5. When we become experienced in _____ well in the family, we become happy and we also become a _____ of happiness for others.
6. Only when we become capable of living well in the _____, we are able to live with experience in the larger unit, which is the society.
7. The family is the smallest unit of the _____.
8. The children in the family _____ with the elders and learn to live in the same way.

III. Describe in about 20 lines

(Try to pay attention to the following in your description – time, events and your feeling and observation.)

A. A short trip / travel that you have gone on with your family.

B. You spend a lot of time in your family. What time do you remember the most and why?

● **Vocabulary**

1. Find these words in the grid below, you can find them vertically, horizontally,

spends	manner
part	experience
source	capable
service	ill
ailing	surroundings
education	attention
progress	suitable
hospitality	cooperate

h	c	o	o	p	e	r	a	t	e	s	e
o	u	c	m	n	d	i	c	s	s	u	x
s	n	o	a	s	u	i	l	e	o	r	p
p	o	n	n	p	c	r	a	r	u	r	e
i	s	o	n	e	a	o	d	v	r	o	r
t	u	p	e	n	t	b	i	i	c	u	i
a	i	p	r	d	i	l	l	c	e	n	e
l	t	l	o	s	o	o	l	e	a	d	n
i	a	t	t	e	n	t	i	o	n	i	c
t	b	i	e	r	r	e	a	p	r	n	e
y	l	n	e	a	a	i	l	i	n	g	o
e	e	c	p	r	o	g	r	e	s	s	n

- **Language Skills**

- I. COMPARING THINGS:**

A. When we want to tell **more** about something we use describing words, for example:

- a) The Pomegranate tree is a **small** tree.
- b) My bhaiyaji is **helpful**.
- c) The Fire Station phone number is an **important** phone number. Please remember it or write it in the phone diary.

B. When we compare one thing with another, we add ‘-ER or **‘MORE THAN’** to the describing word, for example:

- a) The pomegranate tree is **SMALLER THAN** the mango tree. (‘small’ is a short word; only one syllable)
- b) If the word ends in ‘e’ then we just add ‘R’, for example: My house is **closer** to the school **THAN** his. (‘close’ is also a short word.)
- c) If the word ends in ‘n’ ‘t’ or ‘g’, then we **double it** before adding ‘-ER’, for example: bigger than, thinner than,
- d) If a word is long or has 2 or more syllables, then we use the expression **‘MORE THAN**, for example: Cars are **MORE COMMON** now **THAN** they were 10 years ago. (‘common’ is a longer word; it has 2 syllables. So we say ‘more common’)

C. When we compare **one thing with many others**, we add –**EST** or **THE MOST** to the describing word, for example:

- a) This kitten is **the smallest** of the entire litter. It’s very weak.
- b) Everyone is nice but he is **the most helpful**. (‘helpful’ is a long word- 2 syllables. So, we say ‘the most helpful’)
- c) This is **the most interesting** book I have ever read. (‘interesting’ is a long word- 3 syllables. So we say ‘the most interesting’)



PRACTICE:

1) Complete the sentences using the comparative form of the word given in the brackets. The first one has been done for you.

1. Bhaiyaji is _____ papaji. (**tall**)
= Bhaiyaji is **taller than** Papaji.
2. Their car is _____ ours. (**old**)
3. The elephant is _____ a rabbit. (**strong**)
4. Dadaji is _____ papaji. (**old**)
5. Today feels _____ yesterday's hot weather. (**cool**)
6. Venus is _____ Mars. (**bright**)
7. Sugar is _____ honey. (**sweet**)
8. The city roads are _____ the village roads. (**broad**)
9. The _____ members of the family understand and learn from elders in the family. (**younger**)

2) Complete the sentences using the comparative form of the word given in the brackets. Remember to **double the last letter of the word**. The first one has been done for you. (Teachers note* : The ***double last letter of the word*** is spelling rule, and ***adding ER*** is a grammatical rule.)

1. Our school _____ that one. (**big**)
= Our school is **bigger than** that one.
2. This thread is _____ that rope. (**thin**)
3. Mars is _____ Venus. (**dim**)
4. The tomatoes of this plant are _____ those ones. (**fat**)
5. Raipur is _____ Amarkantak. We should wear light clothes here. (**hot**)
6. The weather in November is _____ in April. Please carry a sweater. (**cool**)

- 
7. These apples are _____ those ones. These will be sweeter. (**red**)
8. I have been exercising for a month. I feel _____ before. (**fit**)

3) Complete the sentences using the comparative form of the word given in the brackets. Delete the 'y' from the word and add -IER. The first one has been done for you. (Teachers note* : *deleting 'y' from the word is spelling rule, and adding IER is a grammatical rule.*)

- a. This year she is healthier than she was last year. (**healthy**)
= This year she is healthier than she was last year.
- b. I can do these questions by myself. This lesson is _____ the last one. (**easy**)
- c. Mummyji, I will carry the red suitcase. The red suitcase is _____ the black one. (**heavy**)
- d. This shirt is _____ the red one. (**dirty**)
- e. You can play with this cat. This cat is _____ the other one. (**friendly**)
- f. I reached school on time today because I woke up _____ today _____ yesterday. (**early**)

4) Look at the pictures and complete the sentences using the words 'short and 'long'. The first one has been done for you.

- a. _____ A _____ B _____
_____ C _____

.....A is the shortest

line.....

- a) A is _____ B.
- b) B is _____ A.
- c) A is _____ C.
- d) C is _____ A.
- e) C is _____ B.



5) Complete the sentences using the comparative form of the word given in the brackets. Remember to use MORE. The first one has been done for you.

- a. This chair is _____ that one. My feet reach the ground. (**comfortable**)
= *This chair is more comfortable than that one. My feet reach the ground.*
- b. I haven't practiced these sums. I think they are _____ the previous lesson. (**difficult**)
- c. I have been doing addition sums since class 1. I think they are _____ multiplication sums. (**simple**)
- d. Yesterday it was humid and warm. Today it has rained and there is a cool breeze. The weather today is _____ yesterday. (**pleasant**)
- e. Cycling in the mountains is _____ cycling in the plains. (**difficult**)

6) Complete the following sentences in which one thing has been compared with many of the same thing. The first has been done for you.

- a. Family is _____ place for a human being. (important)
= *Family is the most important place for a human being.*
- b. The Pacific Ocean is _____ ocean on the earth. (**big**)
- c. Dadaji is _____ person in our family. (**old**)
- d. The ambulance took the patient to _____ hospital. (**near**)
- e. During vandana, _____ child stands at the back of the line. (**tall**)
- f. Some people say Mt. Everest is _____ mountain to climb. (**difficult**)



Lesson 8

Human relationships

● *Understanding the chapter:*

I. Practice and Study

1. Describe how brother and sister live together in the family.
2. How is the relationship of brother and sister recognized?
3. Mention how you address these relationships at home.

Relationship	Addressing
Mother	
Father	
Brother	
Sister	
Father's brother	
Father's sister	
Mother's brother	
Mother's sister	
Grandmother (father's mother)	
Grandfather (father's father)	
Grandmother (mother's father)	
Grandfather (mother's mother)	

II. Fill up the blanks from the chapter

1. All of us live in _____
2. Brothers and _____ live together in the family.
3. When the brother finds it _____ to do any particular kind of work, then he _____ his other brothers or sisters to help him.

- 
4. When we _____ each other as 'bhaiyaji' and 'didi' then we are able to _____ the relationship of brother and sister.
 5. We recognize all the people that live with us as being _____ to us in different ways and we _____ them accordingly.
 6. We address our mother's sisters as ' _____ and our father's sisters as ' _____.
 7. We address our mother's brothers as ' _____ and our father's brothers as ' _____.
 8. We have relationships _____ the family too.

● **Word power**

- I. What do these words have in common: rewrite, reuse, rethink, reappear, revise?

RE means **AGAIN**

- Rewrite means to write again
- Reuse means to use something again

1. Add **RE** to the words and write the new word in the table. The first one has been done for you. Do you know what the new word means? You can more words at the end of the table.

RE		WORD	NEW WORD	MEANING
Re	+	play	replay	It means to play again.
Re	+	think	rethink	
Re	+	search		
Re	+	view		
re	+	visit		
Re	+	confirm		
Re	+	write		
Re	+	do		

2. Below are incomplete sentences. Choose from the list of the words to complete the sentences.

LIST OF WORDS:

repaint / restart / rewrite / rebuild / redial

1. I have to _____ Mina's phone number. Someone else answered my call.

- 
2. You have to _____ your computer if something went wrong with it.
 3. The mason needed to _____ the old building.
 4. The teacher had to _____ the lesson. A student wiped it from the board.
 5. The car was badly damaged. We have to fix it and _____ it.

● **Language Skills**

I. **Circle the words that describe actions in each sentence below. Underline the action word that it describes.**

1. Cheetahs can run very quickly.
2. My chachiji arrived at our house today.
3. My family will go shopping tomorrow.
4. The chorus sang joyfully!
5. Manan bhaiyaji completed his homework neatly.
6. Asha behenji goes to their farm often.
7. Mother hummed softly to her baby.
8. We will leave the park soon.
9. The little puppy barked loudly.

II. **Words that indicate the relation between two things are important.** (*Prepositions)

- a) They show the **relative position**. For example, beside, behind, in front of, under, above, below
- b) They show **relative direction of movement**. For example, into, out of, towards, through, across, over, below
- c) They show the **relative time**. For example 'in May', 'on the weekend', 'at 8 o'clock', since 1980, till 9 pm, 2 years ago, etc.
- d) They show the **relative purpose**. For example of, about, regarding, concerning.

Lets Practice:

1. **Circle the words that show a relation between two things. Underline the names of the two things.**

- 1) Papaji spoke to chachaji at night.
- 2) They talked about the elections.
- 3) Mummyji brought some vegetables from the garden.
- 4) The car is standing in front of the house.
- 5) The river is flowing below the bridge.
- 6) The program will start at 11 o'clock.
- 7) The teacher wants to talk to the parents regarding the next year's plans.

- 
- 8) The little child has been waiting for her Bhaiyaji to return from school since the morning.
 - 9) The book rack is beside the bed.
 - 10) The baby is in its mother's arms.
 - 11) The little boy went for a walk on his papaji's shoulders.
 - 12) Please put all the laddus into the box.
 - 13) As they walked through the jungle, they admired the greenery.
 - 14) Chachaji and chachiji got married 5 years ago.
 - 15) The plane flew over the city

2. Choose the correct word:

- 1) All of us live in / on families.
- 2) We see relationships such as mother-father, husband-wife, brother-sister etc around/ through us.
- 3) At / In this class we will understand the relationship between brother and sister.
- 4) Brothers and sisters live together to / in the family.
- 5) They play together, study together and also do their necessary work at / for home.
- 6) When the sister faces difficulty for / in doing her work, her brothers or sisters will help her complete it.
- 7) In this manner they help each other at/ in activities of play, study and household work.
- 8) When we address each other as 'bhaiyaji' and 'didiji', then we are able to recognise the relationship about / of brother and sister.
- 9) We recognize all the people that live with / in us as being related to us in different ways and we address them accordingly.
- 10) At home we address our relations as mammaji, papaji, bhaiyaji, didiji, etc.
- 11) We have relationships outside the family too, which we will discuss ago / later.



Lesson 9

Human Society

- ***Understanding the chapter:***

IV. Practice and Study

1. What is a human society?
2. What do we get from our society?
3. What do the members of the village do for their village?
4. What do the members of the city do for their city?
5. How is the activity of exchange possible between city and village? What do they exchange?

V. Fill up the blanks from the chapter

1. All human beings living on this earth together are called _____.
2. By _____ and _____ every student participates in various works of the family and the society.
3. In a society, human being lives in different _____. The smallest group is called a _____.
4. A group of families living close together is called a _____.
5. A larger group of families is called a _____.
6. The important occupations of a village are _____, _____ and _____.
7. A larger group of families than the village is called a _____.
8. People in the city get together in places such as _____ or the _____.
9. The important occupation of the people of the city is the _____.
10. The city is connected to _____ villages and other _____ through roads on all sides of the city.

● **Word power**

I. **Word building**

People practice various activities as occupations. For example the word 'dental' means 'related to teeth or dentures'.

A person who practices an occupation taking care of teeth or dentures is called a dentist'. Adding the letters '-ist' at the end of the word makes a word that indicates one who practices an activity'.

Let's look at some more words. Understand these words and try to make your own sentences using these words.

1. art + ist =

2. piano + ist =.....

3. journal + ist =

4. agriculture + ist =.....

5 cycle + ist =.....

6. violin + ist =.....

II. **Find the words in the grid:**

o	a	h	q	e	n	e	a	c	o
a	c	o	m	m	u	n	i	t	y
i	h	c	v	a	r	i	o	u	s
i	n	d	u	s	t	r	y	i	a
e	e	i	o	p	n	i	i	n	i
n	e	x	c	h	a	n	g	e	l
a	a	v	a	u	i	t	u	l	i
v	i	l	l	a	g	e	i	i	n
l	a	n	g	u	a	g	e	o	g
s	o	u	r	c	e	s	l	u	n

ailing	industry	Source
language	occupation	Community
various	exchange	Village



III. Groups of things:

Use the correct collective word from this list to fill the blanks in the sentences. The first letter has been written to help you.

colony, crowd, box, pad, pack, herd, flock, gaggle

- 1) My chachiji gave me a b..... of crayons.
- 2) The h..... of cows crossed the village road.
- 3) The f..... of geese flew over head in v-formation.
- 4) A c..... of ants live under the log.
- 5) The farmer saw a g..... of geese near the farm.
- 6) My little bahiji got lost in the c..... of people in the market.
- 7) The p..... of dogs barked a lot at night.
- 8) My mummyji wrote a list on the p..... of paper.

IV. Match the words in the left column with the definitions in the right column

Words	Definitions
Skill	Activity concerned with the processing of raw materials and manufacture of goods in factories.
Facility	Different from one another; of different kinds or sorts.
Community	An act of giving one thing and receiving another in return.
Industry	A group of people living in the same place
Supply	The ability to do something well
Exchange	A place, amenity, or piece of equipment provided for a particular purpose
Efficiency	Accomplishment of or ability to accomplish work with a minimum expenditure of time and effort
Various	Make (something needed or wanted) available to someone; provide.

