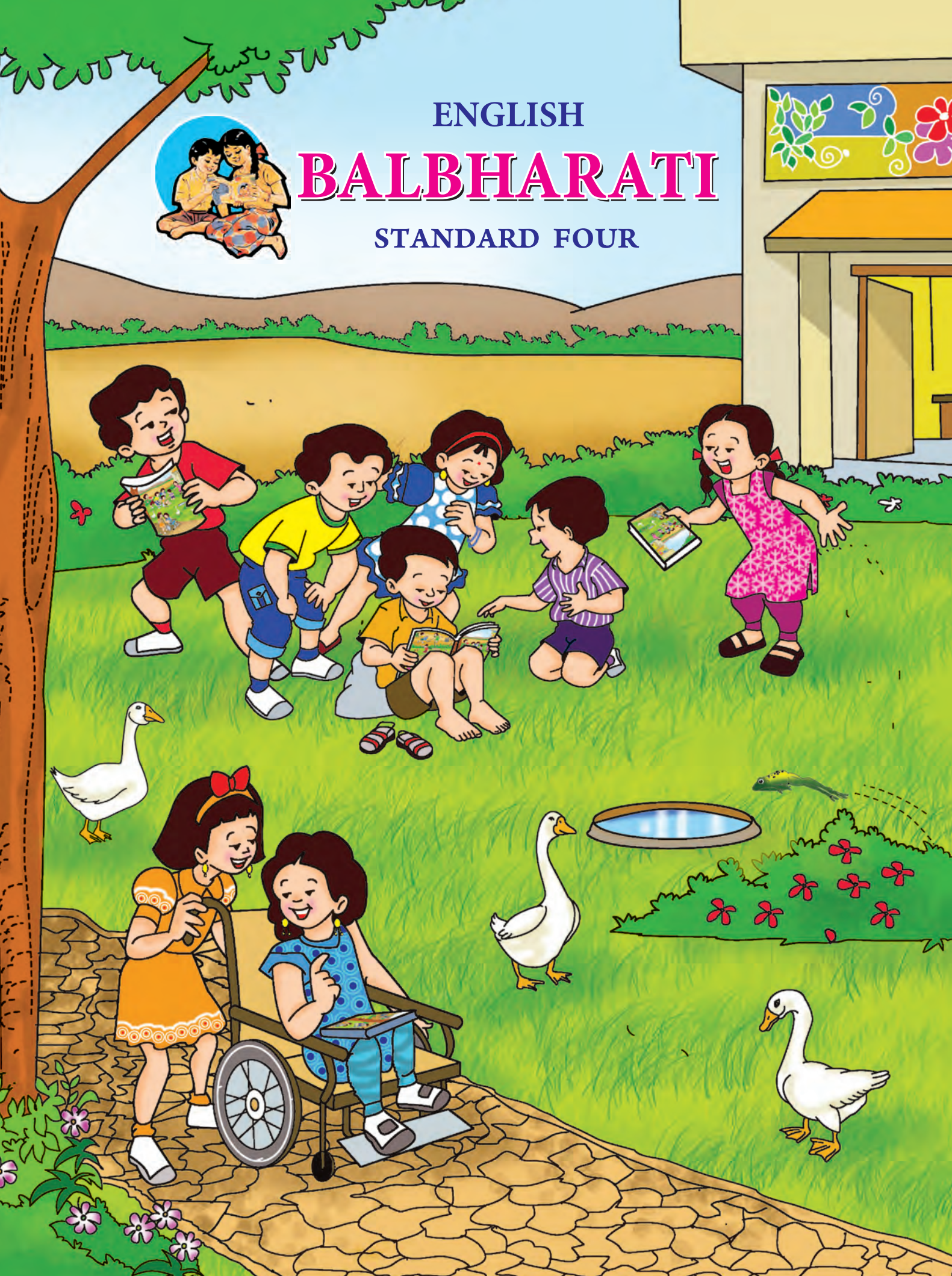




ENGLISH
BALBHARATI
STANDARD FOUR



The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India—

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.



The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given in each lesson of this textbook.

