

BEGINNERS' ENGLISH-IV

A Textbook for Class - IV



EDUCATION (ELEMENTARY) DEPARTMENT
GOVERNMENT OF ASSAM

Class - IV

Learning outcomes

The learner –

1. recites poems with appropriate expressions and intonation
2. enacts different roles in short skits
3. responds to simple instructions, announcements in English made in class/school
4. responds verbally in writing in English to questions based on day to day life experiences, an article, story or poem heard or read
5. describes briefly, orally/in writing about events, places or personal experiences in English
6. reads subtitles on T.V., titles of books, news headlines, pamphlets and advertisements
7. shares riddles and tongue twisters in English
8. solves simple crossword, puzzles, builds word chains , etc.
9. infer the meaning of unfamiliar words by reading them in context
10. uses dictionary to find out spelling and meaning
11. writes/types dictation of short paragraphs (7-8 sentences)
12. uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma and full stop
13. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters
14. writes informal letters or messages with a sense of audience
15. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
16. uses nouns, verbs, adjectives and prepositions in speech and writing
17. reads printed script on the classroom walls, noticeboard, in posters and in advertisement
18. speaks briefly on a familiar issue like conservation of water: and experiences of day to day life like visit to a zoo; going to a mela
19. presents orally and in writing the highlights of a given text/a short speech/narration/video, film, pictures, photographs, etc.

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BEGINNERS' ENGLISH - IV

For Class - IV



Prepared by:

State Council of Educational Research and Training, Assam
Guwahati - 781019

Name :

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School : Session :

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Dr. Ranoj Pegu, MBBS.
Minister, Assam



Education, Welfare of Plain
Tribe & Backward classes



MESSAGE

Textbooks are the key components of scholastic education. Students gain knowledge that flows through the pages of the textbooks. Students, enriched with knowledge, are the wealth and future of our State as well as our Nation. The Renaissance of human civilization had been influenced by Education only. With this realization and foresight, the present Government has accorded the highest priority to the development of the Educational sector in the State.

The present State Government, in a bid to complement the untiring efforts of the student community to achieve success and fulfil ones' ambition and contribute to the welfare of the State, has been implementing various educational assistance programmes under "Pragyan Bharati". Under this programme, Free Textbooks are being distributed to the students from Pre Primary, Class I to Class XII which is now extended up to degree level since 2020. The benefits have been further augmented by waiving admission fees for the students of Secondary and Degree level. The State Government has also waived examination fees at the Secondary level for the students from the economically weaker section. Free uniforms are also being provided to the students up to the High School level. Under the "Anundoram Borooah Award Scheme", free laptops and at times, substituted with cash rewards, are being provided to meritorious students who excel in the HSLC examinations.

The Free Textbook component of the noble programme - "Pragyan Bharati" comprises printing, publication and distribution and, it is implemented with concerted efforts of the Assam State Textbook Production and Publication Corporation Limited (ASTPPC Ltd.), State Council of Educational Research and Training (SCERT), Board of Secondary Education, Assam (SEBA) and Assam Higher Secondary Education Council (AHSEC). I thank all these wings of the education department and appreciate their sincere hard work to make the scheme successful. My best wishes remain to all the Students - the human resources of the Nation for relentlessly pursuing their studies with all dedication and sincerity to gain a successful foothold to a bright future.

(Dr. Ranoj Pegu)
Education Minister, Assam

Preface

The SCERT, Assam has been given the responsibility of preparing a new series of English textbooks for the elementary level of education in Assam. SCERT, IASE, ELTI, SSA, teachers and subject experts have developed these textbooks in workshop mode for implementation from the academic year 2018.

The textbooks would be based on the Learning Outcomes spelt out by NCERT New Delhi. Emphasis has been laid on development of all the language skills keeping the child's age and ability in mind. Pictorial representations have been designed to make the child's learning enjoyable. Child friendliness and graded contents are the key features of the textbooks.

The members of the Steering Committee, Academic Core Group, Working Group, Subject Experts, illustrators, Facilitators in charge (FIC)s and Technical Assistants have taken great pain in the process of preparing this book. Resource persons from UNICEF worked on orienting the members of the working group on disaster management and gender issues to be taken care of. We acknowledge the resource support of SSA in bringing out this textbook. The Steering Committee is grateful to them and those who gave their valuable time to bring out the book within the stipulated period of time.

A note to the teacher has been incorporated considering the reality of multilingual classroom situations. The English teacher will have limited teaching time to transact the lessons along with the activities. As such he/she will be required to utilise this brief time span fruitfully by linking children's experience in home and school language to the learning of English. Teachers are also suggested to be acquainted with the curriculum and related Teaching Learning Materials before transacting this textbook cum workbook. The teacher with the help of defined learning outcomes will be able to understand the learning gaps in all children including children with special needs and thereafter plan lesson transaction accordingly for ensuring learning.

We invite suggestions from students, parents, guardians and general public for improvement of the textbook.



(Dr. Nirada Devi)
Director, SCERT, Assam

A Note to the Teacher

Beginners' English for class IV aims at continuing the process of acquisition of the four basic language skills at the next level. Hence, the textbook is planned in such a way that activities are included for the teacher to take care of during transaction of the contents in the classroom. These activities have been integrated with a view to providing the learners enough opportunity to use the English language in the classroom.

In order to make the learning process more interesting, stories and poems have been developed and selected in the local context. In the interest of expanding the grammatical awareness in the learners, this book provides a readiness for formal grammar. While execution of the grammatical categories, it is imperative for the teacher to refer to their specified names.

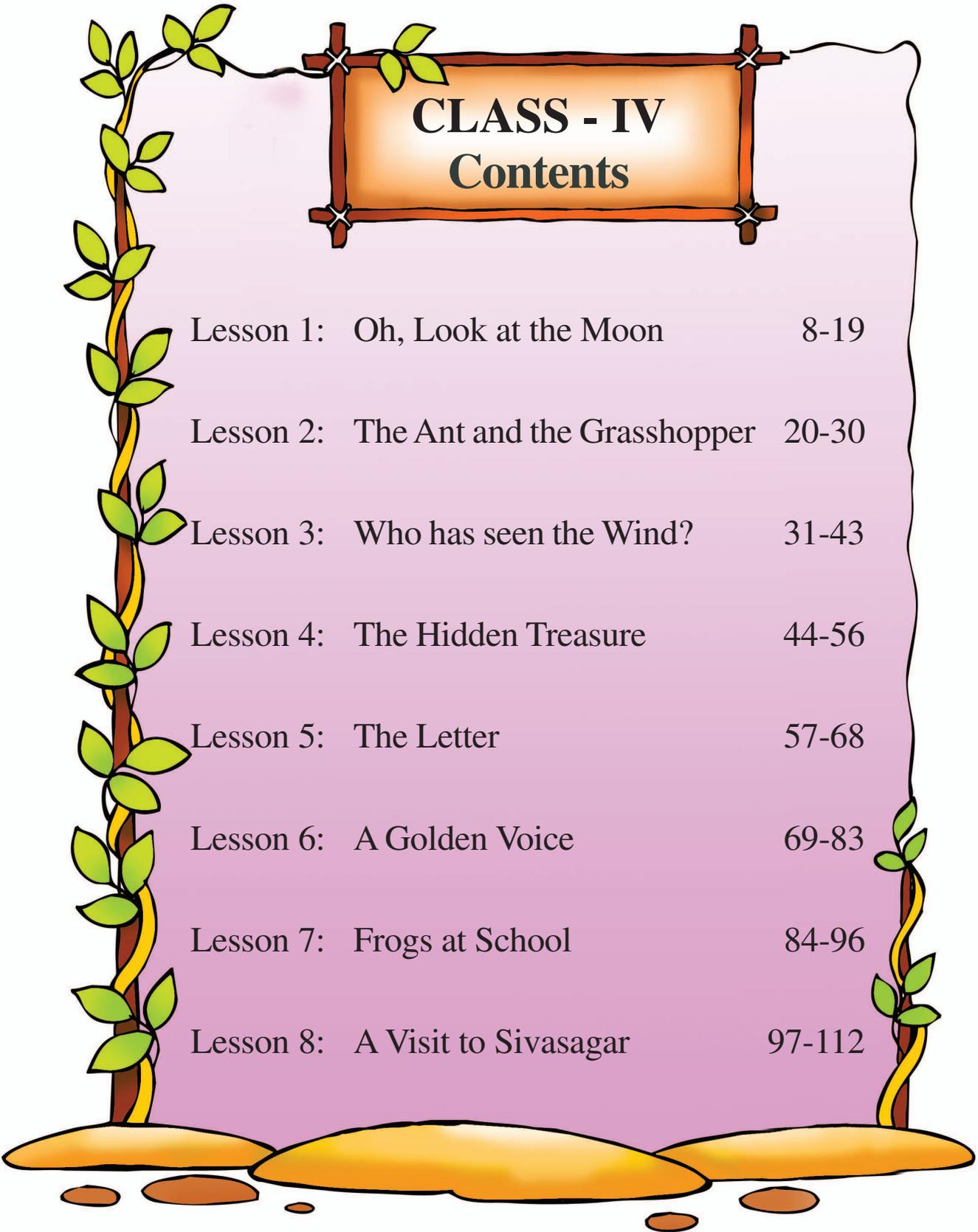
The lessons and activities are planned to -

- develop the ability to recite poems with appropriate expressions and intonation.
- develop the ability to describe briefly, orally/in writing about events, places or personal experience in English.
- develop the ability to solve simple crossword puzzles, build word chains, etc.
- develop the ability to use dictionary to find out spelling and meaning.
- develop the ability to use linkers to indicate connections between words and sentences.
- develop the ability to use punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma and full stop.
- develop the ability to use nouns, verbs, adjectives and prepositions in speech and writing.
- develop the ability to read printed script on the classroom walls, noticeboard, in posters and in advertisement.
- develop the ability to write dictation of short paragraphs.

Through this book learners will be enriched to-

- enact different roles in short skits
- respond to simple instructions, announcements in English
- share riddles and tongue twisters in English
- infer the meaning of unfamiliar words by reading them in context
- speak briefly on familiar issues
- write answers to questions based on day to day life experiences, articles, stories or poems read, etc.

For the convenience of the teacher, footnotes have been added as instructions. Each lesson in the textbook contains a page for the teacher where detailed guidelines have been given. These may be elaborated by the teacher according to his/her innovation and in order to suit the needs of the learners. Colourful illustrations that are sketched in the textbook can arouse the imagination of the learners.



CLASS - IV Contents

Lesson 1:	Oh, Look at the Moon	8-19
Lesson 2:	The Ant and the Grasshopper	20-30
Lesson 3:	Who has seen the Wind?	31-43
Lesson 4:	The Hidden Treasure	44-56
Lesson 5:	The Letter	57-68
Lesson 6:	A Golden Voice	69-83
Lesson 7:	Frogs at School	84-96
Lesson 8:	A Visit to Sivasagar	97-112

Lesson 1

Oh, Look at the Moon

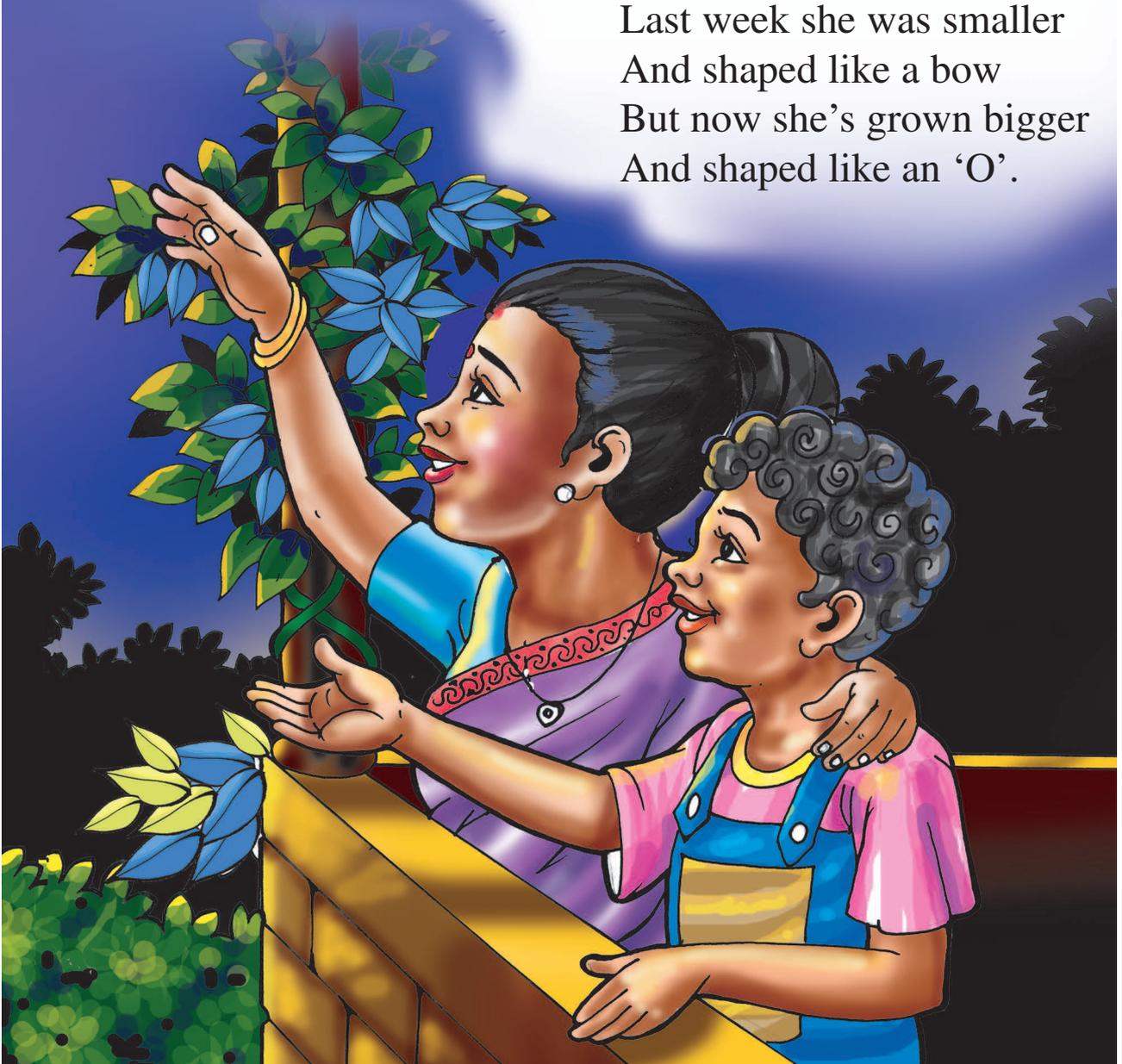
Look at the picture and say what time it is. Name the things that you can see in the picture:



Let's recite the poem 'Oh, Look at the Moon':

Oh, look at the moon
She is shining up there
Oh, Mother, she looks
Like a lamp in the air.

Last week she was smaller
And shaped like a bow
But now she's grown bigger
And shaped like an 'O'.



ACTIVITIES

1. Let's find how much we have understood:

- a) What is the name of the poem?
- b) What looks like a lamp in the air?
- c) What does the moon look like when she is smaller?
- d) What does the moon look like when she grows bigger?

2. Let's play with rhyming words:

1 We know rhyming words, don't we?

2 Yes, mother.

3 Let's play. I'll say some words. Read the poem and say one rhyming word for each one.

4 OK, mother.

5 took
noon
hair
father
books
ramp
cow
taller

6 _____

The teacher will read the words aloud one by one and tell learners to find the rhyming words from the poem.

3. Write the opposites of the underlined words:

Oh, look at the moon
She is shining up there

4. Read aloud the following pairs of words:

before - after

day - night

beautiful - ugly

outside - inside

far - near

pick - throw

5. Think and say who I am:

a) I live in the sky.

Sometimes I'm small and

Sometimes I'm big.

I glow at night

Who am I?

I am the _____.



b) I live in the sky.

I twinkle at night.

I'm not the moon.

Who am I?

I am a _____.



c) I'm hot

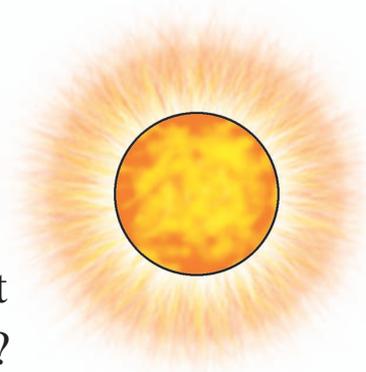
I'm bright

I'm big

I give light

Who am I?

I am the _____.



6. Read this paragraph written by Pooja. It describes what she saw one evening:

One evening I was looking at the sky. It was seven o'clock in the evening. The moon was shining brightly. It looked like a bright lamp in the sky. I saw some stars too. Suddenly a shooting star flashed by.

Now, look at the pictures below and write a few sentences on each of them:



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

7. Read this story:

The Wolf and the Lamb

Once upon a time, there lived a wolf in a thick forest near a stream. Sheep, goats and cows from a village nearby came to the stream to drink water.



The wolf was a lazy and cunning animal. One hot day he was thirsty and so he came to the stream to drink water. He looked down and saw a lamb drinking water from the stream. He was happy and wanted to eat the lamb.

A wicked idea came to his mind. He tried to make the lamb frightened. He shouted at the lamb, “You foolish lamb, why are you making the water dirty? Can’t you drink without your legs in the water?” The lamb looked up and saw the wolf. But he was not frightened. He was a brave lamb. He replied politely, “But Sir, you are wrong. The water is flowing from where you are standing to where I am standing. How can I make your water dirty?” The wolf did not find an answer. But he did not give up. He said, “Six months ago you called me stupid, now you have to say sorry.”

The lamb replied politely again, “But Sir, I’m only three months old.” The wolf had no answer and went away sadly.