• Language Skills

I. We have seen in previous classes, that there are words that show the relation between two things, example:

- The book is **on** the table.
- The river flows **under** the bridge.
- I like going **to** school.
- We looked at the clouds **above** us.

Some words are used to show the relative position of two objects, like **in, on, at, under, above, behind, in front of, between, beside**

1. Look at this picture and describe where these things are:



frock	teddy bear	cushion
drawings	tree	desk
table	tennis ball	clock
school bag	computer	books
reading lamp	book rack	rug
pen stand	globe	clothes
sofa		



II. A little practice of what we already know!

Choose the correct word from the words below that fits the description and enter in the adjacent boxes.

where, they're, you're, then, we're, than, too, your, were, their, to, there, two

- | | |
|----------------------------|----------------------|
| 1. You are | <input type="text"/> |
| 2. It belongs to you | <input type="text"/> |
| 3. They are | <input type="text"/> |
| 4. It belongs to them | <input type="text"/> |
| 5. A place | <input type="text"/> |
| 6. We are | <input type="text"/> |
| 7. Past tense of are | <input type="text"/> |
| 8. A place | <input type="text"/> |
| 9. A point in time | <input type="text"/> |
| 10. A method of comparison | <input type="text"/> |
| 11. The number 2 | <input type="text"/> |
| 12. Indicates motion | <input type="text"/> |
| 13. Also or excessively | <input type="text"/> |



III. Complete the sentences using 'over' or 'above'

ABOVE	OVER
Above is used in measurements of temperature and height.	Over is used to talk about ages and speeds.
It is used when one thing is higher than another but may not be touching it.	It is used when one thing is higher than the other and may cover or touch another.
It is an exact position.	it is a general position.

- 1) They have got a nice little house the river. (above / over)
- 2) There are clouds the city. (over / above)
- 3) He put on a coat his shirt. (over / above)
- 4) The plane flew the hills. (over / above)
- 5) The temperature is five degrees zero in the mountains.
(above / over)
- 6) There were hundred people at the venue. (above / over)
- 7) You have to be 18 to get a driving license. (over / above)

● Activities

- I. What occupation would you like to be busy in? Why? [Try to include as much detail as you can based on your observation and give importance to role or purpose]



- II. Choose 5 people from your society (people you know or have met) and obtain the following information about them and write in your own words. [An example is given below]**

SI No.	Name	Occupation	Role in Society	Your interaction with the person
1.	Shefali Didiji	Doctor / Vaidya	Enquires about people's health, provides advice for maintaining health. Treats illness with medicines and good advice.	When I had fever Shefali didiji told me what to eat and drink and also taught me how to make a simple medicine at home.
2.				
3				
4.				
5.				
6.				



Lesson 10

Activities of the Self (Jeevan) and the body

● *Understanding the chapter:*

I. Practice and Study

1. Who controls the body?
2. Name the activities that occur in the Self and the activities that occur in the body.
3. How do we know that the activity of thinking is continuous in us?
4. How do we know that the strength of the body reduces?
5. Why do we see dreams?

II. Fill up the blanks from the chapter

1. I _____ the body and make it sit, stand up and walk.
2. I am the one who _____ makes decisions.
3. The activities of _____ and _____ occur in the Self (Jeevan).
4. The activities of _____, _____, blood circulation and _____, occur in the body.
5. The activity of the Self (Jeevan) is _____ while the activities of the body are _____.
6. When we are _____ we are able to focus more on our surroundings and when we are _____ we focus more on our body.
7. The strength of the body _____ and _____ whereas the strength of the Self (Jeevan) is _____.
8. The strength of the body _____ and decreases whereas the strength of the Self (Jeevan) is _____.

● *Language Skills*

I. Complete the sentences with **up**, **over** or **above**:

- a) Who lives _____ you on the 4th floor?
- b) We want to climb _____ to the top floor.
- c) Does this plane fly _____ New York? .
- d) Lift the box _____ .
- e) Put your shoes on _____ your socks.
- f) Please put the blanket _____ the bed.
- g) Don't put that _____ my head.
- h) There is a bird flying _____ my head.

● **Word power**

I. Find the words in the grid

bite	familiar	condition
hunger	continuous	mosquito
self	control	digestion
strength	dreams	unending
energised		

d	d	e	l	g	s	r	c	l	d
c	o	n	t	r	o	l	e	e	i
d	l	u	n	e	n	d	i	n	g
s	t	r	e	n	g	t	h	t	e
c	o	n	t	i	n	u	o	u	s
e	n	e	r	g	i	s	e	d	t
d	r	e	a	m	s	e	l	f	i
f	a	m	i	l	i	a	r	n	o
g	c	o	n	d	i	t	i	o	n
h	u	n	g	e	r	b	i	t	e

II. **Process words**

When we add '**-tion**' to a word it changes to mean a process or an action or the making of something.

For example the word 'consume' means 'to eat'. When we add '**-tion**' to it, it becomes 'consumption' which means the process of eating.

Complete the following words to form process words and make your own sentences using these words.

1) **respire + tion** =

- 
- 2) **circulate + tion** =
 - 3) **digest + tion** =
 - 4) **attend + tion** =
 - 5) **product + tion** =
 - 6) **correct + tion** =
 - 7) **define + tion** =

II. Word building

We saw how we can change the meaning of a word by adding **RE-** before the word. We can also change the word by adding **DIS-**, **UN-**, **MIS-**. These have definite meanings.

DIS- → ,means not or opposite of for example, disconnect, disinterested

UN- → **UN-** also means not, reverse, e.g. undo, unable, untrue

MIS- → **MIS-** means wrong e.g. misunderstand, mislead

Make the correct word by adding **dis-**, **mis-**, **un-**, **dis-** to the word in the brackets

- 1) My books seem to have _____. I can't find them anywhere! (appeared)
- 2) I think I've _____. Could you please repeat the directions? (understood)
- 3) Naveen is so _____. His room is always a mess. (tidy)
- 4) He was upset to find that he had been _____ about the time of the meeting. (informed)

● Activities

Let's Observe

- I. All of us pay attention to the adhyapikaji in class. But there are times when our attention wanders away from what the adhyapikaji is saying. Let's observe ourselves and try to count the number of times our attention wanders in class!! ☺

Make this observation through the week and estimate your attention span.

If your attention never wandered then you get to write the number '0'.

Day	Period 1	Period 2	Period 3	Period 4	Period 5
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					



- II. Do you have dreams? If Yes, describe what you saw in your dreams (any one dream) in your own words. Also make an observation if it was / is linked to your thoughts during the day.**



Lesson 11

Knowing, Assuming, Recognizing and Fulfilling

- *Understanding the chapter*

- I. Practice and study

1. Mention four important activities in the human being?
2. What is 'knowing'? Explain with an example.
3. What is 'assuming'? Explain with an example.
4. What is 'recognizing'? Explain with an example.
5. What is 'fulfilling'? Explain with an example.

- II. Fill in the blanks

1. Understanding things that are there, is called **knowing**.
2. Water flows towards the
3. To **assume** means – to
4. When we understand law, then we it.
5. The way we express respect changes from place to place but we these actions according to time and place.
6. The feeling of respect for the other person remains
7. To recognize means to something.
8. Thus we can see that in Human Beings there are four kinds of activities,,, and

• WORD POWER

I. Find these words in the grid:

knowing	assuming	activities
law	accept	understand
continuous	assumption	habit
fulfilment	respect	express
identify	effort	similarity
recognise	region	

r	a	i	o	a	c	c	e	p	t	c	d	e
e	i	s	i	s	a	f	a	w	p	s	m	f
c	f	n	s	s	n	u	a	i	e	h	o	f
o	f	t	u	u	n	l	y	i	x	a	e	o
g	u	r	y	m	m	f	t	o	p	b	r	r
n	e	e	i	p	i	i	u	i	r	i	e	t
i	c	s	t	t	v	l	n	o	e	t	g	e
s	a	p	n	i	t	l	m	g	s	m	i	s
e	g	e	t	o	n	m	m	r	s	u	o	l
n	d	c	u	n	d	e	r	s	t	a	n	d
i	a	t	e	s	k	n	o	w	i	n	g	t
a	a	o	c	o	n	t	i	n	u	o	u	s
s	i	m	i	l	a	r	i	t	y	n	a	l

- **Language Skills**

When we want to say that something happened yesterday, or last week or anytime before now, we change the action word. One way of changing it is to simply add –ed at the end of the action word. But in English some action words are changed in different ways:

NOW	IN THE PAST
eat	ate
is	was
buy	bought
teach	taught
drive	drove
go	went
become	became
begin	began
come	came
make	made
do	did
fly	flew
see	saw
take	took

Let's Practise:

- I. Circle those words that show that the action happened some time before now.
 - 1) Adhyapikaji taught us how to do multiplication.
 - 2) Driver chachaji drove the van carefully to school.
 - 3) When I was 7 years old, my body was smaller.
 - 4) I went to the market with Mummyji and bought new clothes.
 - 5) Didiji became a teacher after finishing her college.
 - 6) Buaji, how did you make this shrikhand? I also want to make it.

- 
- 7) Who came to your house on Sunday?
 - 8) I don't know when the music began. I was busy helping mummyji.
 - 9) We saw a flock of birds flying overhead.
 - 10) They flew towards the South.
 - 11) I didn't like the taste of the medicine but I took it anyway.

II. Rewrite these sentences as if they happened yesterday. The first one has been done for you.

- 1) Let's eat our lunch together.
We ate our lunch together.
- 2) I make sandwiches for me and my Bhaiyaji.
- 3) How will you make this vegetable?
- 4) My Papaji drives to work.
- 5) I will go to school on Friday.
- 6) The guests will begin to arrive at 7 pm.
- 7) Can you get dadiji a glass of water?
- 8) Dadaji teaches me mathematics in the evening.
- 9) We buy apples from the market.
- 10) Bhaiyaji teaches people how to use the computer.

III. Complete each question and answer with the correct form of the verb in the past tense. Use the same verb for the question and the answer. The first one has been done for you.

- 1) A: Where did he go? (go)
B: He went to work.
- 2) A: Where _____ they _____ last year? (live)



They _____ in Bhilai.

3) A: How many people _____ you _____ there?
(see)

B: We _____ a couple dozen people.

4) A: _____ your class _____ early? (begin)

B: Yes, it _____ at 9:45 instead of at 10.

5) A: What time _____ you _____ to sleep? (go)

B: I _____ to sleep around midnight.

6) A: Who _____ you? (call)

B: Didiji _____ me.

7) A: Who _____ you _____? (call)

B: I _____ my friend, Ted.

8) A: How much rain _____ yesterday? (fall)

B: Almost two inches _____ during the day.

9) A: _____ the jacket _____ a lot of money? (cost)

B: No, it _____ very much.

• **Activity**

I. Read these lines carefully and decide what kind of activities they are (Knowing, Assuming, Recognizing and Fulfilling) and write them down in the appropriate columns below.

i) I see a small, round, red fruit and say “This is a litchi”.

ii) I think drinking cold water is better than drinking normal water.

iii) I picked a mango fruit that had fallen, dried the seed and planted it again.

iv) I feel responsible for the health of my body at all times.

v) When my bhaiji or behanji fall and get hurt, I help them immediately.

vi) I saw a small plant in our garden and told dadaji that it was a Tulsi plant.

vii) I respect all human beings.



- viii) Some people believe that children should always be quiet.
- ix) Behenji thinks we shouldn't laugh too much, otherwise we will cry.
- x) I know that all human beings want to be happy.

Knowing	Assuming	Recognizing	Fulfilling



Chapter 12

NEEDS

- ***Understanding the Chapter***

- I. **Practice and study**

1. What are the needs of the body?
2. What are the things that we plan and ensure to keep the body healthy?
3. What are the ways in which we make working with our body easier?
4. What are the needs of the self?
5. How are the needs of the Self fulfilled?
6. How are the needs of the Self different from the needs of the body?

- II. **Fill in the blanks**

1. Human being is a combined form of and the The activities of the body are and the activities of self are
2. When we study ourselves we are able to our needs properly and then we it.
3. If the body gets hungry - we need to satisfy the hunger. When the body gets hot or cold, can protect us.
4. Understanding the of the body, we use various instruments to do our work.
5. With the use of, we save our time and energy and we can do more work.
6. If we want to see something extremely small, we need to use a

- 
7. To see something which is very far we need to use an instrument like the and
 8. To listen to sounds from a distance we need to use instruments like phone, mobile etc.
 9. All these are needs which are related to our body. The needs of Self (*Jeevan*) are from all this.
 10. When someone me, takes of me, talks to me, then I feel When I something, I feel good. All these are also my needs.
 11. The need of Self (*Jeevan*) is to be
 12. The needs of the body are and And the needs of the Self (*Jeevan*) are and

• **Word Power**

I. **Use the correct form of the word and fill in the blanks [The first one has been done for you]**

1. Raviji is a good person.
Raviji's a good person.
2. He wants three different (colour) to draw with.
3. Tara (behenji) mother made golgappas for all of us.
4. All the five (bag) are of different sizes.
5. Is this bicycle (your)?
6. (Here) a book for you to read.
7. Shyam (bhaiji) father has come to pick him up.
8. This book is (his) whereas that one is (her).
9. All the (banana) are ripe.
10. If (there) another sandwich, I can eat it.

II. Find the words in the grid:

combined	voluntary	involuntary
qualitative	sufficient	arrange
nearby	limitation	instruments
capacity	self	periodic
temporary	measure	continuous

o	l	q	c	o	m	b	i	n	e	d	m
m	i	u	a	e	c	s	n	i	a	e	e
i	m	a	p	c	o	u	s	v	r	u	a
p	i	l	a	i	n	f	t	v	r	r	s
e	t	i	c	a	t	f	r	o	a	n	u
r	a	t	i	r	i	i	u	l	n	e	r
i	t	a	t	f	n	c	m	u	g	a	e
o	i	t	y	e	u	i	e	n	e	r	u
d	o	i	u	c	o	e	n	t	r	b	n
i	n	v	o	l	u	n	t	a	r	y	t
c	s	e	l	f	s	t	s	r	o	i	y
t	e	m	p	o	r	a	r	y	i	r	t

III. Ownership Words, 'Many' Words and Combined Words

When we want to indicate ownership of something we add “ ‘s ” to the word. For example: The dog's tail wagged.

