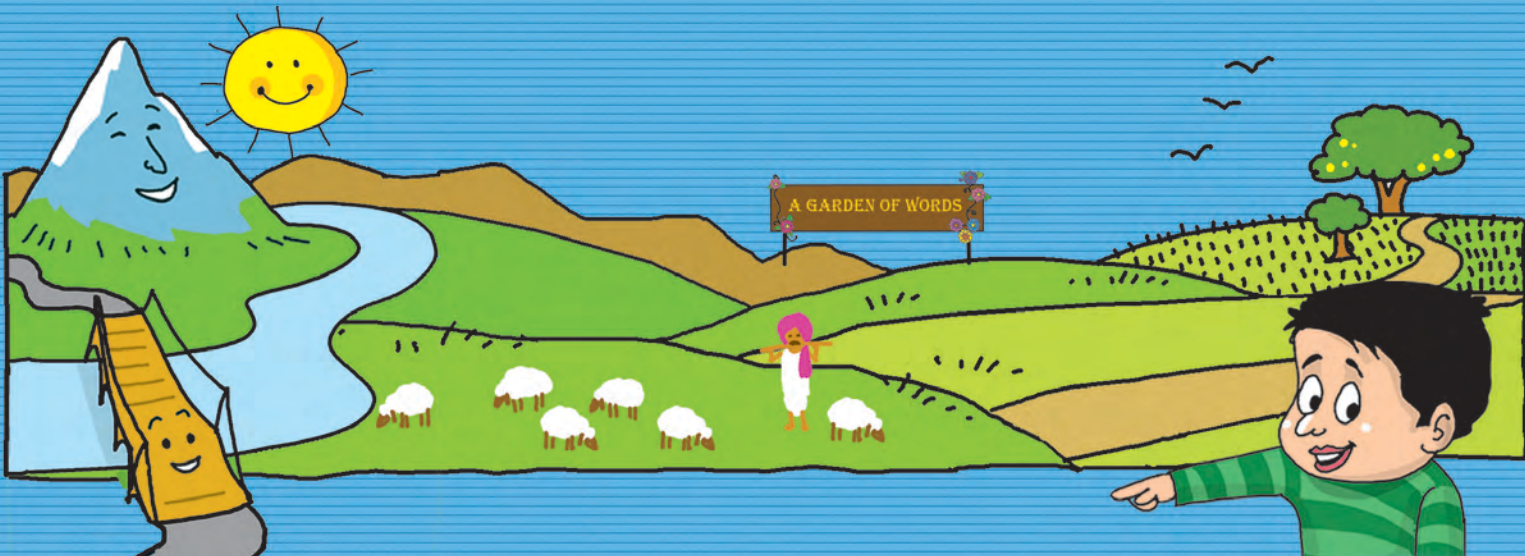


MY ENGLISH BOOK FOUR



STANDARD
FOUR

(سِنڌي ماڻھو)



پارتيه سنوڌان

باب - چوٿون الف

بنيادي فرض

قلم 51A

بنيادي فرض : پارت جي هر هڪ ناگرڪ جو فرض آهي ته :

(الف) هو پارت جي سنوڌان کي مڃيندو، ان جي قومي جهنڊي، قومي تراني، آدرشن ۽ سنسٽا جي عزت ڪندو.

(ب) آدرش ويچارن، جن آزاديءَ جي لڙائيءَ لاءِ همٿايو ۽ اُتساهه ڦوڪيو، انهن جي سنڀال ۽ پوئواري ڪندو.

(پ) پارت جي ايڪٽا، اڪنڊتا ۽ سمپوريٽا جي رکشا ڪندو.

(پ) ديش جي حفاظت ڪندو ۽ وقت پوڻ تي ديش سيوا ۾ ٽپي پوندو.

(پ) سڀني ماڻهن ۾ هڪ ايڪٽا جي پاونا پندا ڪندو، جيڪا ڌرم، پاشا، ڪيترواد جي پيداڻ کان پري هوندي. اهڙيون رسمون جيڪي عورت ذات خلاف هونديون، انهن جو بهشڪار ڪندو.

(ت) پارت جي جامع سنسڪرتي ۽ شاندار ورثي جي حفاظت ڪندو ۽ ملهه سمجھندو.

(ن) قدرتي ماحول جهڙوڪ جهنگل، ڍنڍون، نديون، جهنگلي-زندگي انهن جو بچاءُ ڪندو ۽ سڀني پراڻين لاءِ دردمندي رکندو.

(ت) وڳيانگ درشتي، انساني ملهه، چاچ جوڇ ۽ سڌاري جي پاونا کي اهميت ڏيندو.

(ث) عام ملڪيت کي سلامت رکندو ۽ هنسا کان پري رهندو.