Now, read the story again. There are some describing words in the story. Work in pairs. Underline the words and write them on the board. Here are two describing words:

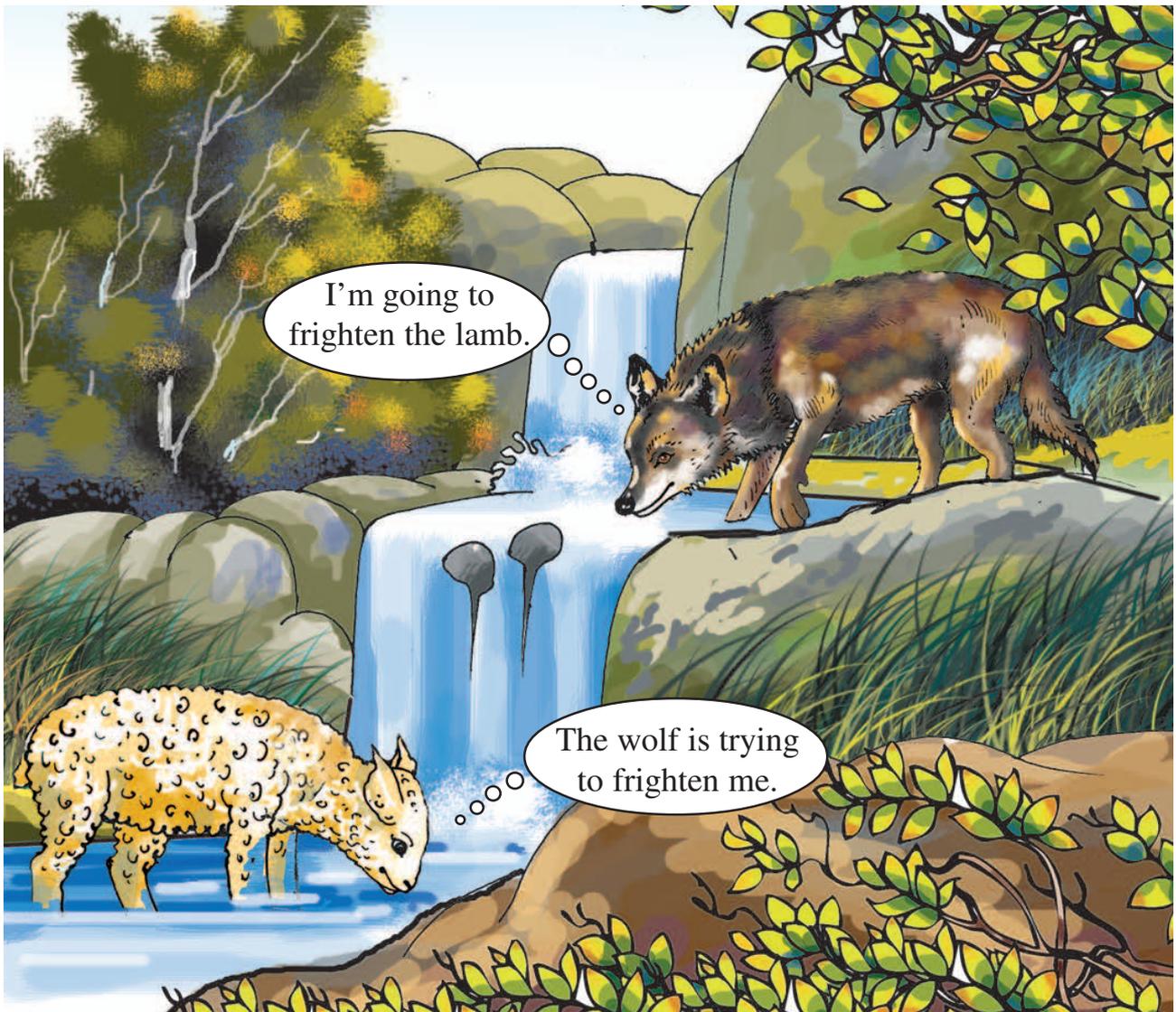


8. Fill in the blanks with the words in the box:

at in to up

- a) The wolf lived _____ a thick forest.
- b) The wolf came _____ the stream to drink water.
- c) The wolf shouted _____ the lamb.
- d) The lamb looked _____ and saw the wolf.

9. Look at the picture and read the sentences in the bubbles aloud:



10. Say as fast as you can:

- wash water wolf well went
- The wicked wolf went to the well and washed his face with water.
- A little lamb lay lazily on her mother's lap.
- The little lamb looked at his lovely legs.

11. Look at the pictures and read:



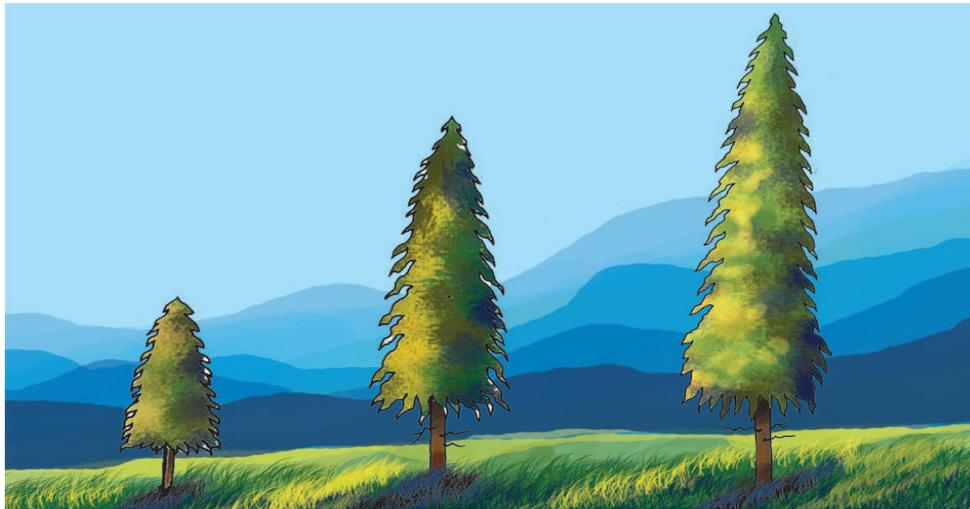
small



smaller



smallest



tall

taller

tallest



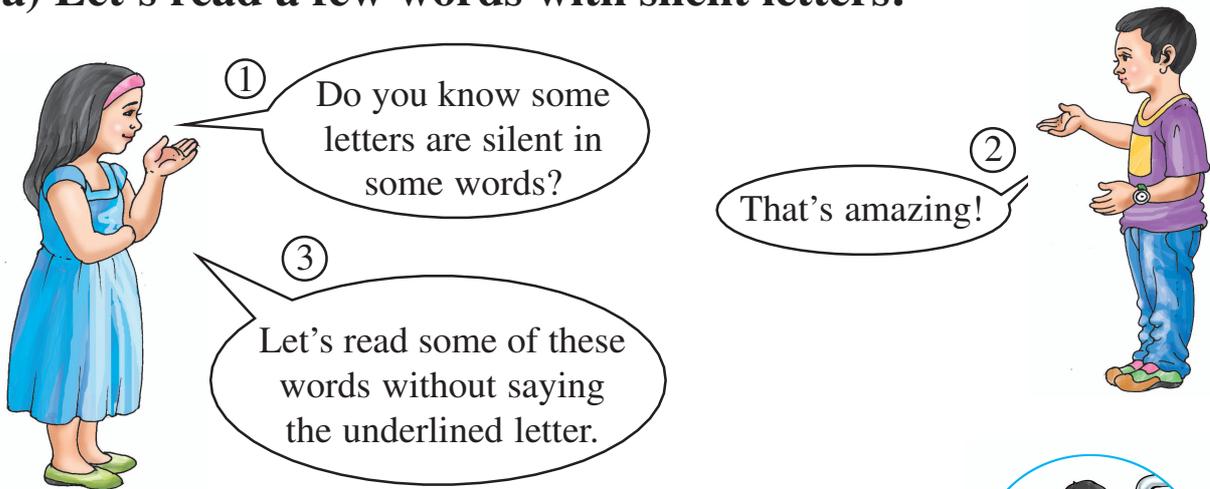
I'm a strong man. I'm stronger than you. I'm the strongest of all.

long	longer	longest	heavy	heavier	heaviest
rich	richer	richest	fat	fatter	fattest
short	shorter	shortest	happy	happier	happiest
weak	weaker	weakest	wide	wider	widest

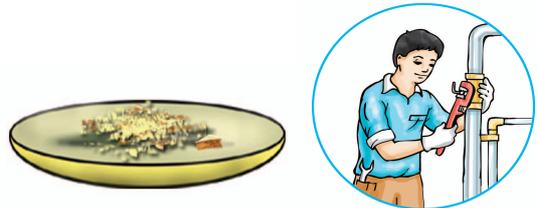
12. Fill in the boxes with appropriate words:

long		longest
	hotter	
happy		happiest
big	bigger	
	shorter	
brave		
wise	wiser	

13. a) Let's read a few words with silent letters:



lambb tombb plumberb
 bombb combb crumbb



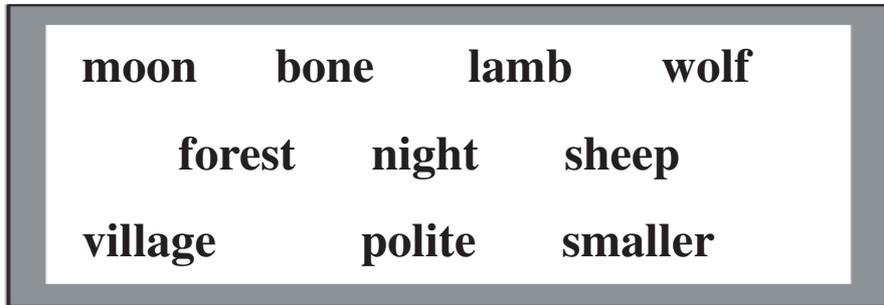
13. b) Tick the word you hear:

- i) lamp lamb
 ii) dump dumb



*In Activity 13b), the teacher will say any one word from each pair and tell learners that p in **lamp** and **dump** are not silent.*

14. Read the words on the whiteboard:



Now, write them down in alphabetical order.

bone forest
.....
.....

15. Look at the pictures and read the sentences:



Juri is three feet tall.

Mili is three feet
and six inches tall.

Rini is four feet tall.

Now, fill in the blanks choosing the correct word from the help box:



Juri is a _____ girl.

Mili is _____ than Juri.

Rini is the _____ of the three.

The teacher will help learners to rearrange the words on the whiteboard alphabetically.

Lesson 1

For the Teacher

This lesson begins with the poem “Oh, Look at the Moon” which has ample scope for recitation with appropriate expression and intonation.

Listening and Speaking

Learners will recite the poem along with the teacher, first in groups then in pairs and finally individually. They will listen to rhyming words and will be able to identify other new words which the teacher will say. In order to develop skills in pronouncing words beginning with similar sounds, the teacher should make students repeat the sentences in Activity 10.

Reading and Writing

Learners will read aloud the story “The Wolf and the Lamb” with the help of the teacher. In Activity 6, they will read a small text which will help them to write a few sentences on the pictures that follow this text.

A number of words are shown in a whiteboard in Activity 14. The teacher will help learners to rearrange the words alphabetically. This activity is a readiness activity for dictionary work.

Vocabulary

Learners will be introduced to words with silent letters in Activity 13 (a). The teacher will say any one word from each pair in Activity 13 (b). He/she will tell learners that ‘p’ of ‘lamp’ and ‘dump’ is not silent.

Grammar Focus

Learners will be introduced to the comparative and superlative degrees of adjectives in Activities 11, 12 and 15. They will also get practice in identifying and using opposites in Activities 3 and 4.

Learning Outcomes:

The learner –

1. recites poems with appropriate expressions and intonation
2. describes briefly, orally/in writing about events, places and/or personal experiences in English
3. infers the meaning of unfamiliar words by reading them in context
4. uses dictionary to find out spelling and meaning
5. uses nouns, verbs, **adjectives** and **prepositions** in speech and writing

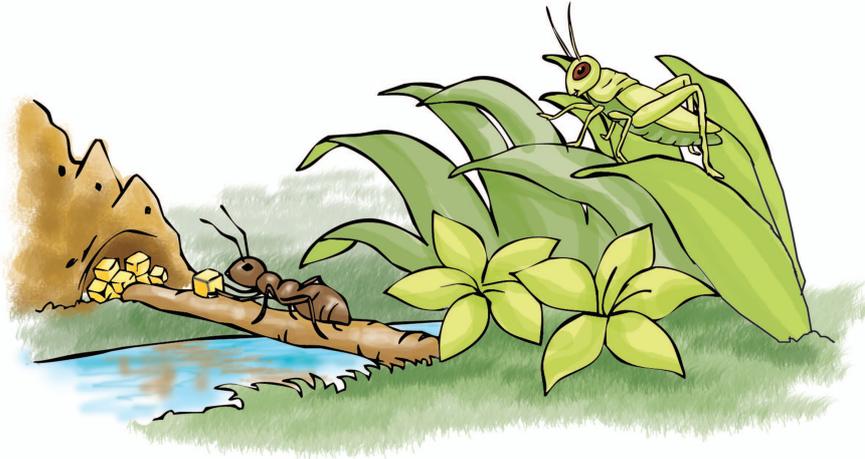
Lesson 2

The Ant and the Grasshopper

Discuss with your friend what the squirrel is doing:



Let's read this story of two friends- the ant and the grasshopper:



Hop, the grasshopper, and Annie, the ant, are friends. Hop loves to hop around from grass to grass. He spends all his time in summer singing and dancing.

Sa....Re....Ga....Ma....!

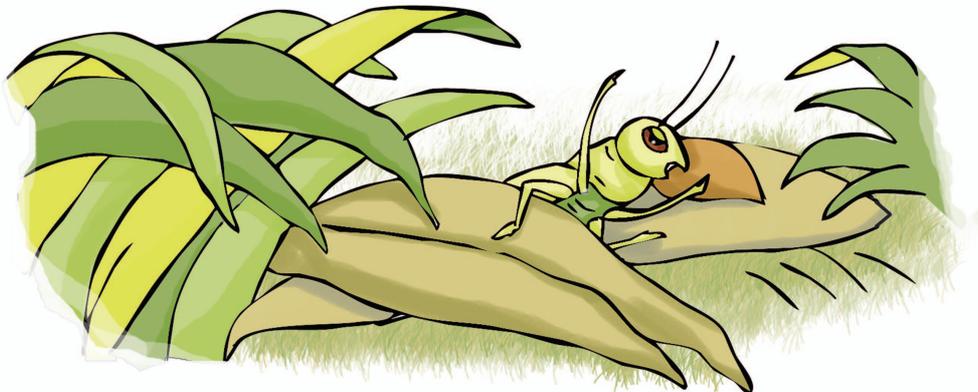
La....La....La....!!

What a nice weather!

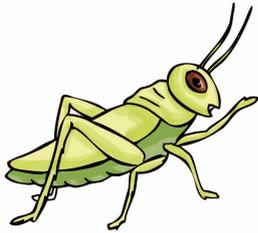
La....La....La....

But Annie loves to work hard all the time. She spends all her time in summer working and working.

It is winter now. One morning Hop gets up late. He is looking for Annie.

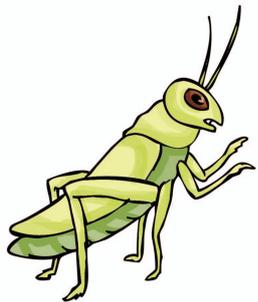
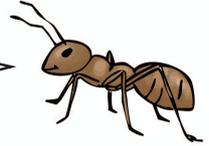


Hop sees Annie. She is busy in the store-house.



Hello! Good morning, Annie.

Good morning, Hop. What's the matter?



I'm very hungry. Will you please give me some food?

I have a good store of food. Didn't you store some food for winter?

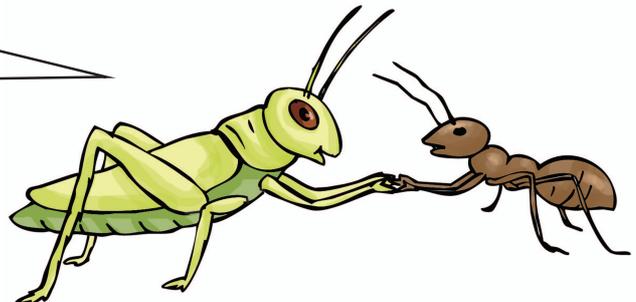


No, I didn't. I spent my days singing and dancing.

Very bad, Hop. We should think about our future. We should save some food for winter. Anyway, I'll give you some food this time. But only this time.



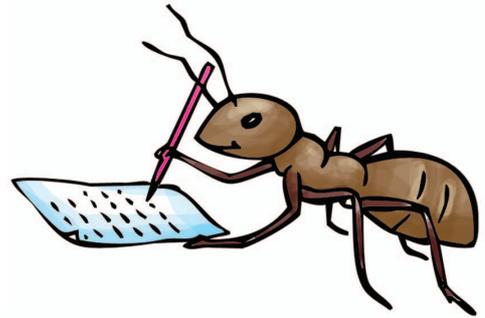
Thank you very much, Annie. I've learnt a lesson. From now on I'll work hard. I'll also save food like you.



ACTIVITIES

1. Read and write:

Annie wants to write a letter to Hop. Let's help Annie to complete the letter. Fill in the missing words in the letter:



My dear Hop,

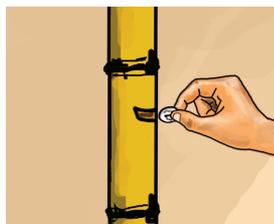
Hope you are fine. What are you _____ these days? Are you working hard? Or are you spending all your time, singing and _____? Do _____ remember what I said? I advised you to _____ food for the _____. Now I am very _____ with my work. Soon it will be the _____ season. I will meet _____ soon.

Lots of love,
Annie

2. The bees store honey in a honeycomb. Ants store food for winter. Here are some places where we keep money. Read them aloud:



a piggy bank



a bamboo tube



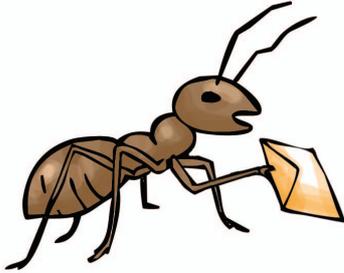
a post office



a bank

3. Let's read:

This is how Annie's letter goes to Hop. Follow the arrow marks and read.



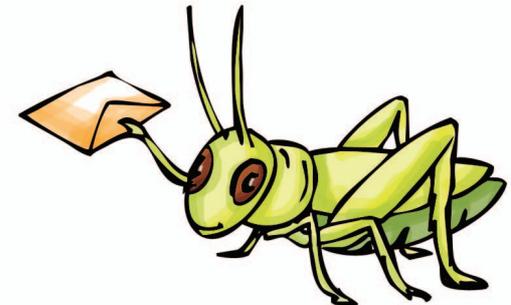
Annie puts the letter in an envelope. She seals it and pastes a postal stamp on it. She also writes the address on it.

Annie drops the letter in a postbox.

A postman collects the letter from the postbox. He takes it to the post office.

The post office sends the letter to Hop's place.

A postman delivers the letter to Hop.



4. Here is a song that you can play a game with. Your teacher will show you how to play it. Sing and enjoy the game.

I wrote a letter to my mother,
On the way I dropped it,
A postman came and picked it up
And put it in his pocket.



The teacher will explain the game. All the children will sit in a circle. One student will hold a piece of paper and run around his/her classmates while singing the song. Then he/she will drop it behind a student. That student will pick up the paper, sing the song and go around the same way. The game can continue as long as the teacher wants.

5. Anjan is a good boy. He likes to do all his work on time. Read what Anjan does during the day:



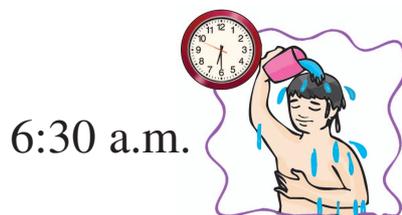
6 a.m.

I wake up.



6:15 a.m.

I brush my teeth.



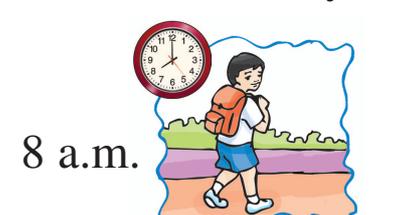
6:30 a.m.

I have a bath.



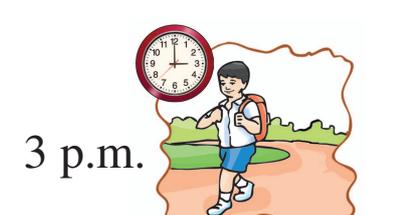
7 a.m.

I eat breakfast.



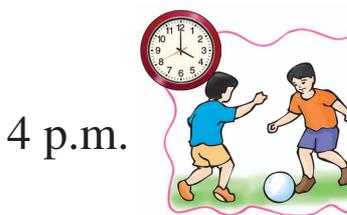
8 a.m.