When we want to indicate more than one object or thing then we add “ s ” to the word. For example: There are many trees near our school.



When we want to combine two words to make a short form we use this sign " ' " instead of a letter and combine the words. For example: **Mother's** [Mother is] going to the market today.

Let us practice:

Use the correct form of the word and fill in the blanks [The first one has been done for you]

- 1) Raviji is a good person.
Raviji's a good person.
- 2) He wants three different (colour) to draw with.
- 3) Tara (behenji) mother made golgappas for all of us.
- 4) All the five (bag) are of different sizes.
- 5) Is this bicycle (your)?
- 6) (Here) a book for you to read.
- 7) Shyam (bhaiji) father has come to pick him up.
- 8) This book is (his) whereas that one is (her).
- 9) All the (banana) are ripe.
- 10) If (there) another sandwich, I can eat it.

• **Language Skills**

I. OF, FOR, TO:

OF:

It is used for ***belonging to, relating to, or connected with***. For example:

- The first page **of** the book describes the author's profile.
- The aim **of** coming to school is to understand.
- What is the cause **of** such behaviour?



It is used **to indicate an amount or number**. For example:

- I drank 3 cups **of** milk.
- A large number **of** people came for the seminar.
- He should get at least 8 hours **of** sleep at night to get well soon.

FOR:

Used to indicate **the use of something**:

- This place is **for** exhibitions and shows.
- I made laddoos **for** your birthday.
- I put a note on the door **for** telling you where I had gone.

It is used **to mean 'because of'**:

- I am so happy **for** you.
- We feel deeply sorry **for** your loss.
- **For** this reason, I've decided to join Abhibhavak Vidyalaya.

It is also used **to indicate time or duration**:

- He has been working on that table **for** 2 hours.
- I attended that college **for** one year only.

TO:

It is used **to show the direction of an action**

- He went **to** school.
- Mummyji and I went **to** Naniji's house yesterday.
- It is also used **to** show the person who is affected by an action
- I am deeply grateful **to** my parents.
- Papaji is speaking **to** chachaji about their production system.

A. Let's practice what we have understood:

Choose the correct preposition in each sentence.

1. I slept _____ (of, for) only two hours last night.
2. It was my first trip _____ (to, of, for) Amarkantak.
3. You look tired. Leave this work and go _____ (to, for) bed.
I'll do the work.
4. This book was written _____ (of, for) the people who want to learn how to play a guitar.
5. I was late _____ (of, for) school.
6. Rajesh is one _____ (of, for) my best friends.
7. She dreamed _____ (to, of) her friends in school.
8. Once these houses are built, they stay _____ (of, for) many years.

II. CAN-COULD- WILL BE ABLE TO

Read these conversations between two people:

Rajivji: Sureshji, **can** you play the guitar?

Sureshji: I **could** when I was a boy, but I'm out of practice now.

Chachiji: Bhabhiji, **can** you make gulab jamuns?

Mummyji: I **could** make it many years ago. But now I've forgotten the recipe.

Chachiji: Oh, but if we find the recipe, **will you be able to** make it then?

Mummyji: Yes, yes. Then I **will be able to** make it.

So, we can see that if we want to talk about **our ability now**, we use **CAN**.

When we want to talk about **an ability that was there before**, we use **COULD**.

And if we want to talk about **an ability that we will have later**, we use **WILL BE ABLE TO**.

A. Let's practise what we have understood:

1. She _____ speak 3 languages.

- 
2. Dadaji says he _____ speak Bangla when he was a boy, but not now.
 3. We _____ do big sums if we practice a lot.
 4. Mummyji _____ make many delicious dishes.
 5. Dadaji _____ ride a bicycle when he was younger.
 6. Dadiji _____ to finish knitting this sweater by Sunday.

• **ACTIVITY**

- I. Make a list of fifteen (15) things that you see around you in the house and categorize them into the following columns according to the type of need or for the purpose of fulfilling that need. [one example has been given]

1. Slippers
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
15. _____



to satisfy hunger	to protect the body	to make our work easier	for communication	for travel
	<i>slippers</i>			

- II. There are many things that we need in our lives. A few of them have been listed in column one. Read through them and write down in column two when we need it. Write down in column two how much of it we need.

Items	When do we need it?	How much do we need?
love		
pencil		
toys		
care		
clothes		
respect		
shoes		
friendship		
books		
respect		



Lesson 13

UNDERSTANDING AND SEEING

- Understanding the Lesson

I. Study and Practice

1. What is 'form'?
2. What do we mean by 'properties'?
3. What do we mean by 'understanding'?

II. Fill in the blanks

1. When we a mango tree, we can see the, and of the tree. Along with that we can also see the, the, the and on it. We see all this with our
2. We also that the mango is either or This we see with our eyes. We cannot say if the mango is sweet or sour just by at it. The only way to know if it is sweet or sour is by it with our
3. Form means and_
4. and can be recognized with our sense organs.
5.,, and are our sense organs.
6. We have a feeling of towards our teachers.
7. There are many things that we cannot see with our eyes but we still them.
8. Seeing and understanding are two different activities, one that we do through our.....and the other that happens in our..... .

• **Word power:**

I. **Find these words in the puzzle:**

sour	sense organs	shape
length	sweet	volume
guardian	gratitude	form
properties	height	breadth
feeling		

t	r	e	i	i	n	p	f	f	e	d
t	s	t	s	o	d	f	r	o	p	e
v	o	l	u	m	e	u	u	r	a	e
h	t	d	a	e	r	b	o	m	h	s
s	u	n	l	o	t	p	s	v	s	n
t	u	i	s	l	e	n	g	t	h	r
s	n	a	g	r	o	e	s	n	e	s
g	r	a	t	i	t	u	d	e	i	w
n	a	i	d	r	a	u	g	a	g	e
s	e	a	g	o	h	u	n	u	h	e
s	f	e	d	i	e	p	l	o	t	t

• ***Language Skills:***

I. **Answering questions correctly (be)**

When we are having a conversation with a person it's important to answer their questions correctly, paying attention to the action, the person, the time, and the number of things that we are talking about.

For example, read this common conversation between 2 people.

a) Chachaji: Do you like school?

b) Answer: Yes, I do.

c) Chachaji: Are you going to school today?

- 
- d) Answer: Yes, I am.
 - e) Chachaji: Did you have your breakfast?
 - f) Answer: Yes, I did.
 - g) Chachaji: Will the bus come to take you?
 - h) Answer: Yes, it will.
 - i) Chachaji: Have you taken your tiffin box?
 - j) Answer: Yes, I have.

Let's Practice:

- A.** Choose the correct answer from column B for the questions in column A. First read all the answers from Column B. Then read each question from column A and find the correct answers one-by-one.

Remember:

I am.

We are.

You are.

He is / She is / it is.

They are.

S.No	A	S.No	B
1.	Is the weather comfortable in Bombay?	a.	Yes, you are.
2.	Are you going to work today?	b.	Yes, they are.
3.	Is there a shoe store near your house?	C	Yes, there is.
4.	Is papaji at home?	d.	Yes, there are.
5.	Are there any students in the classroom?	e.	Yes, he is.
6.	Are neem leaves good for keeping away insects?	f.	Yes, I am.
7.	Am I polite with my friends?	g.	Yes, it is.

- B.** Choose the correct answer from column B to the questions in column A. First read all the answers from Column B. Then read each question from column A and find the correct answers one-by-one.

Remember:

I'm not.

We aren't.

You aren't.

He isn't / She isn't / it isn't.

They aren't.

S.No	A	S.No	B
1.	Is he on the phone? I want to talk to him.	a.	No, it isn't.
2.	Is she coming to school today?	b.	No, they aren't.
3.	You look feverish. Are you feeling ok?	c.	No, you aren't.
4.	Are we going together on a picnic on Saturday?	d.	No, we aren't.
5.	Is that clock working?	e.	No, he isn't
6.	Are those shoes new?	f.	No, she isn't
7.	Am I looking sick?	g.	No, I'm not.

• **Word Power:**

I. Indefinite Number and Quantity

A. SOME

It is used to mean '**a few**' or '**not many**'. It is always used in **positive sentences**.

- a) I'd like **some** more milk, please.
- b) There are **some** things we assume, but don't know.
- c) In **some** places, we show our respect by touching the person's feet.

B. ANY

1) **In questions**, it is used to mean an '**uncertain number**'.

- a) Do you have **any** yoghurt?
- b) Can you sing **any** song?



2) **In negative sentences**, it is used to mean '**not even one**'.

- a) I don't have **any** pencils. Please buy some, papaji.
- b) There isn't **any** traffic on the road because it is holiday today.

3) **In positive sentences** it is used to mean '**an indefinite number**'.

- a) I've lost my glasses! I can't see them **anywhere**!
- b) I'm not hungry. I don't want **anything**. Thank you.

Let's Practice:

1. Change these sentences to **negative**. The first two has been done for you.

- 1) She has some yoghurt.
- She doesn't have any yoghurt.
- 2) He bought some vegetables, yesterday.
- He didn't buy any vegetables, yesterday.
- 3) I want some shrikhand.
- 4) She drank some milk.
- 5) Chachiji carried some water for the journey.
- 6) There is some traffic on the road.
- 7) I can play some tunes on the guitar.
- 8) I know some dance steps.

2. Fill in the blanks with "**any**" or "**some**."

- 1) She doesn't have _____ time today.
- 2) I bought _____ oranges.
- 3) There's _____ milk in the refrigerator if you want _____.
- 4) Do you have _____ butter?
- 5) I need to get _____ new shoes.

- 
- 6) I don't need _____ new shoes. The old ones are in good condition.
- 7) In _____ places, people sit on the ground and eat their meals.
- 8) I can't find my keys! I can't find them _____ where.
- 9) Didiji can't find _____ earrings to wear.

3. Make your own sentences or questions with '**some**' or '**any**'.

- a. There aren't _____
- b. I made _____
- c. I saw _____
- d. Did you find _____?
- e. Is there _____?
- f. Would you like _____?

• **ACTIVITY**

I. Put the following into the appropriate boxes in the table:

- the shape of an apple.
- the size of a bucket.
- the smell of an orange
- the height of a coconut tree.
- the sound of a bird.
- the width of the road.
- mother's love and care
- the warmth of the jacket.
- respect for my teacher.



- the taste of bittergourd (karela).
- friendship.
- the softness of cotton.
- the size of an elephant.
- a person's loud voice.
- happiness.

Form	Properties	Understanding



Lesson 14

EXPECTATION OF JUSTICE.

- ***Understanding the Lesson***

I. Practice and Study

1. Explain 'justice' between a mother and child.
2. Explain 'justice' between a parent and a child.
3. Why is it said that every child has an expectation of 'justice' since birth?
4. What is 'justice'?
5. How is a child able to live in 'justice'?

II. Fill in the blanks

1. Every child is born in aand he grows under the of the family.
2. The mother takes care of the child with
3. The mother'sintroduces the child to relationships.
4. Mother and father And their child.
5. They are a source of to the child to, make, and do
6. The child justice from every other of the family, too. The child expects from every member of the family.
7. have an expectation for but do not know what justice is. That is why their is sometimes and sometimes
8. In the of their and their, they understand what justice is and able to live with justice.



9. The basic wish of every human being in nurturing and bringing up a Is that he or she will be able to justice.
10. To understand relationship and to with every human being in with the relationship is called *justice*.

• **WORD POWER**

I. **Find these words in the grid:**

inspiration	consoled	sensitive
discomfort	protect	generosity
alert	protection	nurture
essential	arrangements	involve
cooperation	rectify	mutual

n	m	d	r	t	a	c	m	u	t	u	a	l
u	u	a	i	n	v	o	l	v	e	i	i	o
r	e	r	o	o	i	o	s	p	p	p	t	i
t	t	r	t	e	p	p	t	r	u	t	c	e
u	i	a	i	a	s	e	a	o	a	s	o	s
r	i	n	s	p	i	r	a	t	i	o	n	s
e	s	g	t	i	u	a	l	e	r	t	s	e
c	n	e	p	r	o	t	e	c	t	i	o	n
t	t	m	n	m	t	i	u	t	o	i	l	t
i	g	e	n	e	r	o	s	i	t	y	e	i
f	c	n	l	e	o	n	g	i	o	i	d	a
y	r	t	s	e	n	s	i	t	i	v	e	l
d	i	s	c	o	m	f	o	r	t	v	i	s



• LANGUAGE SKILLS

I. Answering questions correctly (do)

When we are having a conversation with a person it is important to answer their questions correctly, paying attention to the action, the person, the time and the number of things that we are talking about.

Lets Practice:

Choose the correct answer from column B for the questions in column A. First read all the answers from Column B. Then read each question from column A and find the correct answers one-by-one.

Remember:

I do.

We do.

You do.

He does / she does / it does

They do.

S.No	A	S.No	B
1.	Do you like ice-cream?	a.	Yes, it does
2.	Do we have to do this homework today?	b.	Yes, they do.
3.	Does dadiji rest in the afternoon?	c	Yes, you do.
4.	Does dadiji give you a head massage with oil?	d.	Yes, we do.
5.	Do I need to wear a sweater today?	e.	Yes, he does.
6.	Do the students play in the grounds?	f.	Yes, she does.
7.	Does it snow in Kashmir?	g.	Yes, I do.

II. Answering questions correctly (don't, didn't)

Lets Practice

Choose the correct answer from column B for the questions in column A. First read all the answers from column B. Then read

each question from column A and find the correct answers one-by-one.

