

**A**  
**Composite**  
**Modern English Text Book**  
**Class - IV**

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**BOARD OF SECONDARY EDUCATION**  
**MANIPUR**

## **FOREWORD**

In keeping abreast with the change in the contents, writing and structure of the text-books at national level and in line with the National Curriculum Framework 2005, the Board of Secondary Education, Manipur, has been developing text-books for the schools of Manipur. Since its inception, the Board has been trying to promote education for improving the quality of life in the state.

The text-book in its present form is an outcome of a series of consultations & meetings held with the authors and reviewers. Utmost care has been taken to relate to local context and made suitable for use by students in Manipur. Every effort has been given to make the book holistic and engaging.

I thank the authors and reviewers and all those who have contributed in bringing out the book.

The Board welcomes valuable suggestions for improvement.

Dr. Chithung Mary Thomas  
Secretary

## PREFACE

“LET’S LEARN ENGLISH” series which has been recently revised and developed under a new title, **A Composite Modern English Text Book**, has been written strictly based on the new curriculum and syllabus for English prepared and designed by the State Council of Educational and Research Training, Government of Manipur. In writing the textbooks for primary level, the writers kept in view the needs, age, ability, aptitude and interest of the learners, particularly of the State of Manipur. The series is presented as a learning package for school children studying English from class I onwards.

As per the perspectives of the curriculum and syllabus, attempts have been made to keep the 30% component of the instructional materials on regional or local elements. The textbooks are prepared to cover strictly the thematic content envisaged in the syllabus. The books contain a composite, though wide and varied, materials suitable for the standard of the learners. The lessons have been properly graded in points of both language and ideas to suit a learner-friendly pursuit. Attempts have been made to make the learners acquire mastery of simple and straightforward language skill coupled with the use of spoken English for communication.

Simple nursery rhymes and poems contained in the Course Book will give the learners a taste of the rhythms of English language along with a sense of feeling of the words. The simple questions at the end of each poem are meant to enhance the learners’ enjoyment and understanding of the poems.

There are sufficient illustrations in every lesson which will make learning joyful and relevant. They will also enhance the power of insight in the learner.

It is the duty of teachers to attempt to generate a sense of confidence in the learners in English as a resource language .

The writers are thankful to the authorities of the NCERT for making their materials freely available to them in developing these text books. They are also highly thankful to the authorities of the Board of Secondary Education, Manipur, for giving them this opportunity of writing these text books.

Despite our best efforts mistakes might have crept in here and there in the book. If there be any such, correction will be made in the next edition. There may be room for further improvement in the thematic contents or any other aspect of the book. Suggestions for making the book a more presentable one will always be welcomed.

**Authors**

## Learning Outcomes

**Class III**

**English**

### The learner:

- † reads small texts in English with comprehension
- † responds to textual and other materials, in oral / written forms, in English / Braille / signs.
- † responds to oral messages / telephonic communication.
- † writes words / phrases as dictated by teacher.
- † participates in events such as role-play / poetry recitation in English.
- † reads stories, poems etc. in English / Braille.
- † uses words such as 'hill', 'his / her', 'beautiful', 'over' etc.
- † forms meaningful short sentences.
- † uses punctuation marks such as full stop, capital letters and question mark appropriately.
- † writes 4-5 sentences on personal experiences / events / verbal or visual clues.
- † expresses his / her opinion about the characters in stories, in English / home language / signs.



<b>Unit - VIII</b>		<b>81</b>
Lesson 15.	Wake up it is me	82-89
Lesson 16.	Run	90-92
<b>Unit - IX</b>		<b>93</b>
Lesson 17.	Three Red Letter Days	94-104
Lesson 18.	A Wish	105-106
Lesson 19.	Manitomba is no more Idle	107-115
<b>Unit - X</b>		<b>116</b>
Lesson 20.	My Tree	117-119
Lesson 21.	Trees are Important to us	120-123
Lesson 22.	The Treasure Within	124-129
<b>Unit - XI</b>		<b>130</b>
Lesson 23.	Cursive Writing	131-132

# Unit - I

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1

## The Rabbit



Mr. Rabbit has a habit  
That is very cute to see.  
He wrinkles up and crinkles up  
His little nose at me.



I like my little rabbit,  
And I like his little brother,  
And we have a lot of fun  
Making faces at each other!



*-Dixie Willson*



### To the Teacher

- \* Read the poem aloud with appropriate action. Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

**Read and learn the following words with their meanings:**

**Cute** : pretty and charming

**Crinkles** : wrinkles

**Rabbit** : a small animal with grayish brown fur, long ears and a short tail.

### **EXERCISES**

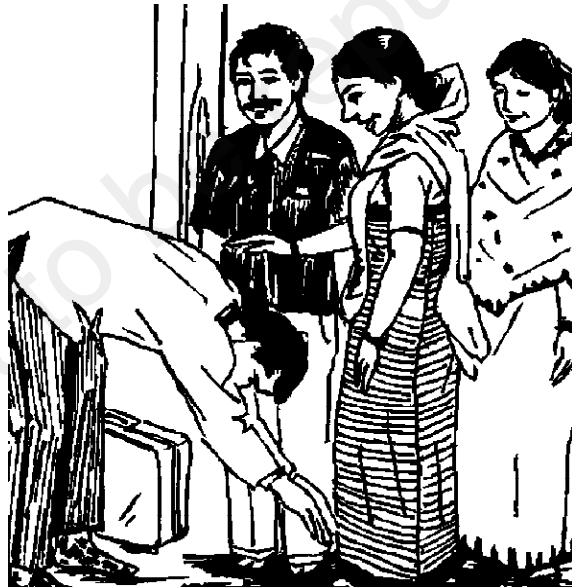
**I Answer the following questions:**

1. What is Mr. Rabbit's habit?
2. Why does the poet like the little brother of the rabbit ?
3. Do you like a rabbit or not ? Why ?



Mani is coming home to-day. He is a student of Computer Science in Bangalore. His examination is over.

Here is Mani. He is at his home now. His mother, brother, sister-in-law and sister are receiving him. Mani touches the feet of his mother, brother and sister-in-law. There is great joy in the family. Mani's sister, Linthoi, is full of joy to see her elder brother.



Mani's mother: *Ibungo*<sup>1</sup>,  
your mother's heart is filled with joy  
now that you've come home. How have you  
done in the examination?

Mani: Mother, I've done well.

Mani's brother: Come in, *Ibungo*. You must be tired.

Sister-in-law: Let me sanctify you first with fire.

---

I. *Ibungo* - Manipuri term of affection, used in addressing one's son or younger brother.

Mani's sister-in-law brings out a lighted candle and moves it around Mani's face and body. She says, "Come in *Ibungo*. Come into the house now." Mani says to his sister, Linthoi, "I've brought a beautiful gift for my little sister." Linthoi replies smiling, "Thank you, *Tamo*."



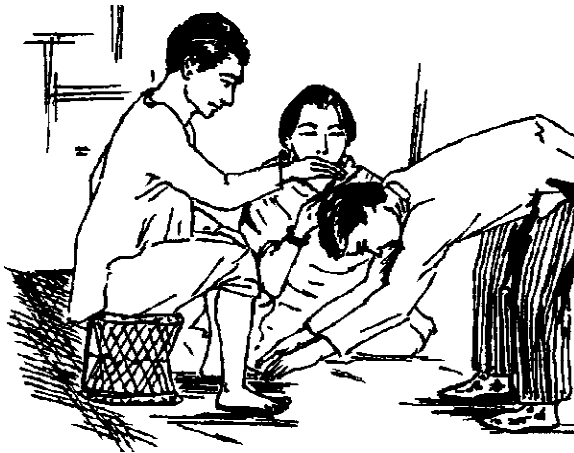
Mani's uncle and aunt are now here. Mani touches the feet of his uncle and aunt.

Uncle: Mani, My dear, you've reached home at last. How was your examination?

Mani: I did well, uncle.

Uncle: Very good, *Ibungo*.

Since the death of your father, your brother has become the head of the family. He has tried all he could for your education.



But, now that you have finished your studies things should be all right.

Mani: Uncle, I'll soon get a job. Now, I'll help my brother in the running of the family. Everything will be fine now. Meanwhile, Mani's sister-in-law has prepared tea. She offers tea and sweets to everyone. Everyone enjoys the tea and sweets. They are happy at Mani's home-coming.

**EXERCISE**

1. Answer the following questions:
  1. What does Mani do to his mother, brother and sister-in-law?
  2. How did Mani do in the examination?
  3. Why is Linthoi happy?
  4. What does Mani's sister-in-law do to sanctify Mani?
2. Write the names of the members of your family and your relation with them.

*Examples:*

Sri L. Nabakishore Singh - father

Srimati Memcha Devi - mother

- |       |       |   |       |
|-------|-------|---|-------|
| (i).  | _____ | - | _____ |
| (ii)  | _____ | - | _____ |
| (iii) | _____ | - | _____ |
| (iv)  | _____ | - | _____ |
| (v)   | _____ | - | _____ |

**3. Read and learn the following words with their meanings:**

**Home coming** : arrival at home

**home** : a place where one lives with one's family.

**sanctify** : make holy

**gift** : present

**prepared** : made food (ready)

**4. Make out words using "home" with the following words:**

Ward, land, work, made

A grandfather is the father of father.

A grandmother is the mother of father.

**5. Find out what you call the following relations:**

The father of your mother -

The mother of your mother -

The sister of your father -

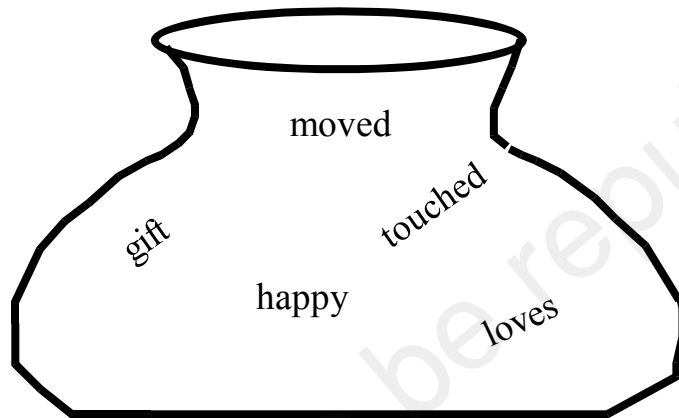
The brother of your father -

The brother of your mother -

**6. In the following passage some words are missing. The words are hidden in the pot below. Find these words and fill in the blanks.**

Mani's mother was \_\_\_\_\_ to see her son. Mani  
\_\_\_\_\_ the feet of his mother. Mani's sister-in-law

\_\_\_\_\_ the candle around Mani's face. Mani brought a \_\_\_\_\_ for his sister. Mani \_\_\_\_\_ all the members of his family.



7. **Encircle the odd word in each group :**

bat kite tiger crow

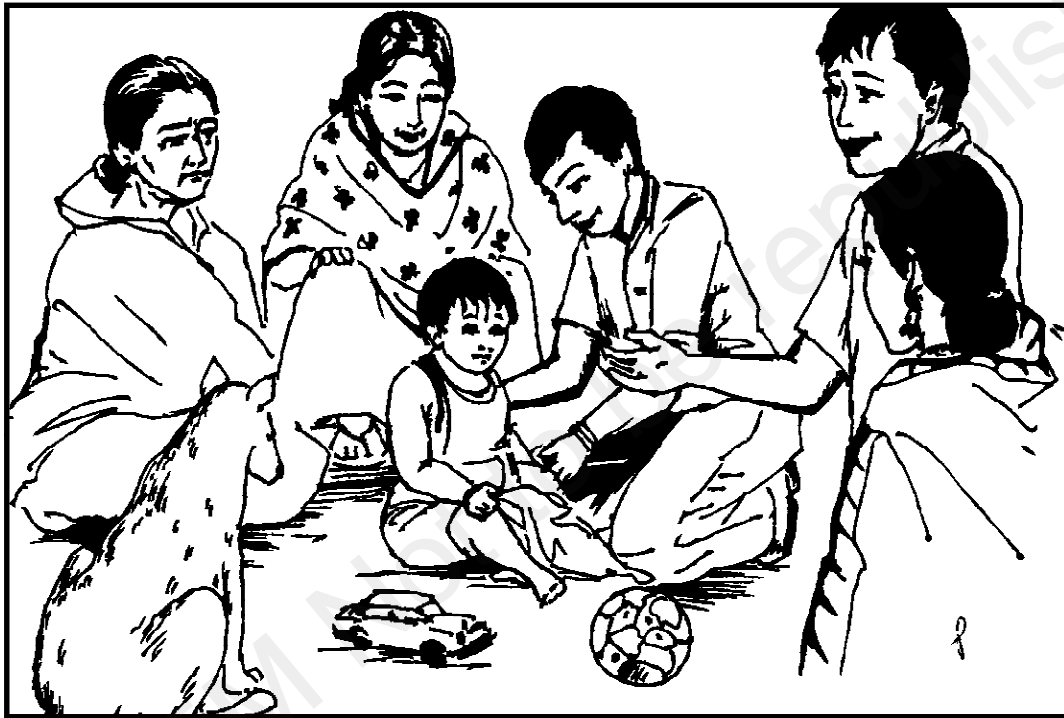
car rickshaw bus lorry

river lake pond hill

8. **In the following the letters are jumbled. Make proper words from them. The first one is done for you:**

ENMA-NAME CELNU TSIRSE TEHRMO

**8. Colour the following:**

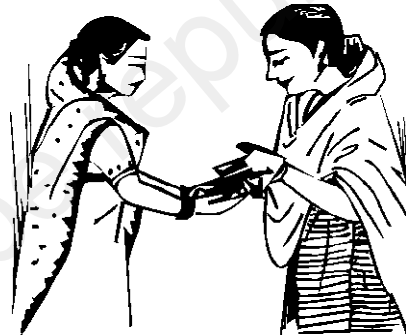


## **Unit - II**

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### 3 The Most Precious Gift

It was Leima's first *ningolchakkouba* after her marriage. *Ningolchakkouba* is a big festival. For this festival every married daughter is invited by her parents to a grand feast. Her father and mother would be so happy to see her. Her elder brother always loved to see her. He never called her by her name. She was always 'Ibema' to him. 'Ibema' is a term of love and affection. They would have special gifts, tokens of love, for her. That is the custom.



Her mother-in-law said, "Don't go late to your home, Leima. This is your first *ningolchakkouba*. You should be there by 10 or 10.30 a.m. Here is a basket of fruits, a few coconuts and some sweets. Don't forget to take them with you. Let Biren drop you."

The house of Leima's parents looked neat and clean. Her mother had mopped and cleaned it the day before.



Her mother received her, “Come, *Ibema*. You look so beautiful! The meal is almost ready. Did your husband bring you here? Has he gone back?”

“Yes, he’ll come at 3 o’clock to take me back,” Leima replied.

After the meal her father and mother gave her a *phanek mayek naiba* as their gift. Her brother gave her a Kashmiri shawl. Leima gave each one of them her sincere blessings. Such blessings from a daughter on the day of *ningolchakkouba* are taken as precious.

“*Iche*<sup>2</sup>, *iche*,” suddenly they heard.

“Who is it? Oh, David! David, after so many days! We have n’t seen you for ages, David,” Leima’s mother said.

“*Ima*<sup>3</sup>, I’ve come because it is *ningolchakkouba*. I want to meet *iche*,” David said.