(ت) شخصي ۽ گڏيل مشغولين جي سڀني ڪيترن ۾ اڳتي وڌڻ جي لڳاتار ڪوشش ڪندو جنهن ملڪ اڳتي وڌندو رهي ۽ ڪاميابيءَ جي اوچاين کي چڱي.

(ڪر) ماءُ يا پيءُ يا ڀالڪ آهي ته اهو ضرور ڏسي ته پنهنجي ٻار کي تعليم حاصل ڪرڻ جو موقعو ڏيندو. جنهن جي عمر چهن ۽ چوڏهن سالن وچ ۾ هجي.

MY ENGLISH BOOK FOUR



پنهنجي سمارٹ فون ۾ DIKSHA APP ذريعي درسي ڪتاب جي
پهرين صفحي واري Q.R. Code ذريعي Digital درسي ڪتاب ۽
هرهڪ سبق ۾ آيل Q.R. Code ذريعي ان سبق بابت پڙهڻ / پڙهائڻ
لاءِ ڪارائتيون لنڪس ملنديون.

STANDARD FOUR

(سنڌي ماڻي)



MAHARASHTRA STATE BUREAU OF TEXTBOOK PRODUCTION
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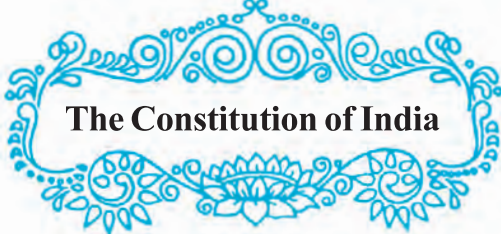
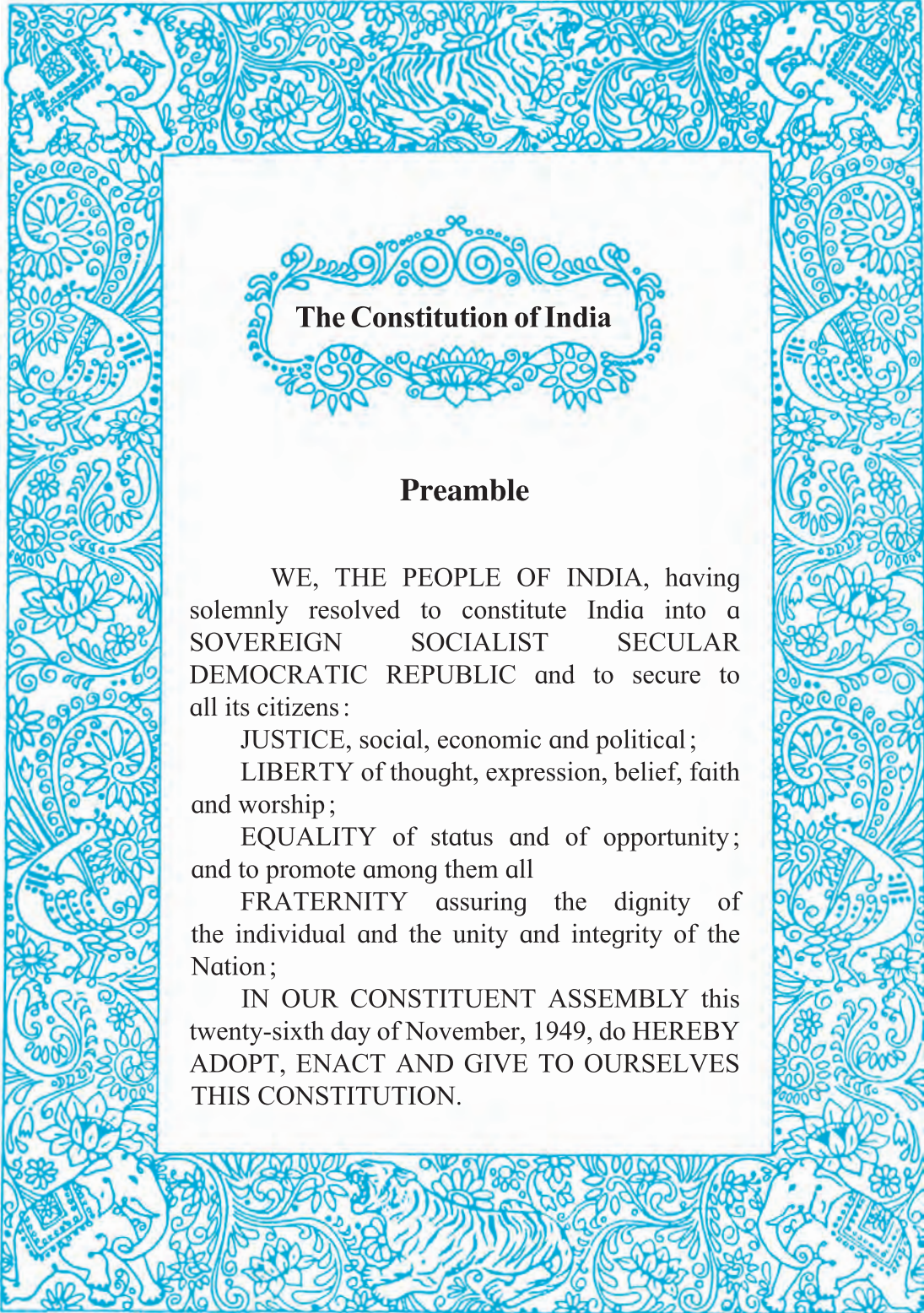
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The Constitution of India