Remember:

I don't. I didn't

We don't. We didn't

You don't. You didn't

He doesn't / She doesn't / it doesn't/ he didn't / she didn't / it didn't

They don't. They didn't

S.No	A	S.No	B
1.	Did you finish your homework?	a.	No, we don't
2.	Do you want to play?	b.	No, he doesn't.
3.	Did you all go to the post office?	c.	No, he didn't
4.	Do you all go home by bus?	d.	No, we didn't.
5.	Did papaji get the car fixed?	e.	No, I didn't.
6.	Does dadaji go for a walk in the evening?	f.	No, I don't.
7.	Did mummyji make rice yesterday?	g.	No, it doesn't.
8.	Does dadiji wash the clothes?	h.	No, she doesn't.
9.	Did the bookstore have the book you wanted?	i.	No, it didn't.
10.	Does it always rain so much in April?	j.	No, they don't.
11.	Do those shoes fit you?	k.	No, she didn't.
12.	Did the players travel by train?	l.	No, they didn't.

III. Was Or Were

Here is a short conversation between 2 friends who are asking each other what they were doing earlier.

WHAT WERE YOU DOING?

(2 Children should read this conversation).



Sonia: I telephoned you yesterday afternoon but you didn't answer. Where were you?

Rahul: I was in another room when you called. I didn't hear the phone ringing until it was too late.

Sonia: What were you working on?

Rahul: I was photocopying a report about my organic farm that I needed to share with a friend. What were you doing when you telephoned?

Sonia: I was looking for Narendra bhaiji and couldn't find him. Do you know where he was?

Rahul: Narendra bhaiji was driving to Bhilai.

Sonia: Oh, I see. And what did you do yesterday?

Rahul: I met the professors from IIT in the morning. In the afternoon, I worked on the report and was just finishing when you telephoned. What did you do?

Sonia: Well, at 9 I had a meeting with Aisha behenji. After that, I did some research.

Rahul: Sounds like an interesting day!

Sonia: Yes, I really like doing research. Tell me about the report. How did it go?

Rahul: I think the report is good. Narendra bhaiji believes it's good, too.

Sonia: I know that you have worked hard on the farm.

Rahul: Thank you Sonia.

For example:

- 
- Sarthak **was** helping his father clean the bicycle. (**WAS** shows that it was **happening before now**; help**ING** shows that the **action was continuous**.)

The students **were** listening carefully to their Adhyapikaji. (**WERE** is used with **you** and with **many people** or **things**)

- **Let's practice saying it:**

Two students can do this exercise together. One student will be **A**, and will **ask the question**. The other student will be **B**, and will **answer the question** using the hints given.

A: What **were** you doing last night?

B: I was reading the lesson for tomorrow.

1. last night reading the lesson for tomorrow
2. yesterday..... in the field
3. last week..... cleaning my bedroom
4. on Monday..... Learning to ride my new bicycle
5. on the weekend..... repairing the roof
6. on Saturday..... making laddoos with dadiji
7. on ____ helping mummyji in the kitchen

Let's practice identifying it in a sentence :

Read the following sentences carefully.

Underline those sentences that show **an action HAPPENING CONTINUOUSLY EARLIER**.

- 1) He was reading a book in the garden with behenji.
- 2) Reading helps me to find out about many useful things.
- 3) He likes reading.
- 4) She was having her breakfast.
- 5) They are having their breakfast now.
- 6) We were cleaning the classroom on Friday.
- 7) Cleaning the classroom with my bhaiaji and behenji is a useful way to spend our time.
- 8) I like cleaning the house with my mummyji.



Let's practice writing it.

The following sentences show that **the action is happening now**; it is **continuing now**. How would you write them to show that the **action was happening earlier**; or **was continuing earlier**?

1. I am going to the market.
2. The sun is shining very brightly.
3. The birds are singing sweetly.
4. The traffic is causing a lot of pollution.
5. She is sitting all alone.
6. Are you going out in the rain?
7. Are you trying to help your mother?
8. Are they cleaning the house for the festival?
9. Is Varun teaching his behanji how to do addition sums?
10. Dadaji is not eating in the dining room because he isn't well.
11. We are not looking at the stars with a telescope because it is a cloudy night.
12. Mummyji is not making ice-cream because didiji has a cough.
13. The baby isn't crying because he isn't hungry.

• **Activities**

- I. Give an instance or an incident where you were involved and were ABLE to ensure 'justice' in that interaction.

- II. Give an instance or an incident where you were involved and were NOT ABLE to ensure 'justice' in that interaction.



Lesson 15

OBEDIENCE

- ***Understanding the Chapter***

I. Practice and Study

1. What is 'order'?
2. What do we mean by 'obey'?
3. What does a teacher do?
4. Why is it important to obey?

II. Fill in the blanks

1. To means- to *and*
and do according to the direction or order.
2. means to assume or believe an
order and to do accordingly.
3. The obeying the mother's order is.....
4. Parents and teachers have already understood and learnt good
..... and behavior.
5. The children understand and learn by
their parents and teachers.
6. Younger children, who are not yet..... of speaking
..... and not yet capable of
language, learning only by obeying.
7. It is for every child to obey their parents and
for every student to..... their teachers.

- **Word Power**

- I. Double letters

Make a list of all the words from Lesson 12-15, of the words that have double letters in them. For example,

LESSON	WORDS
LESSON 12 Needs	fulfill, unwell,
	hammer,
LESSON 13 Understanding and Seeing	
LESSON 14 Expectation of Justice	
LESSON 15 Obedience	

- **Word Building:**

Complete the word chain by writing four words that contain the letter string given in the first link. You can find these words in your lessons. One has been done for you.



From Lesson 5 to 9



Letter string	Lessons	Word 1	Word 2	Word 3	Word 4
-ly	9 to 15				
-king	11 to 14				
-ary	6 to 14				
pro-	9 to 15				

• *Language Skills*

I. Now and Before

In the last lesson we learned some new words and also how to use them when saying that they happened earlier. Here are some more:

teach	taught
give	gave
feel	felt
hear	heard
get	got
feed	fed
need	needed
sleep	slept
know	knew
fly	flew

Let's practice

Change the following sentences to say that *they happened before now*.

- 1) Chachiji needs onions to make the vegetable for dinner.
- 2) The baby sleeps peacefully through the night.
- 3) I know that it is going to rain because there are black clouds in the sky.
- 4) The geese fly in V-formation in the sky.
- 5) Mummyji hears the bell and goes to open the door.



- 6) We like to feed the birds in the morning and evening.
- 7) Bhaiyaji teaches didiji to ride the bicycle.
- 8) When I feel tired, I rest.
- 9) When guests come to our house, chachiji gets them water to drink.
- 10) They give their books to the library.
- 11) We don't need to buy more clothes even if it's a festival because we have so many.
- 12) Papaji doesn't sleep in the afternoon.
- 13) Mummyji and Papaji don't know what time they will return from the wedding.
- 14) Sometimes papaji doesn't hear me coming in when he is focused on his work.
- 15) I don't go near the dog.
- 16) Adhyapikaji doesn't teach us math on Saturday.
- 17) We don't feel hungry while we are playing.
- 18) We don't get vegetables on Sunday because it is a holiday.
- 19) Mummyji doesn't give me pickle in my tiffin because it is oily.
- 20) I don't disturb my dadaji when she is sleeping.

II. Lets proofread

Underline the word that is **incorrect** and write the sentence **correctly** in the blank. The first one has been done for you.

1. Neelima didiji live in Hyderabad.

Neelima didiji lives in Hyderabad.

2. She is we teacher.

.....

3. We travels to school by bus.

.....



4. You is very helpful. Thank you.
.....
5. Dadaji enjoys talking with I.
.....
6. Dadiji and dadaji both enjoys working in the garden.
.....
7. She doesn't play in the evening because she are studying hard.
.....
8. I don't has a cow.
.....
9. We cannot understands the cause of a change with our senses.
.....
10. The conduct of materials has always the same.
.....

• **Activities**

I. Remember and write

Do you remember any incident where you obeyed one of your elders and felt that you did the right thing by listening to them? If yes, write a paragraph or two about it in your own words. You can also mention what might have gone wrong if you had not listened to them.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



II. Inference practice

Where am I?

Read each passage. Write where you think the passage is happening and discuss.

- My mammaji, bhaiji and I walked through the narrow crowded paths. It was quite dusty. I could hear various voices calling out to us to buy fruits or vegetables from them. A puppy was trying to get into a store in the hope of finding something to eat.

.....

- It was a pleasant day. The water looked clear as it had just rained the day before yesterday. I could hear some children from the village splashing about in the water a little distance away. Behenji and I held hands and stepped closer to let the cool water touch our feet. We could see little fish swimming in the water.

.....

- We had to buy an entry ticket before we could step inside the gates. There were lot of trees and shrubs inside. On both sides of the path were big cages with various colored birds in them. A little ahead was an enclosure just for the tigers. I remember all of us discussing how unnatural it is to keep animals and birds locked in such small spaces.

.....

- As soon as our vehicle drove in I got the strong smell that is so familiar to this place. A chachaji, who works there came to the window of the vehicle and asked, "How much do I fill?". Nitesh chachaji said "4 litres". Another person meanwhile offered to clean the windshield of



the vehicle. He also suggested that we could get the tires checked for air.

.....

- I could hear the announcements just as we entered. We still had enough time to buy some fruits and newspaper for the journey. There was a lot of crowd on the platform today. Some children were sitting on their suitcases as all the benches were full. Many people were busy cleaning the tracks.
-



Lesson 16

EDUCATION

- *Understanding the lesson*

I. Practice and Study

1. What are the three parts in education?
2. What is 'understanding'?
3. How do we 'learn'?
4. What do human beings do?

II. Fill in the blanks

1. There are three parts in education, to, to and to.....
2. To know the, which is, and remains the same is called
3. Every human being has a with every other human being.
4. There are a number of for us to learn. We them with
5. To..... an activity, we first and foremost..... how it is, and then we try and practice it.
6. When children understand and this relationship with their parents and teachers, they grow up to become.....
7. As human beings we use to breathe. We use and to nourish the body.
8. These activities for work need to be done with.....
9.the field is an important part of farming.
10. There are many types of in the human society. occupation, the needs of the get fulfilled.



11. It is necessary for a human being to understand, learn and do. Hence, children are provided with education from a very young age.

- ***Word Power***

I. Make 10 words from the word 'relationship'

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

- ***Language Skills***

I. **Movement words**

When we want to describe movement from one place to another, we use special words, like:

- a) to
- b) through (the tunnel),
- c) across (the road),
- d) along (the railway track),
- e) away from (the noise),
- f) around (the playground),
- g) from (school),
- h) towards (the bus stop),
- i) up / down (the hill),
- j) over (the bridge),
- k) onto (the stage),
- l) off (the boat),
- m) into (the room),

- 
- n) past (the sign),
 - o) under (the bridge),
 - p) via (Murmunda)

For example:

- 1) Water always flows **towards** a slope.
- 2) The sun rises **from** the east.
- 3) The city is connected to other places **through** roads.
- 4) Rainwater flows **into** the river **via** several channels.
- 5) When we chew food, we break it **into** smaller bits.
- 6) We drove **past** many farms on the way to our village.

Let's Practice:

1. Use appropriate words to make meaningful sentences. Sometimes more than one word can be used. The first one has been done for you.

above, across, against, around, at, behind, beside, via

- 1) You can communicate with anyone, anywhere **via** the internet.
- 2) From Raipur city, you can get to Achoti ____ Murmunda.
- 3) Television programmes are broadcasted all over the world ____ satellite.
- 4) Please go get my ladder. It's leaning ____ the side of the house.
- 5) There's an eagle sitting ____ our heads in that tree.
- 6) I like to walk ____ the kitchen garden with my dadiji.
- 7) There was a lot of dust ____ the couch, so we moved it away from the wall.
- 8) The clock _____ my bed showed that it was 6 o'clock.
- 9) Are your parents _____ home right now?
- 10) Do you think it would be difficult to swim _____ the canal, from this side to the other side?
- 11) Papaji always makes children sit _____ him in the car.
- 12) A large rock _____ the road provided a place to rest while we waited for the bus.

on top of, out of, over, per, through, throughout, to, in

- 1) I'll be busy _____ the day tomorrow, so I won't be able to call you.
- 2) When we returned to school in June, our teacher asked us what we did _____ the summer break.
- 3) She pulled her keys _____ her purse and handed them to her sister.
- 4) There's a spare tire _____ the trunk of the car.
- 5) You have to fly _____ the ocean to get from Europe to the United States.
- 6) Bhaiji was travelling at over 8 kilometers _____ hour.
- 7) You should try to stay _____ the news if you want to know what's happening in the world.
- 8) Take the vegetables _____ the bag when you get home, or else they will go bad.
- 9) You must remember to bring a pen _____ class.
- 10) The only way to get to that part of the city is to cross _____ a bridge.
- 11) Oh! Finally the sun is shining. Let's go _____ of the house to play.
- 12) There are many fire stations _____ the city.
- 13) There's a lot of dust _____ the refrigerator. I'll dust it off.
- 14) If you don't take that cake _____ the oven right now, it's going to burn.
- 15) You need to get _____ this problem before it gets worse.

• **Activity**

I. **Identify a Law**

We understand from this lesson that certain things in nature always remain the same. It never changes. We call this **law**. For example, water always flows towards the slope and we can see the sun rising from the east every day.

Can you identify a law of nature from your own observations of [other than the examples given here]? Write it down in your own words.



II. Instruct an activity

You must have learnt some of these activities from your elders at home.

1. riding a bicycle
2. wrapping a book
3. making a salad or bhelpuri
4. folding clothes

Choose any one activity that you have done. Imagine that you are helping somebody learn this activity. What instructions would you give to help them learn? [*Children can express in their own language and the teacher can guide them to make proper sentences in English – if necessary*]

[Use phrases first, then, next, finally in your instructions]

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.



III. Read, infer and write

Read each paragraph below carefully. Then answer the question and write three words or phrases from the text that you used as clues for your answer.

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When behenji opened the front door, there it was. The little one was black and white, with long shaggy ears. As she came closer, it wagged its tail and looked at her with big brown eyes.

What did behenji see at the front door?