David was a poor tribal boy. He lived with his mother in the village at the foot of a hill. David’s mother used to come to Leima’s house to sell vegetables, charcoal and dry wood. David always came with his mother until he began to go to the local school. But whenever there was a holiday David would come to meet his *iche*. David was now twelve years old. Over the years, they loved each other dearly.

Leima was at the door. She said, “David, my brother! I’m so happy to see you! Come in, come in. Have you had your meal? Will you have some food here?”



“*Iche*, I’ve had my meal. I’ve come because to-day is *ningolchakkouba*. A brother must give a gift to his sister to-day. I’ve brought a present for you. Here it is. It’s a tribal shawl. I bought it from a woman in our village.”

“David, my brother! How did you get the money? Did your mother give you the money? Why have you bought it?”

“*Iche*, I must give a present to my *iche* today, or how can I be your brother? I worked in a hotel for ten days after school and got the money. The shawl is not a costly one, but I know you will take it.”

“Oh, David, surely I’ll take it. It’s the most precious gift for me to-day, my darling,” Leima said as she embraced David.

## **EXERCISES**

**1. Read and learn the following words with their meaning:**

Precious : of great value

gift : present

affection : love

token : sign

custom : practice

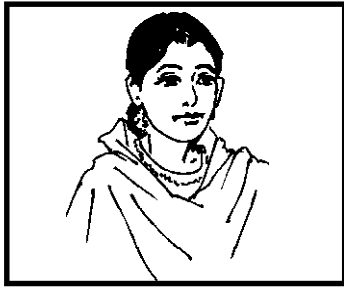
darling : person or object very much loved

embraced : hugged

**2. Answer the following questions orally:**

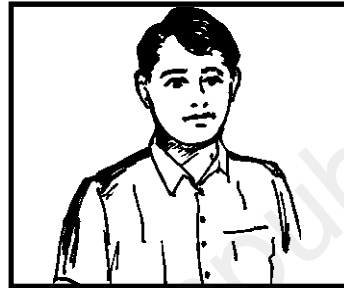
1. How did Leima's brother call his sister?
2. What did Leima's mother-in-law give her?
3. Why did the house of Leima's parents look neat and clean?
4. Why did David's mother come to Leima's house?
5. How did David get the money to buy his present?
6. What is the most precious gift for Leima ?

3. You have learnt what a mother-in-law is. Now, find out the English word for the following:



Mother's sister

\_\_\_\_\_



Uncle's son

\_\_\_\_\_



Uncle's daughter

\_\_\_\_\_



Father's sister

\_\_\_\_\_

4. Write the names of two or more festivals in which people give gifts to others.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Look at the word *beautiful*. It is made of two words: **beauty and full**. Now add –*full* to the following words to make new words:

help	:	_____	care	:	_____
cheer	:	_____	thought:		_____
hope	:	_____	sorrow :		_____

Note : *Full* changes to *ful*

6. **Choose words from the capsule to complete the paragraph given below:**

husband present | worked fruits parents

Leima's \_\_\_\_\_ were happy to see their daughter. Leima brought a basket of \_\_\_\_\_ to her parents' house. Leima's \_\_\_\_\_, Mr. Biren, drove her to her home. Leima's brother gave her a Kashmiri shawl as his \_\_\_\_\_. David \_\_\_\_\_ in a hotel to buy his gift.

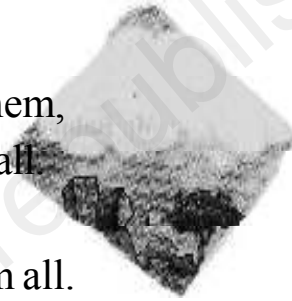
## 4

## Watching Clouds

I like to look up  
Into the sky  
And watch the clouds  
Go sliding by.



I like to see them,  
Large and small  
I like to try  
To count them all.



I like them when  
They are dark, before  
The rain begins  
To pour and pour.



I like to see them  
Shaped like faces,  
Or maps of many  
Different places.

I'm glad when clouds  
Are in the sky,  
So I can watch them  
Sliding by.

*-Vivian G. Gould*

### **To the Teacher**

- \* Read the poem with appropriate action. Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

## EXERCISES

### 1 Answer the following questions:

- (i) What does the poet like to see in the sky?
- (ii) Count how many times the poet uses - 'I like'.
- (iii) When is the poet glad ?
- (iv) Pick out two words from the poem which refer to shapes.
- (v) Make a list of three things you see in the sky.

### 2. Read and learn the following words with their meanings:

**Watch** : to look at with attention

**Sliding** : moving

**Count** : repeat number in order

**Pour** : flow or cause to flow

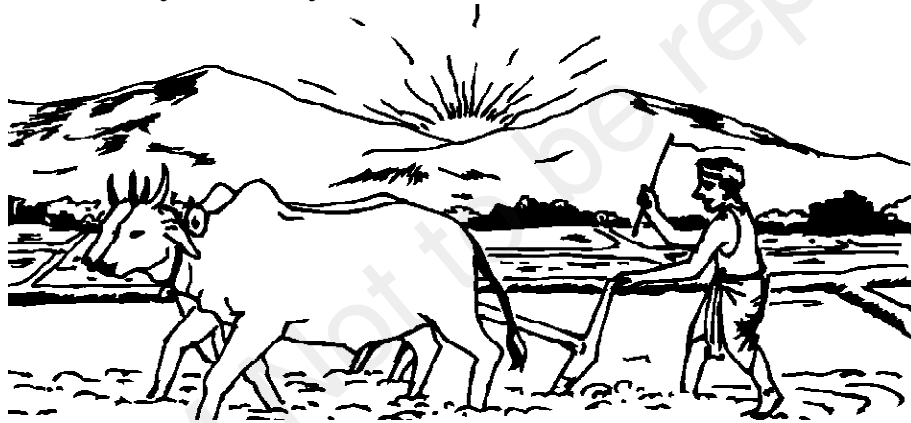
# **Unit - III**

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## 5 The Farmers of Manipur

India is a very big country. There are many people in India. Most of them live in the villages. They are farmers. The Indian farmers are very hard working people. They produce food for the whole country and they must work hard.

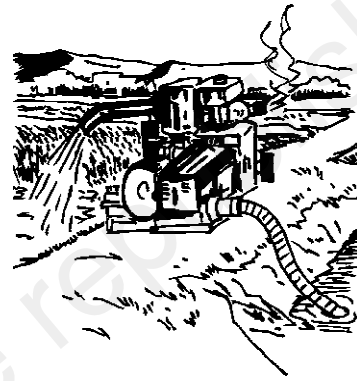


Farmers in Manipur are also very hard working. The rainy season is the busiest period for them. During the rainy season they are always in the field. Look, here is a farmer working in the field. He has been working in the field since dawn. It is almost noon now. He is still working. He has been working for eight hours. But he has no time to go home. He eats his meal at the field. His wife brings him his meal at about noon. After meal, he rests for some time.



he works again till sunset.

The farmer is now ploughing his field. When the field is ready, he will plant paddy. Even after he has planted the paddy, his work does not end. He always looks after the plants. Sometimes, there is not enough water in the field. Then he has to work harder. He must try to get water into his field. He uses pumps to get water into his field.



During the month of October the paddy is ripe. It is time to harvest. Then the farmers again become very busy. They cut the paddy. Then they separate the paddy from the stalks. This is all very hard work. By the end of December, all the paddy in the field has been



harvested. Then the farmers take a few days' rest.

Many farmers plant vegetables like cabbages, cauliflowers,

mustards and potatoes during the winter. Then from April and May, the farmers become busy for planting paddy again. In this way the farmers in Manipur are always busy and hard-working.

In the hills of Manipur there are no plain fields. So the tribals cut small fields one above the other on the side of the hills and plant paddy there. This is called terrace cultivation. This is a very tiresome work. They cannot use bullocks on the hills to help them in their work. Everything is done with their hands.

Our farmers are very important persons. Without them we shall have no food to eat. But, unfortunately the farmers are very poor. Only a few of them are rich.

We must respect and love the farmers because they are very hard working, honest and simple persons. We must understand that they are the true sons of Manipur.



**EXERCISES**

**1. Answer the following questions:**

- (i) Where do most of the Indian people live?
- (ii) When does the farmer's wife bring him his food?
- (iii) When is the paddy ripe in the fields of Manipur?
- (iv) What do many farmers plant in winter in Manipur?
- (v) How do the people plant paddy in the hills of Manipur?

**2(a). Read and learn the following words with their meanings:**

**Produce** : things that have been produced by farming

**Harvest** : act of cutting and gathering grain and other food crops.

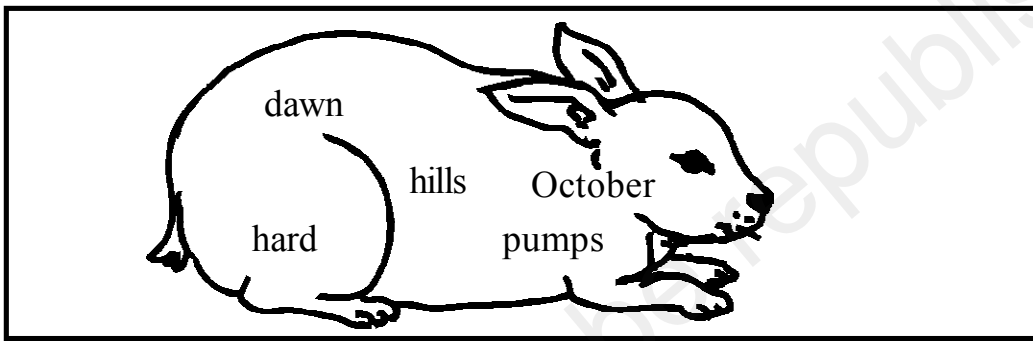
**terraced** : flat area formed on a slope and used for cultivation.

**respect** : honour

**(b). Farmers grew crops on summer and winter. List crops grown**

Summer	Winter
1. Paddy	Potato
2.	
3.	
4.	

2. Here is a rabbit that has swallowed several words. Take these words out to fill in the blanks in the sentences given below.



- (i) The farmers of Manipur work \_\_\_\_\_.
- (ii) The farmer has been working since \_\_\_\_\_.
- (iii) Sometimes, farmers use \_\_\_\_\_ to get water into their fields.
- (iv) The paddy is ripe in \_\_\_\_\_.
- (v) Terraced cultivation is done in the \_\_\_\_\_.

3. A person who plants paddy and takes care of the field is called 'a farmer'. Now find out what the following persons are called.

A person who makes dresses like shirts.

\_\_\_\_\_

A person who makes tables, chairs, etc.

\_\_\_\_\_

A person who serves in the armed forces.

\_\_\_\_\_

A person who flies an aeroplane.

\_\_\_\_\_

A person who looks after a garden.

\_\_\_\_\_

4. (a) Add 'ed' to the following words. Write them on the space on the right side. One is done for you

call                      called

reach                     \_\_\_\_\_

lift                        \_\_\_\_\_

grant                     \_\_\_\_\_

watch                    \_\_\_\_\_

wish                      \_\_\_\_\_

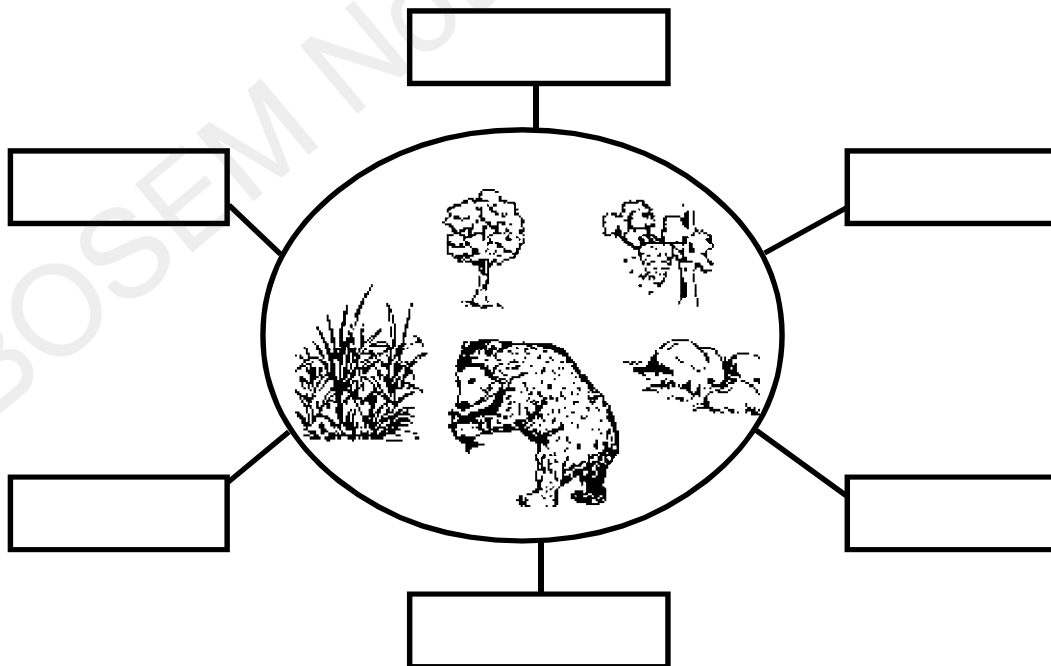
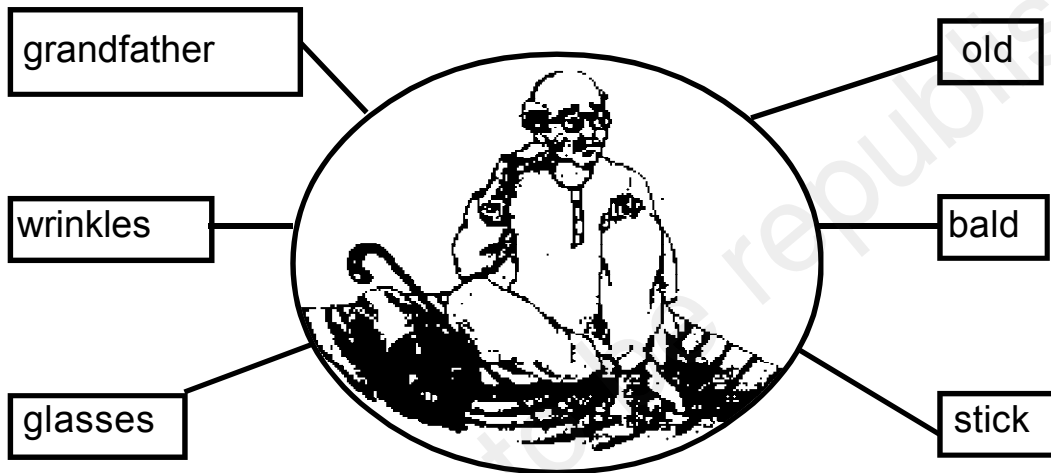
Note: Learn that when we add 'ed' to an action word, it means that the action took place in the past.