I go to school.



3 p.m.

I return from school.



4 p.m.

I play with my friends.



7 p.m.

I study.



9 p.m.

I go to bed.

Now, write what Anjan does every day.

At 6 a.m. I,.....

At 7 a.m. I,.....

At 4 p.m. I,.....

At 9 p.m. I,.....

Sit in pairs and ask your partner what he/she does every day. You and your partner can use these words to begin each sentence:

First I,.....

Next I,.....

Then I,.....

After that I,.....

6. Read the announcements on the school notice board:

A

The students of Class III and Class IV will visit a flood relief camp next Sunday. Please bring old clothes and old books. Contact the class captain for bus timings.

B

Come One Come All!

Here's an announcement for you. Our school is starting 'Sanchayika' – a small savings scheme. Don't miss this golden opportunity. Save your pocket money. It will grow tomorrow.

Now, answer the following in one word:

- i) Day of visit to the relief camp_____.
- ii) The name of the small savings scheme_____.

7. Listen to your teacher's instructions and draw:

First open your notebook and find a blank page.

Then take your pencil.

Now draw a house on the blank page.

Then draw a tree to the left of the house.

After that draw a bucket to the right of the house.

Also draw a bird on the roof of the house.

Finally, colour the picture.

8. Read the words on the block. Some of them are in full forms, others in contracted forms. Circle the words in contracted forms:

I'm I am	I'll I will	can't cannot	couldn't could not
it's it is	isn't is not	let's let us	that's that is
don't do not	doesn't does not	didn't did not	won't will not

Now, write the contracted forms of the underlined words:

- i) Today I am going to the market.
- ii) I will buy a cricket bat.
- iii) I cannot play with my old bat because it is broken.
- iv) My sister does not like to play cricket.
- v) So she will not come with me.



Lesson 2

For the Teacher

Reading

The story of “The Ant and the Grasshopper” is a reading input which is followed by a conversation between Annie the ant and Hop the grasshopper. Activity 3 is another interesting reading input, showing the movement of a letter from Annie to Hop.

Activity 6 will enable learners to read school noticeboards with comprehension.

Writing

The teacher will help learners complete the writing exercises with close monitoring and guidance.

Recitation

A song game has been introduced in Activity 4. The teacher will explain the game as children sit in a circle. One student will run around her classmates holding a piece of paper while singing the song. He/she will drop it behind a student, who will pick it up and sing a song while going around in the same manner.

Grammar Focus

Activity 5 may be used further to refer to habitual actions and use of verbs. The teacher will tell learners that for habitual actions, verbs take ‘s’ or ‘es’ after them if the doer is ‘he’ or ‘she’. For example: He/she plays/walks.....

Contracted forms are introduced in Activity 8. In Activity 9, the use of ‘therefore’ is shown. The teacher will help learners understand the use of ‘therefore’, ‘so’, ‘but’, etc. by conducting appropriate activities.

Sentences without a context (i.e. without details such as where, when, who, how) should not be encouraged. Learners should be given practice in composing sentences in a context.

Learning Outcomes:

The learner –

1. enacts different roles in short skits
2. responds to simple instructions, announcements in English made in class/school
3. responds verbally/in writing in English to questions based on day to day life experiences, an article, story or poem heard or read
4. presents orally and in writing the highlights of a given text/a short speech/narration/video, film, pictures, photograph, etc.
5. uses nouns, **verbs**, adjectives and prepositions in speech and writing
6. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
7. reads printed script on the classroom walls, noticeboard, in posters and in advertisements

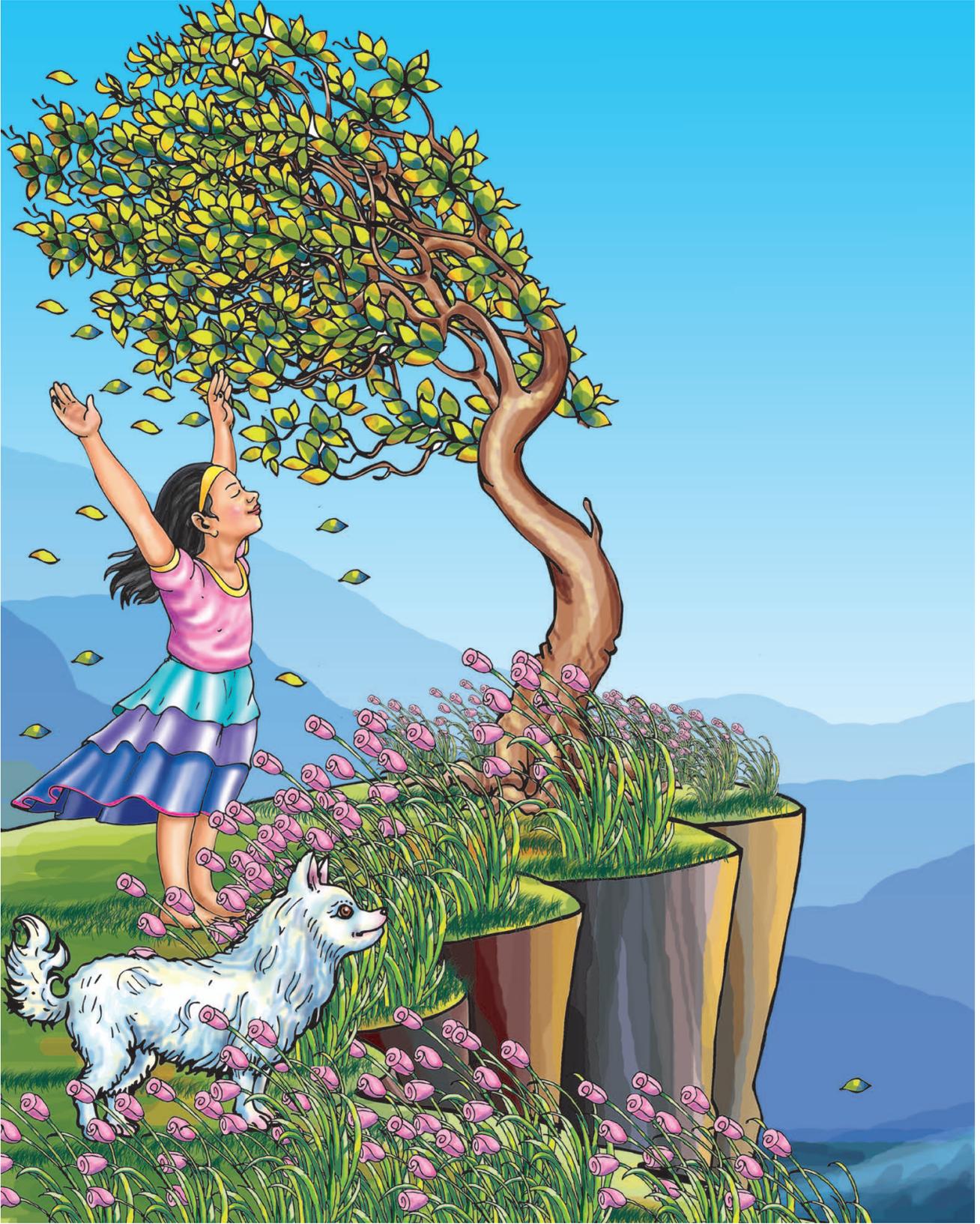
Lesson 3

Who has seen the Wind?



Read the conversation below:





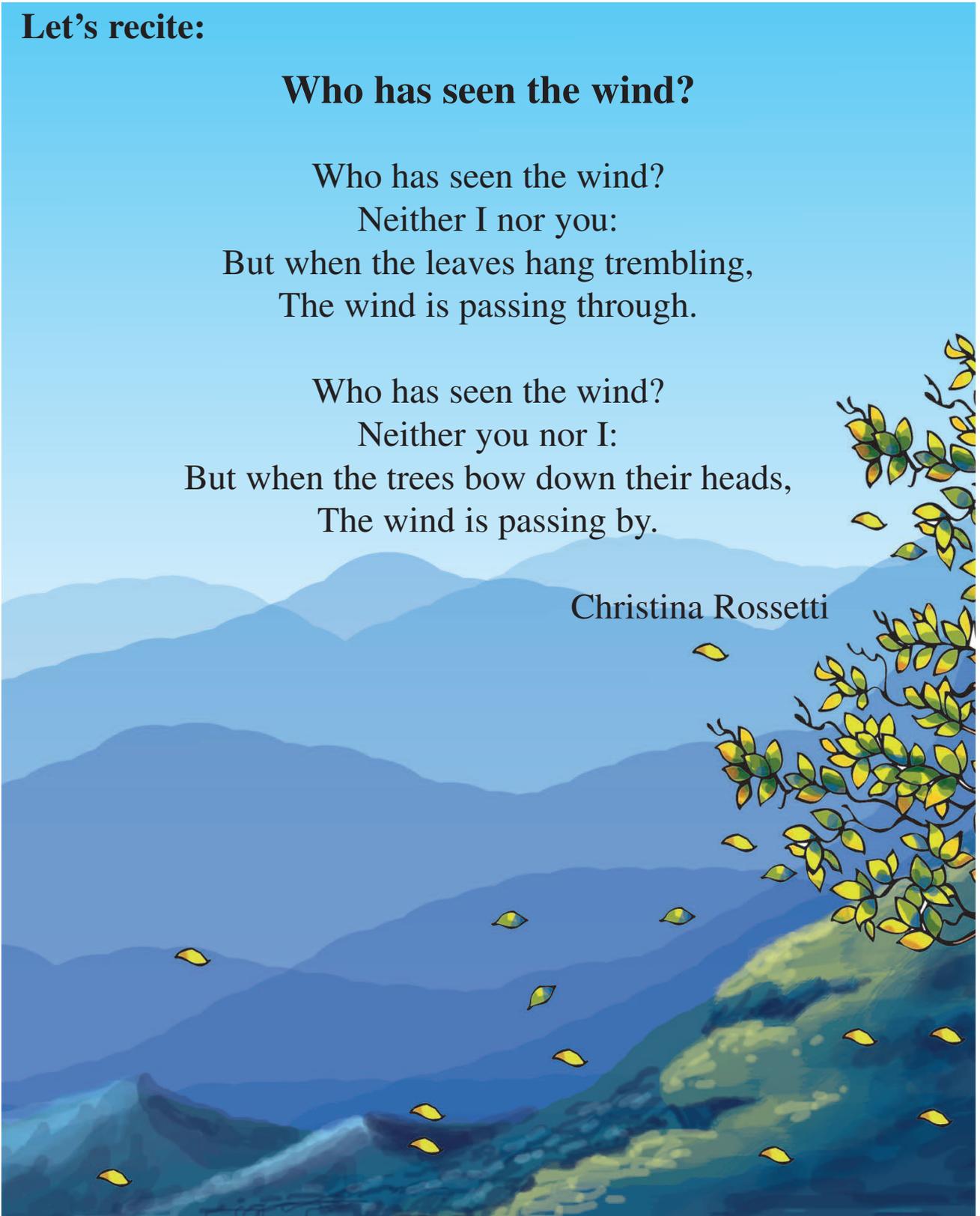
Let's recite:

Who has seen the wind?

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

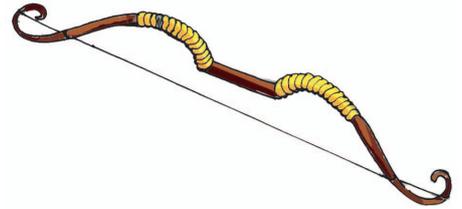
Christina Rossetti



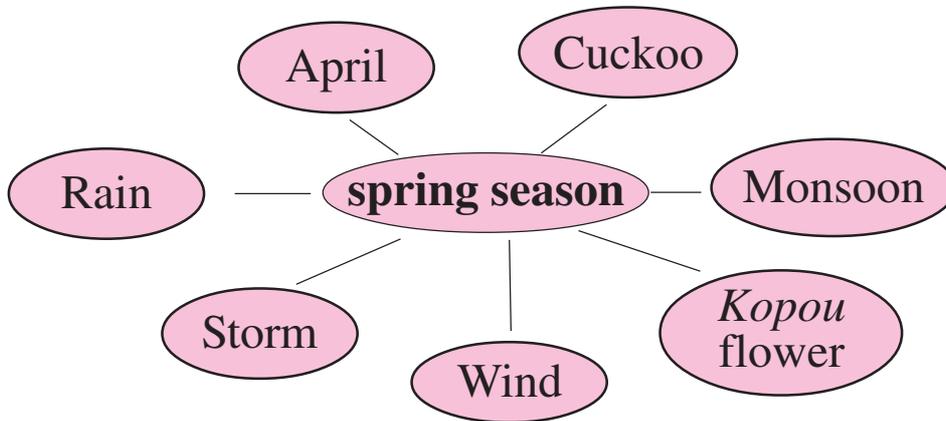
ACTIVITIES

1. Listen and say these words after your teacher:

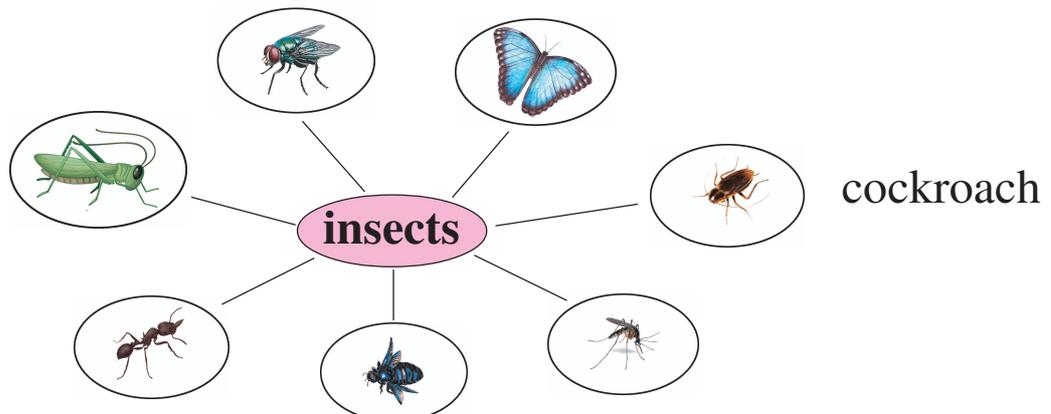
- | | |
|---------|------|
| a) cow | how |
| now | bow |
| b) show | grow |
| row | blow |
| know | bow |



2. Look at the words given in the word web:



Now, complete the following word web by writing the names of the insects you see in the pictures. One is done for you:



☞ The teacher will tell learners that the word 'bow' in Activity 1 has two different pronunciations depending on their meaning.

☞ The teacher will also help them make more word webs with the words they have already learnt.

3. Read the sentences in box A. We can join each of them with a matching part in box B by using the word 'but'. One is done for you:

A

- The grasshopper has wings.
- We cannot see the wind.
- The ant is tiny.
- It was a sunny day.

but

B

- the ant does not we can feel it
- the grasshopper is small
- the wind was cold

The grasshopper has wings but the ant does not.

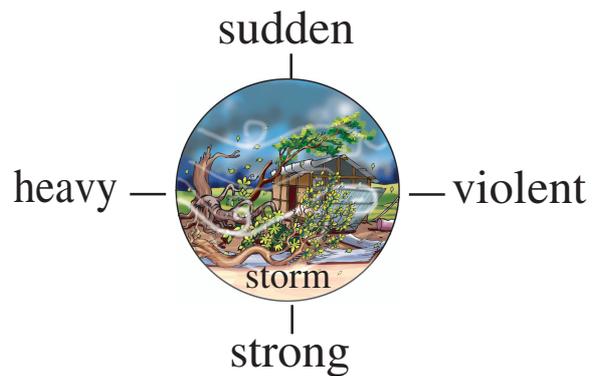
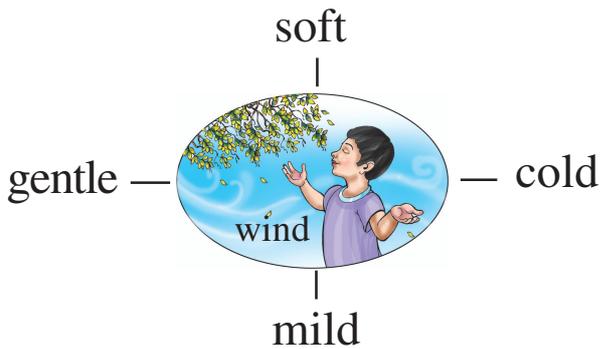
Now, make three more sentences from the boxes using the word 'but'.

.....

.....

.....

4. Read these words. They describe the wind and the storm.



Now, write two sentences to describe the pictures given above. You can begin like this.

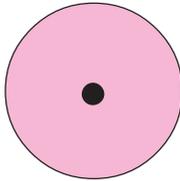
A cold wind is blowing.

A heavy storm broke out.

The teacher will help learners to write sentences in Activity 3 by using 'but'. The learners will also learn to remove or add full stops while framing such sentences.

5. Read the poem “Who has seen the wind?” and underline the following:

full stop



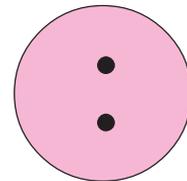
question mark



comma



colon



Let us remember:

Colon (:) is generally used

- to introduce a list.
- to introduce a summary.
- before direct speech, etc.

6. Match the following:

Neither you nor I

played in winter.

Neither Hop nor Annie

knew how to read.

Neither he nor his mother

have seen the wind.

7. Read:

The spring season comes to Assam in April. 'Bordoisila' is the wind that passes through Assam in spring. It marks the coming of the monsoon. It comes with heavy rainfall and strong winds.



8. Look at the picture above. It is the spring season in Assam. Let's talk:

- Name the festival that you celebrate during this season.
- Name the flowers that bloom during this season.
- Name the bird/birds that visit us during this season.
- What do you like to do during this season?

9. Read this newspaper clipping. It describes what happened after a storm:

Two killed and eleven injured after severe storm lashes in several parts of the state

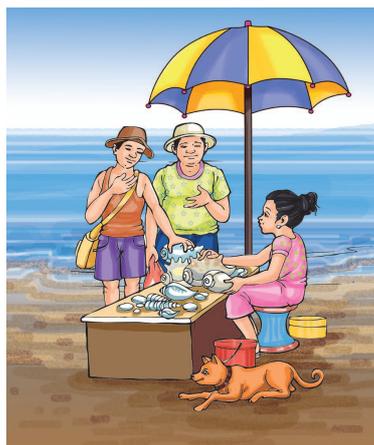
Golaghat, March 14: At least two persons were killed and eleven others were injured in yesterday's storm. Several houses were damaged when a storm followed by heavy rains hit Golaghat district last night. The district administration visited the area this morning. The Deputy Commissioner has called on the army to help the people.

10. Collect similar news items from newspapers and paste them in your exercise book under the heading "Natural Disaster".

11. Listen and say:



Kitten in the kitchen.



She sells sea shells on the sea shore.



Big black bug.



Incey wincey spider.

The teacher will help learners write about incidents that take place in their locality.

12. Riddle:

**I am in the pistol, not in the gun
Double in the moon, but not in the sun.
What am I?**

Answer: The letter 'o'

13. Puzzle: Rearrange the letters in the conversation. Find out what they are saying:



woh era uoy?



i ma enif,
knaht uoy!