How do you know? Words or phrases you used as clues:

1. _____
2. _____
3. _____

It lay on the shelf, dusty and sad. Its brown cloth cover was dry and tearing. The title and author's name were once printed in gold colour, although some of the gold colour had worn away. Certainly no one had read it for a long time.

What was on the shelf?

How do you know? Words or phrases you used as clues:

1. _____
2. _____
3. _____



It drifted across the blue sky slowly. At one time it looked like a white elephant, but then it shifted and became a fluffy bunny. There would be no rain from it today.

What was it? _____

How do you know? Words or phrases you used as clues:

1. _____

2. _____

3. _____



Lesson 17

VIDHI

- ***Understanding the lesson***

I. Practice and Study

1. What do we mean by method?
2. What is the right method of living for human beings?
3. How do we understand 'method' in a family?
4. What are the two main aspects of living in orderliness?

II. Fill in the blanks

1. Method means a of doing something.
2. Plants and animals, always and continuously live in a particular way. Their behavior is They are in
3. Humans cannot live happily without and
4. When all humans to live happily, then we design the way of living. This is called the right of living.
5. The as well as the to understand exists in human beings.
6. Every member of the family is able to be happy by living in
7. The right way to live in Human-Human relationships. This is also called The right way to live in Human-Nature relationships. This is called
8. Understanding the right method and living accordingly is always a

• Word Power

I. Find these words in the box:

p	t	a	t	y	h	m	n	l	u	d	h
l	o	b	m	t	d	n	o	r	m	s	p
l	t	m	n	b	s	t	u	e	s	e	i
d	e	o	e	i	e	o	e	e	m	s	l
r	e	l	a	t	i	o	n	i	n	d	o
r	i	a	w	v	h	i	o	e	l	e	p
s	i	w	a	m	l	o	a	s	r	f	a
e	n	h	d	r	a	w	d	e	i	i	i
c	e	l	e	b	r	a	t	i	o	n	u
b	t	d	h	a	p	p	i	l	y	i	t
p	r	o	d	u	c	t	i	o	n	t	d
o	e	p	p	j	u	s	t	i	c	e	t

behaviour	happily
justice	law
norms	production
relation	systematic

Language Skills

I. What do you **need**?

We have already studied '**needs**' in Lesson 12.

to need → *to feel that you must have something or must do something.*

We use the phrases:

need + something

need to + do something

Examples:

- These shoes are too tight. I **need a** new pair of shoes.
- I **need to study** myself.
- We all **need to participate** in production activities.

Lets Practice:

A. Look at the following situations and think what you **need** in each situation:

- 
- 1) It is very cold, and you aren't dressed warm enough. What do you need?
 - 2) It is raining heavily outside. What do you need?
 - 3) You have already worked for more than 10 hours and you are very tired now. What do you need?
 - 4) You have just played basketball with your friends and you are very thirsty now. What do you need?

B. What about you? Answer these questions. The first one has been done for you.

- 1) Q: What does your papaji **need** when the scooter doesn't have petrol?

*A: When the scooter doesn't have petrol, my papaji **needs** to go to the petrol pump and get it filled.*

- 2) Q: What do you need when you have walked for a long time?
- 3) Q: What do you need when you are thirsty?
- 4) Q: What do you need to do when you are tired?
- 5) Q: What do you need when it is raining?
- 6) Q: What do you need when you need to talk to someone very far away?
- 7) Q: What do you need to do to be prosperous?
- 8) Q: What does a plant need to grow bigger?

II. When we want to say that something needs to be done, we can also say "It needs doing." (verb-ing)

Example:

- a) The torch looks dim. I think the batteries **need changing**. (= they need to be changed)
- b) Do you think my jacket **needs cleaning**? (= needs to be cleaned)

Lets Practice:

A. Complete the sentences using the word in the brackets after deciding whether you will use:

- **need to do, or**
 - **need doing**
- a) I need (work) harder if I want to learn carpentry.
 - b) You don't need (come) to the meeting, I'll be there.
 - c) The grass needs (cut) because it's very high.
 - d) This bedroom hasn't been cleaned for months, it needs (clean) today.
 - e) Your hair is too dirty; it needs (wash) immediately.
 - f) Your dress is too long; it needs (take up).

- 
- g) My son needs (change) his suitcase because it was broken.
 - h) My mother needs (go) to the supermarket tomorrow.
 - i) This plant hasn't be watered for a long time, it needs (water).
 - j) Those screws are loose, they need (tighten)

IV. Reading comprehension.

Read the passage and answer the questions given below.

RAJIV CHACHAJI AND HIS HATCHET

When Rajiv chachaji was quite a little boy, his father gave him a hatchet. It was bright and new, and little Rajiv chachaji took great delight in going around and chopping things with it.

He ran into the garden, and there he saw a tree.

Little Rajiv chachaji had often seen his father's helpers chop down the great trees in the forest, and he thought that it would be fine sport to see this tree fall with a crash to the ground. So he set to work with his little hatchet, and, as the tree was a very small one, it did not take long to come down.

Soon after that, his father came home.

"Who has been cutting my fine young Mango tree?" he cried. "It was the only tree of its kind in this country, and it cost me a great deal of money."

He was very angry when he came into the house.

"If I only knew who cut down that Mango tree," he cried, "I would—yes, I would"—

"Father!" cried little Rajiv chachaji. "I will tell you the truth about it. I chopped the tree down with my hatchet."

His father forgot his anger.

"Rajiv betaji," he said, and he took the little fellow in his arms, "Rajiv, I am glad that you told me about it. I would rather lose a dozen Mango trees than hear you tell one lie."



Questions:

1. What kind of hatchet did Rajiv chachaji's dad give him?
 - a. Red
 - b. New
 - c. Rusty
 - d. Pretend
2. Why didn't it take long for Little Rajiv Chachaji to cut down the tree?
 - a. Rajiv chachaji had a friend help him
 - b. The tree was already dead
 - c. Rajiv chachaji had a huge axe
 - d. The tree was very small
3. You can tell from the story that
 - a. Little Rajiv chachaji is honest
 - b. Little Rajiv chachaji father is very poor
 - c. Little Rajiv chachaji loves to be inside
 - d. Little Rajiv chachaji's mother is a great baker
4. How might Little Rajiv chachaji's father have gotten the Mango tree?
 - a. He found it in the woods
 - b. Little Rajiv chachaji gave it to him for his birthday
 - c. It grew from a magic seed
 - d. It was purchased from a friend from another county

• **Activity**

I. **Describing a game**

Is there a game that you really enjoy playing? How would you describe the game and help your friends learn it so that all of you could play it together? Try and write about it in your own words.



Name of the game.....

How it is played

.....
.....

Rules to be followed

What is allowed?

.....
.....

What is not allowed?

.....
.....

II. Improving our word choices

A reader doesn't like to see the same word over and over again. It does not make reading interesting.

Example: The **nice** girl wore the **nice** dress that her **nice** chachiji gave her.

There are many words that have a similar meaning to **nice**. Choosing different and interesting words improves the text.

Example: The **lovely** girl wore the **fine** dress that her **kind** chachiji gave her.

Below are words that are often overused. Write at least three other words in the column underneath that could be used instead.

Method	Say	Large
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Happy

Strange

Quiet

III. Way of being

Here are a few **actions** or **functions** listed below. Which of the four different orders **do** these **actions**? Write a few examples against each actions. The first one has been done for you.

Builds

Animal order – birds build nests
Knowledge order – humans build houses

Hunts

Grows

Multiplies

Flows

Moves

Searches

Learns



Understands

Does not move on its own

Drinks water



Lesson 18

The Human Body

- ***Understanding the lesson***

I. Practice and Study

1. What is our body mainly made of?
2. What happens when our body gets hurt?
3. What is the function of the heart?
4. What are lungs for?
5. What happens to the food we eat and the water we drink in our body?
6. Our body is a system. Explain.

II. Fill in the blanks

1. Our body is mainly a of bones. The entire length of the body is due to
2. The bones are covered by and the flesh is covered by Skin acts as a shield.
3. Our body also has..... When we get, the skin gets and we start bleeding.
4. When we put our hand on the left side of our chest we can hear a sound.
5. The blood is..... from the to all the parts of the body through channels. These are called.....
6. The vessels through which the blood returns to the heart are called.....
7. When we breathe in, our chest..... When we breathe out, our chest.....
8. Breathing through the lungs happens continuously. When we work hard or run, breathing
9. After reaching the, the food is



10. The part of the food in the body. The rest is from the body through a This remaining undigested part is called

11. Water is needed for

12. All these happen in the body When they continue, the body is considered

13. When there is some trouble in the of the body, we call it.....

14. All the organs have a role. Their don't change. The functions remain the same. This is a

III. Give one word answers

1. What is our body's framework made of?
2. What acts as a protective shield to the body?
3. What flows out when the wound is big?
4. What is the beating organ in the body called?
5. What organ do we breathe through?
6. What is the organ, that helps in breathing in and out called?
7. In which organ does the food get digested?
8. Do all the organs of our body have a definite role?

• **Word Power**

I. **Make sentences using the following words**

entire
cover
return
breathe
healthy
carry
tube
part
trouble
system

2. Find these words in the puzzle:

system	functions	protective
framework	pumped	bones
channels	beat	shield
narrow	wound	damaged
arteries	vessels	veins
expands	contracts	healthy
inflate	deflate	carried
digested	separate	

i	n	f	l	a	t	e	y	s	y	s	t	e	m
p	u	m	p	e	d	h	s	v	e	i	n	s	p
d	i	g	e	s	t	e	d	e	f	l	a	t	e
d	o	n	s	l	n	r	c	a	r	r	i	e	d
e	s	t	a	o	a	y	o	c	p	h	e	s	e
r	v	e	b	e	n	u	n	a	r	r	o	w	h
d	h	e	f	u	n	c	t	i	o	n	s	u	e
a	a	k	s	e	p	a	r	a	t	e	g	c	e
a	l	m	o	s	f	r	a	m	e	w	o	r	k
e	n	i	a	c	e	p	c	a	c	o	n	s	w
s	i	a	t	g	b	l	t	r	t	s	v	r	o
c	h	a	n	n	e	l	s	h	i	e	l	d	u
o	e	x	p	a	n	d	s	t	v	a	t	t	n
b	e	v	a	r	t	e	r	i	e	s	l	o	d

- **Language skill:**

I. Describing actions:

We have read about words that describe things and people, e.g. happy, big, long, beautiful, careful. Now we will see how to describe actions. When we want to describe **how, where, when,**



how often or how much an action happened we use words like normally, quietly, continuously. These words often have an **-ly** at the end of the word.

e.g. Dadiji is happy. She smiles *happily*.

A. Lets practice making words that describe actions:

Note:

- Words that end in **-l**; **Add -ly**;
- Words that end in **-le**; **Remove the -e and add -ly**;
- Words that end in **-e**; **Add ly**;
- Words that end in **-y**; **Remove -y and add -ily**.

beautiful	<i>Beautifully</i>
careful	
wonderful	
simple	
late	
pure	
loud	
proper	
quiet	
high	
happy	

Some words that describe actions **do not end in -ly**.

e.g.

- a. She sings very **well**.
- b. Horses can run very **fast**.
- c. When we work **hard**, we get tired.

B. Find and circle the words that describe actions from this box:

carefully	purely
fast	quietly
hard	regularly
loudly	simply
nearly	well
properly	

m	p	b	y	c	f	z	q	r	y
h	r	n	e	a	r	l	y	l	f
s	o	h	a	r	d	u	t	o	k
i	p	t	g	e	v	e	p	u	d
m	e	a	j	f	i	f	u	d	y
p	r	e	g	u	l	a	r	l	y
l	l	r	q	l	o	s	e	y	k
y	y	h	e	l	b	t	l	t	r
k	o	w	a	y	h	d	y	b	v
e	z	c	e	s	w	n	z	q	a

C. Read these sentences carefully and circle the words that describe the action:

- 1) He walked slowly to the door.
- 2) Papaji carefully picked up the sleeping child.
- 3) The eagle flies high in the sky.
- 4) Didiji studies well.
- 5) He plays the flute beautifully.
- 6) Mummyji works hard.
- 7) Bhaiyaji, please don't drive so fast!
- 8) Wash your hands properly before eating.



D. Find the **describing** word in the first sentence and then fill the gap **to describe the action**.

- 1) The boy is loud. He shouts
- 2) She is a wonderful singer. She sings
- 3) Betaji, this exercise is simple. You have to put one word in the sentence.
- 4) Chachaji is a careful driver. He drives
- 5) Our adhyapikaji tells us to be regular. We do our work
- 6) Mummyji is very careful. She cooks

Here are some sentences that describe **how an action happened**.

E. Choose the correct word from the list to give the correct meaning to the sentence. The first one is done for you.

quickly, loudly, slowly, carefully, continuously, normally, easily, fully, regularly, quietly

- 1) Dadiji is coughing! **Quickly** bring her some water.
- 2) My heart beats in my body.
- 3) There is so much traffic. Please drive
- 4) Please wash your handsafter going to the toilet.
- 5) The food is digested in the intestines.
- 6) If we studywe will learn faster.
- 7) If I practice my math problems more, I will be able to do them
- 8) When the baby is sleeping, I try not to speak
- 9) When all the functions of the body continue, we say it is healthy.
- 10) Dadaji is sleeping. Please do your work

F. Describe different actions:

Fill the table with words that could best describe the action given in the first column. The words could describe **how, where, when, or how often** the action happened.



ACTION	HOW?	WHERE?	WHEN?	HOW OFTEN?
1. Walk	<i>fast</i>	<i>outside</i>	<i>at night</i>	<i>sometimes</i>
2. wash the plate	<i>carefully</i>	<i>here</i>	<i>afterwards</i>	<i>everyday</i>
3. drive		<i>far away</i>	<i>tomorrow</i>	<i>usually</i>
4. dance		<i>here</i>	<i>last year</i>	<i>daily</i>
5. write		<i>there</i>	<i>later</i>	<i>regularly</i>
6. read		<i>at the desk</i>	<i>now</i>	<i>rarely</i>
7. play		<i>around</i>	<i>all day</i>	<i>normally</i>
8. set the table		<i>in the garden</i>		<i>often</i>
9. hide		<i>underneath</i>		<i>never</i>
10. put		<i>down</i>		<i>seldom</i>

* These are all suggestions for the teacher.