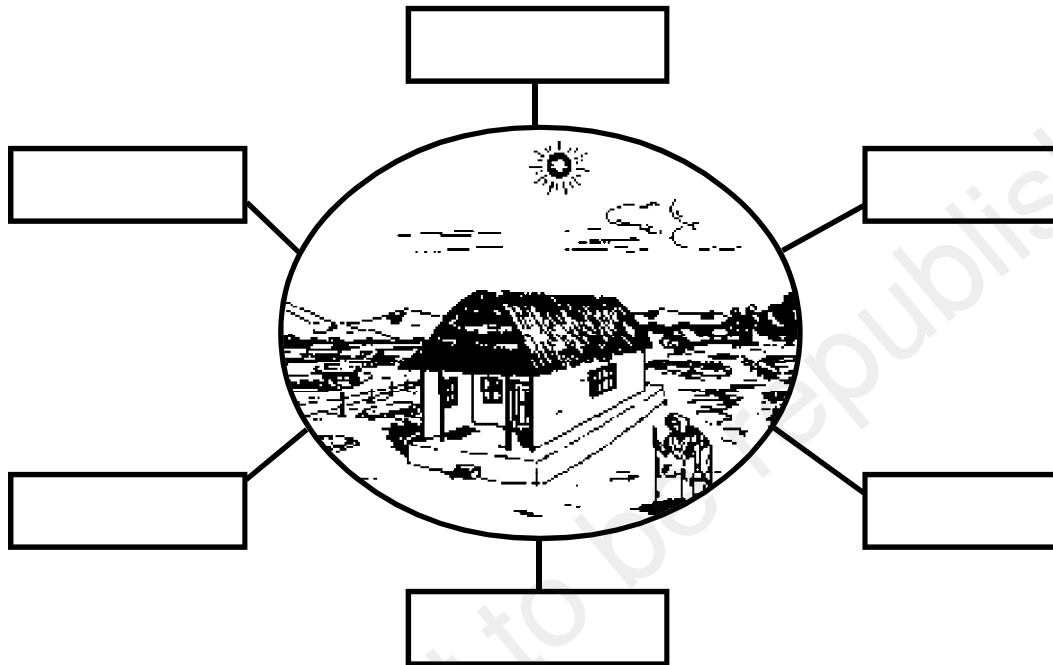
- 6.(a) Here is a poster.



Can you make another? You may use the word RESPECT.

(b) There are some pictures within circles with boxes around. Write words related to the pictures in the boxes. You may add more boxes, if you need. One is done for you :





***To the Teacher***

You can use this exercise as an interesting class activity to increase the vocabulary of the children through association. Present the central theme given in the circle and ask the children to speak out/write words associated with it. You can design more word webs of this kind and use them in the class for introducing new vocabulary items.





I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like ladies' skirts across the grass –  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!

I saw the different things you did,  
But always you yourself you hid.  
I felt you push, I heard you call,  
I could not see yourself at all –  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!

O you, that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
    O wind, a-blowing all day long,  
    O wind, that sings so loud a song!

- *Robert Louis Stevenson*

**To the Teacher**

- \* Read the poem aloud with appropriate action. Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

**Let's read the poem and learn the following words with their meanings:**

- wind** : moving air (here personified)  
**toss** : to move from side to side  
**skirts** : women's outer garment hanging from the waist  
**push** : to use physical force or pressure to move something or someone  
**blower** : one who blows.  
**stronger** : more powerful

### **EXERCISES**

**I Answer the following questions orally:**

- (i) What does the wind do in the sky ?
- (ii) Can you see the wind ?
- (iii) How do you know that there is the wind ?
- (iv) How many times does the poet use 'O Wind' in the poem ?

Count it.

**(b) Read the following words aloud :**

pass - grass

long - song

call - all

cold - old

# **Unit - IV**

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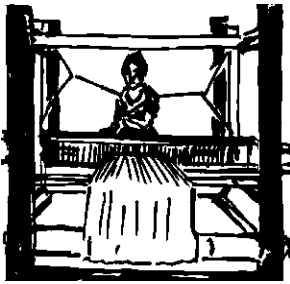
Look at the women in the picture. This is the women's market. Some are selling fishes, some are selling vegetables and some are selling clothes. These women are always busy. They are in the market to sell their goods and help their men in earning money for their families.



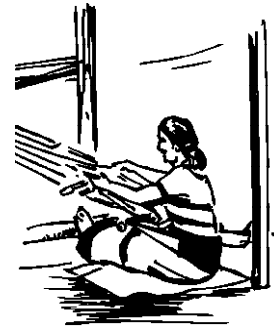
This is Ibechaobi from Thoubal. Her day begins at 2.30 in the morning. She takes a bus at 3 a.m. with her load of vegetables. The bus reaches the Khwairamband bazaar at around 4.30 a.m. Then she sells her goods to the people. Some women buy whole-sale from her and sell those vegetables in retail later on. By 7a.m. Ibechaobi has sold all her goods are sold and she takes a bus back

to Thoubal, about twenty-five kilometres from Imphal. She will be there by 9 a.m. Her children are waiting for her at their home.

This woman here is working on a loom. She is weaving a *rani-phi*. *Rani-phi* is a special *chaddar* worn by Meitei women at special occasions like marriages and festivals. Some women weave *khudei*, bed-sheet, mosquito net, *inaphi*, etc. Manipuri women are very skilful in their work. These weavers help their families with their earnings.



Look at this woman. She is a tribal woman. The tribal women are very hard-working. This woman is weaving a tribal cloth at a special loom, called loin-loom. One end of the loom is fixed at the wall pillar and the other end is hooked round her waist with a belt. The tribal cloths are very lasting and colourful.



Here is another tribal woman. She is carrying a load of dry wood in a special kind of basket on her back. This basket is called *sham*. She collected the dry-wood yesterday. She brings it to the market to sell it.



Manipuri women feel proud because they always help their families with their work and earnings.

**Read and learn the following words with their meanings:**

**busy** : having much to do

**goods** : things for sale

**whole sale** : sale of goods as a whole to people who sell in parts or portions

**retail** : sale of good in small quantities to the public

**income** : money recieved from one's work, savings


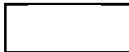



**hooked** : secured with a hook

**EXERCISES**

**1. Answer the following questions:**

- (i) Where does Ibechaobi come from?
- (ii) What does Ibechaobi bring to the market?
- (iii) When do Meitei women wear rani-phi?
- (iv) Are tribal women hard-working?
- (v) Why do Manipuri women feel proud?

**2. Replace the picture of each sentence with a word and rewrite the complete sentence.**

- (i) The woman is selling 
- (ii) She comes to the market by 
- (iii) The tribal  is lasting and colourful.
- (iv) This is a Manipuri 
- (v) Manipuri  are very hard-working.

3. You have learnt that Manipuri women sell vegetables and weave clothes. Name some other works/jobs that Manipuri women do:

Example:-

Traffic-police.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. The words in column A are connected with the words in column B. Find the connection and match them. One is done for you.

A	B
mother	vegetables
weave	distance
home	love
market	cloth
kilometres	money
income	safety

5. (a) Read the given sentences describing colours :

Snow is White.

Rose is Red.

Coal is Black.

Grass is Green.

Sky is Blue.

b. Rewrite the sentences as is done in the following pairs.

Choose words from the above sentences:



Roni wears a white pant.

Roni's pant is as white as snow.



Meena has a green bag.

Meena's bag is as green as grass.



Langlen has a blue shirt.

Langlen's shirt is as ..... as .....



Saheeda wears a black cloak.

Saheeda's cloak is as ..... as .....



Romeo has a red handkerchief.

Romeo's handkerchief is as ..... as .....

c. Look at the pictures:

Complete the given sentences with the proper forms of the words in the clouds. One is done for you.



Moba Koba

Moba is taller than Koba.

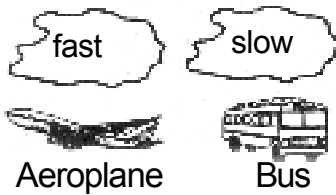
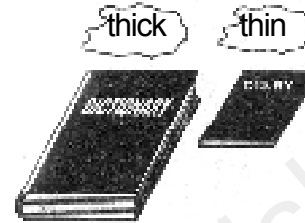
Koba is shorter than Moba.



*A Composite Modern English Text Book - IV*

I. A dictionary is ..... than a magazine.

A diary is ..... than a dictionary.



Aeroplane

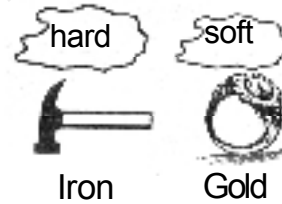
Bus

2. An aeroplane is ..... than a bus.

A bus is ..... than an aeroplane.

II. Iron is .....than gold.

Gold is .....than iron.

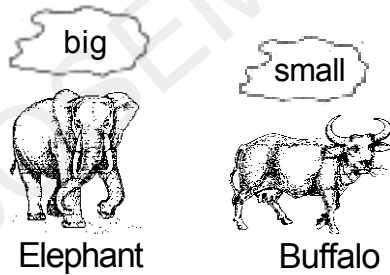


Iron

Gold

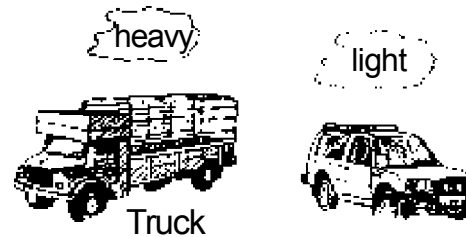
III. An elephant is ..... than a buffalo.

A buffalo is ..... than an elephant.



Elephant

Buffalo



Truck

Jeep

IV. A truck is ..... than a jeep.

V. A jeep is ..... than a truck.

**6. Rewrite the passage using proper punctuation and capital letters. One is done for you.**

Thambou was a poor fisherman he lived at thanga early one morning before sunrise thambou rowed out his small boat to the waters of loktak lake

for a long time thambou caught nothing the sun then rose high it was getting hot thambou was now tired and hungry just then he heard a fish swim into his net he pulled up his fishing net there he saw a silvery fish it was a pengba



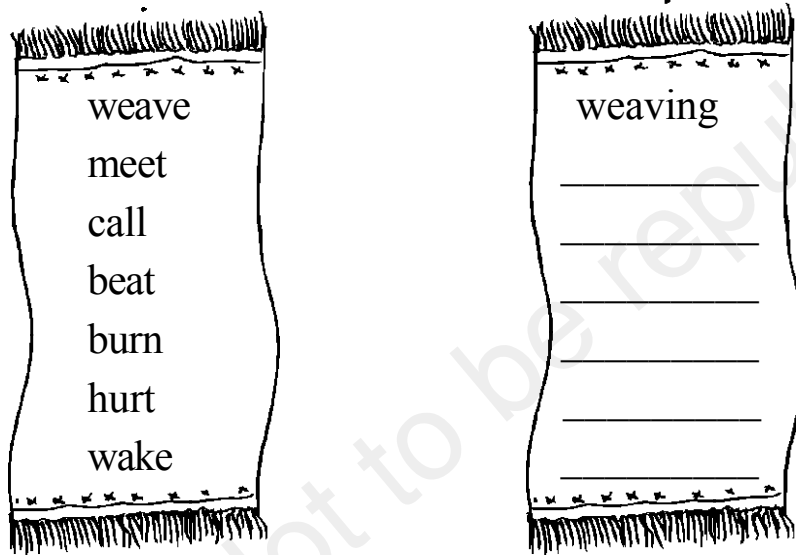
Ans. Thambou was a poor fisherman. He lived at Thanga. Early one morning, before sunrise, Thambou rowed out his small boat to the waters of Loktak lake.

For a long time Thambou caught nothing. The sun then rose high. It was getting hot. Thambou was now tired and hungry. Just then he heard a fish swim into his net. He pulled up his fishing net. There he saw a silvery fish. It was a pengba.

Johnson and Micheal went on a trekking in the jungle they were in the middle of it just then they heard a growling sound they looked sideways and saw a bear was charging at them in a moment.



7. Read the words on the cloth on the left hand side. Add ‘-ing’ to them and see what they become. Write them on the cloth on the right hand side. One is done for you.



8. In the following sentences the words are not in order. Write them in the proper order.

- (i) fruits sells in the market Mani.
- (ii) from is Ukhrul coming the bus.
- (iii) hard-working are men the tribal.

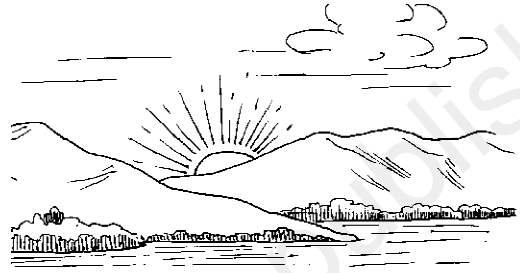
9. Look at the word *vegetables*. It has in it the word *get*. Now make two other words from it.

\_\_\_\_\_

10. Add ‘e’ where necessary.

**incom      long      bicycl      plac      sweet**

**WHOEVER** planned  
the world was wise  
to think of land,  
and sea, and skies



To plan a sun  
and moon that could  
be made to run  
the way they should.



But how did He  
have time for all  
the things we see  
that are so small -



Like flowers in parks,  
and flakes of snow,  
and little sparks  
the fireflies show?

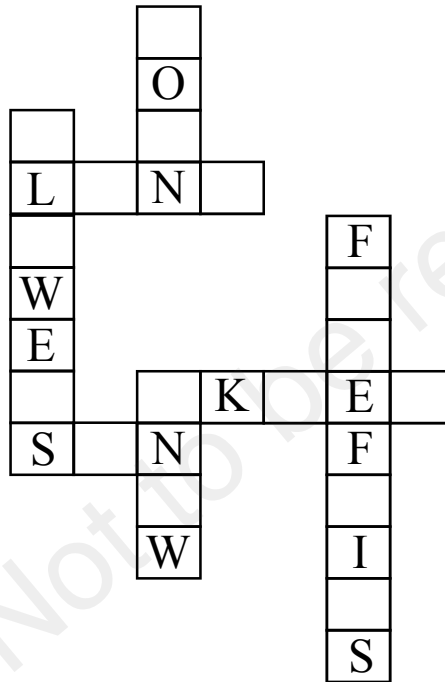
*-Allen Fisher*



#### To the Teacher

- \* Read the poem aloud with appropriate actions.  
Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

2. Look at the crossword. Some letters are missing in every cross section. Complete it and see what you find. You may find the full words in the poem.



3. Pick out the words from the poem which mean more than one. One is done for you.

1. Things
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Let us read and learn the following words with their meanings:**

- wise** : having wisdom
- flake** : a small thin light piece of snow
- sparks** : fiery particle thrown out from a fire
- fire-flies** : a type of flying insect that glows in the dark

**EXERCISES**

**1 Answer the following questions:**

- (i) What are the three components of the world ?
- (ii) Name the two heavenly bodies mentioned in the poem.
- (iii) Who is the maker of the world?
- (iv) Point out things which indicate the sign of wisdom.
- (v) Write the poem from memory.
- (vi) Read the following words.

Sun Screen

and find out from the poem three words which have similar end sounds:

.....

.....

.....

**2.** .....

# Unit - V

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## 9 A Letter from Imphal

*Imphal,*  
*15-10-2003*

Dear Sadasiv,

I've received your letter dated 1.10.03. You've written that you do not know anything about Manipur. Well, I'll try here to give you some idea about Manipur.

I'll call Manipur a beautiful garden in a corner of the earth. There is a valley in the middle of this garden surrounded by ranges of blue hills. There is a beautiful lake, called Loktak in this valley.



Like the varieties of flowers in a garden, different people live in the garden of Manipur. Like flowers, these people look so colourful and so different. Yet, they're the flowers of the same garden.

Towards the north-east, in the district of Ukhrul, the Tangkhuls live.

You must have heard of Sirui lily. The Sirui hill in Ukhrul is the place where the beautiful Sirui lily grows and blooms. Like the Sirui lily, the Tangkhuls are colourful people in their traditional dresses.