14. Write questions to complete the conversation. Practise the conversation with your partner:

Anil : I fell down yesterday and broke my leg.

Amol : What were you doing?

Anil : I was climbing a tree.

Amol : Why

Anil : I was trying to bring down my kite.

Amol : What

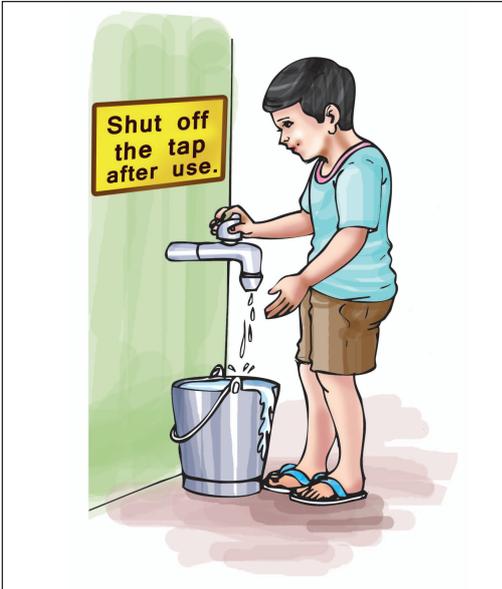
Anil : My friends were flying kites.

Amol : Where

Anil : I was flying kite in the football field.

The teacher will ask learners to find the answers - "How are you?" and "I am fine, thank you!" in Activity 13.

15. Look at the pictures. Read the signs given below each picture:



Shut off the tap after use.



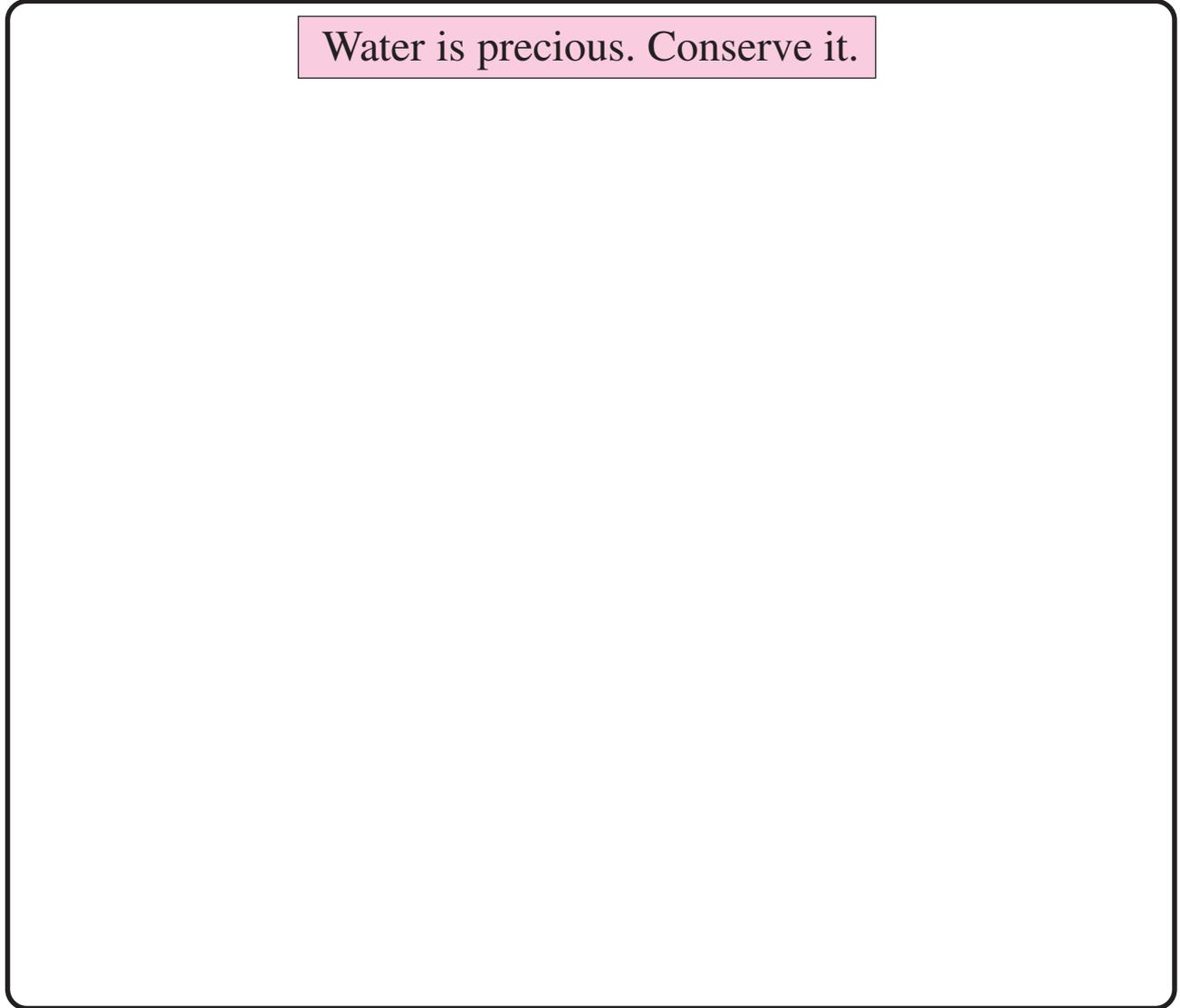
Store rainwater.



Water is precious. Save it.

16. Draw a picture in the box to match the caption.

Water is precious. Conserve it.



17. Write three things you should do to keep the environment clean:

- a)
- b)
- c)

18. Look at the picture and write a few sentences on it:



.....

.....

.....

.....

.....

Lesson 3

For the teacher

Listening and Speaking

The poem “Who has seen the Wind?” by Christina Rossetti is a very good poem for recitation. The teacher will recite with proper intonation, rhyme and rhythm, while learners will listen and follow.

Activity 11 is an exercise (in the form of tongue twisters) for practising words beginning with the same sounds. In Activity 8, learners will look at the picture of the spring season and talk about it with their teacher and peers.

Reading

Several reading texts have been included for learners to read and comprehend. Activity 9 is a news item from a newspaper clipping. Through this activity the teacher will ensure that learners read news items from newspapers.

Writing

In Activity 14, the teacher will help learners to write questions in order to complete the conversation. Activity 15 is an exercise that will inculcate in learners the habit of conservation of water. This will be followed by giving learners practice in drawing a picture on water conservation. The teacher will guide and monitor learners while they write three things that they should do to keep the environment clean.

Vocabulary

Activities 2, 7 and 4 will equip learners with the knowledge of different words related to the spring season, insects, the wind and the storm.

Grammar focus

The teacher will help learners to understand the use of punctuation marks (fullstop, question mark, comma, colon).

In Activity 6, learners will be introduced to the use of ‘neither you’ ‘nor I’.

Learning Outcomes:

The learner –

1. describes briefly, orally/in writing about events, places and/or personal experiences in English
2. shares riddles and tongue twisters in English
3. solves simple crossword puzzles, builds word chains, etc.
4. infers the meaning of unfamiliar words by reading them in context
5. speaks briefly on a familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to a mela
6. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters
7. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, ‘But’, etc.
9. writes/types dictation of short paragraphs (7-8 sentences)

Lesson 4

The Hidden Treasure



Do you like puzzles? Help Pankaj find the way to the treasure box by drawing a line:



Long, long ago there was a farmer. His name was Madhab. He had two sons - Pankaj and Rajen. They were very lazy and never liked to work. Madhab was worried because his sons didn't help him in the field.



One day, Madhab took his sons to the field. Pointing to the field he said, “Look. There’s treasure hidden under the ground. You must find it.”

“Treasure!” Pankaj and Rajen exclaimed.

“Yes, it will be all yours, if you can find it. But first you must dig the ground to get it,” Madhab said and smiled.

Pankaj and Rajen were delighted to hear this. “Now, we can be rich without doing much work. We must dig up the field at once,” they said.

Early next morning, Pankaj and Rajen went to the field and began to dig it. They dug up the whole field but found no treasure. They wondered where the treasure lay.



“Now that we have dug up the field, let’s plant something,” said Pankaj. “Let’s sow paddy in it,” Rajen suggested. They informed their father that they found no treasure in the field. They also told him that they would sow paddy in the field.



A few months later, Pankaj and Rajen visited the field. How excited they were to see the beautiful crops that filled the field.



When the paddy was ripe and golden, Madhab took Pankaj and Rajen to the field.

“Look! Here’s the treasure that I promised you. It’s yours now. I am proud of you.”

Pankaj and Rajen realized that hard work is always rewarded.

ACTIVITIES

1. Say 'Yes' or 'No':

- a) Madhab had two sons.
- b) Pankaj and Rajen were lazy.
- c) Madhab dug up the field.
- d) There was gold hidden in the field.
- e) The ripe and golden paddy was the treasure.

2. Let's see how much you have understood the story. Write the answers:

- a) Why was Madhab worried?

Ans: Madhab was worried because

- b) Where did Madhab take Pankaj and Rajen one day?

Ans: One day Madhab took Pankaj and Rajen to

- c) What did Pankaj and Rajen sow in the field?

Ans: Pankaj and Rajen sowed

- d) What did Pankaj and Rajen realize at last?

At last, Pankaj and Rajen realized

3. a) Look at these sentences. See how they can be joined together:



Ranjita

I will go to Nalbari.

I will go to Nalbari.



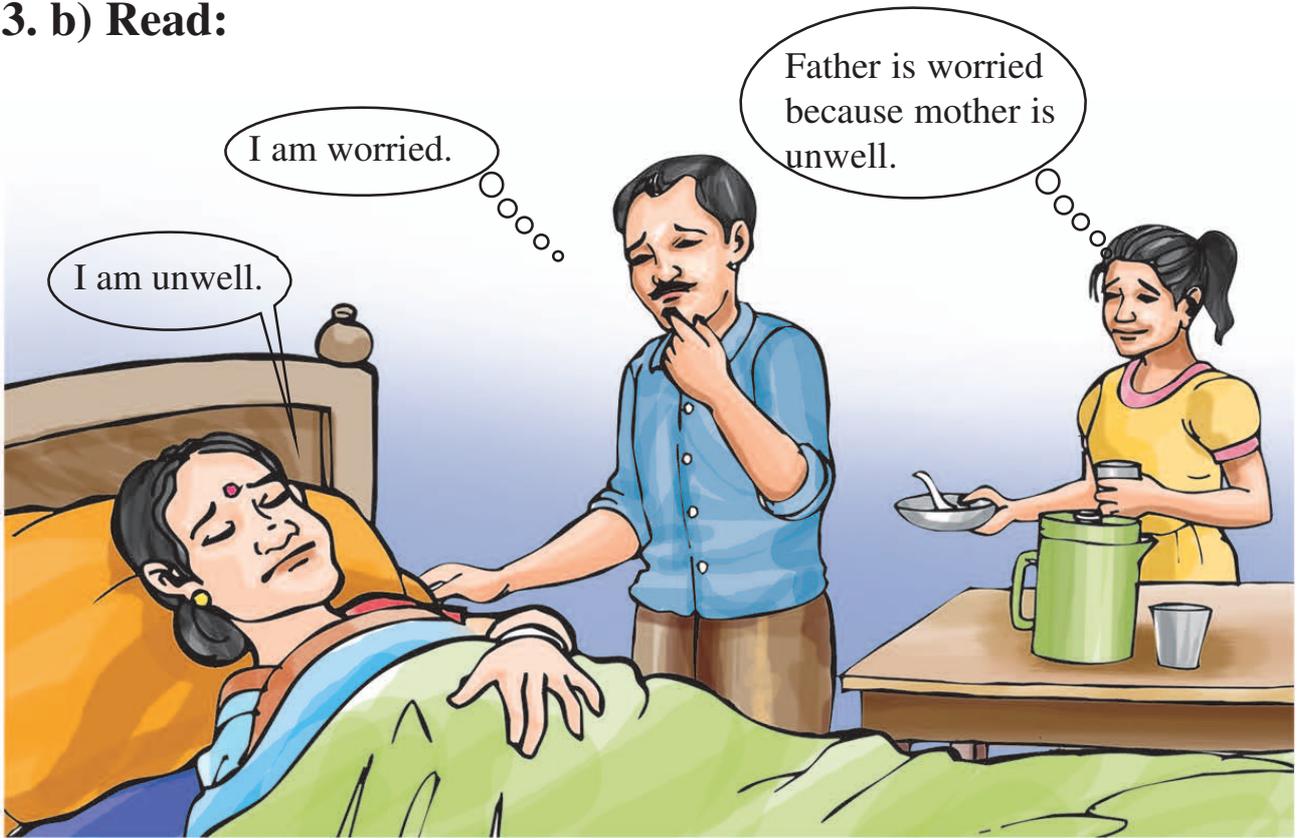
Raju

Ranjita **and** Raju will go to Nalbari.

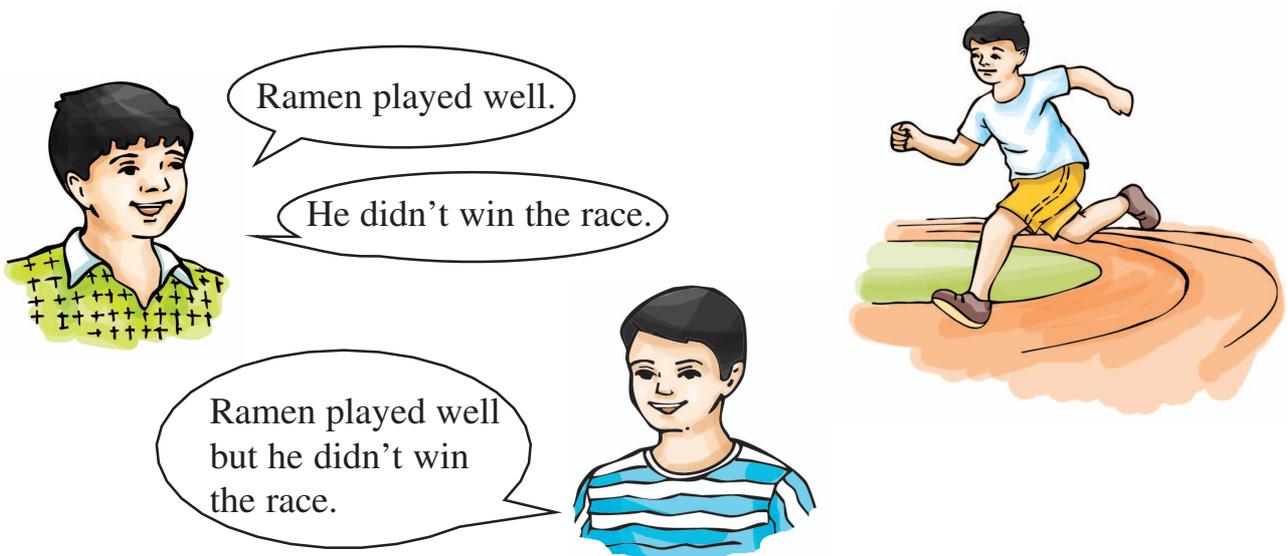


The teacher will tell learners that we use 'and' to join two words or sentences that are similar.

3. b) Read:



3. c) Read:



4. Read the following sentences from the text once again and underline the joining words:

Pankaj and Rajen were very lazy and never liked to work. Madhab was worried because his sons were lazy. One day, he told his sons that there was a hidden treasure in the field. They dug up the whole field but found no treasure.

Now, rewrite the following sentences using ‘and’, ‘but’ and ‘because’:

a) Pankaj was a lazy boy. Rajen was a lazy boy. (and)

.....

b) Pankaj never liked to work. He was lazy. (because)

.....

c) They dug up the field. They did not find treasure. (but)

.....

5. Use ‘and’ or ‘but’ to join the sentences and write them:

a) She went to the shop. She bought two apples.

.....

b) We played well. We lost the match.

.....

c) I liked the dress. Rita did not like it.

.....

d) She came home. She watched television.

.....

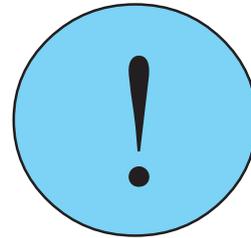
e) We went to the park. We waited for Rahul.

.....

- ☞ The teacher will explain that words like ‘and’, ‘but’ and ‘because’ join two words or two sentences.
- ☞ The teacher will say that ‘but’ is used to join two ideas or sentences that are opposite in meaning.
- ☞ The teacher will help learners turn ‘was’ into ‘were’ and ‘boy’ into ‘boys’ to make the sentence plural.

6. a) Let's read the sentences. They all end with an exclamation mark because they show delight or surprise:

- i) How tasty the meal is!
- ii) What an obedient child!
- iii) What an interesting story!
- iv) How wonderful the weather is!
- v) What a beautiful dress!



6. b) Pankaj and Rajen are delighted because they would be rich one day. Rearrange the words in the sentences below. Remember to use exclamation marks at the end and capital letters at the beginning:

i) here treasure look is the

.....

ii) will be ours treasure all the

.....

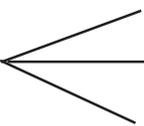
iii) yours now it's look

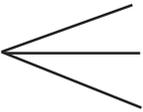
.....

iv) how Pankaj Rajen excited and were

.....

7. Let's have fun with words by adding 'ly', 'ness' and 'er' :

happy  happily
happier
happiness

great  greatly
greatness
greater

You can also make your own words by adding 'ly', 'ness' and 'er' to the words given below:

sweet lazy rich



8. These are some new words from the text:

paddy treasure dig

Look up the dictionary for their meaning.

paddy /'pædi/ *noun* (pl. **-ies**) **1** (also **'paddy field**) a field in which rice is grown: *a rice paddy* **2** [usually sing.] (BrE, informal) a state of being angry or in a bad mood
SYN TEMPER: *The news put him in a bit of a paddy.*

treasure /'treʒə(r)/ *noun, verb*
noun **1** [U] a collection of valuable things such as gold, silver and jewellery: *buried treasure* ◊ *a pirate's treasure chest* **2** [C, usually pl.] a highly valued object: *the priceless art treasures of the Uffizi gallery* **3** [sing.] a person who is much loved or valued

dig **0** /dɪg/ *verb, noun*
verb (**digging, dug, dug** /dʌg/) **1** ~ (for sth) to make a hole in the ground or to move soil from one place to another using your hands, a tool or a machine: [V] *to dig for coal/gold/Roman remains* ◊ *They dug deeper and deeper but still found nothing.* ◊ *I think I'll do some digging in the garden.* ◊ [VN] *to dig a ditch/grave/hole/tunnel* ◊ (BrE) *I've been digging the garden.* **2** [VN] to remove sth from the ground with a tool: *I'll dig some potatoes for lunch.* **3** [V, usually + adv./prep.] to search in sth in order to find an object in sth: *I dug around in my bag for a pen.*

Now, write the meanings here:

Word	Meaning
paddy
treasure
dig

9. a) Read the words and their meanings:

Word	Meaning
i) treasure	a collection of gold, silver and other valuable things
ii) wonder	think about
iii) delighted	happy
iv) excited	feeling or showing happiness
v) suggest	put forward an idea
vi) promise	to say that something will be done
vii) ripe	fully grown and ready to be eaten

9. b) Now, read the following sentences. Replace the underlined words by choosing one from the box to write each sentence:

wondered	delighted
ripe	treasure

i) There is gold and silver under the ground.

.....

ii) Pankaj and Rajen thought about where the treasure lay.