ENGLISH BALBHARATI

STANDARD FOUR



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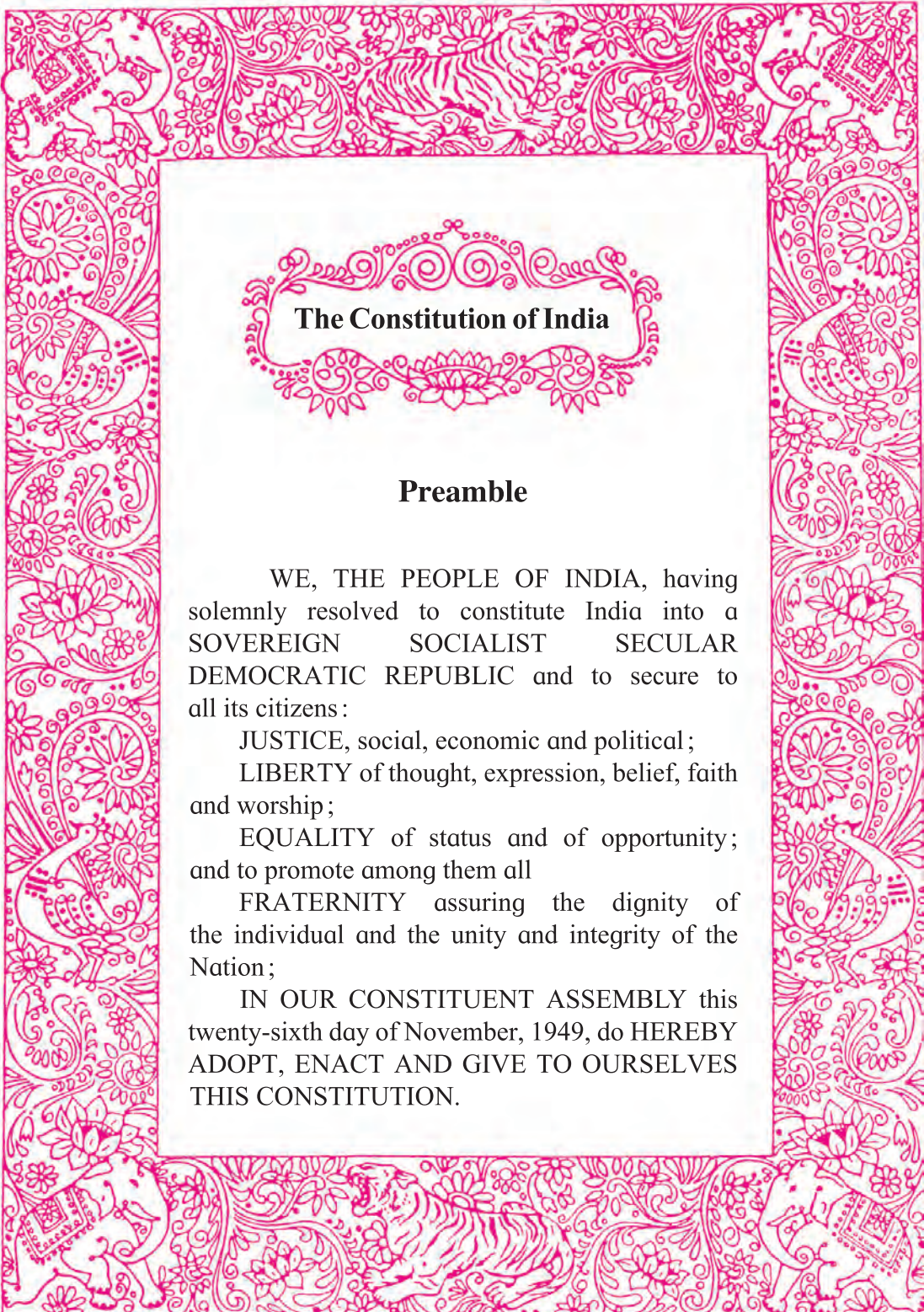
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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

Preface

The **Right of Children to Free and Compulsory Education Act, 2009** and **National Curriculum Framework 2005** are two of the most important events that have influenced the field of primary education in the country. In the State of Maharashtra, too, primary education curriculum was revised to reflect their guidelines and expectations. We are happy to place this **English Balbharati** for Standard Four based on '**Primary Education Curriculum 2012**' in your hands.

The RTE Act emphasizes all round development of the child, as also learning through activities, discovery and exploration in a child-friendly and child-centred manner; making the child free of fear, trauma and anxiety and helping the child to express views freely. We have tried to design our textbooks so that these principles become a part of the teaching-learning process.

Language plays a very important role at the primary level as other subjects, too, are learnt through language. A child learns language from all sources - in school, at home and from his/her environment. Teaching and learning of languages in school is designed to provide a series of graded activities in a suitable environment with a view to developing the child's language skills and sensibilities to their full potential. The curriculum expects a balanced development of all the four skills of listening, speaking, reading and writing in the proper sequence. The emphasis in the initial years is on developing the child's confidence and expression.

This textbook presents a number of activities in a particular sequence which will allow the child to learn language actively and in an enjoyable manner. Some important suggestions have been given for teachers and interested parents to help them motivate and guide the children while learning English. Teachers should handle the various items given in this book within the framework provided by the instructions.

The English Language Committee and the artist have taken great pains to prepare this textbook. It was reviewed by teachers and experts and their comments and suggestions have helped us to give it a better shape. The Bureau is grateful to all of them.

We hope that the textbook will receive a warm welcome from students, parents and teachers.



(C. R. Borkar)

Director

Maharashtra State

Bureau of Textbook Production and
Curriculum Research, Pune.