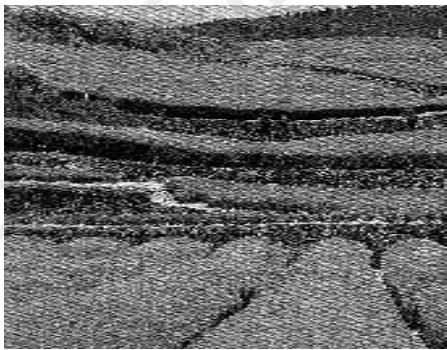


Then towards the north, in the Senapati district, there are many other colourful tribes like the Maos, the Paomei, the Maram, etc.

The beautiful Dzuko valley is in this district. It is in this valley that Dzuko lily grows. There are tea gardens in the Senapati district. The Kuki tribe also lives in some places in the hills of Senapati. The tribes in the district of Senapati too are colourful in traditional dresses.



Tamenglong is another district where the Zeme, the Liangmai, the Rongmei and the Puimei tribes live. They are also known as the Zeliangrong tribe. Tamenglong produces a lot of juicy oranges. Tea also grows here.



Chandel district is the home of many tribes – the Anal, the Maring, the Moyon, the Monsang, etc. The well-known border town of Moreh is in this district.

Down south in the Churachandpur district the Kukis, the Hmars and the Mizos live. Then the Meiteis are widespread but the majority of them live in

the valley of the state along with other communities. Manipur is also home of thousands of Marwaris, Sikhs, Bengalis, Assamese, South Indians, Nepalis, Biharis and other people from the rest of the country. All these people have always been living together as different flowers of a single garden. They live together in harmony. They know that they cannot break this relationship that binds them together. Manipur indeed is a paradise on earth.

Well, Sada, you must have learnt something about Manipur and her people. Next time, I'll write more about Manipur.

Wishing you all the best,

*With love,*

Barun

**Let us read and learn the following words with their meanings:**

**range** : lines or rows of mountains, hills, etc.

**colourful** : full of colour

**border** : frontier, dividing line between two countries  
or the area near that line

**harmony** : agreement

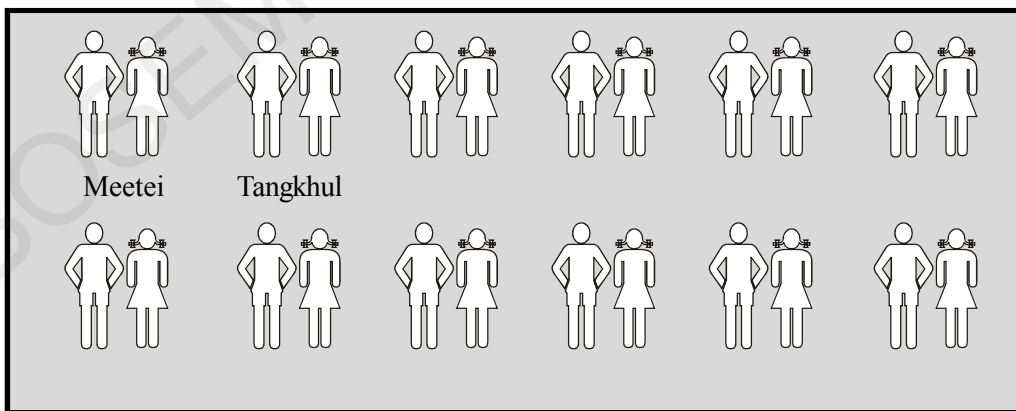
**paradise** : heaven, state of full happiness.

**EXERCISES**

**1.(a) Answer the following questions:**

1. Who live in the district of Ukhrul?
2. Which tribes form the Zeliangrong tribe?
3. In which district do the Maos and the Paomeis live?
4. Where do the Anals and the Marings live?
5. In which district do the Mizos live?

**2.(b) Look at the following. Every pair of a man and a woman represents the different people who live in Manipur. Give as many names of the people as you can to each pair. Two have been done for you. Draw more pictures if you need.**



(c) **Look at the following slogan:**

WE ARE THE SONS AND DAUGHTERS  
OF THE SAME MOTHER

**and attempt to write a similar slogan showing the oneness of the people of Manipur:**

2. **Match the words in column A with their meanings in column B:**

A	B
received	put on
varieties	really
traditional	got
wear	encircle
indeed	different kinds
surround	customary

**Now replace the underlined words in the following sentences with their meanings:**

- I. I received your letter.
- II. There are varieties of fruits in Manipur.
- III. The people wear colourful dresses.
- IV Indeed Manipur is a paradise on earth.

V. This is our traditional dress.

VI. Hills surround the valley.

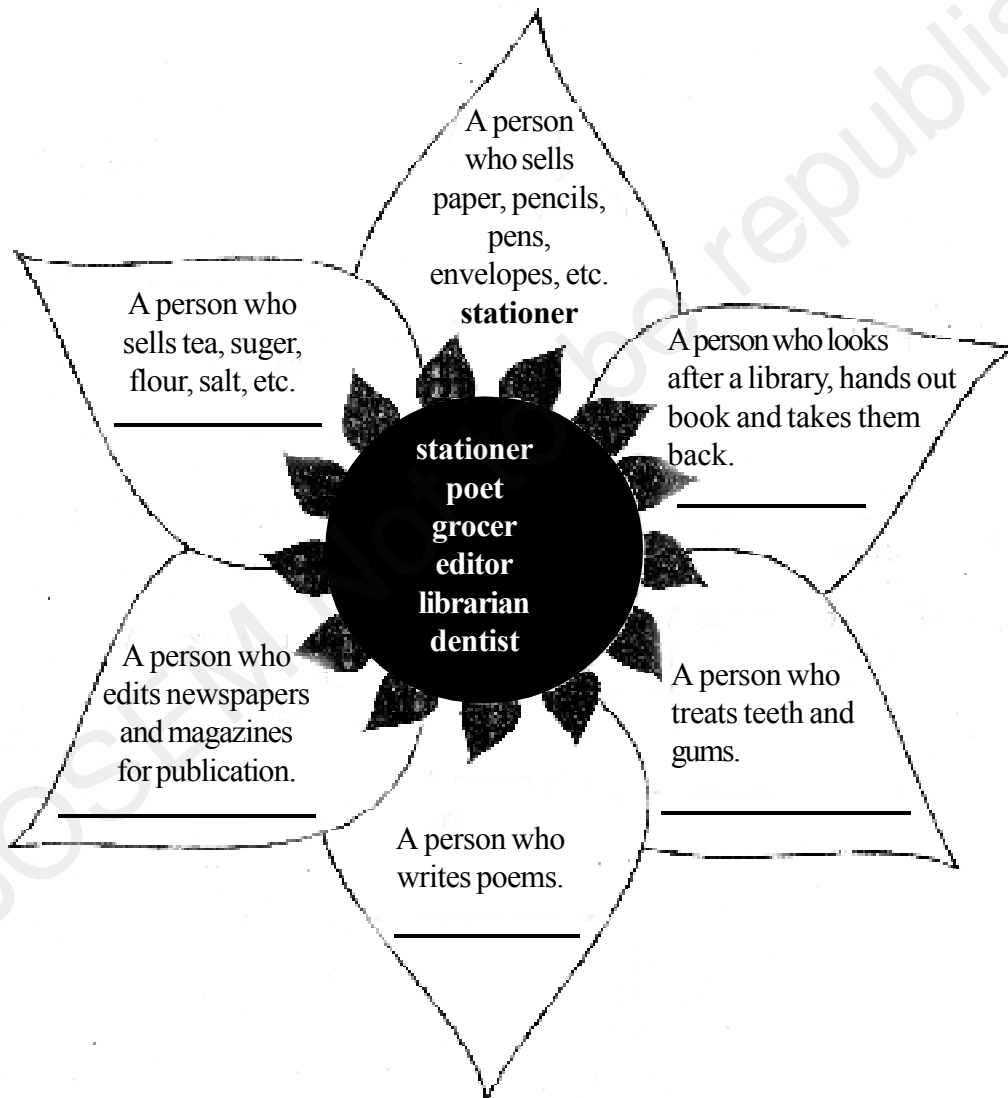
- 3. Some letters are missing in the following words. Fill them in:**

Kno \_\_      ga \_\_ den      val \_\_ ey    b \_\_ oom  
tri \_\_ e      di \_\_ tr \_\_ ct      br \_\_ \_\_ k  
s \_\_ ngl \_\_

- 4. Add 'y' to the following words and see what happens. Two are done for you.**

juice	juicy
sun	sunny
fun	_____
milk	_____
bag	_____
spice	_____

5. (a) The jobs of workmen are listed in the middle of the flower. They have been defined in the petals. Pick up the correct word from the circle. Then write it in the blanks given in the petals. One is done for you :



**b. Now describe in complete sentences. One is done for you :**

**I. A person who edits newspapers and magazines for publication is called an **editor**.**



II.....  
.....

III.....  
.....



IV.....  
.....

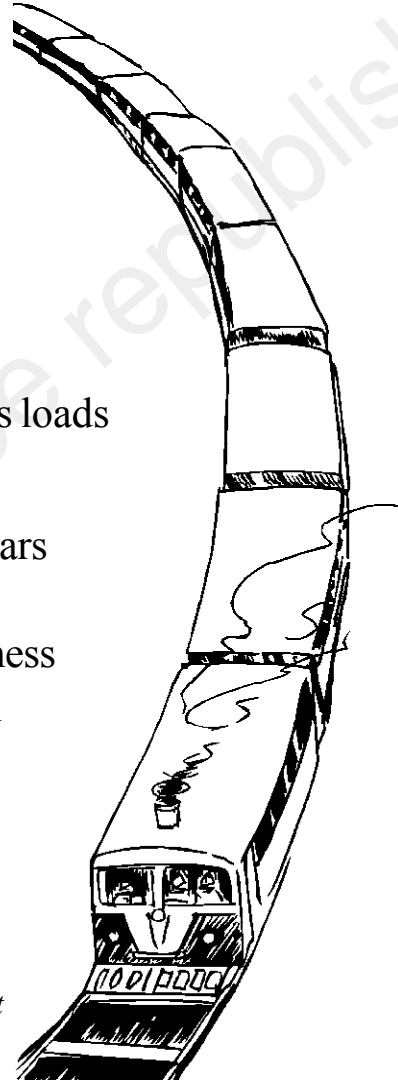
V.....  
.....



VI.....  
.....

Over the mountains  
Over the plains  
Over the rivers  
Here come the trains  
Carrying passengers  
Carrying mail  
Bringing their precious loads  
In without fail  
Thousands of freight cars  
All rushing on  
Through day and darkness  
Through day and dawn  
Over the mountains  
Over the plains  
Over the rivers  
Here come the trains.

*-James S. Jippet*



**To the Teacher**

- \* Read the poem aloud with appropriate actions.  
Ask the children to repeat after you.  
Ask the children to recite the poem on their own.



**EXERCISE**

**1.(a) Answer the following questions:**

- (i) Where do the trains come over ?
- (ii) Name four things carried by trains.
- (iii) What do freight cars do?

**(b) Recite the poem from memory.**

**(c) Study the rhyming words from the stanza.**

Over the mountains

Over the plains

Over the rivers

Here come the trains

**2. Look at the pictures. All are means of transport. Write the name of each of the picture:**

\_\_\_\_\_



\_\_\_\_\_



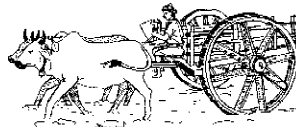
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



3. Match the two groups of items given in column A and B :

A	B
Aeroplane	Roadways
Train	Sea route
Ship	Air route
Bus	Railways

4. Find the odd one out:

letter	telephone	television	telegram
cycle	scooter	rickshaw	motor bike

5. Give at least three other means of transport:

\_\_\_\_\_

Let us read and learn the following words with their meanings:

**passenger** : one who travels in train, ship, bus etc.

**freight car** : wagon, an open railway truck for carrying good.

# **Unit - VI**

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Sanathoi went into his garden. It was midnight. It was someone singing that woke him up. He saw a man with bright golden hair, wearing a strange outfit and singing a song.

“Who are you?” asked Sanathoi when the song finished.



“I am Alex, Sanathoi,” said the stranger. “How did you come here? I haven’t seen a person like you before,” said Sanathoi.

“I am not from your planet. I have come from another planet called Octalulu. My spaceship landed near your garden. The fragrance from your garden brought me here,” replied Alex.

Sanathoi looked to his right. He saw a huge, round disk at some distance in the field nearby. “But Alex, how do you know my name?” asked Sanathoi.

**To the Teacher**

\* outfit—a set of clothes.

“Our science is highly advanced. When we meet a person, we know everything about him or her. This machine which is behind my ear helps me in getting such information.”

“A marvel indeed,” said Sanathoi.

“If you come to my planet, you will see a lot of such devices. People on earth have not been able to keep pace with us,” said Alex.

“I think you are right. But we too are progressing fast, aren’t we?” asked Sanathoi.

“Yes, I agree. I think you will like to visit my planet, won’t you?” asked Alex.

“Oh! I would love to. But is it possible?” asked Sanathoi.

“Why not? I will take you to Octalulu. There are lots of things for you to see,” said Alex.

“I don’t think it is possible. How can we go and come back before dawn?” asked Sanathoi.

“Well, I promise to bring you back before day-break,” said Alex.

“But I am getting a little nervous. Shall we be back before my parents wake up?” asked Sanathoi.

“Oh, sure. Don’t worry,” answered Alex.

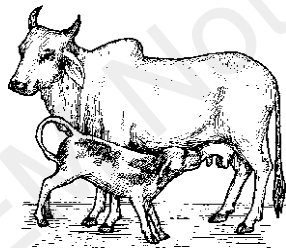
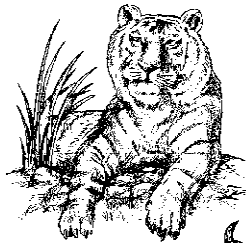
Both of them walked towards the spaceship. Alex took the pilot's seat. Sanathoi sat beside him. Alex pressed a few

buttons. The spaceship began to go up without making any sound.

“Wow! It’s really great!” said Sanathoi excitedly.

Soon the spaceship was among the stars. Sanathoi felt extremely delighted.

“Oh, I have never felt so happy. Oh my! It’s so lovely to be surrounded by stars. Every star is so beautiful!” exclaimed Sanathoi.



“Very soon, you’ll be in Octalulu,” said Alex.

The spaceship slowed down and landed outside a huge golden gate. As both of them came out, the gate opened by itself. Sanathoi saw a lot of tall and beautiful buildings on both sides of a wide road. He walked in with Alex. He was surprised to see a few monkeys, tigers and deer moving together. He had never seen such a thing before. “We have developed an excellent system. There is no violence. All animals enjoy

being together,” said Alex.

Sanathoi saw beautiful plants and flowers. There was greenery all around.

“Don’t you have schools?” asked Sanathoi.

“No, there are no separate places for schools. Our children learn everything through computers in their homes,” said Alex.

“Everything looks so different here,” said Sanathoi. “And there is no poverty here. That is a big problem that you face on earth,” said Alex.

“Yes, Alex. A lot more needs to be done by us,” said Sanathoi sadly. “You have an excellent system really,” he added.

“It’s time for me to take you back. You have to reach home before it is morning,” said Alex, looking at his watch.

Both of them walked towards the spaceship. “It was a thrilling experience,” Sanathoi thought as he took his seat.

A little later the spaceship was on earth.