• **Activities**

The human body is by nature a well functioning unit and has the ability to heal itself if something goes wrong with a little help from medicines. Here are some words we will learn to use in case something goes wrong with the health of the body. Hopefully you won't have to use these words often!!!!

I. **Read aloud and try to use in sentences.**

healthy	sneeze	sore throat	faint	pain
strong	cough	fever	dizzy	twisted ankle
fit	cold	headache	stomach ache	scratched knee or elbow
		burn		wound
		boil		bruise

II. **Can you think of more related words?**

Think of all the words you use related to the human body and its functioning or problems in your native language and write the corresponding English word or expression for it. [Take the help of the teacher]

III. Fill in the blanks with the correct answer from the options below.

1. We are able to relate to our surrounding because we have _____.
 - (1) sunlight
 - (2) sense organs
 - (3) chemical energy
 - (4) sound

2. When Raju hears someone knocking on the door, he is using his _____.
 - (1) eyes
 - (2) nose
 - (3) skin
 - (4) ears

3. Which one of the following is the largest sense organ.
 - (1) skin
 - (2) ears
 - (3) tongue
 - (4) nose

4. With our sense of sight we are unable to tell the _____ of a tuning fork.
 - (1) colour
 - (2) shape
 - (3) size
 - (4) pitch

5. Each of our sense organs directs messages to the _____ for interpretation.
 - (1) heart
 - (2) stomach
 - (3) brain
 - (4) eyes



Lesson 19

Exercise

- ***Understanding the lesson***

I. Practice and Study

1. What are the things that are important for a healthy body?
2. What is exercise?
3. What is the purpose of exercise?
4. When is it better not to exercise?

II. Fill in the blanks

1. To keep our body, we must have the food,, and
2. is one kind of exercise.
3. At first, we can run the school ground once. When we continue this for a month, our body becomes
4. When we exercise, increases.
5. When breathing, the body also gets due to better
6. With exercise, the heart beats Blood flows through the body. In this way all the get more blood supply. All the organs are
7. When we exercise, the bodyrises and the body more.
8. When we sweat, the body temperature
9. If we exercise eating or drinking water, our digestion is We might get a stomach-ache
10. Exercise makes our body and

III. Give one word answers

1. What does moving different parts of the body in a controlled manner called?
2. Are Running, bending forwards and backwards also exercise?
3. What do we do when the body gets tired?
4. What happens to our breathing when we exercise?
5. What makes our body healthy and strong?

• **Word Power**

I. Find these important words in the puzzle:

exercise	cleansed	circulation
hygiene	several	nourished
stronger	supply	temperature
organs	sweat	disturbed
adults		

d	a	a	e	c	r	p	d	s	n	n
i	e	c	s	u	p	p	l	y	o	s
s	x	a	l	e	l	a	g	i	u	w
t	e	m	p	e	r	a	t	u	r	e
u	r	e	r	e	a	a	e	e	i	a
r	c	e	v	a	l	n	g	e	s	t
b	i	e	t	u	e	n	s	n	h	e
e	s	d	c	i	o	s	a	e	e	s
d	e	r	g	r	s	g	u	s	d	s
e	i	y	t	e	r	s	s	x	r	a
c	h	s	r	o	a	d	u	l	t	s



II. Exercise words

Here is a list of words related to 'Exercising'. Learn their meaning and make your own sentences using these words.
[Teacher to help the children with the meanings]

ability
active
aerobics
athlete
attempt
coach
collapse
coordination
cycling
diet
dancing
endurance
energy
fit
hiking
jogging
motivation
participation
perspiration
relax
recovery
stamina
stride
stretching
warm up
wince

• *Language skills*

I. Describing the status of an action:

In the last lesson we learned many words to describe an



action. Most of them ended in –ly. Now, we will see some specific words that describe the **status of an action that started before**.

a) STILL

We use **still** to say that a **situation or action is continuing**. It **hasn't changed or stopped**:

Examples:

1. It's 10 o'clock and bhaiyaji is **still** in bed!
2. When I went to bed, papaji was **still** working.
3. Do you **still** need to go to the market or have you changed your mind?

b) NO LONGER

We use **no longer** to say that a situation has changed. Something has **stopped**.

Examples:

1. They **no longer** live in New Delhi. They have moved to Raipur.
2. This building is **no longer** used.
3. Didiji **no longer** takes the school bus. Now she is studying in college.

COMPARE STILL AND NO LONGER

1. Fatima **still** works here but Veena **no longer** works here.
2. The baby is **no longer** hungry. But her father is **still** trying to feed her.
3. They **no longer** live here but their mail **still** comes to this address.

Let's Practice

Fill the gaps with **still** or **no longer** to describe meaningful situations.

1. I don't know what time the train leaves. I phoned the station, but no one answered.
2. The vaid said dadiji can have teabecause his blood pressure is high, but he canhave kadha.

- 
3. No, bhaiyaji hasn't completed the work yet. He istrying to fix the computer.
 4. Ques: Why is didijisleeping at 8 in the morning?
Ans: She isn't well. She has a fever.
 5. Ques:Do youwant to grow flowers instead of vegetables?
Ans: No, I want to grow flowers.
 6. It rained all night and it's raining! The school ground will be flooded!
 7. We lived here 20 years ago. Everything has changed so much.
Irecognise the way to our old house.
 8. Now bhaiyaji is 10 years old. He plays with toys.

- **Activity**

- I. **Write a few sentences about any part of your body e.g. ears, eyes, head, arms, legs etc., and give it a suitable title.**

- II. **Drawing conclusions**

- 1) As his father honked the horn outside, Kiran bhaiji ran down the stairs, buttoning his shirt.

What conclusion can you draw from the sentence above?

- | | |
|-------------------------------|-----------------------------|
| A. kiran bhaiji liked to run. | B. kiran bhaiji was hungry. |
| C. kiran bhaiji was hurrying. | D. It was raining. |

- 2) As she sat on the front verandah, Swati chachiji wiped the sweat from her face and took another drink of water.

What conclusion can you draw from the sentence above?

- | | |
|------------------------|-----------------------------------|
| A. It was cold. | B. Swati chachiji lives in Delhi. |
| C. A storm was coming. | D. It was hot. |

- 
- 3) At the end of each school day, adhyapikaji would sweep the floor, empty the trash, arrange the desks and clean the board in her classroom.

What conclusion can you draw from the sentence above?

- A. The school was going to close.
- B. adhyapikaji had nothing else to do.
- C. adhyapikaji liked to have her room clean.
- D. The students were messy.

- 4) Keerti didiji did yoga at 6:00 am, watered the plants at 7:00 am, had breakfast at 8:00 am and went to work at 9:00 am every morning.

What conclusion can you draw from the sentence above?

- A. It was very cold in the morning.
- B. Yoga should not be done in the evening.
- C. Didiji had a set routine every morning.
- D. Didiji liked to be very busy.



Lesson 20

Cleaning the bowels

- ***Understanding the lesson***

I. Practice and Study

1. Why is digestion important for the body?
2. What happens to the food after we put it into our mouth?
3. When does the digestion process become weak?
4. Name some things that help in the process of cleaning the bowels.

II. Fill in the blanks

1. is a very important of the body.
2. The body gets, the body, and the body stays
3. From the mouth the food reaches the
4. The unusable part leaves the body as and
5. Digestive mix with it and the food gets digested.
6. The juices that are very for digestion are called juices.
7. There are certain that help in making digestive They are called
8. After, the part of the food that is not useful leaves the as urine and stool.
9. To remain healthy, cleaning the is also important.
10. If the parts, left over after digestion, stay in the body for too long, it can cause many

- **Word Power**

I. Find these important words in the puzzle:

digestion	attention
diseases	spices
bits	chew
nourishment	unusable
bowels	

a	d	s	c	b	i	a	t	s	c	u
t	l	i	s	b	u	e	w	p	s	e
t	e	r	g	a	n	i	s	i	b	o
e	u	n	s	e	u	e	t	c	n	w
n	o	u	r	i	s	h	m	e	n	t
t	c	s	a	a	a	t	b	s	t	h
i	c	h	e	s	b	h	i	e	s	i
o	l	s	e	d	l	i	t	o	s	s
n	i	b	o	w	e	l	s	a	n	a
d	t	c	s	t	n	a	b	a	w	n
s	e	i	p	b	a	i	o	o	w	i

II. Match the following words for similar meaning.

strength	power
useful	blend
part	power
bits	crumbs
mix	beneficial
necessary	section
few	concentration
certain	approximately
remove	required
weak	frail
too	eliminate
attention	scanty
nearly	assured

Language Skills

I. **Actions that have been completed**

I.

When we want to describe actions that:
have been completed recently, or
are life experiences
then we need to change the sentence.

For example, consider this situation:



Adhyapikaji: Rahul, please shut the door.

Rahul gets up and shuts the door.

Adhyapikaji: Have you shut the door?

Rahul: Yes, I have shut the door.

Other situations:

1. These shoes are dirty. Bhaiyaji is cleaning these shoes. Now, he has cleaned the shoes.
2. Mummyji, this is today's homework. I am doing my homework. Now, I have done my homework.
3. It's very cold and windy. Dadiji is closing all the windows and doors. Now, she has closed all the windows and doors.

Lets Practice:

Complete the sentences by choosing the correct words:

written, done, missed, delivered, gone, lost, learned, made,

1. I have _____ my keys. Can you help me find them?
2. She has _____ the train. She will have to catch another one or go by bus.
3. I'm sorry, Papa isn't here now. He has _____ to Amarkantak.
4. Have you _____ your homework?
5. I have _____ how to stitch a button on my shirt.
6. Chachiji has _____ pao bhaji for lunch! Quickly go wash up and come.
7. Bhaiyaji has _____ a song. Come let's learn it and sing together.
8. The postman has _____ a parcel! Mummyji, quickly open it! What is it?

III. LIFE EXPERIENCES: (Have you ever.....?)

Ask each other these questions. For example:

Bhaiyaji: Have you ever played hockey?

Behanji: No, I have never played hockey. Have you?

Bhaiyaji: Yes, I have played hockey.



Try the same with these:

1. Have you ever been to Amarkantak?
 2. Have you ever climbed a tree?
 3. Have you ever heard your stomach rumble?
 4. Have you ever made soap?
 5. Have you ever drunk turmeric milk?
 6. Have you ever eaten something that you thought you wouldn't like, but found out that you actually liked it? Tell us about it.
 7. Have you ever seen the sea?
-Now make up some of your own.

- **Activity**

I. Fact or opinion

A fact is something that is true and can be proven. An opinion is what a person thinks or feels.

Read each sentence below. Write **fact** in the blank if it is a fact. Write **opinion** in the blank if it is an opinion.

1. Blue is the prettiest color. _____
2. Raju bhaiji went to the store on Monday.

3. Fenugreek tastes great. _____
4. Everyone should do yoga in the evening.

5. If the bowels are not cleaned properly, the digestion process becomes weaker _____
6. Surya bhaiji is the best football player.

7. Blood is pumped from the heart to all parts of the body.

8. Picnics are better in the summer.

9. The earth revolves around the sun.

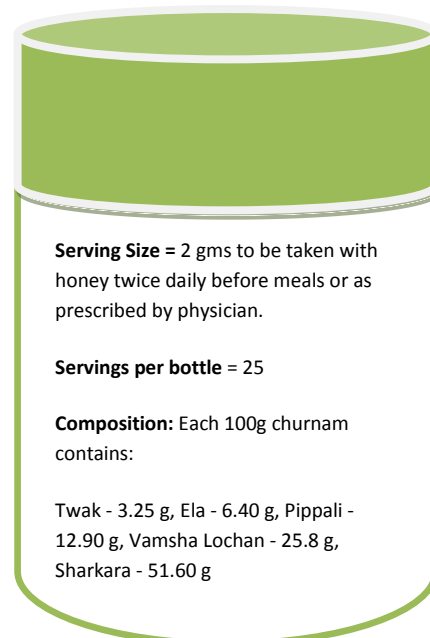
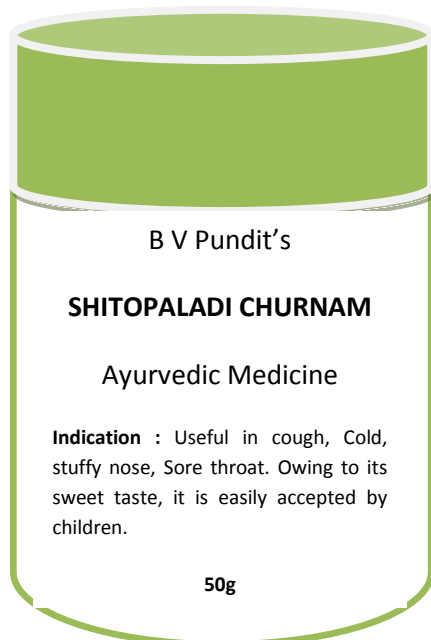
- 
10. Cheetahs can run faster than horses.

11. Tuesday comes after Monday.

12. Spiders are scary. _____
13. Dogs have a better sense of smell than humans.

14. Rain falls from clouds _____

III. Read the label and answer the questions below



1. What is this medicine used for?
2. What is the daily serving size of the medicine?
3. How should the medicine be taken?
4. Can the medicine be given to children?
5. Which ingredient is present in highest amount in this medicine?



Lesson 21

Travel

- ***Understanding the lesson***

I. Practice and Study

1. Why did humans use animals to travel?
2. Narrate the steps of how travelling became easier.
3. What are the different kinds of roads used for travel on land?

II. Fill in the blanks

1. Humans have always from one place to another.
2. Humans at first used to travel on
3. Many wild animals are much stronger than humans, like
.....,,
....., etc.
4. The main animals for travelling were,
..... and
5. When humans the wheel, travelling became easier.
6. A was designed and 2-4 animals were used to pull it.
7. The engine used to produce energy. This was used to rotate the wheel. The that used to rotate by animal and human energy now used fuel to
8. Several kinds of, oils and oils are used as fuel.
9. The of transport also increased. It became 40 to 50 times faster than on foot.
10. To travel by air or by water, the paths or routes of travel are mapped and decided. For this, several kinds of are used.