.....

iii) Pankaj and Rajen were happy to hear about the treasure.

.....

iv) Madhab saw that the paddy was fully grown and golden.

.....

10. Below are some words from the lesson, but the letters are jumbled. Spell them correctly and make sentences of your own with them:



a) ghdleteid d_____

.....

b) srtauere t_____

.....

c) rpomsei p_____

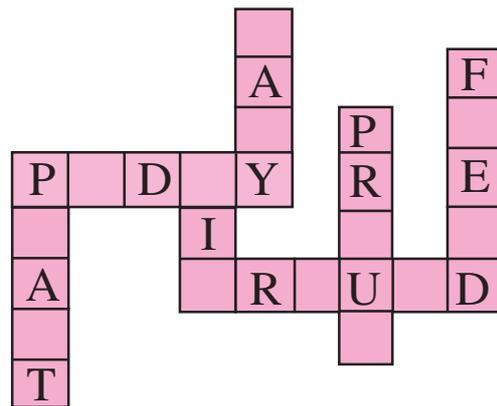
.....

d) nwored w_____

.....

11. Fill in the gaps with letters to make words from the story:

- paddy
- dig
- ground
- proud
- field
- plant
- lazy



**12. Fill in the blanks with these words and complete the sentences.
You may use a word more than once.**

now	Therefore	Next
so	and	but

- a) Summers are hot ____ winters are cold.
- b) We couldn't find treasure in the field, ____ we planted seeds.
- c) The paddy was ripe and golden. _____, Madhab took Pankaj and Rajen to the field.
- d) Pankaj and Rajen worked hard, _____ they became rich.
- e) At first the farmer dug the field. _____ he sowed the seeds.
- f) Pankaj was lazy earlier but _____ he is hardworking.

13. Rewrite the sentences correctly:

- a) We must dig down the field at once.

.....

- b) There's treasure hidden above the ground.

.....

- c) I am proud in you.

.....

- d) How are the beautiful crops!

.....



Lesson 4

For the Teacher

This lesson begins with a maze to help Pankaj find the treasure box. This puzzle will enable learners to understand what is treasure before they are introduced to the story “The Hidden Treasure”.

Reading

Children will read aloud the story, “The Hidden Treasure” while the teacher will help them after reading with explanations for their better understanding.

Other reading inputs like Activities 3 (b), (c) and 4 will enable learners to read with better comprehension.

Writing

After having read the story “The Hidden Treasure” learners will be able to write answers to questions in Activity 2.

Vocabulary

There are new words in the text, and Activity 8 will enable learners to look up the meanings of these words in the dictionary. The teacher will explain the meanings of words in Activity 9 and help learners to use words from the box in place of the underlined words in the sentences.

Activities 10 and 11 will enrich learners’ word stock and will enable them to spell these words correctly.

Grammar Focus

The grammar focus of this lesson is the use of exclamation marks in Activity 6(a) and (b) besides other punctuation marks.

Activities 4, 5 and 12 will help learners to understand and use joining words like ‘and’, ‘but’, ‘because’, ‘therefore’, ‘so’, etc.

Learning Outcomes:

The learner –

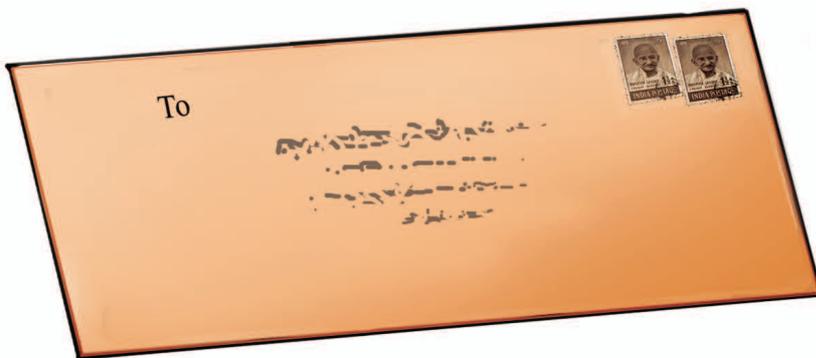
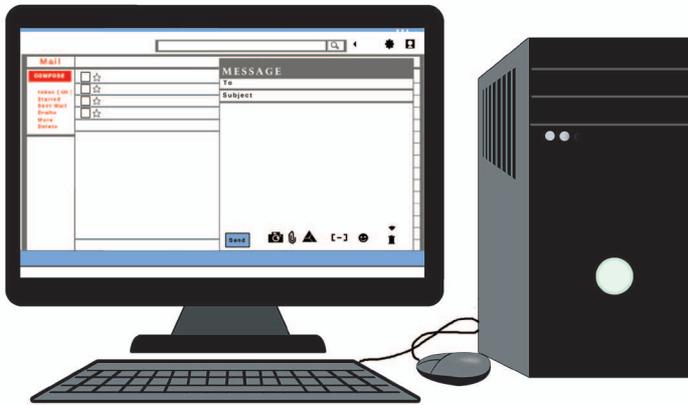
1. responds verbally in writing in English to questions based on day to day life experiences, an article, story or poem heard or read
2. solves simple crossword puzzles, builds word chains, etc.
3. uses dictionary to find out spelling and meaning
4. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, now, therefore, next, so, and, but, etc.
5. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.

Lesson 5

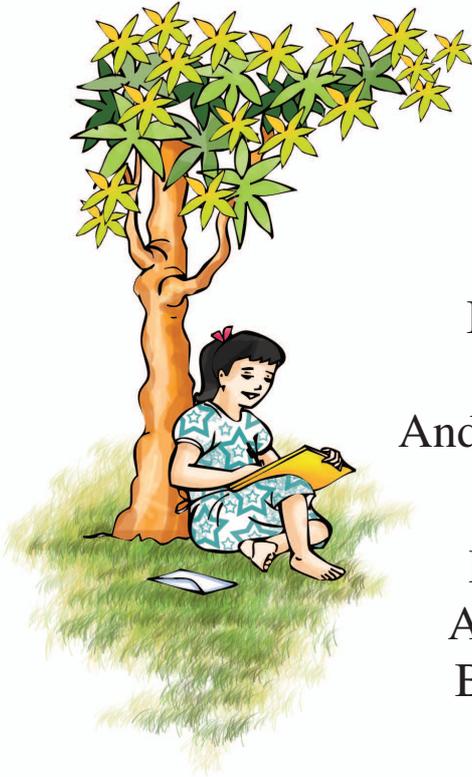
The Letter



These are the different ways in which we get messages and information:



Let's read a poem about a letter:



I am writing a letter
To send by the post;
It is to the person
I care for the most.

I write the date clearly
And put the address,
And begin 'Dearest Mummy'
(Did anyone guess?)

My pen travels slowly
All down the long sheet,
Because I'm so anxious
To keep it all neat.

I carefully blot it
To dry up the ink-
Such nice blotting - paper
The colour is pink!

I turn the page over
And on goes my pen,
Till lastly come kisses,
There's just room for ten

The envelope's ready,
I put the stamp on,
And run to the post box,
And now it has gone!



ACTIVITIES

1. Write the rhyming words from the poem :

host
press
song
meat
sink
hen

2. Choose the correct answer:

a) The letter is written to the girl's

- i) father
- ii) mother
- iii) uncle
- iv) aunt



b) To dry up the ink, I use

- i) an eraser
- ii) some chalk
- iii) some blotting paper
- iv) a piece of cloth



c) How many kisses does the letter have room for?

- i) eleven
- ii) a ton
- iii) nine
- iv) ten

d) The meaning of 'room' in the poem is

- i) study room
- ii) space
- iii) drawing room
- iv) a part within a house



3. Listen and repeat:

- | | |
|-------------|-------------------------------|
| a) slowly | The old man walks slowly. |
| b) quickly | The young girl walks quickly. |
| c) brightly | The sun shines brightly. |
| d) sweetly | The bird sings sweetly. |
| e) happily | The girl dances happily. |

Now, write the sentences from the poem that ends with - ly.

.....

.....

.....

4. Add 'ly' to get some new words. Write the words and make sentences with them. One is done for you:

love	lovely	
most	mostly	I enjoy stories mostly.
neat		
brave		
friend		

5. Sunita is a student of class IV. She has been given some work for the Teachers' Day function. She will have to stay for an extra hour in school. She wants to inform her mother. So she requests her teacher to send an SMS to her mother. Read what Sunita's teacher writes:



Dear Mrs. Dey,
Sunita will reach
home late today.
Pritam sir.

☞ The teacher will tell the learners that SMS through a mobile phone is a means of passing information for communication.

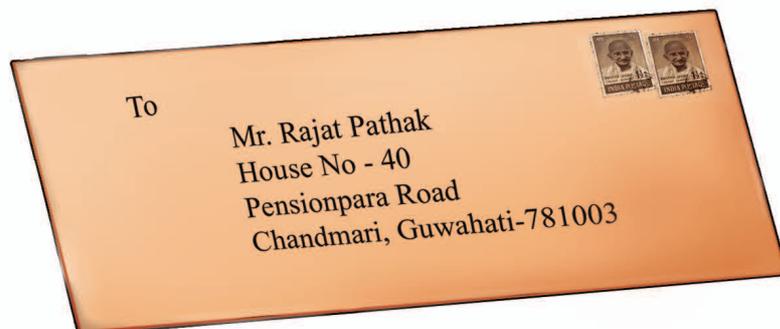
6. a) Milan is Sunita's classmate. Milan's uncle and aunt live in Guwahati. He wants to visit them during the summer vacation. He has written a letter to his uncle to inform him about this. Here is the letter which Milan wrote to his uncle:

Dear *Khura*,

I am fine. How are you all? Hope you are fine.

These days I am busy with my studies. Our second unit test will be held from 15th of June to 28th June. After that, the summer vacation will start on the 1st of July. Our school will reopen on the 1st of August. My parents and I are planning to visit you this summer vacation. Will you and *Khuri* be there? I want to see a lot of places in Guwahati. We want to see the Kalakshetra and Shilpagram if possible. It will be fun to be with you all. Hope to see you soon.

Yours,
Milan



6. b) Milan's uncle receives his letter four days later. He is very happy to get a letter from his nephew, Milan. Now he is reading the letter. He is very happy to know that Milan and his parents are coming to visit them. Now he is writing a reply to Milan.

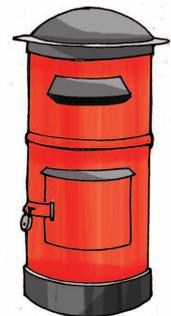
Dear Milan,

I am very happy to receive your letter. We are fine.

It is good to know that you are coming to visit us this summer vacation. Raju and Rosie are also very happy to know this. We are eagerly waiting for your visit. We will all have a lot of fun. I will try to show you all the places that you mentioned in your letter.

Please give my regards to *Dada* and *Bou*. Waiting for you all to come.

Love,
Khura



7. **Little Rosie is Milan's cousin. She is trying to write a letter to Milan. Help Rosie complete her letter:**

Dear _____,

_____ you are fine. We all are _____. I am very happy to know you are coming to _____.

Please _____ more letters to me.

With love,

Your sister,
Rosie

8. **Have you written a letter to anyone? Practise writing your postal address in the following box:**

To

Name

c/o

House No.

Village

Town

District

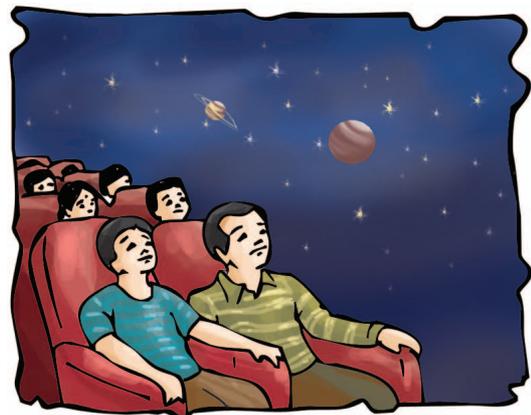
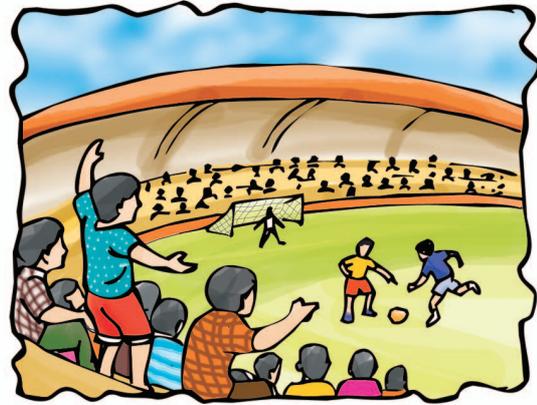
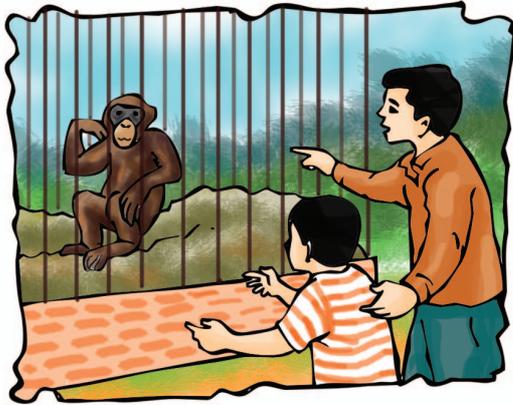
PIN



- Where have you seen this?
- What is it called?

☞ The teacher will help learners understand the meanings of short forms like 'c/o' and 'PIN'.

9. Here are a few pictures of Milan's visit to Guwahati.



Now, choose the sentences from the box which correctly describe each picture. Write a sentence below each picture.

- Milan was excited to see the chimpanzee at the zoo.
- Milan enjoyed looking at the stars in the planetarium.
- Milan went to the market with his uncle.
- Milan cheered the football players in the stadium.

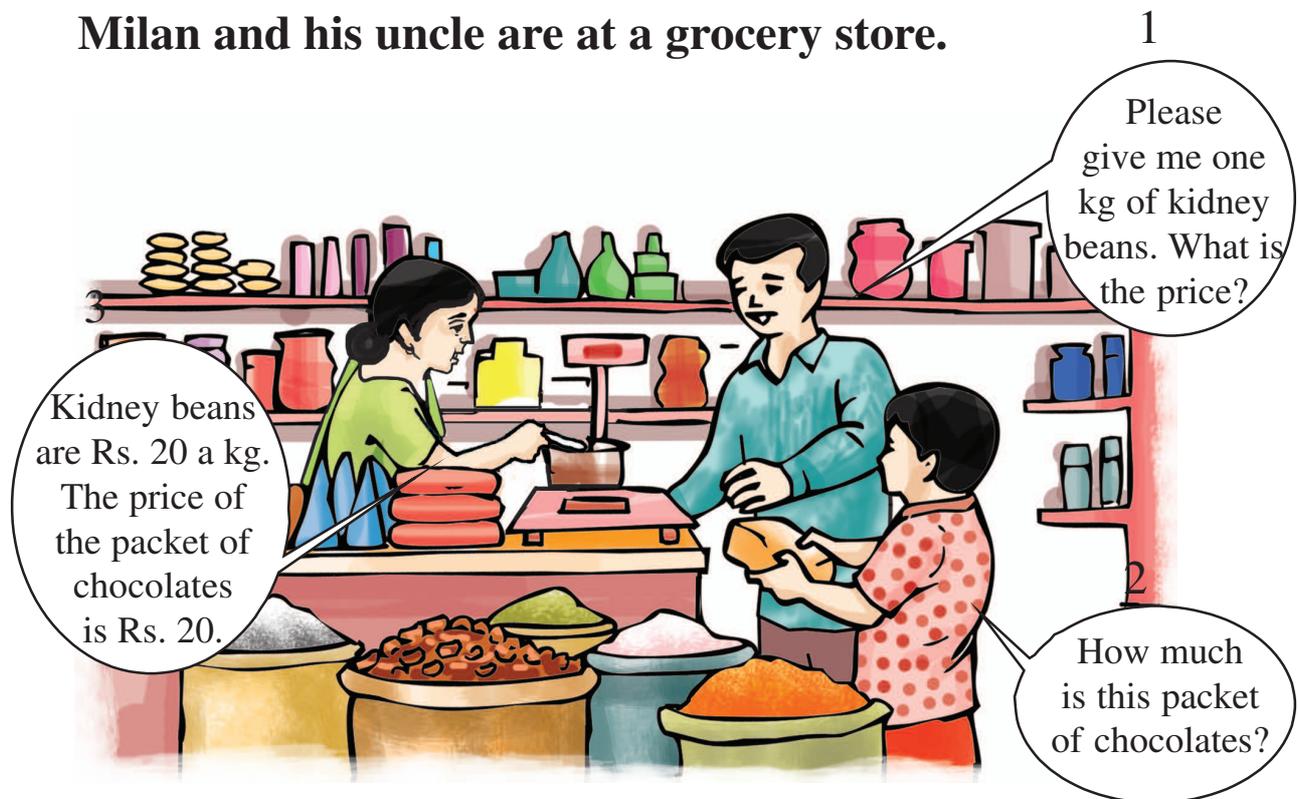
10. Let's talk. Tell your friend sitting next to you about a place you have visited. He or she will then tell you about a place he or she has visited.

The teacher will monitor and help the learners to work in pairs and tell each other about their visit to a place.

11. In Guwahati, Milan went to Beltola Bazar one morning with his uncle.



Milan and his uncle are at a grocery store.

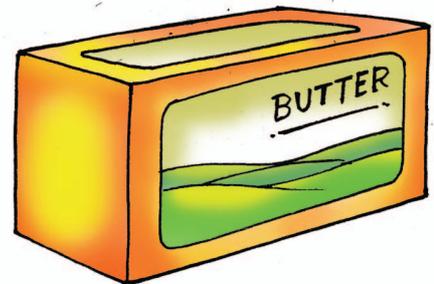


Milan and his father are at a roadside stall of a vegetable vendor on Sunday. Complete their conversation.



12. Let us practise saying these words aloud:

- a) letter litter
patter pitter
fatter fitter
bitter better butter



12. b) Let's have some fun! Here is a 'tongue twister'. Let us see who can read the tongue twister correctly and quickly.

Betty bought a bit of butter. But the butter Betty bought was bitter. So Betty bought a better butter to make the bitter butter better.

Lesson 5

For the Teacher

This lesson has been planned with a view to developing the skill of writing a letter or message with a sense of an audience.

Listening and Speaking

The teacher will help the learners to recite the poem written by Margaret G. Rhodes with appropriate expressions and intonation. Activity 10 ensures speaking opportunity for learners who can work in pairs about their visit to a place of interest. Activity 12 is a practice exercise for saying words correctly. Tongue twisters have been included for pronunciation and practice fluency of the learners.

Reading and Writing

The letter written by Milan to his uncle and another written by his uncle to Milan have been included in Activities 6 (a) and (b) to familiarize learners with letter composition. Learners will read the letters with understanding and complete the letter in Activity 7. The teacher will help learners to practise writing their postal address in Activity 8.

Grammar Focus

Learners will be introduced to the use of 'ly' in Activities 3 and 4 as they identify words ending with 'ly' in the poem.

Learning Outcomes:

The learner –

1. recites poems with appropriate expressions and intonation
2. writes informal letters or messages with a sense of audience
3. speaks briefly on a familiar issue like conservation of water: and experiences of day to day life like visit to a zoo; going to a mela
4. shares riddles and tongue twisters in English
5. describes briefly, orally/in writing about events, places or personal experiences in English
6. presents orally and in writing the highlights of a given text/a short speech/narration/video, film, pictures, photographs, etc.