“Goodbye, Alex. Please come again,” said Sanathoi as he came out of the spaceship.

“Goodbye, Sanathoi. We are friends now. I’ll definitely come again,” promised Alex.

The door of the spaceship closed. Sanathoi saw the spaceship going up. He kept looking at it until it vanished.

**Let us read and learn the following words with their meanings:**

<b>oortalulu</b>	: an imaginary planet
<b>outfit</b>	: clothes worn together as a set.
<b>spaceship</b>	: spacecraft
<b>fragrance</b>	: sweet smell
<b>marvel</b>	: wonder
<b>nervous</b>	: afraid
<b>violence</b>	: being violent
<b>excellent</b>	: extremely good

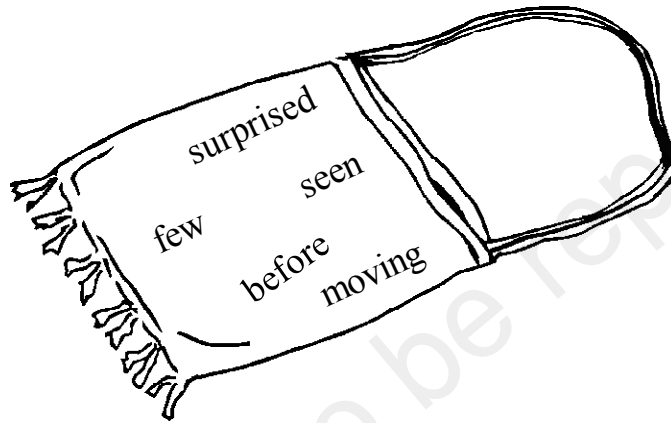
### **EXERCISE**

**1.(a) Answer the following questions orally:**

- (i) Who came into the garden of Sanathoi?
- (ii) Which planet did Alex come from?
- (iii) What strange things did Sanathoi see in the planet?
- (iv) How did the children learn on the planet?
- (v) What time did Sanathoi reach home?



- (b) In the passage below, some words are missing. They are inside the bag below. Find out the words and fill in the blanks:



He was \_\_\_\_\_ to see a \_\_\_\_\_ monkeys,  
tigers and deer \_\_\_\_\_ together. He had never  
\_\_\_\_\_ such a thing \_\_\_\_\_.

- (c) Match words of opposite meaning.

beautiful	-	light
bright	-	short
less	-	dull
heavy	-	ugly
long	-	more

- (d) **Add '- r' or '- er' to the following words to make new words. One is done for you.**

Example: mine – miner

dance	teach
sing	learn
drive	dance

- (e) **Pick out the odd word:**

clouds	desert	sky	sun
fantastic	wonderful	extraordinary	simple
port	airport	station	market

- (f) **Imagine that you are Sanathoi. In about 5-6 lines, write down what you saw in Octalulu.**

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**2. (a) Read the passage:**

Ritu is going to Sendra on Sunday. She tells her friend Manileima about it.

My father is taking us to Sendra on Sunday. He will also take us to Keibul Lamjao. I am taking my camera. My younger brother Robin will also



go. My mother is all set for the programme. She will prepare our food early in the morning. We will take it and have it there. I will take photographs of Loktak and Sangai. I am really restless to see Sangai at Keibul Lamjao. I think, they will be waiting for me. On our return we will stop at Loukoipat. There I will go boating. It will be exciting.

**Now, Rewrite the above passage using the contracted forms given in the box :**

**He'll I'm She'll We'll I'll It'll**

2. **Manileima returns home from school and tells her mother what Ritu is going to do on Sunday. Write it using the contracted forms given in the box. The first two sentences are done for you :**

<b>He'll</b>	<b>She's</b>	<b>She'll</b>	<b>They'll</b>	<b>It'll</b>
--------------	--------------	---------------	----------------	--------------

When I was seven  
We went for a picnic  
Up to a magic  
Forestry place  
I knew there were tigers  
Behind every boulder,  
Though I didn't meet one  
Face to face.

When I was older  
We went for a picnic  
Up to the very same  
Place as before,  
And all the trees  
And the rocks were so little  
They couldn't hide tigers  
Or me any more.

*Harry Behn*



**To the Teacher :**

- \* Read the poem with appropriate action. Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

**Let us read and learn the following words with their meanings:**

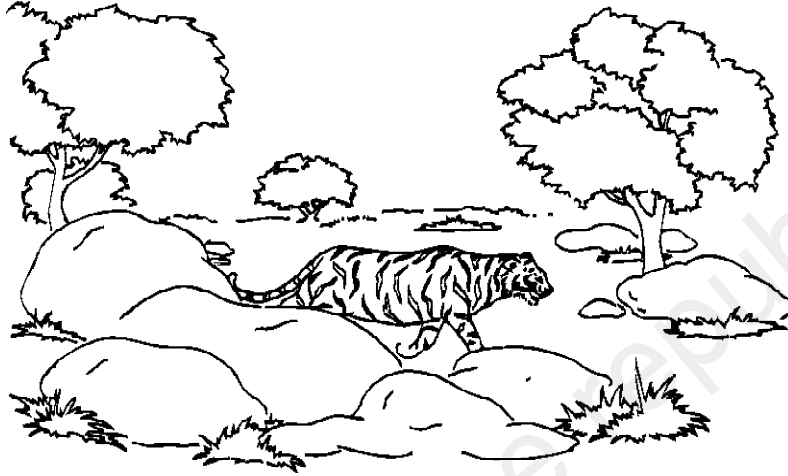
<b>growing up</b>	: maturing
<b>picnic</b>	: outing or excursion
<b>forestry</b>	: science of forest, forest management
<b>hide</b>	: keep out of sight

## **EXERCISES**

**1. Answer the following questions:**

- (i). Where did the poet go for a picnic?
- (ii) What did the poet know?
- (iii) What change did the poet find when he went for picnic for the second time?
- (iv) Choose the correct answer from those given?  
The speaker in the poem went for a picnic at the age of
  - a. Ten
  - b. Five
  - c. Seven
  - d. Nine.
- (v) Recite the poem with your teacher.

**2.(a) Colour the picture :**



**(b) On the boulder some words are written. Use the words to complete the story**

had, went, was, were,  
behind, didn't, heard

Five of us \_\_\_\_\_ for a picnic. There \_\_\_\_\_ many boulders at the place of picnic. Some told us that there were tigers \_\_\_\_\_ those boulders. But we \_\_\_\_\_ see any tiger. We \_\_\_\_\_ our meal without fear. The sun \_\_\_\_\_ now setting. We packed up our things. At that time we \_\_\_\_\_ a loud roar. We came running.

3. (a) See below :

There are some cardinal numbers and their ordinal forms. Say them after the teacher :

Cardinal
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20



ordinal
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth

(b) Rewrite the passage replacing the cardinal numbers with their ordinal forms:

A group of children has been to Delhi. Ranjan is narrating his experience.



We visited a museum of books in Delhi. It had a huge building.  
It took about four hours to go around.

On the [6] floor, we saw old manuscripts in all the Indian languages. On the [12] floor, we saw books written on leaves. We loved being in the canteen which was on the [18] floor. I was the [20] visitor of the day and I got a prize for that. My friend said that he was visiting the museum for the [15] time.

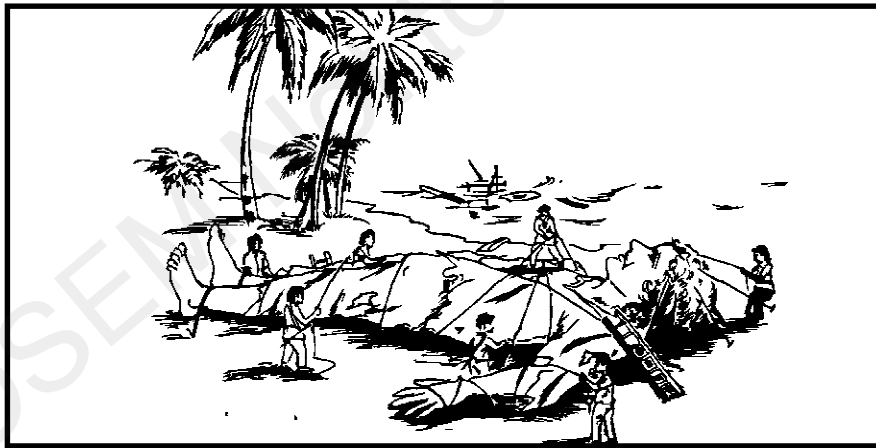
# **Unit - VII**

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## 13 Gulliver and the Lilliputs

Gulliver was a doctor in a ship. Once, he was travelling in his ship. But the ship sank in the sea. Gulliver was the only man who did not die. He swam for hours and then found himself on an unknown island. It was the land of the Lilliputs.

Gulliver was tired. He soon fell asleep. When he woke up, he found that he could not move at all. He was bound to the ground with threads. The threads were fastened to tiny pegs on the ground.



Soon, Gulliver felt something moving on his left leg. It came up to his chest. It was a tiny human being. He was only six inches tall. Several of these tiny human beings were climbing all over him. In surprise, Gulliver gave a loud roar. This frightened the tiny men and they ran away.

Gulliver tried to free himself, but he could not. The tiny men shot arrows at him. The small arrows hurt him. At last, Gulliver stopped struggling. He showed signs that he was hungry. The tiny men then brought food for him. They put a huge ladder on his shoulder. Many of them climbed up the ladder and put loaves of bread and pieces of mutton into his mouth. The tiny men then carried Gulliver to their city. They lifted him on a cart. 1500 horses drew the cart. Then they chained Gulliver in a temple. Many people came to see Gulliver. Even, the Emperor himself came to see this strange giant.

One day six wicked tiny men shot arrows at Gulliver. One arrow almost hit Gulliver's left eye. The guards ran after them and caught them. Gulliver took them into his coat pocket. He took one of them and pretended that he was going to swallow him. The man gave a loud cry. But Gulliver put him down on the ground and let him go. He did the same with the others.

Gulliver soon became a friend of the Lilliputs. Now he was free to move anywhere. But he also created a lot of problems for the place. He ate too much of their food. The Lilliputs thought that he would not leave anything for them to eat.

**EXERCISES**

**1.(a) A. Answer the following questions:**

- (i) What was Gulliver?
- (ii) What happened to his ship?
- (iii) Who did not die when the ship sank?
- (iv) How did Gulliver find himself on an unknown island?
- (v) Whose land was the island?
- (vi) How did Gulliver find himself when he woke up?
- (vii) Why could not Gulliver move at all?

- (b) (i) What did Gulliver feel on his left leg? What did it do to him?
- (ii) What was it? Describe it?
- (iii) Why did Gulliver give a loud roar? What effect did it have on the Lilliputs?
- (iv) Why did Gulliver fail to free himself? What did he finally do?
- (v) What signs did Gulliver show to the Lilliputs?
- (vi) What did the Lilliputs bring for him?
- (vii) How was Gulliver given food? What did the Lilliputs give to him to eat?

- (c) (i) Where did the Lilliputs carry Gulliver and how was it done?  
(ii) How many horses drew the cart on which Gulliver was lifted?
- a) 500
  - b) 1000
  - c) 1200
  - d) 1500
- (iii) Where was Gulliver chained and what happened there?  
(iv) What did the Emperor do?  
(v) What did the six wicked Lilliputs do to Gulliver?  
(vi) How did Gulliver punish the six wicked Lilliputs?  
(vii) What problems did Gulliver create for the place?

2. **In the following paragraph, the encircled words are wrong. Rewrite the paragraph using the correct words from the text.**

When the ship sank, Gulliver **walked** to the island of the Lilliputs. The Lilliputs were big men. The Lilliputs came up to Gulliver's **face**. He was **happy**. So he gave a loud **laughter**.

**3. Suppose you go to an unknown place. You find that the people there are as tall as trees.**

Now complete the following paragraph by using the right words in the blanks. The words are in the body of the big man.



In my dream, I was on an island. I met a \_\_\_\_\_ man. I tried to run away, but the giant \_\_\_\_\_ me. He put me in his \_\_\_\_\_. But there was a \_\_\_\_\_ in his pocket. I \_\_\_\_\_ through it and ran away.

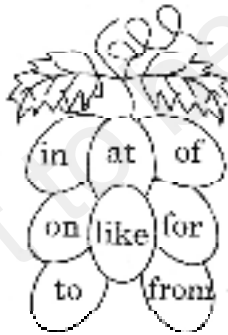
**4. Look at the following words. Two letters are missing in each word. Fill them in with the correct letters to make the right words. The clues are on the right side.**

- |              |   |                                 |
|--------------|---|---------------------------------|
| 1. T _ _ Y.  | - | The size of the Lilliputs.      |
| 2. _ H _ P.  | - | Gulliver travelled in it.       |
| 3. _ S _ AND | - | This is where Gulliver came.    |
| 4. _ ADD _ R | - | The Lilliputs used it to climb. |

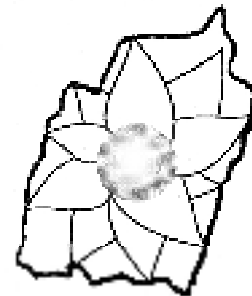
**5. Join and make meaningful groups of words:**

- |            |       |
|------------|-------|
| A piece of | milk  |
| A slice of | keys  |
| A bowl of  | meat  |
| A jug of   | soup  |
| A bunch of | bread |

**6. Complete the following passages with the words given in the bunch of grapes. You may use the words more than once :**



- I** Manipur is a flower ..... the lofty heights. Look .....  
the picture. The valley is the centre ..... the flower.  
Numerous tribes live ..... the hills. They  
are ..... petals of the flower.  
The green hills add .....the beauty like  
green leaves. Manipuris are proud .....  
their native place. It is a paradise  
.....the earth .....  
them.





**II.** Assam is a neighbouring state ..... Manipur. The Assamese produce beautiful handi-crafts. They make many things ..... bamboo. We can use them ..... decorating our rooms. .... Assam, Bihu is the most important festival. They celebrate the festival ..... many days. The womenfolk dance and sing ..... the beat of drums. They wear colourful dresses ..... the time of dancing.



**III.** Do you know the seven sister states ..... the North Eastern part ..... India ? Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland and Tripura are ..... seven sisters. These states are famous ..... flora and fauna. Sirui lily and Dzuko lily grow ..... Manipur. Wild life sanctuary ..... the one-horned rhinoceros is ..... Kaziranga ..... Assam. Sangai is found ..... Keibul Lamjao ..... Manipur. Many rare varieties ..... orchids grow ..... these states.



**7. By changing the circled word to its opposite, rewrite these sentences. One has been done or you.**

a) I carry a (light) bag to school every day.

I carry a heavy bag to school every day.

b) Tomba (won) the race.

c) I (love) eating vegetables.

d) This glass of milk is (full)

e) The Old man is (wise).

**8. Give the opposite of the words by adding *un* or *im*.**

happy \_\_\_\_\_ Important \_\_\_\_\_

polite \_\_\_\_\_ perfect \_\_\_\_\_

seen \_\_\_\_\_ healthy \_\_\_\_\_

proper \_\_\_\_\_ safe \_\_\_\_\_

lucky \_\_\_\_\_ patient \_\_\_\_\_

possible \_\_\_\_\_ pure \_\_\_\_\_

**8. Match the following animals. One is done for you.**

<b>Male</b>	<b>Female</b>
jackass	lioness
buck	hind
stag	hen
lion	jenny
cock	doe
hound	ewe
ram	bitch

If you keep on going  
And never stop,  
You can keep on going,  
You can make it to the top.