- **Word power**

- I. **Check your word and meanings**

What do you think the **capitalized word means** in the following sentences? **Choose** and **underline** from the three options **a, b or c**.

1. Families can express their **GENEROSITY** by donating food and clothing to the homeless.
a) happiness
b) willingness to give
c) sadness
2. Sundeep bhaiji wanted to **CONGRATULATE** his partner for playing so well.
a) express a job well done
b) make fun of
c) tease
3. The grandparents were **CONFUSED** by the twins because they looked alike.
a) hide from
b) try out
c) mixed up
4. Most kids can't **RESIST** eating chocolate cookies if they are out on the table.
a) eat
b) throw away
c) stay away from
5. Pragnyaji tried to **ENTERTAIN** her guests with a play, but everyone preferred to talk to each other.
a) feed
b) hold attention
c) sneak by
6. Ullas bhaiji requested his parents to **PERMIT** him to play in the rain, but they refused saying he would catch a cold.
a) explore
b) judge
c) allow

- 
7. For a field trip, the class visited a car plant, where workers **MANUFACTURE** cars.
- a) making of goods
 - b) understanding of people
 - c) to limit
8. The **ARENA** at my brother's college is big enough to play any sport, including football.
- a) Buildings
 - b) area for sports or entertainment
 - c) living room
9. When the kitten got stuck on the tree, Shanti didiji put food out and spoke softly to **COAX** it to come down.
- a) never listen
 - b) get something out
 - c) grab something quickly
10. The recent **INCIDENT** of an earthquake in Japan resulted in no damage to any buildings.
- a) disease
 - b) happening
 - c) a damaged car
11. There has been a **SUBSTANTIAL** improvement in the mustard crop this year.
- a) materialistic
 - b) less than normal
 - c) a satisfactory amount
12. They **RECTIFIED** the situation by adding more chairs so that everyone could have a place to sit.
- a) made something right
 - b) worsened
 - c) changed

II. Find these words of the lesson, in the puzzle:

travel	maps	compasses
rotate	occurred	engine
routes	incident	loads
wheel	designed	invented
cart	distance	means
double	domesticate	stronger

s	r	o	u	t	e	s	r	o	d	l
t	w	m	c	r	o	t	a	t	e	o
r	h	a	d	c	a	r	t	v	e	a
o	e	p	l	o	u	t	a	r	i	d
n	e	s	u	m	u	r	e	e	n	s
g	l	i	i	p	t	b	r	t	c	e
e	c	m	e	a	n	s	l	e	i	n
r	r	d	e	s	i	g	n	e	d	g
t	t	d	i	s	t	a	n	c	e	i
r	i	n	v	e	n	t	e	d	n	n
d	o	m	e	s	t	i	c	a	t	e

- **Language Skills**

- I. Find the main idea**

Development of transportation

Since man inhabited the earth he was on his own way to search for food, water and a safe place to live. In early and ancient days, walking was the most dependable mode of transportation.

Then slowly man learned to domesticate animals and ride them for hunting and to move from one place to another. Around 3500 BC the wheel was invented which led to the discovery that revolutionized modern transport system. Combining the horse and the wheel the early man invented the chariot which was the cheapest mode of transport on land.

In the search for lands that were safe and beneficial to man, he had to cross rivers and streams. The early man hollowed tree trunks and used them to cross the rivers and streams which paved the way for waterways transport.

Slowly the transport system developed well and led to many inventions in the system of transport.

Write the main idea of the paragraph in your own words.

Write two supporting ideas for the main idea.

1.

2.

- 
- II. Make a list of all the words in the lesson that show that **something happened in the past**. For example: ***began, used to***,etc.

USED TO:

"**Used to**" describes activities in the **past**. Something **was once true**, but **now the situation is different**. For example:

- a. He **used** to be so thin, **But now** he has put on so much weight!
- b. We **used** to play with toys when we were children, **but now** we don't.
- c. She never **used** to wear a helmet when she rode her bike, **but after** getting into an accident, she wears one all the time.

Let's Practice:

Change the sentences using '**used to**'. The first one has been done for you.

She **worked** for that company in the past. = She **used to work** for that company.

- 1) He **lived** in New Delhi for a long time. Now he doesn't. = He _____ in New Delhi.
- 2) Akshay **was** really heavy until he lost 40 kilograms. = Akshay _____ really heavy.
- 3) Didji **played** the sitar for ten years before she stopped. = Didji _____ the sitar.
- 4) I **ate** a lot of candy when I was a young. = I _____ a lot of candy.
- 5) Chachiji **did** her shopping herself last year. Now chachaji does the shopping because they have a small baby. = Chachiji _____ her shopping herself.
- 6) Didiji, you **called** me almost every day when you went away to college, but then you stopped calling. = You _____ me every day.



III. Ask questions about past habits, for example:

- a. Chachiji, did you use to study a lot when you were in college?
- b. Papaji, did you use to go to college by bus or by car?
- c. Dadiji, did you use to go to the market by horse cart when you were younger?

Ask the elders around you about their past habits and how the times have changed.

IV. How did you go there?

We use **BY** when we want to say **how** we travelled, for example:

- *I always go by bus to school.*
- *They went to London by air.*

But we say on foot if we want to express 'walking.'

For example:

- *Sumit bhaiyaji goes to school on foot.*

Let's practice:

Ask each other these questions:

- 1) How do you go to school every day?
- 2) How do you go to Raipur?
- 3) How does papaji go to the farm?
- 4) How would you travel to New Delhi?
- 5) How would you like to go to Amarkantak?
- 6) How would you go to Canada if you wanted to visit Peter bhaiyaji?
- 7) How do you go to your neighbour's house?
- 8) How do you go to the hairdresser to get your hair cut?

- **Activity**

I. Speak your mind

Say and write the first word that comes to your mind when you read the word in column one. The first one has been done for you.

OBJECT	WORD
home	comfortable
study	
school	
air	
water	
transport	
horses	
wheel	
books	
samosa	
moon	
soil	
sugar	
sky	
lamp	
floor	
fields	
grass	
elephant	

II. When was that?

Let's get learning. Practice the words in the boxes:

January	February	March	April
May	June	July	August
September	October	November	December
Spring	Summer	Fall	Winter



Note: We say **in** January or February.
 We also say **during** January or February.
 Spring, summer, fall, and winter are **seasons**.

Let's use those words now:

January is **winter** in America.
December is **summer** in Brazil.

In America, they say **fall**, but in England, they say **autumn**. [In India we say pathjad]
 We usually take our vacation in **May** or **June** when it is **summer** here.

Can you think of ways to use the months and seasons? Let's add days and numbers:

- We are travelling to Pune on **March** the **31st**.
- I usually go out to play on **Wednesdays**.
- Every **Saturday**, I go to Achoti.
- What is the **date** today?
- What is today's **date**?
- What are you planning for the **first** of **May**?

III. What date was that?

Let's get learning.

Practice the words in the boxes:

1 st ~ first	2 nd ~ second	3 rd ~ third	4 th ~ fourth
5 th ~ fifth	6 th ~ sixth	7 th ~ seventh	8 th ~ eighth
9 th ~ tenth	11 th 12 th 13 th	14 th 15 th 16 th	18 th 19 th 20 th
Nineteenth	twentieth	twenty first	thirtieth
Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	weekend



Let's practice!

Our ticket is for **July 1st**.

We will be travelling on the **20th**.

Can we go to the market on **Tuesday**?

All the tickets for **Saturday's** bus are sold out!

We will be in Hyderabad from the **third** to the **tenth** of **August**.

Will you be away this **weekend**?

Chachaji's birthday is on the **seventeenth**.

I can have lessons on the **12th**, **15th**, or **18th**.

Answer these questions:

What is the **third** day of the week?

How would you say **28th**?

What is the **4th** month?

Is **June** the **5th** or the **8th** month?

What are the hot **seasons** of the year?

IV. Tell me about your trip!

How would you tell your friends all about the trip you made to visit your grandparent/s/relative? Write it down here including details of date, time, month, year and also try to put it down in the right sequence using the words first, then, after that, finally in your narration.



Lesson 22

Cyclical Process

- ***Understanding the lesson***

I. Practice and Study

1. What does cyclical process mean?
2. Give one example of a cyclical process in the material order.
3. Give one example of a cyclical process between the material order and the plant order.
4. How do you understand cyclical process in human beings?

II. Fill in the blanks

1. The water of the seas and rises.
2. process means that something happens again and again or we do again and again.
3. Trees and plants have the nature to
4. The and stems of plants and trees also and fall to the earth. These dry, and make the earth
5. Cyclical process is a process in existence.

- ***Word Power***

I. Find these words in the puzzle:

sea	vapour
flows	cycle
absorb	destroyed
obtain	gases
atmosphere	shed
decompose	fertile
salts	minerals
condenses	clouds
rises	evaporates



d	r	s	a	e	a	o	m	w	f	e
d	e	i	b	a	t	c	i	f	l	s
e	g	c	s	m	m	y	n	f	o	r
s	a	l	o	e	o	c	e	e	w	o
t	s	o	r	m	s	l	r	r	s	b
r	e	u	b	o	p	e	a	t	a	t
o	s	d	a	s	h	o	l	i	l	a
y	e	s	s	h	e	d	s	l	t	i
e	v	a	p	o	r	a	t	e	s	n
d	c	o	n	d	e	n	s	e	s	b
v	a	p	o	u	r	o	d	u	n	l

II. REVIEW: Words that sound the same. Put in the words **there**, **their** or **they're** into the gaps.

1. Where are your parents? ____ out.
2. The children did ____ homework yesterday afternoon.
3. ____ is a cat in the garden.
4. The boys are playing football with ____ ball.
5. Where are the CDs? ____ in the box.
6. ____ brother is a car mechanic.
7. Have you seen my book? - Yes, it's over ____ .
8. Drishta didiji and Veda didiji are waiting for ____ mother.
9. We went to Delhi and stayed ____ for two weeks.
10. They have forgotten to brush ____ teeth.

III. REVIEW: Words with similar meanings:

LOOK / SEE / WATCH

LOOK: to pay attention to something.



For example:

- a. Please **look** at the diagram.
- b. **Look!** There's a flock of birds in the sky.

SEE: Using your eyes / understanding something

For example:

- a. Can you **see** that blue car over there?
- b. I **see** what you mean.

WATCH: to look at something for a long time

For example:

- a. We all **watched** the children's performance on the Annual Day.
- b. Keep a close **watch** on the toddler. Don't let him go to the electric point.

Let's practice:

1. You can't ___ far in this fog.
2. Did you _____ the news yesterday evening?
3. _____ out for fast vehicles when you cross the road.
4. Can you ___ the blue car on the left?
5. _____ you tomorrow, if nothing comes in between.
6. It ___ like rain, doesn't it?
7. Oh yes, I _____ what you mean.
8. Hey, what's wrong? You really ___ unhappy.
9. I'm afraid, Leena didiji has to ___ a doctor.
10. I can't ___ any stars. There are too many clouds.
11. We couldn't _____ the eclipse because it was cloudy.
12. Did you ___ the rainbow this evening? It was beautiful.



- **Language Skills**

1. Read and answer the questions below

Where does rain come from?

Rain always comes from clouds. But where do clouds come from? How does all the water get into the sky?

Think about your bathroom. There is hot water in your bath. Steam goes up from the hot water. The steam makes small clouds in the bathroom. These warm clouds meet the cold walls and windows, and then we see small drops of water on the walls and windows.

The world is like your bathroom. The water in the oceans is warm when the sun shines on it. Some of this water goes up into the sky and makes clouds. The wind carries the clouds for hundreds of kilometres. Then the clouds meet cold air in the sky, and we see drops of water. The drops of water are rain.

The rain falls and runs into rivers. Rivers run into oceans. And the water from oceans makes clouds and more rain. So water is always moving from oceans to clouds to rain to rivers to oceans. So the rain on your head was on other heads before! The water in your garden was in other gardens in other countries.

A. Draw a diagram explaining the article.

B. Choose the correct answer.

1. Rain comes from a blue sky.
a. always b. sometimes c. never
2. Hot water makes in the bathroom.
a. rain b. steam c. walls
3. Steam when it comes to a cold wall.
a. changes b. falls c. makes clouds
4. Clouds.....
a. move with the wind b. come from cold oceans
c. do not travel a long way
5. Cold air in the sky is like the in the bathroom.
a. bath b. steam c. walls
6. Water is always
a. going somewhere b. moving away from the ocean
c. going up
7. The same water falls from the sky
a. in the same place b. again and again c. every day

C. Answer the questions.

- 1) Does hot steam go up or down?
- 2) Where do big clouds come from?
- 3) What happens when clouds meet cold air?

I. Try to complete this story. Pick the correct word from the brackets by choosing the word that sounds correct:

I'm Sumit and I live(in, on, at) New Delhi. (In, During, At) summer I like to go (after, to, towards) Dehradun, because my friend lives there. He runs a school where I go to teach some Mathematics. Last summer, he invited me to his wedding. I took a train..... (from, over, against) New Delhi to Dehradun. (From, On, After) the station, I went to my friend's house (by, in, on) auto-rickshaw. I stopped the driver..... (between, up, at) a vendor to buy some fruits for his family. The driver parked the auto-rickshaw..... (behind, over, below) a tree. When I returned from buying the vegetables, I couldn't see the auto-rickshaw anywhere. I asked a cobbler sitting(nearby, behind, around)

whether he knew where the auto was. He pointed to the driver who was talking..... (to, for, from) a mechanic some distance away. I was relieved to see him. I got (off, into, away) the auto-rickshaw and the driver took me (away, towards, to) my destination. I thanked him and entered the house to the welcoming arms of my friend.