Lesson 6



A Golden Voice

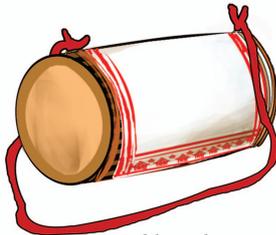
Which of these musical instruments have you seen?



a harmonium



a tabla



a *dhol*



a *gogona*



a *pepa*



a *toka*



a guitar



a flute

Write the names of the musical instruments that you have seen:

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

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

Let's read the play 'A Golden Voice':

Scene I

[Two boys, Arun and Aziz are walking fast in the evening.]

Aziz : Look at the sky. It's going to rain heavily. A strong wind is also blowing.



Arun : I'm afraid of thunder and lightning.

[Lightning]

Aziz : Don't panic, Arun. Look at that big tall tree there . Let's wait under it until the rain stops.

[Arun and Aziz stand under the tree.]



Arun : Mother was quite right. She warned me not to go out in such a bad weather. But I didn't want to miss Banajit's birthday celebrations. After all, it comes once in a year!

Aziz : It was a nice party.

Arun : I enjoyed it a lot. And your song: it was simply amazing! You sing very well, Aziz.

Aziz : Thank you, Arun !

[Thunder and lightning]

Oh, my goodness! See, the light is coming this way! Be careful, Arun!

Scene II

[Aziz is lying on a hospital bed. His eyes are covered in bandage. Arun is standing near Aziz's bed.]



Aziz : Arun, I'm so worried! I have been absent from school for many days.

Arun : Don't worry Aziz. I'm here to help you. Get well soon.

Scene III

[Arun's and Aziz's parents are talking in the hospital corridor.]



Aziz's father : I am worried because Aziz may lose his eyesight. It will be known only after the bandage is removed from his eyes.

Arun's mother : Let's hope for the best.

Aziz's parents : Thank you for your support.

Arun's father : If the doctor advises it, we will take Aziz to the State Medical College and Hospital for better treatment.

Scene IV

[Aziz is learning music under a music teacher.]



Music teacher : Aziz, you sing very well. I'm glad to know that you have joined the National Music Competition to be held on the 5th of July. Practise every day and be confident. My blessings are always with you!

Aziz : Thank you, *Guruji!* I'll try my best.

Scene V

[Six finalists of National Music Competition are on the stage. Aziz is one among them. He wears a pair of black goggles. Arun is sitting in the audience.]



Announcer : Hello, everybody! It's time to announce the winner of the Golden Voice Award of 2018. Who do you think is the winner?

Audience : (shouting, clapping) : Aziz! Aziz! Aziz is the best!

Announcer : Yes, you are right. Aziz from Banipeeth School, Assam is the winner of the Golden Voice Award of 2018. Congratulations, Aziz!

[Curtain falls]

ACTIVITIES

1. Choose the correct option from the following:

A. Arun and Aziz were –

- i) working fast
- ii) walking fast
- iii) walking first
- iv) working first

B. Arun and Aziz were standing under a –

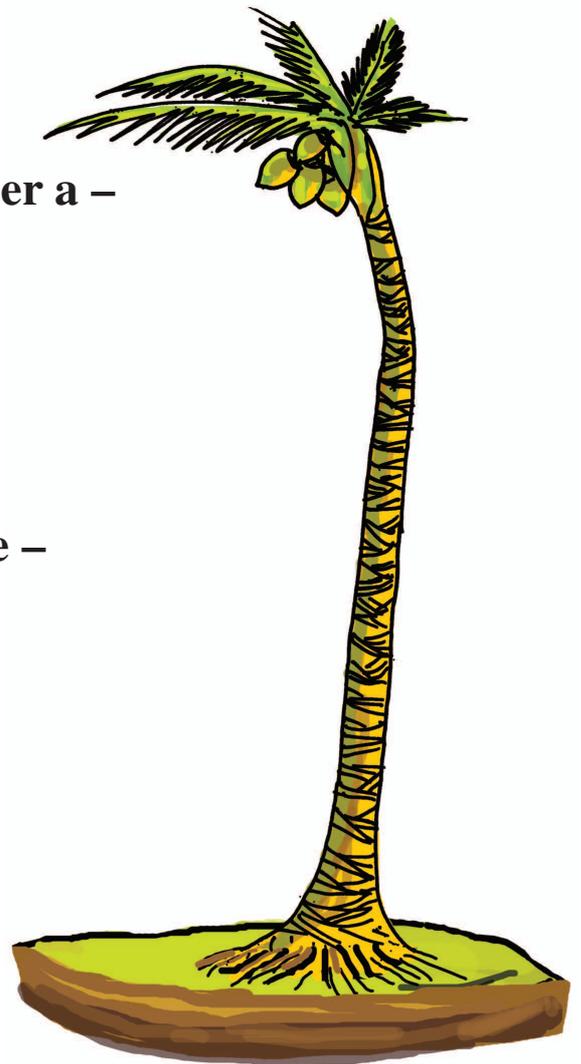
- i) big and small tree
- ii) tall tree
- iii) big and tall tree
- iv) big tree

C. Aziz's father was worried because –

- i) Aziz might lose his legs
- ii) Aziz might lose his hearing
- iii) Aziz might lose his arms.
- iv) Aziz might lose his eyesight

D. The music teacher told Aziz to –

- i) study every day
- ii) walk every day
- iii) practise every day
- iv) play the tabla every day



2. Write the answers to the following questions:

a) Where were Arun and Aziz coming from?

.....
.....

b) What was Arun afraid of?

.....
.....

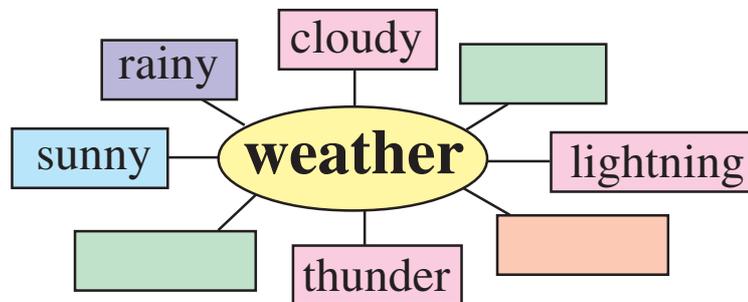
c) What was Aziz worried about?

.....
.....

d) Why was Aziz's father worried?

.....
.....

3. Let's read some words that are related to the weather. Can you add some more?



4. Work in pairs. Ask your friend to read the sentences aloud. See whether your friend is reading with a clear voice, stopping at full stops, pausing at commas and reading with expression. Then you read it and ask your friend to observe you.

- a) Look at the sky.
- b) I'm afraid of thunder and lightning.
- c) Arun, I'm so worried!
- d) Who do you think is the winner?
- e) Aziz! Aziz! Aziz is the best.

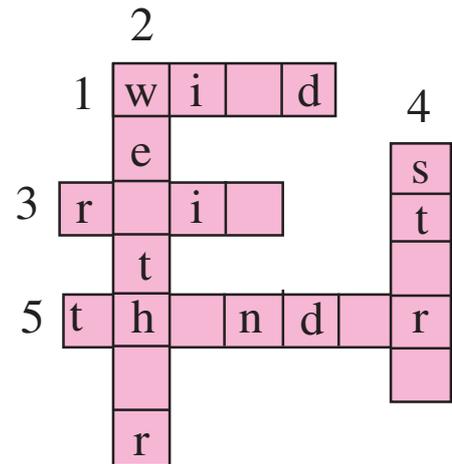
5. Use the clues to make words on the weather and the crossword puzzle:

Across

- 1) air that moves quickly
- 3) water that falls from the sky in drops
- 5) a loud noise that you hear after a flash of lightning

Down

- 2) condition of atmosphere at a particular time
- 4) very bad weather with strong wind and rain and often thunder and lightning



6. Fill in the missing letters to form words related to weather. The first one is done for you.

- a) s u n n y
- b) w _ _ n _ _ _
- c) r _ _ _ n _ _
- d) s _ _ o r _ _ _
- e) c _ _ o _ _ d _ _



What did you notice? All the words end with _____ .

7. Look at the picture below and read about a sunny day.



It is a sunny day. The sun is shining brightly. Birds and butterflies are flying. They are happy. It is also hot. Two boys are sitting under the shade of a tree. The clothes in the clothes line are dry. Some people are swimming in the pond.

Here is a picture of a rainy day.



Write a few sentences about a rainy day using some of the words from the box below.

muddy cloudy cool wet heavy windy

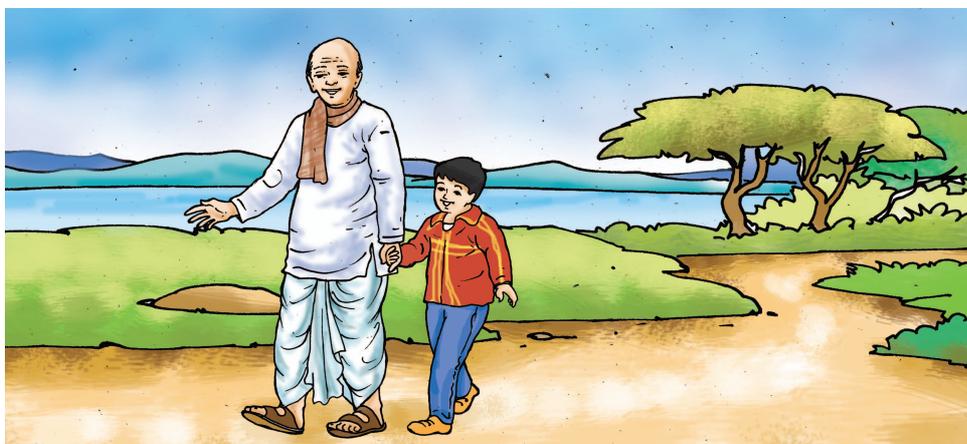
.....

.....

.....

8. Let's read what Arun did when he visited his grandparents:

On Sunday, Arun went to visit his grandparents. His grandparents were happy to see him. In the evening, he went out for a walk with his grandfather. They reached home at 6 p.m. At night, Arun sat with his grandparents and listened to stories. He went to bed at 9 p.m. after having his dinner. He woke up early next morning and left for home.



Read the underlined words and write them below for practice.

.....

.....

.....

Now, make sentences with the following group of words:

on Sunday, in the morning, in the evening, next morning

.....

.....

.....

The teacher will tell learners that words like 'in', 'on', 'at', 'after', etc. show relationship with time.

9. Fill in the blanks with words from the box. They show time relationships. You can use a word more than once.

on at after in

- a) I will reach school ____ 9 a.m.
- b) Our school will reopen _____ Bihu.
- c) I will do my homework ____ the evening.
- d) My friends will come to my house ____ Sunday.
- e) I like to listen to stories ____ night.

10. Now, write a few sentences about yourself using some of these words.

.....

.....

.....

11. Read the words in the boxes:

at

at the corner
at the bus stop
at the top of the bridge
at the entrance

on

on the street
on the bus
on the wall
on the 1st of July

in

in the north
in the traffic jam
in the kitchen
in the newspaper

12. Read:

- a) drink
drink water
She is drinking water.
- b) draw
draw a picture
She is drawing a picture.
- c) play
play football
He was playing football.
- d) watch
watch T.V.
He was watching T.V.

13. Read what Arun and his family members are doing now:

Arun is reading a book. His parents are working in the garden. They are watering the plants. His sister Mini is playing ludo with her cousin.

Arun and Mini's mother is the Principal of Mini's school. Next day at school, this is what she saw when she came into the class at 8.40 a.m.



The Principal saw that Mini was looking at the trees outside the classroom. Rumi and Preety were talking. They were also laughing. Rahul was drawing a picture in his notebook. Some students were reading.

14. Look at the clock and write the time:



.....

Now, write what you and your family members were doing yesterday evening at this time.

- 1)
- 2)
- 3)
- 4)

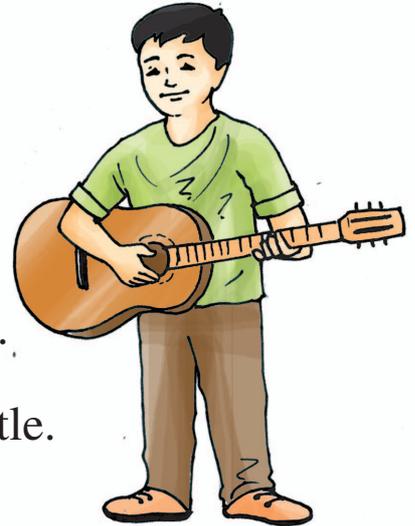
15. Work in pairs. Read this passage about Arun and his sister Mini. In pairs, play the roles of Arun and Mini and act out what they are saying:

“This is my sister Mini. She is ten years old. I gave her a pen yesterday. She came to me this morning. She was very upset.” She said, “I’m sorry. I’ve lost the pen”. “Never mind,” I said to her. He asked, “How did you lose it?” Mini replied: “I’m afraid I was a bit careless. I don’t remember where I kept it”. “Never mind, Mini, I’ll buy you another pen,” I said to her. “Thank you”, Mini said and left the room happily.

- ☞ *The teacher will monitor and see that the learners read the text with appropriate pause according to the punctuation marks used.*
- ☞ *The teacher will tell learners that there should be a reference to time while talking about actions happening in the past.*

16. As you know, Arun, Mini and pen are all naming words. Read the following sentences and circle the naming words:

- a) Hiren is talking to Raj.
- b) Raj is wearing a black shirt.
- c) Arzu is playing the guitar.
- d) The teacher is writing on the blackboard.
- e) Juri is drinking water from the water bottle.



Write the naming words under the correct columns:

People

Things

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

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

Now, choose any two naming words from the above list and make two sentences with them:

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

Lesson 6

For the Teacher

This lesson “A Golden Voice” begins with an exercise for identifying different musical instruments.

Reading

The main text “A Golden Voice” is a play. The teacher will help learners to enact the different roles in it.

Activity 7 and 8 are short texts about a sunny day and about Arun’s visit to his grandparents’ place. The teacher will help learners to do a role play in pairs in Activity 15.

Writing

After having read the main text, the teacher will help learners to write the answers to comprehension questions in Activity 2.

In Activity 7 learners will write a few sentences about a rainy day using some words that are given in the box. The teachers will guide and monitor this activity. In Activity 14, teachers will help learners to write what they and their family members were doing the day before.

Vocabulary

A number of vocabulary exercises have been incorporated to ensure that learners are enriched with the knowledge of new words. Activities 4, 5 and 6 are included to introduce new words.

Grammar Focus

The main grammar input in this lesson is prepositions of time and place. Activities 9 and 10 will introduce learners to the use of such prepositions. The teacher will guide learners to complete the exercise in Activity 14 in order to test their knowledge of the use of the past tense. He/she will tell learners that there should be a reference to time while talking about actions happening in the past. Activity 16 is included to enable learners to know more about naming words(nouns) and frame sentences with these.

Learning Outcomes:

The learner –

1. enacts different roles in short skits
2. solves simple crossword, puzzles, builds word chains , etc.
3. uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma and full stop
4. uses nouns, verbs, adjectives and prepositions in speech and writing

Lesson 7

Frogs at School



These are some of the things that Aman and Ria like to do. Let's read:

I like to draw pictures.

I like listening to stories.

I like to do my homework after school.

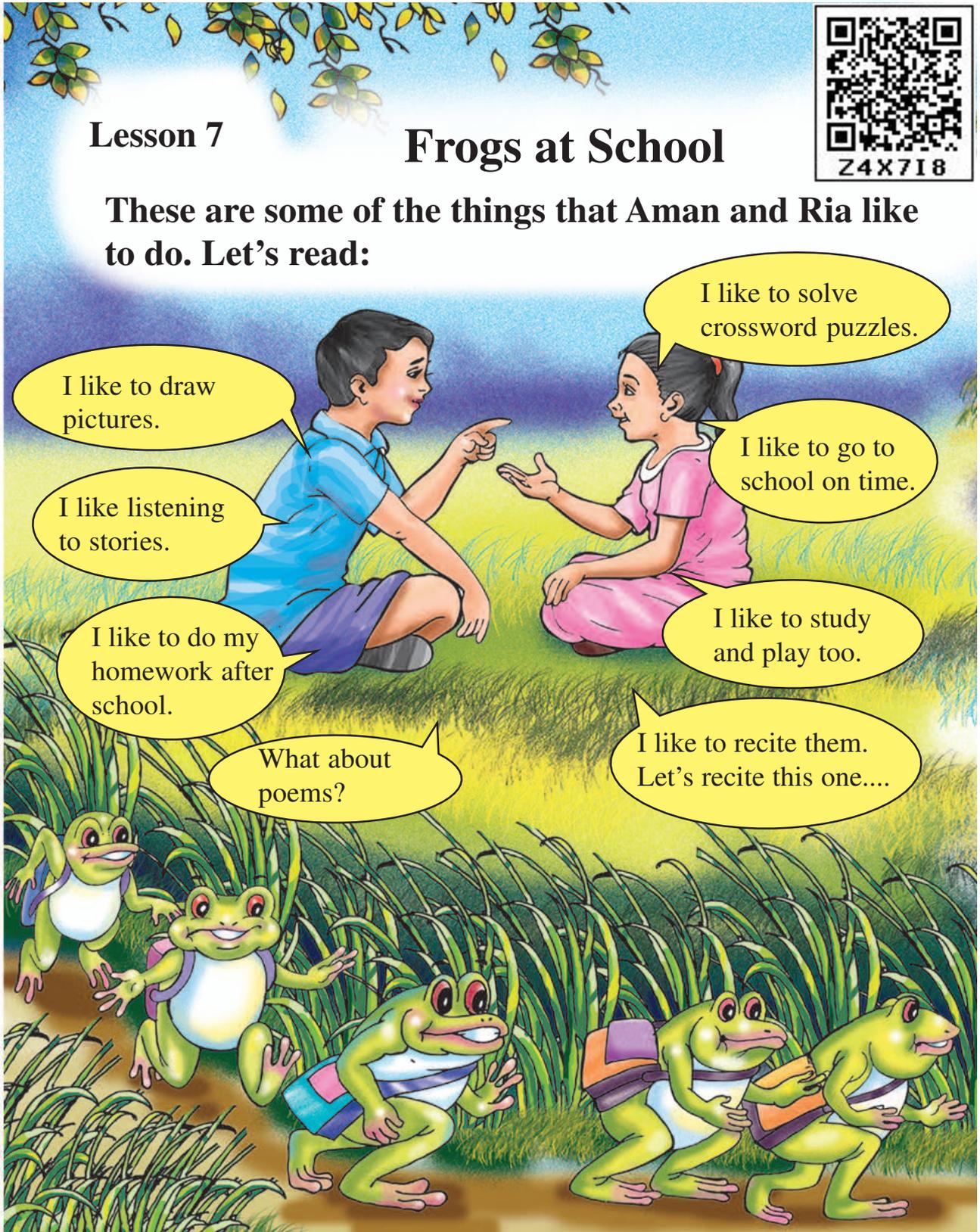
What about poems?

I like to solve crossword puzzles.