Life is full of mountains,  
Some are big and some are small.  
But if you don't give up  
You can overcome them all.

So keep on going  
Try not to stop.  
When you keep on going  
You can make it to the top.

*-Dixie Willson*

**EXERCISE**



**1 Answer the following questions:**

- (i) What does the poet say about life?
- (ii) What kind of mountains are there?
- (ii) What do the mountains mean here?
- (iv) How can you overcome the mountains?
- (v) How can you reach the top?

**2. Try to sing the poem as a song.**

# **Unit - VIII**

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It was a pleasant morning. Birds were twittering among the branches. Amo woke up and rushed out to see the birds which he loved very much. Suddenly he heard a voice calling “Amo! Amo!”.

Amo looked around but couldn't see anybody. “Here I am, Amo,” said the voice. “They have rolled me up like a tube and put a rubber band around me. Please set me free quickly.”



Amo picked the newspaper up and removed the rubber band. He unfolded the newspaper. A smiling face greeted him.

“Aha! Mr. Newspaper, how are you this morning?” said Amo.

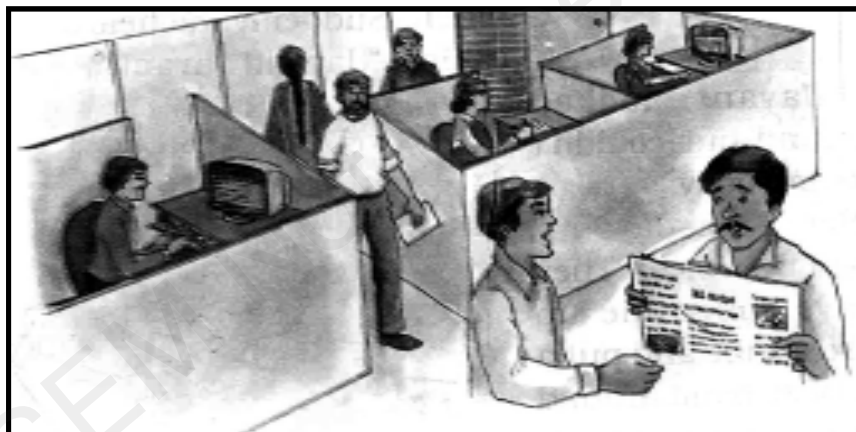
“Fine, thank you,” replied Mr. Newspaper.

“I see you everyday but know very little about you. Could you tell me something about yourself?” asked Amo.

Mr. Newspaper seemed extremely



pleased. “ My pleasure. Let me tell you about myself. You see the Chief Editor’s name at the bottom of the last page. This person gives me the final shape. Some people are engaged to collect news. They are called reporters. They collect news from within the country as well as from outside. It is put under different sections like Current Affairs, Sports, Business, Travel, Science Forum, Education, etc. People also advertise their goods and services through me. I have something for everybody, men and women, the young and the old.



“Everyone waits for me eagerly. Each day people find something new in me. These days, I am more colourful. Do you know I am printed on a special paper? It is called newsprint. Earlier, the printing machines were operated by human beings. But now, I am printed by automatic machines. I am also printed in different languages and sent to various parts of the country. I think, now, you know a lot about me,” said Mr. Newspaper.



“Thank you very much, Mr. Newspaper. I am really grateful. Now, I know how important you are. I promise to read you everyday,” said Amo.

### **EXERCISE**

**1 (a) Answer the following questions:**

- (i) What did the voice say to Amo?
- (ii) What is the name of the special paper on which Newspaper are printed?
- (iii) How were printing machines operated earlier?
- (iv) How are newspapers printed now?

**(b) Answer the following questions:**

- (i) Who picked up the newspaper?
- (ii) List the sections which are printed in a newspaper.
- (iii) Why does everyone wait for the newspaper?
- (iv) Write the names of three newspapers that you know.

**2. Name three things made of the following:**

1. Gold .....
2. Leather .....
3. Paper .....

**3. Select suitable words from the cloud and fill in the blanks:**



Everyone waits for me ..... Each day people find..... new in me. These days, I am more..... Do you know I am printed on a ..... Paper? It is called.....

4. Fill in the following blanks. One is done for you inside the box.

i)	Soft	softer	softest
ii)	Poor	.....	.....
iii)	Loud	.....	.....
iv)	Clean	.....	.....
v)	Old	.....	.....
vi)	Deep	.....	.....
vii)	Tall	.....	.....
viii)	Kind	.....	.....

5. Do you know?

Some describing words change like this :

(i)	Good	better	best
(ii)	Bad	worse	worst
(iii)	Many	more	most
(iv)	Little	less	least

6. A **biography** is an account of someone's life written by another person.

An **autobiography** is an account of a person's life written by the person himself or herself.

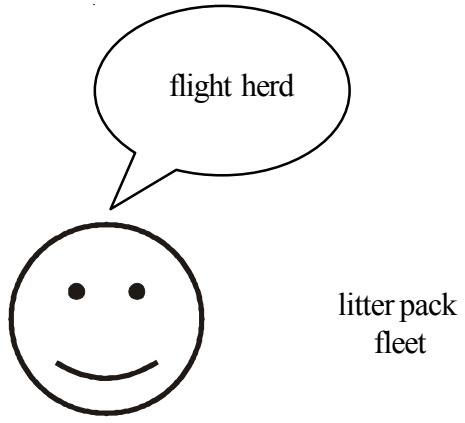
Now, write 5-6 lines about yourself in the following lines. Begin like the following:

My name is .....

7. **Read the following sentences carefully and fill in the blanks using the words given in the box. One is done for you:**

Racehorse	Meiteis	dockyard	christians
paintings	music	laboratory	

- (a) An astronaut is to America as a cosmonaut is to Russia.
- (i) An aeroplane is to hanger as ship is to .....
- (ii) A driver is to a bus as a jockey is to a .....
- (iii) An author is to books as an artist is to .....
- (iv) A temple is to the Hindus as a church is to the .....
- (v) The Koran is to the Muslims as the Puya is to the .....
- (vi) A mechanic is to machines as a composer is to .....
- (vii) A teacher is to classroom as a scientist is to .....



(b) A man had a problem for suitable words to fill in the blanks to describe each item of word. Help the man with the words in the picture given above.

One is done for you:

1. Flock is to sheep as herd is to cows.
2. Gang is to thieves as ..... is to ships.
3. Bunch is to keys as ..... is to cards.
4. Team is to players as ..... is to puppies.
5. Grove is to trees as ..... is to people.
6. Pack is to wolves as ..... is to singers.
7. Pair is to shoes as ..... is to bread.
8. Swarm is to bees as ..... is to steps.

(c) Look at each of the pictures and write the form of the group of words describing it. One is done for you:

1. A gang of thieves.



2. ....

3. ....

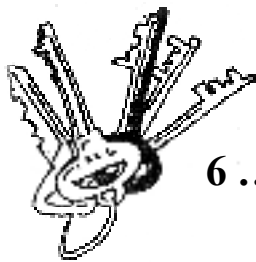


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4. ....

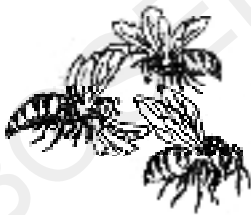
5. ....



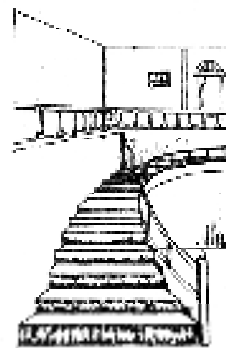
6. ....



7. ....



8. ....



Away from the city  
And into the sun,  
Out to the country,  
Run ! Run ! Run !  
Run 'neath the trees !  
Run little races  
With each little breeze !  
Run down the hillside,  
Run up the lane;  
Run through the meadow,  
Then run back again !  
Run and be merry  
Run to the country,

**Away ! Away !**

**EXERCISE**

**I (a) Answer the following questions:**

- (i) What does the poem tell us to do?
- (ii) Write about the places where the poet wants us to run.

**(b)**

- (i) Do you like to play and run about? Why?
- (ii) Running is a very good exercise. Name any three games that you play in which you have to run.
- (iii) When you run fast, what do you feel is happening to your body?

**2. Say aloud**

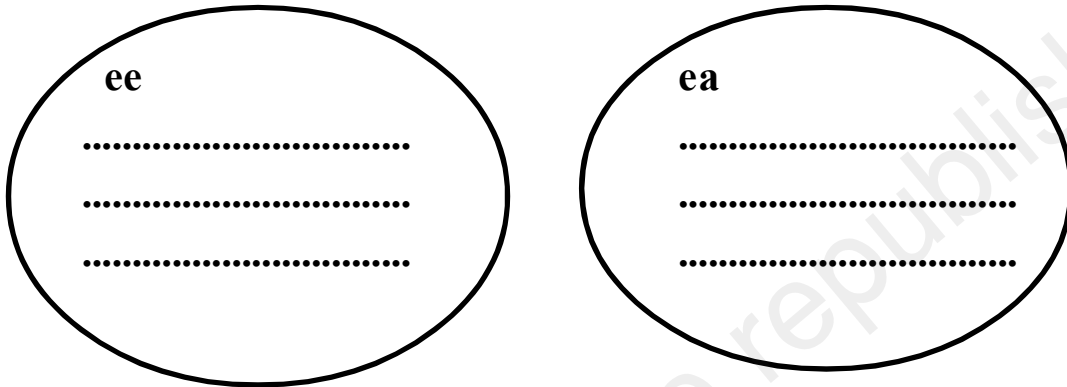
beneath      breeze      meet  
fear          each          meadow

**3. Some letters are missing in each word. Write *ee* or *ea* in each word.**

Tr.....s      sl.....p      pl.....se      b.....p  
t.....se      f.....t      t.....ch      m.....t



Now add more words with *ee* and *ea* and put them inside the bubbles



4. (a) Say the words aloud one by one. Follow the instructions and move your body accordingly.

Shoulders Move them up and down.

Feet Walk forward and backward.

Run Fast and slow.

Hands Move them left and right.

(b) Now, jump, hop, march and tiptoe

# **Unit - IX**

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Abdul: Sir, what's a red-letter day?

Teacher: A red-letter day means an important day. **The Indian Independence Day** is such a red-letter day. **Khongjom Day** and **Patriots' Day** are also red-letter days of Manipur. Do you know when we celebrate Independence Day?

Ragui: Yes sir, 15<sup>th</sup> of August every year.

Teacher: Very nice. Now, do you know why we call it **Independence Day**?

Tombi: Sir, we do not know much about it. Please tell us about it.

Teacher: Now listen carefully. About three hundred and fifty years ago, the British came to India. At first, they came to do business. But they were very clever people. Soon, they began to rule India. Finally, the whole of India, including Manipur, was under their rule. During this period, the Indians lost their independence or freedom. That means they had to obey the British like a servant obeys his master.

Radha: That's very bad, sir. Please tell us what happened after that.

Teacher: But after many years the Indians also became very clever. They now did not want the British to rule over them. So they told the British to go to their own land. But the British refused to do so. The Indians then began to agitate against them. This is known as the Indian **Independence movement** or the **Freedom Struggle**. The British put many freedom fighters in jail. They even hanged many of them. Then Mahatma Gandhi became leader of the Freedom Struggle. After many years of Struggle, the British finally decided that they could not rule India any more. So, on 15<sup>th</sup> of August 1947, they left India. We call this day **Independence Day**?



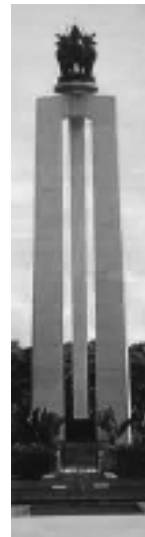
Mobi: What do we do on this day, sir?

Teacher: We celebrate it with great joy and merriment. The whole nation observes a holiday. The Indian National Flags are flown not only on Government buildings, but on the tops of people's houses too. The Prime Minister talks to the people of India from the Red Fort in Delhi. Children sing patriotic songs. It shows how important independence is to us.

Radha: Sir, we now know the importance of **Independence Day**. Please tell us about **Khomjom Day**.



Teacher: The British were ruling over almost all of India, but Manipur was still not under them. They, then thought of ruling over Manipur also. But Kongreng Yubraj (Tikendrajit) and Thangal General did not like it. Manipuris did not wish that Manipur should lose freedom. At that time the English had a Residency at Imphal. They were looking for a chance to bring the Manipuris under them. They plotted to arrest Kongreng Yubraj (Tikendrajit) with a night attack at the palace. As a result, the five English officers were captured and killed at Kangla. The British took that Koireng (Tikendrajit and) Thangal General were responsible for it.



Joy: What happened after that, sir?



Teacher: The British were very strong. They sent soldiers to defeat the Manupuri king. The Manupuris fought the British at Khongjom. The British had good guns. The Manupuris had only a few. But the Manupuris fought bravely. Many Manupuris laid down their lives here at Khongjom to save their motherland. Major Pans Brjashahi was one such brave son of Manipur. The British defeated the Manupuris at Khongjom on April 23<sup>rd</sup>, 1891.



In the Khongjom battle the Manupuris showed to the world their deep love of their Motherland. The Manupuris lost the battle, but they showed that they could lay down their lives for their motherland. Today, Manupuris hold Khongjom as a *tirtha*, a sacred place. Every year on April 23<sup>rd</sup> the Manupuris pay their loving tribute to the Heroes of Manupuri who died at Khongjom. They offer *torpan* to the martyrs of Manupuri on this day. We call this day **Khongjom Day**.

Joy: Wonderful! And what is Patriots' Day, Sir?

Teacher: After the Khongjom battle the British arrested Koireng (Tikendrajit), General Thangal and many others. Then

they hanged Koireng (Tikendrajit) and General Thangal on 13<sup>th</sup> August 1891 at the place, which we now call Tikendrajit Park. Many others were also hanged in the Imphal Jail. These brave sons of Manipur lost their lives because they were great patriots. All of them tried to save Manipur from losing her freedom. That is why we observe 13<sup>th</sup> August every year as the **Patriots' Day**. On this day we pay our respect to Koireng (Tikendrajit), Thangal General and many others who died for their motherland.

The children: Sir, we have learnt many things about the great patriots. We also shall love our country like them. Thank you, sir.

## EXERCISES

### 1.(a) Answer the following questions:

- (i) What is a red-letter day?
- (ii) Why is **Independence Day** a red-letter day?
- (iii) What did the British do to many Indians during the **Indian Freedom Struggle**?
- (iv) What did Koireng (Tikendrajit) and General Thangal do to some of the English officers in Imphal?
- (v) Where did Major Paona die?
- (vi) Why is Khongjom a holy place to the Manipuris?
- (vii) What do we do on the **Patriots' Day**?

**(b) Find out the names of at least three National Freedom Fighters and write their names.**

(i) .....

(ii) .....

(iii) .....

**(c) Do the same about a few heroes of Manipur who died at Khongjam battle.**

(i) .....

(ii) .....

(iii) .....

**(d) Write 'right' or 'wrong' against each sentence.**

(i) The British were not clever. ....

(ii) The British came to do business in India. ....

(iii) The British ruled Manipur from the beginning. ....

(iv) The Manipuris fought bravely at Khongjom. ....

(v) Tikendrajit was a true patriot. ....