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 important events that have influenced primary education in our country. In the State of Maharashtra, too, the curriculum was revised to reflect their guidelines and expectations. We are happy to place this **'My English Book 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.

My English Book Four is meant for use in non-English medium schools. It is prepared in such a way that any primary teacher will be able to handle English as a subject in the fourth standard. Also, we have taken into account the environment in which the children are placed and which requires a knowledge of English. The textbook aims at helping children learn English joyfully through graded and engaging activities. We have tried to give children a systematic exposure to English so that gradually, they get a grasp of the language. In many places, we have provided specific instructions to the teachers. They will enable the teachers to deal with English in a non-traditional manner and will help reduce the burden on the child. Parents and guardians will also find the instructions useful. The textbook has been prepared in a big size with plenty of colourful illustrations to enhance its visual appeal for children. We hope that children will enjoy handling this textbook throughout the year.

The English Language Committee and the artist Reshma Barve have taken great pains to prepare this textbook. A draft of this textbook was reviewed by the panel of English teachers and experts. Their comments and suggestions were considered carefully while finalising the textbook. 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 : 16 March 2014

25 Phalgun 1935

آوازي نشانينون : سَوَر

نشانينون	مثال	نشانينون	مثال	نشانينون	مثال
eat / ايت	آ	box / باڪس	آ	away / اوي	آ
see / سي	آ	ball / بال	س	girl / گرل	س
sit / سيت	آ	wool / وول	آ	gate / گيت	آ
pen / پين	آ	moon / مون	او	boat / بوٽ	او
bat / بٽ	آ	up / اپ	آ		
father / فادر	آ	cup / ڪپ	آ		

آوازي نشانينون : وينجن

نشانينون	مثال	نشانينون	مثال	نشانينون	مثال
Pen / پين	پ	fan / فئن	ف	house / هائوس	ه
bat / بٽ	ب	van / وئن	و	man / مئن	م
tea / ٽي	ت	thorn / ٿارن	ٿ	name / نيم	ن
dog / ڊوگ	ڊ	this / ڊس	ڊ	sing / سينگ	س
cat / ڪٽ	ڪ	sheep / شيپ	ش	sink / سينگ	ڪ
go / گو	گ	measure / ميچر	ر	look / لوڪ	ل
cheek / چيڪ	چ	seat / سيٽ	س	red / ريڊ	ر
June / جون	ج	zip / زپ	ز	yes / ييس	ي
				water / واٽر	و

□ هن ۾ S نشانينون لڌي اُچار (ڊيگهه سَوَر) لاءِ ڪنيل آهي. □ آءِ ۽ ڦ ۾ فرق اهو آهي ته اَسَوَر سادو آهي، ته ع زور ڏيئي چوڻ جو سَوَر آهي. مثال : ڪپ، بس، ٽرڪ. □ جهه جهنڊي ۾ به ته جهه جهرڪي ۾. □ (') نشانينون لڌي زور ڏيکاري ٿي. ضرورت موجب لفظن تي ڏيکاريل آهي.

انگريزي اُچارن بابت

هن ڪتاب ۾ سنڌي ٻوليءَ جي عربي لپيءَ ذريعي انگريزي اُچارن ڏيکاريل آهي. اهي اُچار فقط برٽش يا آمريڪن اُچارن جو آڌار وٺي نه ڏنا ويا آهن. تعليم يافت ڀارت ۾ ماڻهن جي اُچارن کي ڏيان ۾ رکي، ڪوشش ڪري انگريزي ٻوليءَ جي ويجهو آيل اُچار ڏنا ويا آهن. انگريزي ٻوليءَ کي سمجهڻ ۾ مونجهارو ٿئي، اهڙا بدلاو قبول نه ڪيا ويا آهن. هن ڪارڻ ذريعي انگريزي ٻولي ۾ اُچار به ڏيکاريا ويا آهن. انگريزي t, d, th, f, v, W, ٽي اکر جا اُچار ڀارت ۾ ٻولين ۾ علحددا آهن. اهي علحددا ڏيکارڻ جي ڪوشش نه ڪئي ويئي آهي. مگر لفظن جو صحيح اُچار ڪري سگهڻ لاءِ انگريزيءَ جا زور (Stress) سمجهڻ، سکڻ لازمي آهن. هيءَ ڳالهه ڪوشش ڪري سگهڻ سان انگريزي ڳالهائڻ ۾ صفائي ايندي.