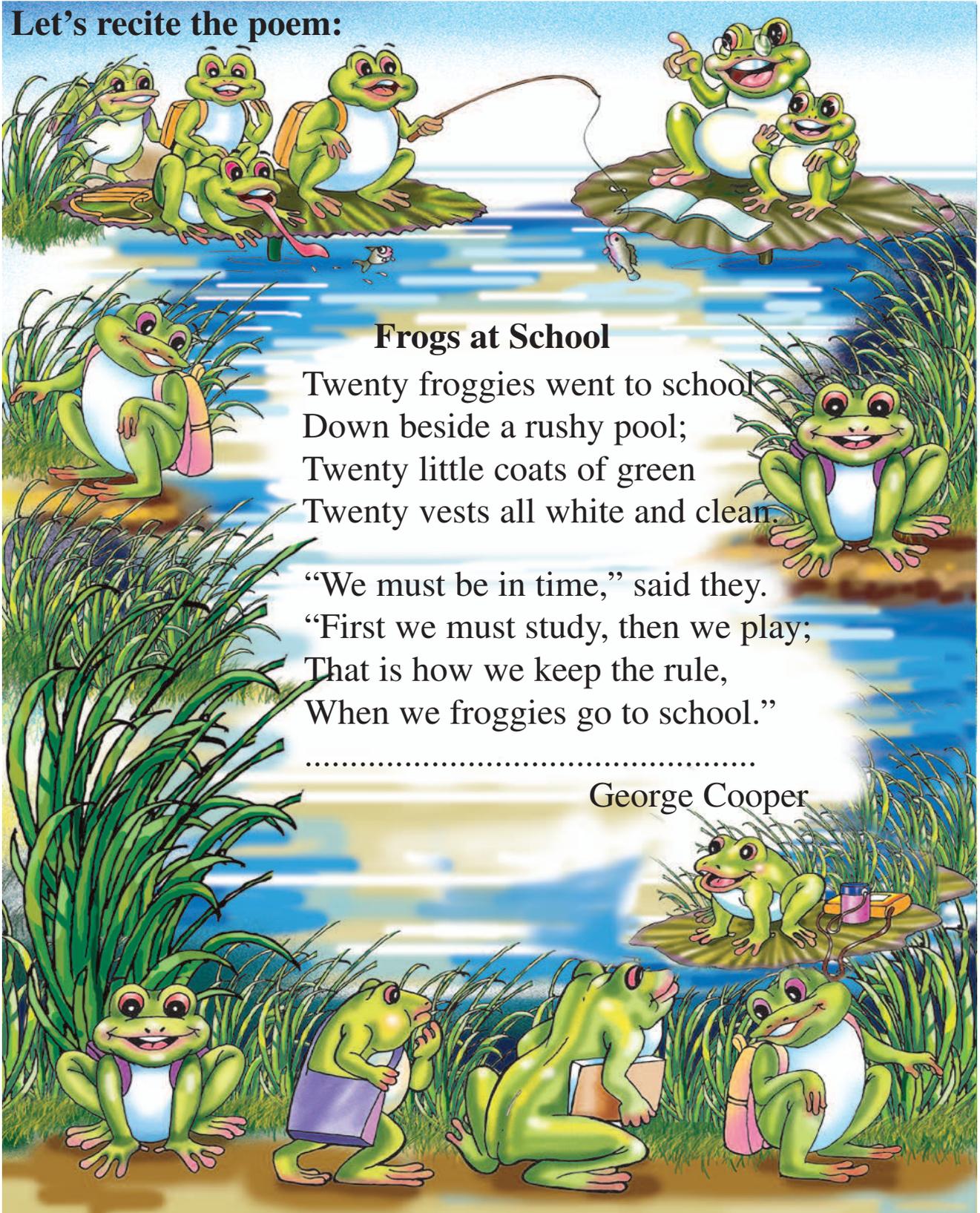
I like to go to school on time.

I like to study and play too.

I like to recite them. Let's recite this one....



Let's recite the poem:



Frogs at School

Twenty froggies went to school
Down beside a rushy pool;
Twenty little coats of green
Twenty vests all white and clean.

“We must be in time,” said they.
“First we must study, then we play;
That is how we keep the rule,
When we froggies go to school.”

.....

George Cooper

ACTIVITIES

1. a) Put a tick (✓) on the correct answer:

- i) Forty froggies went to school.
- ii) Twenty froggies went to school.
- iii) Thirty froggies went to school.
- iv) The vests of twenty froggies were all green and clean.
- v) The vests of twenty froggies were all white and clean.
- vi) The vests of twenty froggies were all red and clean.

1. b) Fill in the blanks with the appropriate words from the brackets:

- i) The school is down beside a _____ (dirty/rushy) pool.
- ii) The froggies wear _____ (white/green) coats.
- iii) Froggies _____ (run/go) to school.
- iv) The poem is written by _____ (George Cooper/George Cowper).

2. a) Draw lines to match the rhyming words:

rule	clean
green	they
play	pool



2. b) Read the poem. Find another word which rhymes with the words 'rule' and 'pool'.

rule pool _____

Frame a sentence with the new word:

.....

3. Let's learn some new words from the poem:

rush	quick movement towards something
pool	a small area of still water

4. Arrange the letters to make words:

utsdy..... wetynt..... aelcn.....
 title..... seiggfro..... hoscol.....

5. Write two other words which mean the same as 'little'.

little _____

Now, frame sentences with each of the words:

.....

6. Rewrite the words given in the table using 'ies'. One is done for you:

One	More than one
baby	babies
story	
fairy	
berry	
cherry	

The teacher will make the learners notice how 'y' changes to 'i' when 'es' is added to these words.

7. Read the two conversations between Ria and her mother:

a)

6 p.m.



1 Have you finished your homework?



2 No, ma. Let me sleep a little.

7.30 p.m.



3 Have you finished it? It is late.



4 Why do it today? I'll do it tomorrow.

5 Ria, you should do your work on time.

b)

6 p.m.



1 Have you finished your homework?



2 Almost ma.

7.30 p.m.



3 I've finished it ma.



4 Very good Ria. Now you can do anything you like.

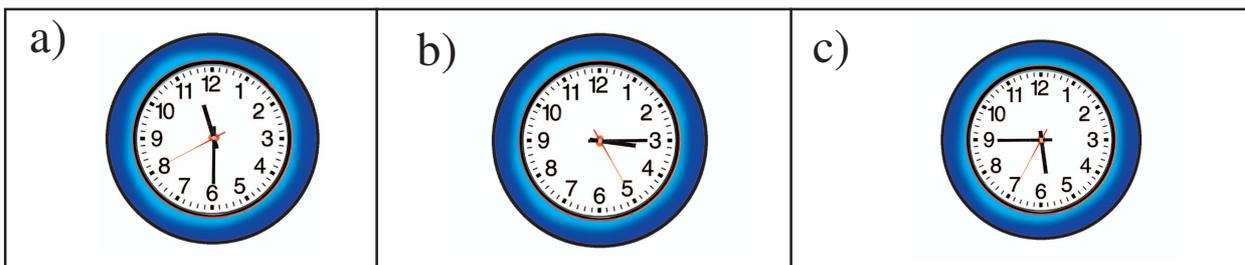
c) How do you like to do your work? Later or right away? Talk to your friend and write the way you like to do your work.

8. Read:

It is a quarter to six  in the morning. Aman and Ria are busy. They are going to Dibrugarh with their mother to attend a wedding. Their father can't go with them. Aman, Ria and their mother arrive at the bus station at half past seven . The whole place is full of people. Crowds of people are rushing to catch their buses. Aman, Ria and their mother are waiting for their bus.

The bus arrives at a quarter to eight . Aman, Ria and their mother get into the bus. Ria takes the window seat. They wait for the bus to leave. Their bus starts to move exactly at nine .

9. Look at the clocks given below. Choose and write the correct option from the box. One is done for you.



half past eleven
.....

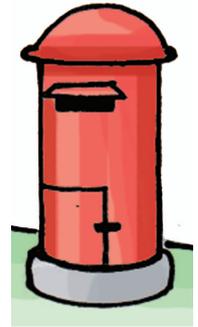
.....

.....

quarter to six	quarter past three	half past eleven
----------------	--------------------	------------------

10. Write short answers:

- a) Where are Aman, Ria and their mother going?
- b) Why are they going to Dibrugarh?
- c) What time do they arrive at the station?
- d) At what time does the bus arrive?
- e) When does the bus start to move?



11. Aman and Ria's father couldn't go to Dibrugarh. So, he wrote a letter to his uncle. Let's read his letter:

Rupnagar

10.9.2019

Dear *Dada*

How are you? I am sorry I had to miss Robin's wedding. There is just too much work at the office. I hope the wedding goes off well. My blessings to Robin and his bride. Please convey my best wishes to the newlyweds and my regards to *Bou*.

With love,

Diganta.

12. After Ria came back, she wrote a letter to her friend. But some of the words in her letter are missing. Choose the words from the box and complete the letter. Remember to begin each sentence with a capital letter:

convey	how	with love	dear
--------	-----	-----------	------

Mohanbari
24.9.2019

_____ Barnali

_____ are you? Hope you are fine. There will be an art competition in M.G. L.P. School on the tenth of next month at 10 a.m. Let us take part in the competition. We should reach there by 9 a.m. Please be on time.

Do _____ my regards to Uncle and Aunty.

_____,

Ria

13. Think and say:

I am usually made of paper.
I carry your words day and night.
You close me up with glue.
You put a stamp on me too!



I am an: _____

l	e	o	n	p	v	e	e
---	---	---	---	---	---	---	---

14. Read what Aman and Ria did after getting down from the bus:

First Ria and Aman got down from the bus. Next, they collected their luggage. Then they booked an autorickshaw from the autorickshaw stand. They got up onto the autorickshaw. And finally they reached their uncle's home.

First



Next



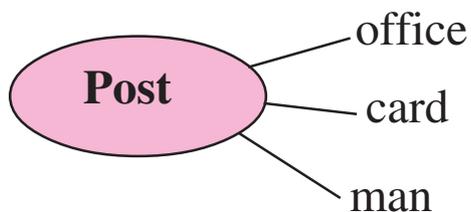
Then



Finally



15. Make new words. Write the new word.



.....

.....

.....

16. Read these sentences:

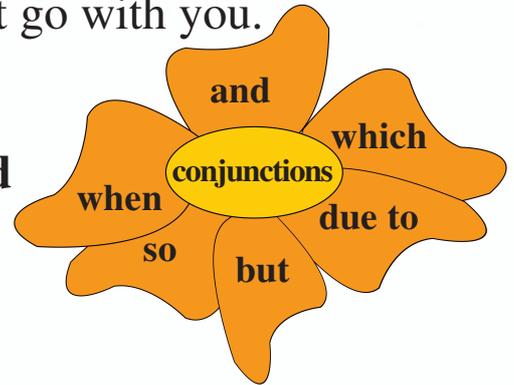
Aman and Ria were busy.

It was half past seven when they reached the station.

My mother was not well, so I could not go with you.

Now, fill in the letters in the word below to know what these underlined words are called.

Words that join two sentences are called c_n_u_c_i_ns.



17. Join the sentences using the words from the box. One is done for you:

and but yet either or

- a) i) Aman went to Dibrugarh.
- ii) Ria went to Dibrugarh.
- Aman and Ria went to Dibrugarh.

- b) i) Ria can't sing.
- ii) Ria loves singing.
- Ria can't sing,she loves singing.

- c) i) Ria worked hard.
- ii) Ria did not get a prize.

.....

- d) i) Aman may go to Dibrugarh.
- ii) Aman may go to Jorhat.

.....



18. Answer the following to complete the diary entry of Ria.

One is done for you:

- a) When did Ria go to Dibrugarh and with whom? I went to Dibrugarh with my brother and mother.
- b) Why did she go there? I
- c) What was she waiting for and with whom? I
.....
- d) Which seat did she take? I



19. Let's read this passage:

It is 8:30 in the evening. The large crowd of wedding guests is still there. Aman's cousin is wearing a light green shirt. Ria is wearing a very nice dress. She is wearing a red frock. Aman and Ria's mother is very happy. She meets many of her old friends. She sings beautiful marriage songs with her friends.

Now, underline the describing words in the passage. Count the words and write the number: _____

20. Read the following instructions and complete the task:

Take a pencil.

Start from the box where Runima is sitting.

Draw a flower to her left and a tree to her right.

Go back to Runima. Draw a pen in the box above her and a fruit in the box below her.

Go to the box with a tree. Draw a pencil in the box below it.

Go to the box with the tree and draw a book in the box above it.

Go to the box with the flower and draw a sharpener in the box above it.

Now, go to the box with the fruit and draw a bottle in the box beside it.

Lesson 7

For the Teacher

This lesson will inculcate in learners the sense of doing things at the right time and also imbibe in them the habit of being punctual.

Listening and Speaking

The teacher will recite the poem “Frogs at School” with correct intonation and expression. Learners will do the same, at first in groups and then in pairs. Finally they will be able to recite the poem individually.

Reading

Activities 7, 8 and 11 are reading exercises through which learners will learn the usage of different expressions, and prepositions related to time.

Activity 20 is an exercise, where learners will follow the instructions given and complete the task.

Writing

The teacher will constantly monitor and guide the learners while they complete the Activities 1, 4, 5, 6, 10, 12, 17 and 18.

Grammar Focus

The main grammatical items included in this lesson are describing words(adjectives) in Activity 5, singular and plurals in Activity 6, conjunctions in Activity 16 and 17 and the use of past tense in Activity 18. The teacher will tell learners when and how these are used. For example, while referring to something that happened some time ago we use the past tense.

Through Activity 14 the teacher will introduce learners to the use of ‘first’, ‘next’, ‘then’ and ‘finally’. Activity 19 focuses on adjectives. In Activity 20, learners will be able to follow simple instructions through an activity which is a well designed activity for imperative sentences.

Learning Outcomes:

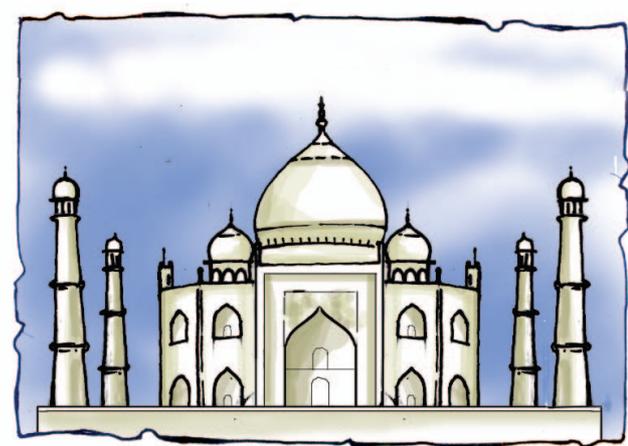
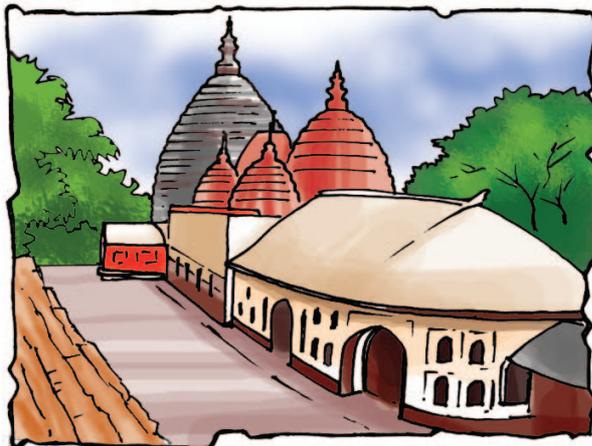
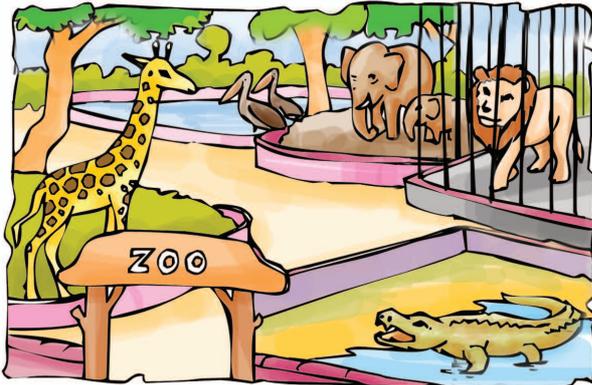
The learner –

1. uses dictionary to find out spelling and meaning
2. writes informal letters or messages with a sense of audience
3. uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
4. reads printed script on the classroom walls, notice board, in posters and in advertisements
5. uses nouns, verbs, adjectives and prepositions in speech and writing
6. responds to simple instructions, announcements in English made in class/school

Lesson 8

Let's talk:

A Visit to Sivasagar



Ask your friend:

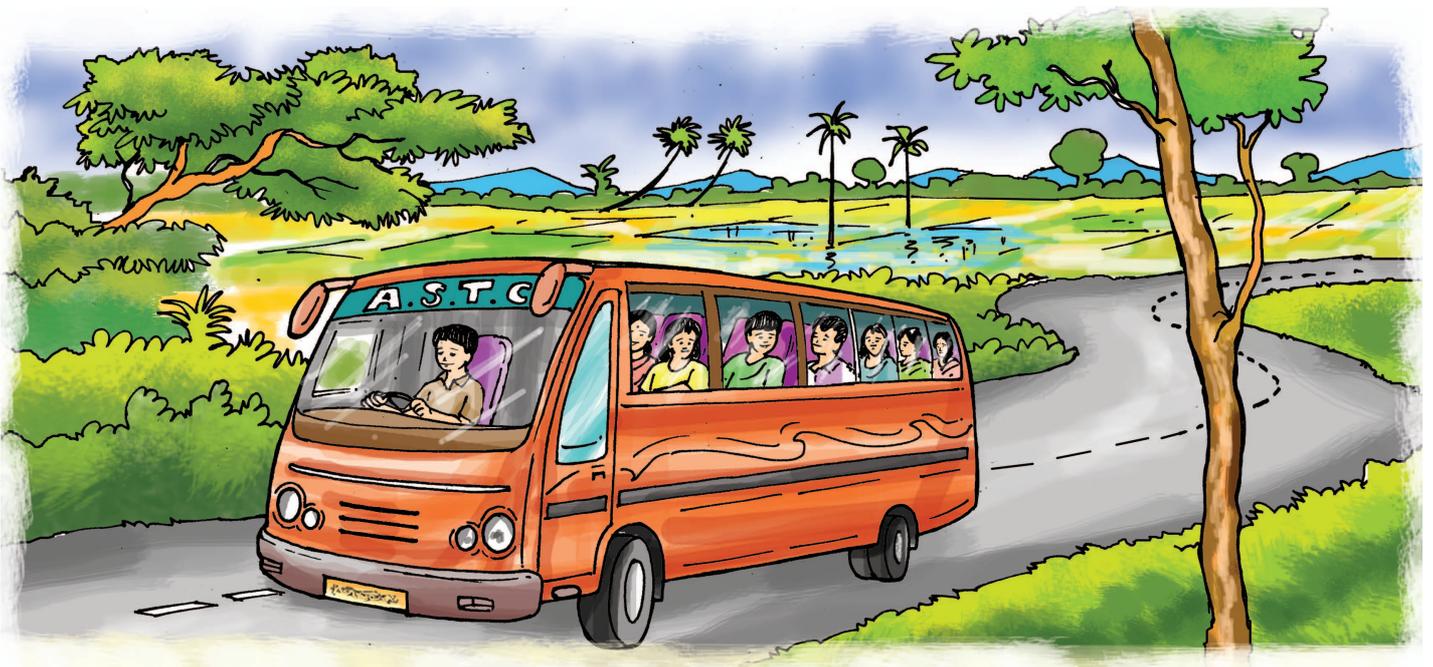
- Which of these places have you visited?
- What did you see there?
- Should we visit such places?