**2.(a) Read the following passage:**

I. Mr. Ibohal is sitting **on** the chair. The world map is **behind** Ibohal. The calendar is **beside** the map. There is a cat **under** the table. The electric bulb is **over** the head of Ibohal. The clock and a book are also **on** the table. But the pen is **in** his pocket.



**Now, Answer the questions in full sentences:**

(i) Where is Ibohal sitting?

.....

(ii) What are on the tables?

.....

(iii) What is over Ibohal's head?

.....

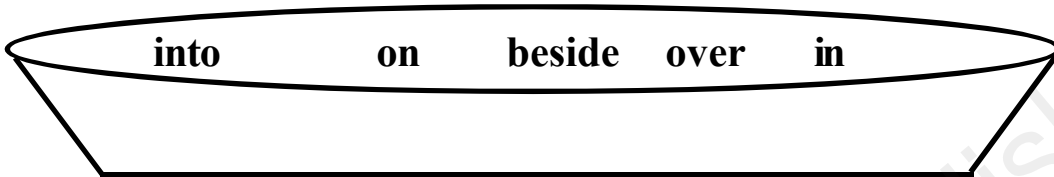
(iv) Where is the map?

.....

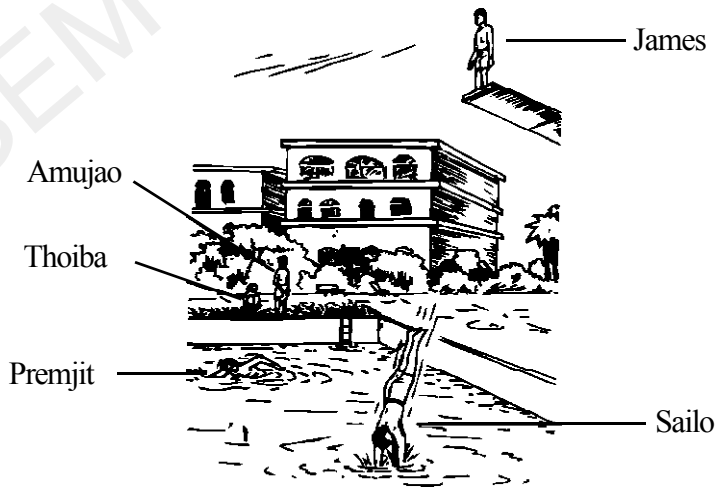
(v) Where is Ibohal's pen?

.....

**(b) Fill in the blanks using the given words in the boat.**



- (i) James is ..... the diving board.
- (ii) Sailo is jumping ..... the water.
- (iii) Premjit is swimming ..... the water.
- (iv) Thoiba is sitting ..... the grass.
- (v) Amujao is standing ..... Thoiba.



(c) Complete the conversation given below. One, accepting the request and the other not accepting it, are done for you :

- ⊕ indicates accepting the request.
- ⊖ indicates not accepting the request.



Noren : May I have your pen for a minute ?

⊕ Ibobi : Certainly. Here it is.



Tomba : Can I borrow your umbrella, please ?

⊖ Mani : I am sorry, I am going out myself. It is going to rain.

Romen : Can I address you as sister ?

⊕ Reena : .....



Manihar: Would you like to have a cup of tea?

⊕ Tomal : .....

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Deepa : May I come in ?

⊕ Kamala : .....  
.....

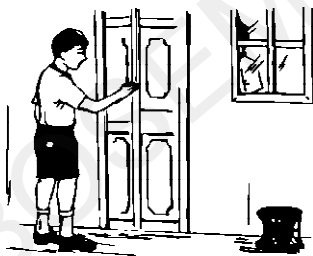


Kamal : Could you pass the newspaper, please ?

⊖ Anupama : .....  
.....

Romila : Could you lend me ten rupees for a day ?

⊕ Kula : .....  
.....

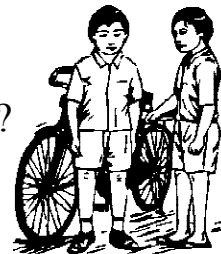


Robert : Would you open the window, please ?

⊖ Satish : .....  
.....

Imo : Can you lend my your bicycle this morning ?

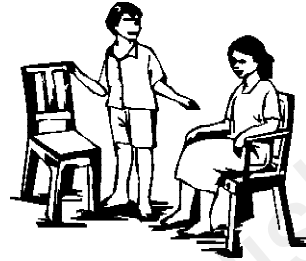
⊕ Chaoba: .....  
.....



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Would you mind exchanging your seat with mine ?

..... : Arun ⊖  
.....



Can you help me with my homework ?

..... : Manisang  
.....

Can you lend me your book please ?

..... : Yama  
.....



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I often sit and wish that I  
Could be a kite up in the sky,  
And ride upon the breeze and go  
Whatever way it changed to blow;  
Then I could look beyond the town,  
And see the river winding down,  
And follow all the ships that sail  
Like me before the merry gale  
Until at last with them I come  
To some place with a foreign name.

*F.C Sherman*

### EXERCISE

1. (a) **Answer the following questions:**
  - (i) What are the different sights that a kite sees?
  - (ii) What other things ride on the breeze?
  - (iii) Do you think the kite is really free?
  - (iv) If you become a kite, would you be happy?

- (b).** Suppose God says to you, “My dear child, now, tell me your wish. I can change you into anything you like.” What would you like to be? Why? Would you like to be the sun, a rose, a butterfly, an elephant or a Batman?

Manitomba was a six year old boy. He did not like to go to school. He did not like his books also. He was fond of playing only.

“What a nice day! I shall play the whole day. Why should I go to school?” Manitomba said to himself.

Manitomba then saw Lili. He said, “Hello Lili.

What a fine day! Come let’s play.”

“No, no, Manitomba. I’m going to school. I must learn my lessons. I cannot be late,” said Lili.

Manitomba was disappointed. Then he saw a crow.

“Hello, little crow. Come and let’s play together,” he said to the crow.

“No, I’ve no time. In fact I’m very busy. I ‘m collecting worms for my babies. They’re hungry. I cannot waste my time. Good bye,” the crow said and flew away.

Then there came a bee. It was flying from flower to flower.

“Good morning, bee! What a beautiful day! Come and let’s play together,” Manitomba said.



“No, friend ! I must not be idle. I must collect honey from flowers,” said the bee.

Manitomba felt very sad. Manitomba then saw some ants. Each of them was carrying a grain of rice. “Hellow ants, good morning ! Why are you busy on such a bright day? Come with me and let’s play. You do your work afterwards.”

But the ants replied, “No, no, dear boy ! There is no time for us to waste. We must gather our food. If we waste our time now we will not have anything to eat in the rainy season.” The ants then went away very fast with their loads.

Manitomba now began to think, “What ! No one is idle. The girl, the crow, the bee and the ants are so busy. Only I’m idle. Then I also cannot be idle. I must do my duty in the right time.

I ‘ll not be lazy any more.”

From that day, Manitomba gave all his time in his lessons. He played only in the playtime. He began to learn his lessons well. He found great joy in doing his sums and reading his lessons. Manitomba soon became a hard-working student.

**EXERCICES**

**1(a) Answer the following questions:**

- (i) How old was Manitomba?
- (ii) What did Manitomba want to do on that nice day?
- (iii) Where was Lili going?
- (iv) What would the crow do for her babies?
- (v) What lesson did Manitomba learn from Lili, the crow, and the bee and the ants?

**(b) Manitomba is no more idle. He is now a hard-working boy. Help Manitomb answer the questions by filling in the blanks using words given in the brackets in their correct forms. One is done for you.**

What is Lili doing?

(read, book) Lili is reading a book.

What is the crow doing?

(carry, worm).....

What are the ants doing?

(gather, food).....

What is the bee doing?

(collect, honey).....

- (c) Use 'always' and 'never' to make complete meaningful sentences. One is done for you.**

I never go late to school.

- (i) ..... respect our teacher.
- (ii) We shall ..... quarrel with our friends.
- (iii) We must ..... do our homework.
- (iv) ..... tell lies.
- (v) ..... use bad language.

- (d) The words in each of the following sentences are not in the proper order. Arrange them in their proper order.**

- (i) Shell be never idle I.
- (ii) Mother my busy is.
- (iii) Fails an boy idle examination in the.
- (iv) Study time in play do not I.

**5. Write 'right' or 'wrong' against each statement.**

- (i) Lili wanted to learn her lessons.
- (ii) The crow was not busy.
- (iii) Manitomba did not want to play with the bees.
- (iv) The ants are always busy.
- (v) Manitomba became a good boy.

**2. You have learnt that pieces of furniture like table, chair, bed, etc, are made of wood from trees. Here is another thing that we get from the trees. Add at least two more things to the list.**

Rubber.

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

**3.(a) (Indu and Roma are classmates. Roma calls up Indu's home. She invites Indu to go out for a visit. This is the telephone conversation between Indu and Roma.)**



Indu: Hello !

Roma: Hi, Indu. This is Roma.

Indu: Oh, hello, Roma ! How are you?

Roma: Fine. Are you doing anything on Sunday?

Indu: No, nothing important. Why?

Roma: Well. We have a plan of visiting Manipur Zoological Garden at Iroisemba.

Indu: Oh! That's a good idea.

Roma: So it is fixed. Please join the party. Don't miss it.

Indu: No, I would not. Where should we meet?

Roma: Shall I pick you up at 9 o'clock on Sunday?

Indu: Fine. Well, see you soon.

Roma: See you, bye.

Indu: Bye.



**To the Teacher**



You can assess the degree of your student's skill of listening and speaking. Ask your students to enact the telephonic conversation. Develop some more items like the one above to initiate telephonic conversation skills among children.

**(b) Here is a windmill with words. Pick out words from it and fill in the blanks. You can use the words more than once.**

Rita, Mani and Gita are making a model for their school Science Exhibition Competition.

Rita: Gita, can I take ..... pencil?

Gita: Yes, you can, but where is  
..... ?

Rita: I don't know. I kept it on  
the table and now it's not  
there.

Gita: Mani, did you take  
.....pencil? (Turn-  
ing to Mani.)

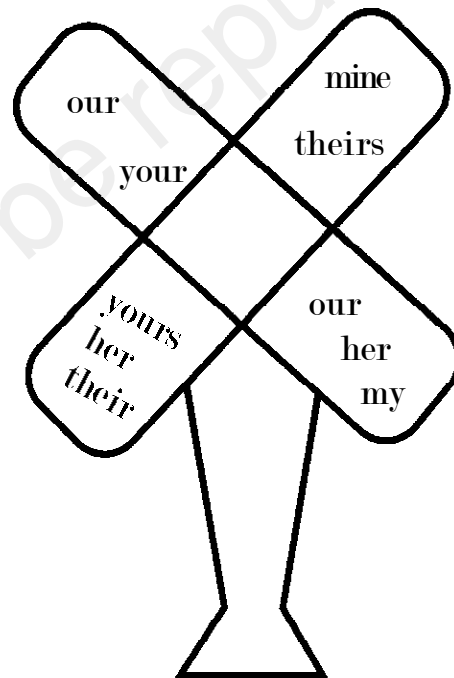
Mani: Why would I take  
..... when I have  
..... with me?

Rita: Come, come, stop talk-  
ing.

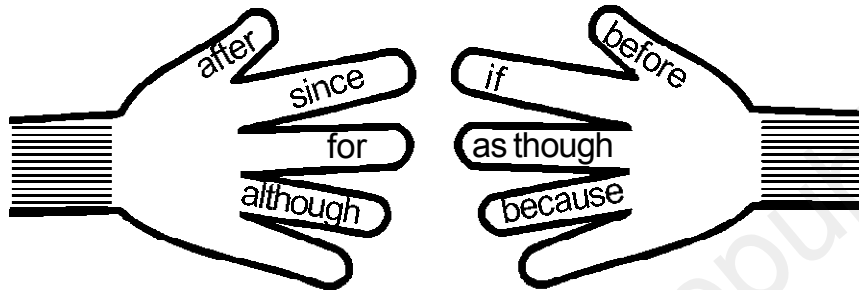
Let's not waste ..... time on it.

Let's make ..... model.

(They started working on ..... model  
and completed it in a few hours.)



**(c) Romi and Pramod are talking to each other. Fill in the blanks choosing appropriate words from the pair of gloves :**

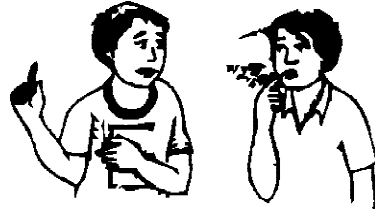


Romi : Hello Pramod. What's wrong with you ? Are you ill ?

Pramod : Oh, yes. I am on my way to the dentist .....  
I have a toothache.

Romi : Toothaches are very  
painful, aren't they ?

Pramod : Yes, they are. It feels  
..... a thousand  
hammers were banging on  
my head.



Romi : Would you need to swallow  
bitter pills ?

Pramod : Perhaps, but I can't help it. .... I want to  
become alright, I will have to take them.

Romi : Didn't your mother give you any medicine ?

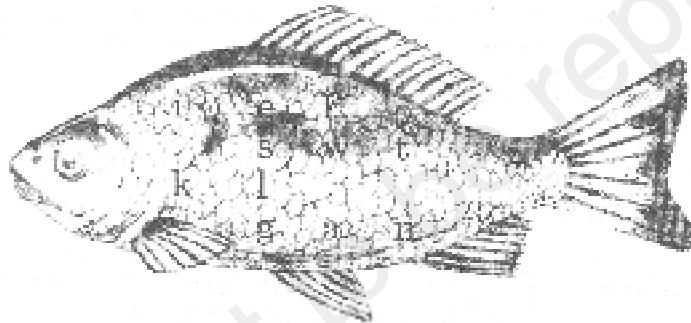
Pramod : She did, but nothing worked.

Romi : I think I shouldn't delay you. .... you don't  
rush, you will miss your appointment. Bye!

4. Look at the following boxes. Some of them have no letter. Fill in them taking letters from the fish and make words with them. One is done for you :

One who drives

D	r	i	v	e	r
---	---	---	---	---	---



1. One who sings

S					r
---	--	--	--	--	---

2. One who speaks

	p			e		
--	---	--	--	---	--	--

3. One who wins

	i		n		
--	---	--	---	--	--

4. One who listens

	i			n			
--	---	--	--	---	--	--	--



# **Unit - X**

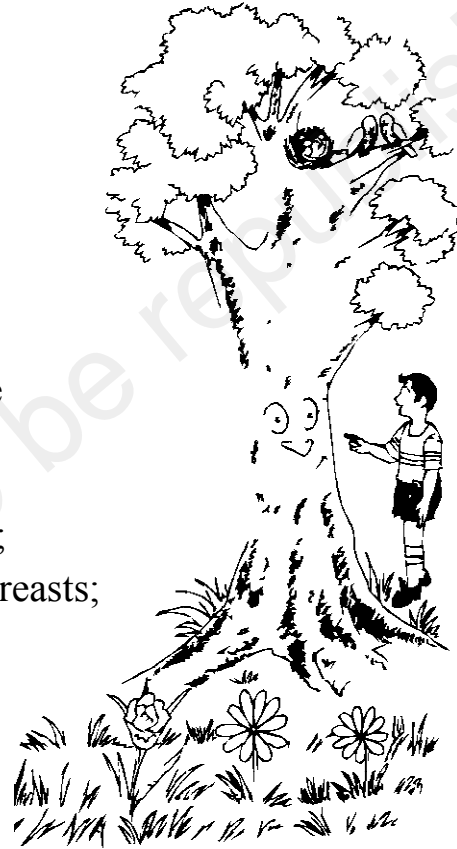
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O Tree, so big and stout and strong.  
You've lived so very, very long;  
A hundred years or more, I'm told.  
And yet you're not so very old.