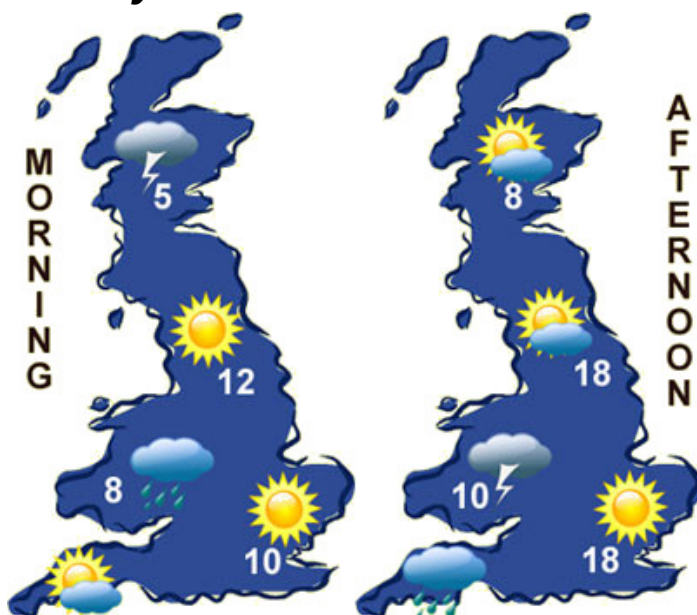
II. SINCE or FOR

- **SINCE** + a point in time
- **FOR** + a duration of time

Let's practice:

- _____ as long as I can remember
- _____ three days
- _____ my childhood
- _____ ten years
- _____ I was young
- _____ New Year's Eve
- _____ Wednesday
- _____ five seconds
- _____ breakfast
- _____ hundreds of years

• **Activity**



I. Which sentences are correct and which are wrong?

- a. There will be some rain in the Southwest in the afternoon.
- b. The maximum temperature will be around 18 degrees Celsius.
- c. It will rain all day in the Southwest.
- d. There will be a lot of rain in the West in the morning.
- e. There will be thunderstorms in West in the morning.
- f. It will stay dry in the Southeast the whole day.
- g. The temperatures in the afternoon will be higher than in the morning.
- h. The highest temperatures will be reached in the North.
- i. The morning will be sunny in all parts of the country.

II. **One more cycle**

The rock cycle

Stand outside and look around you. You will see land. Land is made out of rocks and soil. A lot of the rocks are under the soil. Rocks are solid things made out of one or more minerals. Minerals are tiny solids found in nature. They have never been alive.

The rock cycle describes three things. It shows how rocks are formed. It shows how they break apart. Finally, it shows how they are made into other kinds of rocks.

Water, wind, chemicals or growing plants cause weathering. Weathering is the process that makes rocks break into smaller pieces. Water causes most of the weathering of rocks. Many rocks have small cracks that can let in water. The cracks get bigger if the water freezes and then melts again. The cracks finally get so big that the rock breaks into smaller pieces.

Layering is one way new rocks form. Tiny bits of rock and soil build up in layers over long periods of time. The more layers there are, the heavier they are. The top layers push down on the lower layers, and the bits of rock and soil bind together.



Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is land made out of?

2) What is rock made out of?

3) What does the rock cycle describe for us?

4) What is weathering?

5) How does water break a rock?

Fuel

- ***Understanding the lesson***

I. **Practice and Study**

1. What was fire first used for?
2. What do we mean by fuel?
3. What materials were used as fuel initially?
4. What is vegetable oil?
5. What is coal?
6. What are fossil fuels? How does using them affect our environment?
7. Mention an alternative source of energy.

II. **Fill in the blanks**

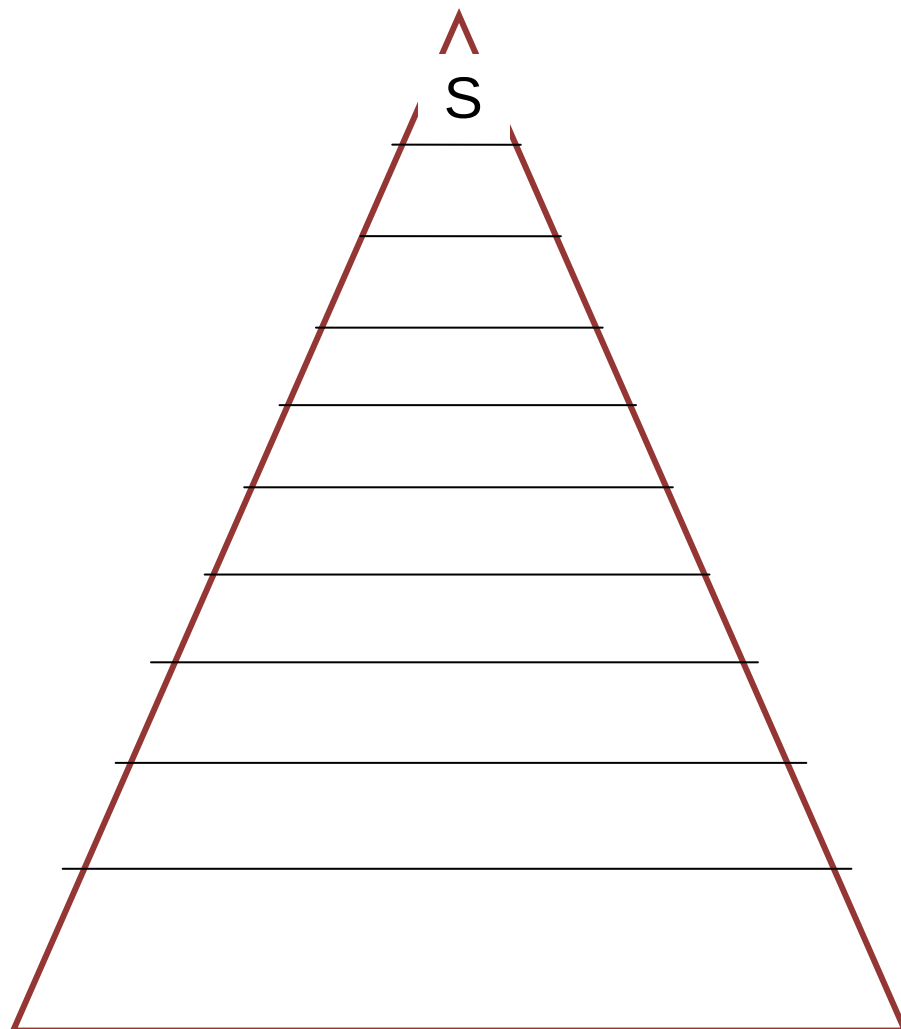
1. Fire was used every day to cook and to themselves from the cold.
2. The easiest materials to create fire were and
..... Dried fruits and of many trees and plants are also useful. The of animals was dried and also used.
3. Materials that are used to create or generate fire are called
4. An oil-like substance from the milk of domestic animals such as cow, buffalo, goat and sheep was obtained. This was called
5. For many years human beings were their fuel needs through the use of
6. At that time our was rich with forests and the from one tree could be used for many months.
7. There was one disadvantage in using wood as fuel and that is

- 
8. There is no smoke in the
9. Human beings concentrated on obtaining different
..... from inside the earth. In this process fossil oils and
..... was obtained.
10. Fossil fuel is available in quantity and it is
being consumed very

• **Word power**

- I. **Make a word pyramid starting with 'S' [Any word that you know and use]:**

[clue : two letters, 3 letters, 9 letters]



II. Word search

ESSENTIAL	VEGETATION	CONSERVATION	RECYCLE
REUSE	MINERAL	SEDIMENTARY ROCK	URANIUM
		FOSSIL FUELS	

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

- **Language Skills:**

- I. DESCRIBING A PROCESS:**

In this lesson on fuels we have seen the process of how humans developed their usage of fuels. There is a sequence to it. Whenever we describe a process, we explain step-by-step the order in which things get done or were done e.g. how soap is made or how paper is made from trees.

We take the help of words like, **first, second, then, next, afterwards, later, after that.**

We conclude the steps with **finally, in conclusion, last of all.**

Now let us read the following passage:

POPCORN

We all love popcorn. How is it made? It's very easy to make if you follow the correct procedure.

First put 3 tablespoons of oil in a large pot. **Then** heat the oil on a large flame until one kernel of corn pops when you put it in the oil. **Now**, pour a quarter cup of corn kernels into the hot oil and cover it with a lid. Reduce the flame and shake the pot gently. Continue shaking the pot until all the corn has popped. **Finally**, add butter and salt and mix them. Serve in a large bowl.

As you can see, it is very easy to make popcorn if you follow the steps above

It's your turn now.

- A.** Imagine that your friend has called you on the phone to ask you how to make fruit chaat. Put these sentences in the correct order so that your friend makes a yummy chaat for his or her family.
 - Next, peel and chop the banana into chunks.
 - First, wash one apple, one banana, one orange and half a small papaya.

- 
- Now, peel the papaya. Remove the seeds and chop into chunks.
 - Finally, sprinkle salt, pepper and a little chaat masala on the mixture.
 - Then, in a large bowl, chop the apple into chunks about 1 cm in size.
 - Lastly, peel the orange, remove the fibres and carefully cut each segment into pyramids with a sharp knife.

II. Sequencing words

A. Make a list of all the sequencing words that have been used in this lesson.

B. Use these sequencers to complete the sentences:

as soon as, firstly, in the meanwhile, soon, finally, before

- 1) It looks like it will rain, So, I will take my umbrella.
- 2) it started to rain, I took out my umbrella.
- 3) I know you wish to be very good at dancing and you are practicing hard at it. you should also pay attention to your studies.
- 4) Daily exercise is something difficult for people to do., it requires discipline, and also a lot of will power.
- 5) their dance practice, they always do a warm-up.
- 6) Bhaiyaji went jogging every morning for a month. he was able to build up his stamina.

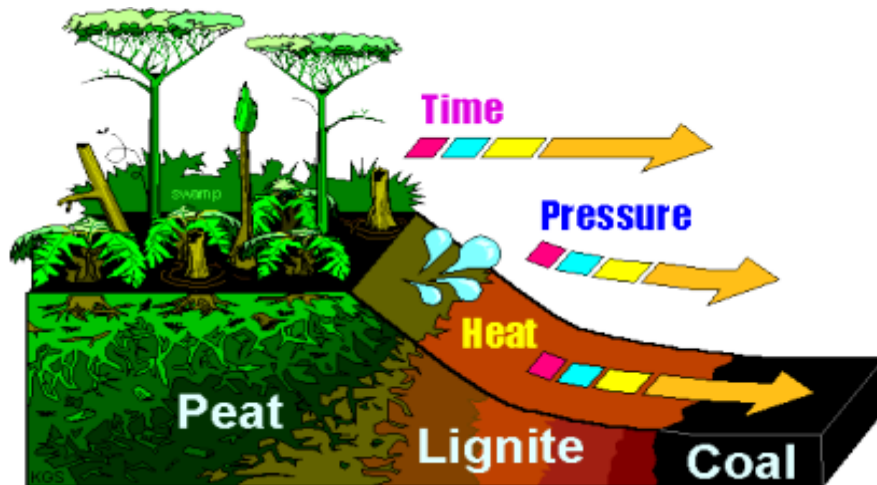
III. Describe your daily routine using suitable connectors between the sentences so that they show the sequence. You can include these words:

face, clean, wash, brush, have breakfast, play, bed, study, school, clothes, morning

• Activity

I. What Are Fossil Fuels?

The diagram below shows how coal is formed.



1. Millions of years ago, swamps covered large parts of Earth's land. When swamp plants died, they sank to the bottom.

2. Layers of decayed plants formed a soft material called peat. Over time the peat was buried under mud and sand.

3. The mud and sand turned to rock. Slowly the peat changed into coal.

Answer these questions about the stages above.

1. What happened to the swamp plants when they died?

2. What material formed from the layers of decayed plants?



3. Look at the third stage above. How was coal formed?

II. Write a paragraph

The first sentence - the topic sentence and the last sentence – the conclusion sentence are already written for you.

Write four supporting sentences using the words given in 1, 2, 3 and 4 to complete the paragraph.

Topic sentence: Solar energy is an alternative source of energy

1) _____

2) _____

3) _____

4) _____

Conclusion sentence: Hence we should ensure the use of solar energy for most of our household needs.

III. The causes and effects of pollution

Complete the table by filling in the blanks with words given in the following box

Dump	on	result	Cause	biggest
that's why	which	moreover	Rash	creating
May	harmful	deafness	Besides	disease
to	stressful	emit		

Type of Pollution	Causes	Effects	Picture
Air	Factories and cars fumes and chemicals in smoke polluting the air.	Pollutants in the air make it hard for people to breathe causing lung When it rains, the chemicals in the air acid rain hurting the animals and plants.	
Land	People throw litter the ground. Many people don't recycle and throw away so much garbage. we have landfills growing in our cities.	Many animals eat the litter and become sick and can die. Litter..... lays around, covers the land from the sun and the grass and plants can die.	
Water	Many companies their toxic waste in many rivers and lakes.ships spill oil in oceans and rivers . People throw litter in water as well.	Toxic waste and oilcause many animals and plants to die. Litter is also dangerous for people causing skin..... and intoxication if they drink it.	
Noise	Traffic is the source of noise pollution especially in urban areas..... Horns and whistles and the sounds produced by the exhaust system of trucks ,autos ,buses, motorcycles etc lead much noise. Moreover, to meet the demands of the basic necessity of living, the construction of buildings, highways and city streets in a lot of noise (the use of pneumatic hammers, pavement breakers...). Furthermore, the	Noise pollution haseffects on the physiological and psychological health of human beings. It is annoying and It interferes with speech, work or disturbs sleep. The exposure to loud noise can even result in	 

	various machines used in industries are responsible for noise. Finally, the household equipments such as vacuum cleaners, mixers and some kitchen appliances are considered as minor noisemakers of the house. they do not cause too much problem, their effects cannot be neglected.		 The image shows a woman sleeping in bed with her head under a pillow. An alarm clock is on the bedside table. Several text labels are placed around the woman, indicating different noise sources: 'Aeroplanes Flying Over' (green), 'Moving and Honking Vechiles' (blue), 'Industrial Production Noise' (purple), 'Music from Radio' (orange), and 'Neighbour's Dog Barking' (red). A speech bubble from the woman says 'too much noise'.
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