Now, let's read about Ramen and Rita's trip to Sivasagar during their last summer vacation.

Read ‘A Visit to Sivasagar’:

Ramen and his sister Rita were eagerly waiting for their summer vacation. Their parents had promised to take them to Sivasagar. The trip would take around seven hours by bus from Guwahati.

At last, the day of their journey arrived. They boarded a beautiful red ASTC bus. On the way, they crossed many towns and villages. They also crossed the famous Kaziranga National Park. They saw vast and beautiful green tea gardens and paddy fields on the way and loved them.



It was 4 o'clock when their bus arrived at Sivasagar. Their uncle and aunt were waiting at the bus station to receive them. Their holiday had begun!

They were very happy. They had seen pictures of the Shiva Dol and the Bor Pukhuri in newspapers and magazines. But it was so different to be standing in front of them now. They got busy taking photographs of the Shiva Dol, the Bishnu Dol and Devi Dol on the bank of Sivasagar Bor Pukhuri.



They were amazed to see the beautiful Rang Ghar on their way to Joysagar. Long ago the kings and their courtiers had watched games and sports, dances and fights from this monument. Ramen and Rita also spent some time at the wonderful Talatal Ghar. They sat on the banks of the beautiful Joysagar Tank gazing at its vastness. Their uncle narrated to them the story of Joymoti and the famous kings of those distant days. They felt that they were living in the past.



The next day, they visited Charaideu. On the way they stopped at Gargaon to see the Kareng Ghar (Royal Palace) there. Charaideu is a sacred place where the Ahom Royals were laid to rest in the Maidams. On the next day, they





visited the Dargah of Ajan Peer. It is at Dikhowmukh about 30 kilometres away from their uncle's home.

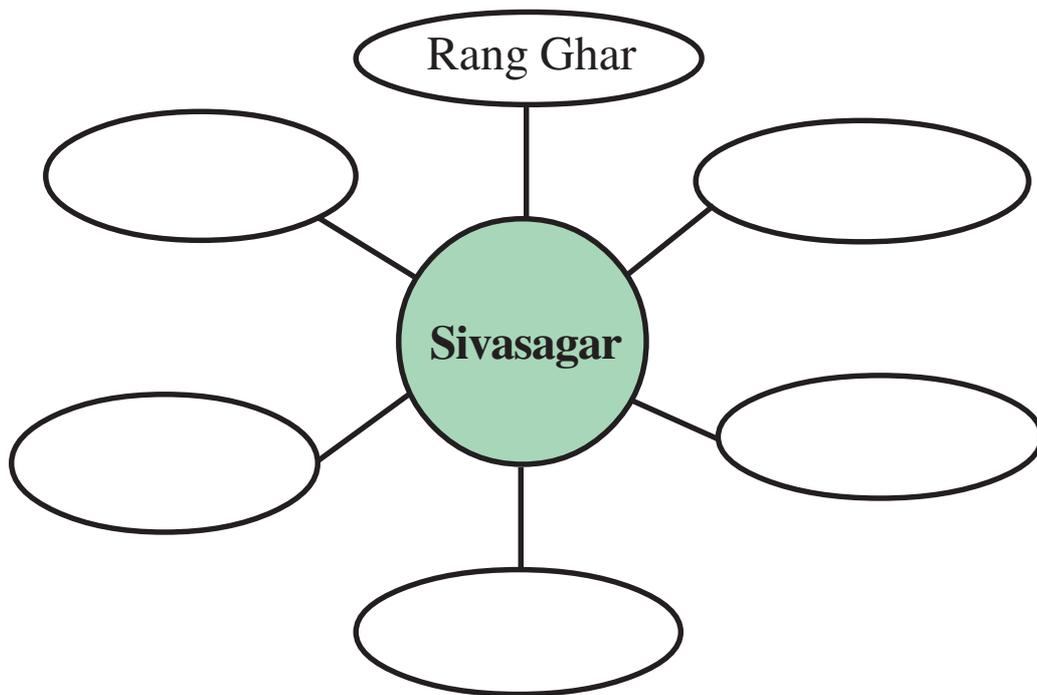
When they returned to Guwahati, Ramen and Rita carried with them lots of precious memories of their visit to Sivasagar.

ACTIVITIES

1. Let's find out how much we have understood:

- a) What were Ramen and Rita waiting for?
- b) How did they go to Sivasagar?
- c) What did they see on their way to Sivasagar?
- d) What did the kings and the courtiers do in Rang Ghar?
- e) Where were the Ahom kings laid to rest?

2. Let's read the text again and find out the monuments in Sivasagar. Put the names of the monuments in the ovals. One is done for you as an example:



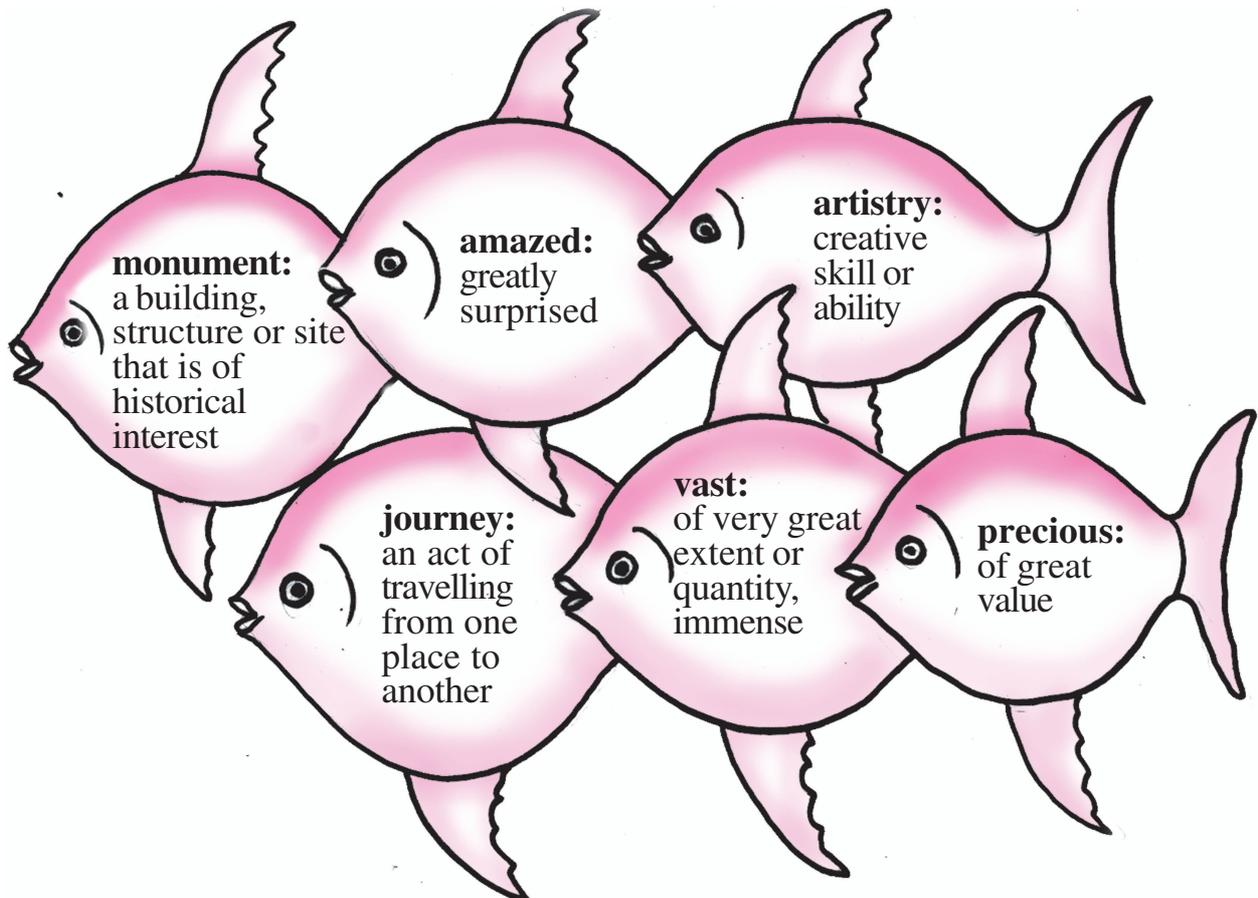
3. Say 'Yes' or 'No' for the following statements:

- a) Ramen and Rita saw vast and beautiful green tea gardens and paddy fields on the way.
- b) They reached Sivasagar around 9 p.m. at night.
- c) Shiva Dol, Bishnu Dol and Devi Dol are on the banks of Joysagar.
- d) Ahom kings and their courtiers used to enjoy watching games and sports, dances and fights from the Rang Ghar.
- e) Charaideu is famous for the maidams of the Royals.

4. Rita narrated her experience of the Sivasagar tour in class after the school reopened. Let's read what she said:

Our journey to Sivasagar was a wonderful one. We enjoyed ourselves a lot there. The roadside scenery was very beautiful. I still remember the pleasant atmosphere of Sivasagar Borpukhuri. Shiva Dol, Bishnu Dol and Devi Dol are situated on the banks of this tank. We were very happy to visit Rang Ghar, Talatal Ghar, Kareng Ghar and Joysagar too. We got a glimpse of our rich history in those wonderful monuments. It was a really pleasant experience to learn about our history at all these places of historical interest.

5. Let's learn some new words and their meanings:



Now, complete the following sentences with the help of the words you have learnt:

- a) We had a wonderful _____ to Sivasagar.
- b) We did not realise that the Joysagar Tank was so _____.
- c) Ramen and Rita were _____ to see the beautiful Rang Ghar.
- d) The monuments reflect the _____ of Ahom kingdom.
- e) The Rang Ghar is a wonderful _____.
- f) We have created _____ memories for ourselves in Sivasagar.

6. Work in pairs:

Paste pictures or draw some monuments and write about them.

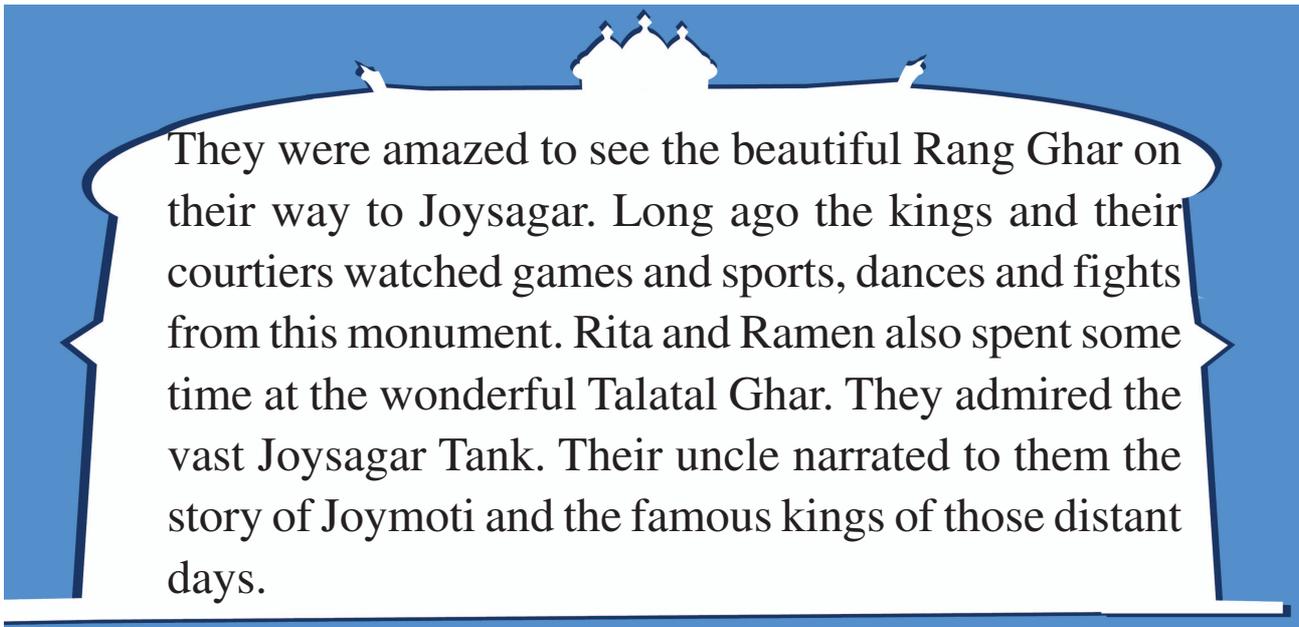


7. a) Have you visited any historical place? Do you want to visit one? Let's talk about visiting such a place.

7. b) Listen to the teacher read out the following passage and write it in your notebook:

We visit places for many reasons. A visit to an important place teaches us many things. If we visit a place, we learn about its history, culture and the lifestyle of people. It helps us to know ourselves better. Visiting places gives us immense happiness. We get to see new things. In addition, we meet new people and learn new things.

8. Let's read the following passage from the text and find out the describing words and underline them:



They were amazed to see the beautiful Rang Ghar on their way to Joysagar. Long ago the kings and their courtiers watched games and sports, dances and fights from this monument. Rita and Ramen also spent some time at the wonderful Talatal Ghar. They admired the vast Joysagar Tank. Their uncle narrated to them the story of Joymoti and the famous kings of those distant days.

Now since that you have identified the describing words, make sentences with some of them. One is done for you.

a) distant - He is my distant relative.

b).....

c).....

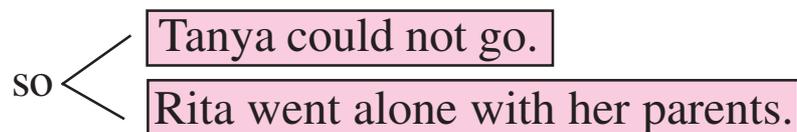
d).....

The teacher will dictate the passage in question 7 (b) and learners will write it in their notebooks.

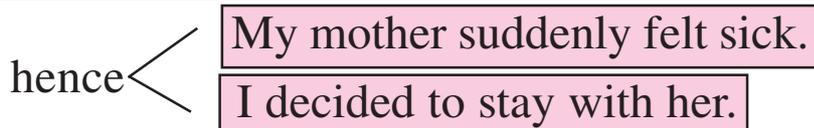
9. Let's read a phone conversation between Rita and Tanya:

- Tanya** : Hello! Rita are you back from Sivasagar?
- Rita** : Yes dear, we came back last Friday.
- Tanya** : I feel I have missed a great chance.
- Rita** : Very true, Tanya. I asked you to go with us but you couldn't. So I went alone with my parents.
- Tanya** : I really feel bad about it. My mother suddenly fell sick. I decided to stay with her, and hence I couldn't go.
- Rita** : No problem! We will plan another visit soon. Anyway, how is your mother now?
- Tanya** : She is better now and so I'm happy. Next time I won't miss a chance to go on such a journey with you.

Underline the words 'so', 'and', 'but', and 'hence' in the above conversation. They are all linkers of sentences and explain why something happened or did not happen. They always show a cause and effect relationship.



Tanya could not go, so Rita went alone with her parents.



My mother suddenly felt sick, hence I decided to stay with her.

The teacher can show through more examples, the use of these conjunctions.

Now, make a sentence using each of the following. Remember to use capital letters, commas and full stops in the appropriate places.

a) and -

b) but -

c) hence -

d) so -

e) therefore -

10. Let's practise punctuation once again. Write the following passage in your notebook. Use capital letters, commas and full stops correctly:

guwahati is a famous city it is the gateway of northeast the city is situated on the bank of the mighty brahmaputra guwahati is famous for saraighat bridge kamakhya temple gauhati university science museum, guwahati planetarium etc. guwahati is a place of historic importance it is the capital city of our state we all love this wonderful city.



11. Look at the picture below:



Work in pairs and ask each other the following questions to get answers:

- a) Where do you see such a scene?
- b) Will you enjoy going to such places?
- c) Why do people visit such a place?
- d) Name the things you see in the picture.
- e) What are the girls doing in front of the shop?
- f) A family is sitting together: can you say where they are sitting and what they are doing?

Now, complete the sentences with some describing words:

The family is having _____ food.

The Spin wheel is really very _____.

The florist is selling _____ flowers.

The children are playing happily with the _____ balloons.

12. Draw a fair that you have visited:



☞ *The meaning of the word florist should be explained by the teacher.*

13. You are preparing for a story telling competition. Read the names of some books:

Sports Star	Stories of Panchatantra	Discovery of India	My Experiments with Truth
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Which book will you read and why? Select the answer from the options given below and rewrite it:

I will read 'Stories of Panchatantra' because it is a story book.

I will read 'Sports Star' because it is a sports magazine.

I will read 'Discovery of India' because I want to know about India.

I will read 'My Experiments with Truth' because it is an autobiography.

.....

.....

14. (a) Today is 5th of June. It's World Environment Day.



Work in pairs. Look at the pictures above and say what is happening in these pictures. After completing the discussion, make a slogan on how to save the environment.

14. (b) Now, read the slogans. You can write one on your own in the last box:

Plant trees and
save the world.

Green earth
Clean earth.

Trees are our life.
Do not destroy them.

The teacher will encourage each and every student of the class to speak on the pictures. He/she will help them by explaining the importance of World Environment Day and why we need to observe such a day and why should we plant more and more trees.

Lesson 8

For the Teacher

This lesson begins with an exercise related to picture reading based on learners' knowledge about places of interest, leading them to the text 'A Visit to Sivasagar'.

Listening and Speaking

The pre-reading activity in the lesson ensures that learners speak to their friends and teacher. Activities 7 (a) and (b) are speaking and listening exercises consecutively arranged. Activity 7 (b) is meant for dictation.

Reading and Writing

Learners will read the main text "A Visit to Sivasagar" with comprehension. The teacher will help learners while they read aloud. Activities 4 and 8 will facilitate their understanding of the main text.

In Activity 9 teachers will help learners to read a telephonic conversation between Rita and Tanya. Learners will read it aloud and identify describing words and frame sentences with these in Activity 8.

A picture reading activity has been included in Activity 11. Learners will work in pairs and ask each other the questions that have been incorporated there. They will answer each other and complete the sentences that have been included.

Activity 13 will help learners to prepare for a story telling competition while they read the options provided in the bubbles. Another picture reading activity is included in Activity 14 (a) which will help learners to speak briefly on familiar issues like planting trees and keeping the earth clean.

Vocabulary

In Activity 5 learners will be introduced to new words that appear in the text "A Visit to Sivasagar".

Grammar Focus

Use of 'hence' and 'so' is introduced in Activity 9. Reinforcement and evaluation of linkers is also made in Activity 9. Activity 10 is a practice exercise of appropriate punctuation marks. Learners will use capital letters, commas and full stops correctly.

Learning Outcomes:

The learner –

1. reads subtitles on T.V., titles of books, news headlines, pamphlets and advertisements
2. infer the meaning of unfamiliar words by reading them in context
3. writes/types dictation of short paragraphs (7-8 sentences)
4. uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma and full stop
5. uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters
6. speaks briefly on a familiar issue like conservation of water: and experiences of day to day life like visit to a zoo; going to a mela
7. presents orally and in writing the highlights of a given text/a short speech/narration/video, film, pictures, photographs, etc.



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