A hundred secrets you could tell  
Of children whom you love so well,  
Who came and sat beneath your shade  
Or underneath your branches played.

A hundred birds have built their nests;  
Your leaves have softly kissed their breasts;  
Your branches seem to touch the sky.  
Yet you were once as small as I.

Some day when I have grown up, too.  
I'm coming back to visit you;  
And changed though other things will be,  
I'll find the same dear friendly tree.



- *Garmet Engle*

**To the Teacher**

- \* Read the poem aloud with appropriate action. Ask the children to repeat after you.
- \* Ask the children to recite the poem on their own.

**EXERCISES**

1 Answer the following questions:

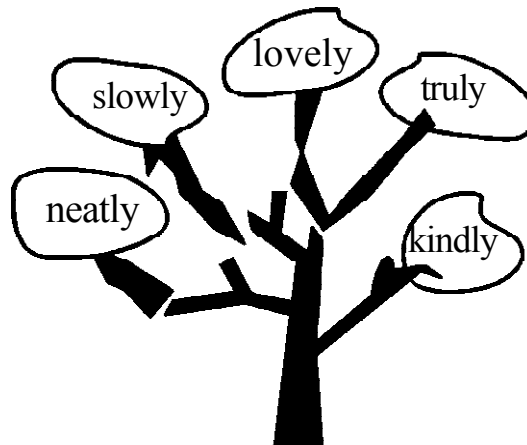
- (i) How is the tree?
- (ii) How old is the tree?
- (iii) What could the tree tell?
- (iv) Who came beneath the shade of the tree and played?
- (v) Where do the birds make their nest?

2. Read the word given in the box, which are opposite in meaning to the given words. Match them:

short	small	young	hate	weak
-------	-------	-------	------	------

- (i) Old .....
- (ii) Love .....
- (iii) Strong .....
- (iv) Big .....
- (v) Long .....

3. Fill in the blanks in the following sentences with the appropriate words taken from the tree:

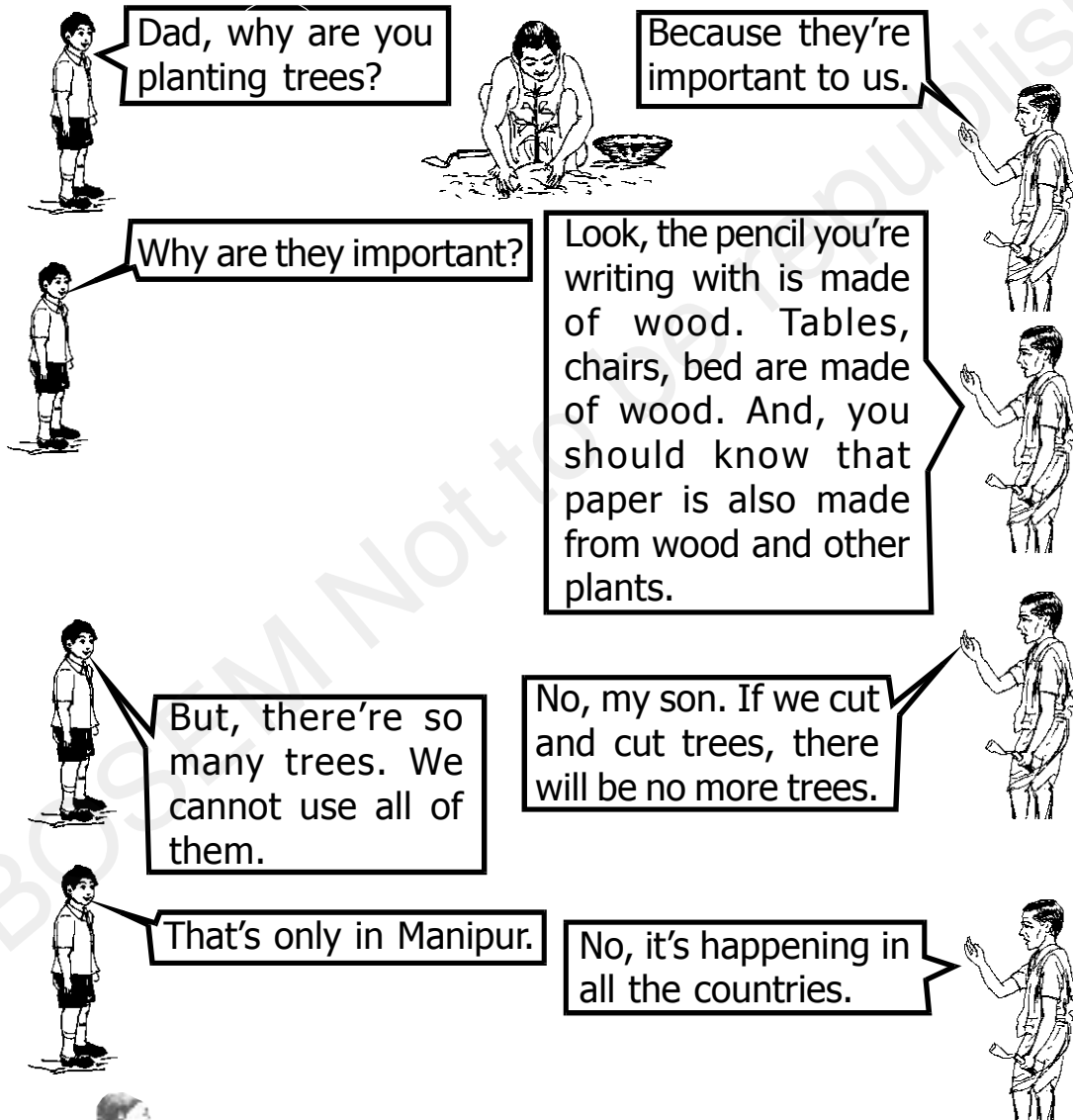


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1. Flowers are .....
2. Rani walks .....
3. .... pass me the book.
4. Hercules is ..... strong.
5. This picture is ..... drawn.

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## 21 Trees Are Important To Us



\* The teacher should explain how paper is made from wood and bamboos.



Is that so, Dad?



That's very dangerous, Dad.



Yes, my son. That'll be very dangerous for all of us. We live because there are trees. If there are no trees, life will be difficult for us.



I am afraid, my son, there may not then be much rainfall.

Yes. You also should know that trees take in carbon-dioxide at the time of food-making. It is a gas in the air. Then trees give out another gas. It is called oxygen. Men and all other living beings breathe in this gas. If there're no trees then, it shall not be easy for us to live.



Then again, trees give out a lot of water vapour. This helps in cooling the air and in causing rainfall.



Will there be no rain if there are no trees, Dad?



\* The teacher should explain carbon-dioxide and oxygen. Both are present in the air.



Dad, I now understand why trees are important. I also shall plant trees. I shall ask my friends too to plant trees.

### EXERCISES

**1.(a) Answer the following:**

- (i) What is paper made from?
- (ii) What will happen if we cut trees?
- (iii) What gives out oxygen?
- (iv) What will happen if there are no trees?
- (v) Will there be no rain if there are no trees?

**(b) You have learnt that when we cut trees we harm the earth. Learn that there are many other ways in which we harm the earth. For example:**

We make the water in the river dirty.

Know that when we make the water in the river dirty, it is call WATER POLLUTION.

Now, find out and write what the following types of POLLUTIONS are:

- (i) When there is too much of carbon-dioxide and dust particles in the air: ..... pollution.
- (ii) When there is too much of noise: ..... pollution.

**3. Look at the following box:**

Fill in the boxes to make a word. Remember that this is a very Important word. The first and the last letters are already filled in to help you. Look at the clue at the bottom too.

E									T
---	--	--	--	--	--	--	--	--	---

Clue:

The word means –the air, water, animals and everything around us.

**3. The words in the following boxes are for making three posters. But they are not in their proper order. Make three posters by arranging the words properly.**

PROTECT LET US  
ENVIRONMENT

GREEN GO  
TREES PLANT

ME SAVE  
SANGAI I AM

--

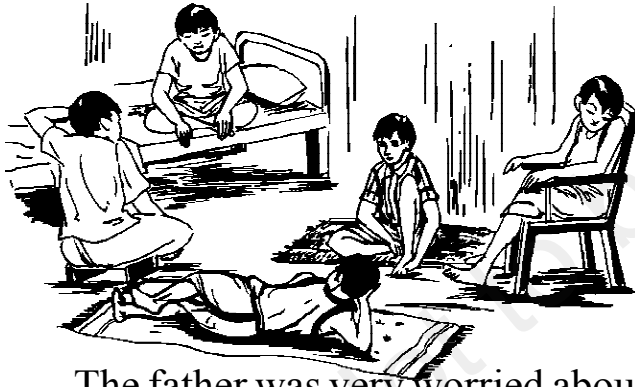
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## 22 The Treasure Within

Chaothi was a wise farmer. He had five sons. But all of them were lazy. They never helped their father.



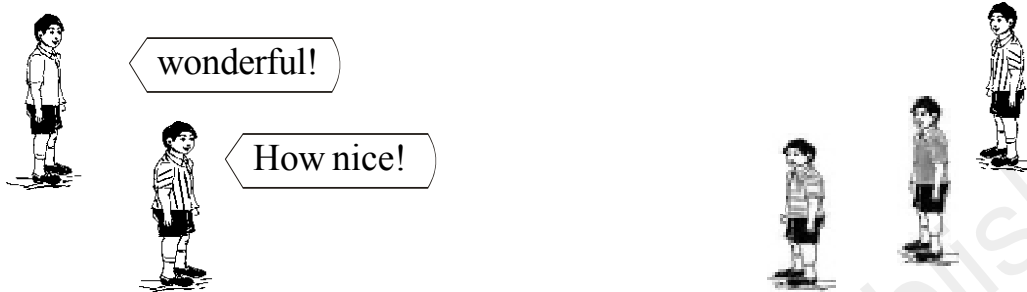
The father was very worried about his sons. Chaothi was now very old and dying. He wondered what he could say to make them realize the importance of work.

One day he called his sons around him and said:

My sons, I shall soon be dead. All my fortune I leave to you. Divide it equally among yourselves. Dig the fields carefully. The treasure is buried there, a foot below the surface.



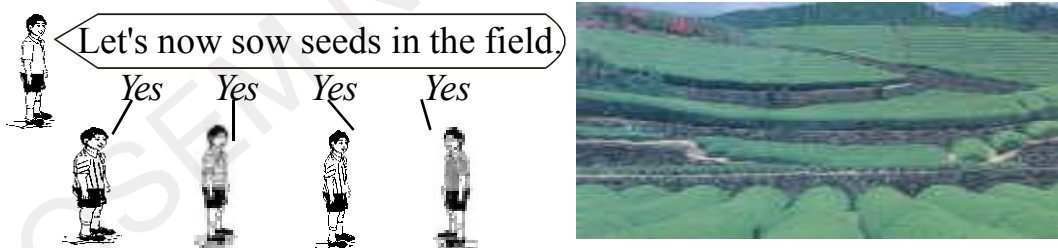
When the sons heard what their father said, they were excited. They thought their father was talking about some money or jewels he had buried in his fields.



Soon, their father died. Then they carefully dug up every inch of their land.



They dug all the fields. Still, they found nothing. No jewel or money was there. But, the ground had been turned over so well in their search. At last, an idea came to them:



The result was amazing. It produced rich crop.

They sold the grain for a large sum of money. They were happy now that they had taken so much of trouble over the digging.

At last they realized that the treasure their father mentioned was not jewels or



money. It was the reward of their hard work. It was their real treasure. Later, they became hard-working.

We can see that the way to prosperity is through hard work.

## **EXERCISES**







### **1.(a) Answer the following questions:**

- (i) Who was Chaothoi?
- (ii) How many sons did Chaothoi have?
- (iii) Why was Chaothoi worried?
- (iv) What did he tell his sons to do in the field?
- (v) Were the lazy sons happy when they heard what their father said?
- (vi) What did they find in the field?
- (vii) Were they happy when they prospered through hard work?

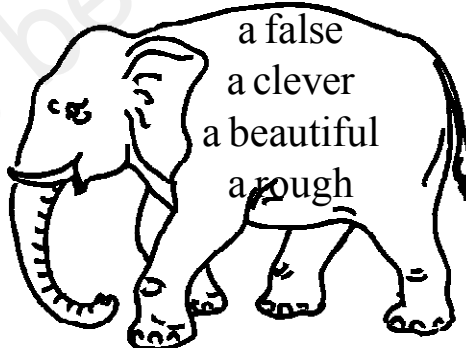
### **(b) Complete the following sentences with the right words from your text.**

- (i) A farmer had several \_\_\_\_\_.
- (ii) He became very \_\_\_\_\_ and began to worry about his children.
- (iii) He was very much \_\_\_\_\_ and thought of a plan for their future.
- (iv) He told them to \_\_\_\_\_ the fields.

- (c) Write the missing letters to form a complete word.  
Take hints from the pictures:

1. r - in.		4. fl - w -r.	
2. wo - d.		5. l - a -es.	
3. gr - ss.		6. tr - - .	

- (d) Select suitable words from the elephant to describe these words:

_____ diamond	 <p>a false a clever a beautiful a rough</p>
_____ voice	
_____ beard	
_____ police officer	

- (e) Match the following and make new words:

space	-	shine
sun	-	ship
run	-	day
every	-	way

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- (f) i) The girl has a nice ring. This is the girl's ring.  
ii) The boy has got a ball. This is the boys' ball.

**Now fill in the blanks with sentences as in the models :**

i) The teacher has a book.

.....

ii) Khamba caught a bull.

.....

iii) The children got a prize.

.....

iv) The boys received the award.

.....

v) The two sisters won the medals.

.....

2. (a) Say the following words after your teacher. Pay attention to their spellings and sounds :

bat - bet

hunt - haunt

lad - led

ban - bane

mat - met

did - deed

cold - call

bird - bud

**(b) Say the following words on your own :**

ball - bold

lunch - launch

man - mane

ship - sheep

hard - herd

dip - deep



**(c) Tick the correct words from the italicised/underlined words :**

The ship/sheep came out to the field. It was separated from the hard/herd. But it was ball/bold enough to go dip/deep into the forest. It met/mat a man/mane who came for launch/lunch.

# Unit - XI

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Small Letters

a — a    b — b    c — c    d — d

e — e    f — f    g — g    h — h

i — i    j — j    k — k    l — l

m — m    n — n    o — o    p — p

q — q    r — r    s — s    t — t

u — u    v — v    w — w    x — x

y — y    z — z



Capital Letters

A — A B — B C — C

D — D E — E F — F

G — G H — H I — I

J — J K — K L — L

M — M N — N O — O

P — P Q — Q R — R

S — S T — T U — U

V — V W — W X — X

Y — Y Z — Z

**EXERCISES**

All the world is a stage.

All the world is a stage.

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Charity begins at home.

Charity begins at home.

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Dahlia is a beautiful flower.

Dahlia is a beautiful flower.

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Everybody loves good manner.

Everybody loves good manners.

Friendship is the greatest

thing.

Friendship is the greatest

thing



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God is great and we

God is great and we

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must love and respect Him.

must love and respect Him.

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Help other and you will

Help other and you will

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get help from others.

get help from others.

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India is a democratic

country

India is a democratic

country