Pune

Date : 28 April 2014

8 Vaishakh 1936

For Teachers and Parents

This textbook will help the students to –

- ⌘ Enjoy reading stories and poems.
- ⌘ Take active interest in gathering information and presenting it in an attractive manner.
- ⌘ Learn to use a dictionary.
- ⌘ Enjoy writing imaginatively simple conversations, stories and short descriptions.
- ⌘ Write short reports and essays.
- ⌘ Share interesting stories and information with friends and others.
- ⌘ Learn to use polite language in speech and writing.
- ⌘ Learn some interesting poems and one or two speeches by heart.
- ⌘ Learn to prepare short speeches with the help of teachers/parents.
- ⌘ The book contains stories, poems, informative passages, a play and a number of activities. All these items are important. None of them should be ‘dropped’.
- ⌘ Taking into account the time available and the general ability of her students, the teacher should employ different methods and techniques for dealing with different items.
- ⌘ Many of the exercises are open-ended. They do not have just one model answer. They have been included to allow the children to think creatively in the context of their experiences, feelings, ideas and world of imagination. The teacher should accept and encourage a variety of imaginative answers in response to them. The personal element in children’s responses should be valued.

Create an atmosphere that facilitates language learning –

- ⌘ Have faith in your students’ abilities to think and to use language.
- ⌘ Let the students speak and write a lot on their own.
- ⌘ DO NOT focus on grammatical rules and students’ errors when they are trying to express themselves. You may feel that your students make too many mistakes. The best solution to this is to show them how to correct their own work using dictionaries, and by looking at similar constructions in the textbook. If necessary, have separate fortnightly or monthly sessions on ‘How to correct your own work’, but don’t let grammar and error correction get hold of all your teaching.
- ⌘ The classroom arrangement should be such that students can easily form pairs or groups and you can move through the benches to supervise their work.
- ⌘ Put up a board where students can display their work regularly.
- ⌘ Encourage students to circulate their writing in the classroom.
- ⌘ The atmosphere in the classroom should be friendly, inspiring confidence in EVERY STUDENT. They should know that their teacher values their effort more than their mistakes.
- ⌘ Multi-lingualism is a strength, not a weakness. Encourage students to compare and contrast English and other languages.
- ⌘ PLEASE DO NOT PROVIDE READY-MADE OR ‘TEACHER-MADE’ MODEL ANSWERS. They harm more than they help.

English Balbharati–Standard Four – Learning outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to– - participate in role play, enactment, dialogue and dramatisation of stories read and heard - listen to simple instructions, announcements in English made in class/ school and act accordingly - participate in classroom discussions on questions based on the day-to-day life and texts he/she already read or heard - learn English through posters, charts, etc., in addition to books and children's literature - read independently and silently in English, adventure stories, travelogues, folk/fairy tales, etc. - understand different forms of writing (informal letters, lists, stories, diary entry etc.) - learn grammar in a functional, contextual and integrated manner and frame grammatically correct sentences - notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities - notice categories and word clines - enrich vocabulary in English mainly through telling and re-telling stories/folk tales - start using dictionary to find out spelling, reference and meaning - practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing - infer the meaning of unfamiliar words from the context - take dictation of words/phrases/ sentences/ short paragraphs from known and unknown texts - be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc. - look at cartoons/pictures/comic strips with or without words and interpret them - enrich vocabulary through crossword puzzles, word chain, etc. - appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day-to-day life and story book, seen in videos, films, etc.	The learner : 04.03.01 Recites / Sings poems with appropriate expressions and intonation with actions. 04.03.02 Participates and enacts in skits, playlets and monologues with interest. 04.03.03 Responds to simple instructions, announcements in English made in school, class and in the surroundings. 04.03.04 Responds verbally / in writing in English to questions based on day-to-day life experiences, an article, story, poem heard or read. 04.03.05 Describes briefly, orally / in writing about events, places, personal experiences in English. 04.03.06 Shares riddles, jokes in English and solves simple crossword puzzles, builds word chains, etc. 04.03.07 Delivers different speeches eloquently at various occasions. 04.03.08 Frames different questions on various situations. 04.03.09 Reads words, phrases and sentences with understanding. 04.03.10 Reads aloud with proper pronunciation, stress, intonation, pauses, pace and expression. 04.03.11 Reads printed / handwritten script on the classroom walls, notice board, in posters and in advertisements. 04.03.12 Finds out meanings of new words from a dictionary and looks up the spellings of words in a standard dictionary. 04.03.13 Reads announcements in a clear and audible voice with proper pronunciation. 04.03.14 Writes dictation of words, phrases and sentences. 04.03.15 Writes titles, captions and headlines. 04.03.16 Writes various types of formal/ informal letters and messages. 04.03.17 Writes a description of a given process in step by step manner. 04.03.18 Writes short descriptions of incidents, pictures, etc.

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