هن ڪتاب ۾ آواز ٻڌي لکڻ لاءِ ڪم آيل آوازي نشانينون پاسي ۾ ڏنل خاڪي ۾ ڏيکاريل آهن، انهن جو آڌار وٺي ڪتاب ۾ ڏنل لفظن موجب، لفظن، بيتن جو اُچار ڪرايو. ٻڌي ڪري لکڻ، اُچارڻ، سکڻ لاءِ ڪارائتو آهي. پر هيءَ فقط هڪ سادو آهي. اهو ڏيان ۾ رکو ته صحيح اُچار ڪرڻ، ظاهري ڪوشش ڪرڻ سان ئي ممڪن آهي.

”اڏياپڪن سان ضروري ٻالھ“

- هي ڪتاب سيڪارڻ شروع ڪرڻ کان اڳهر سڄو درسي ڪتاب ڏسي وٺو. ڇڻن ٿي صفحن تي ماسترن لاءِ چوڪندي ۾ سوچنائون ڏنل آهن. اهي وقت به وقت ڪم آڻيو.
- ڪتاب ۾ ڏنل رانديون سال ۾ رڳو هڪ دفعو نه پر سڄي سال ۾ وري وري ڪرائجن.
- ڪلاس ۾ عمل ۾ آڻڻ واريون سوچنائون، درسي ڪتاب ۾ سنڌيءَ ۽ انگريزي پاشائن ۾ ڏنل آهن. پر ٻارن کي انگريزي سوچنائون واپرائڻ جي عادت پوي انڪري انگريزيءَ جو استعمال وڌي وڌ ڪجي ۽ سنڌيءَ جو استعمال گهٽ ڪندو وڃجي.
- **بيت سرتال** ۽ اشارن سان چواڻجن. انهن ۾ آيل انگريزي لفظن جو اچار صحيح ۽ چتو ٿئي، ان طرف ڌيان ڏجي. جوڙيون يا گروهه ناهي گفتگوءَ جو اڀياس ڪرائجي.
- **نون لفظن جي سڃاڻپ** ڪرائڻ وقت چترن، شين، اشارن، مشغولين، وغيره جو ڪم وٺجي. انهن جي مدد سان لفظن جي معنيٰ سمجهڻ لاءِ اُتساهه ڏيارجي.
- **روزمره جي جيون ۾ ڪم ايندڙ انگريزي لفظن ڏانهن** شاعرن جو ڌيان ڇڪائجي. ڪلاس ۾ گفتگو ڪرائڻ وقت انهن جو استعمال ڪرڻ لاءِ همٿائجي. **ماحول ۾ هوندڙ انگريزي لفظن** ڏانهن ٻارن جو ڌيان ڇڪائجي. اسڪول جي پسگردائيءَ ۾، ڪلاس ۾ جنهي ٻار ايندي ويندي ڏسن، اهڙين جڳهين تي انگريزي لفظن، سوچنائون ۽ نالن جا تختا لڳائي رکجن.
- اهو ضروري نه آهي ته ٻار ساندھ يا لاڳيتو پورن انگريزي جملن ۾ ٻالھائي، ۱ - ۲ لفظن ۾ يا مشغوليءَ / اشارن سان ڏنل جواب به قبول ڪيا وڃن.
- سندن چوڪن تي ٽوڪڙي نه ڪرڻ گهرجي. ٻالھائڻ جي ڪوشش ڪرڻ وقت انهن کي روڪڻ نه گهرجي. انهن جون چوڪون نه ٿين ان لاءِ مناسب اچار ۽ صحيح جملا سندن سامهون رکڻ گهرجن. ان لاءِ هاڻوڪي ٽڪنيڪ - ڪمپيوٽر، ٽي. وي، موبائيل، ريڊيو، وغيره جو استعمال ڪجي.
- ٻار پنهنجي من سان انگريزي لفظيا جملا ناهين، واپرائين، ان لاءِ کين همٿائجي. هتي **اها اُميد نٿي ڪجي ته هن سطح تي ٻار کي وياڪرڻ الڳ سيڪارجي**. ٻار انگريزي ٻوليءَ کي سولائيءَ سان سکي، ان کي اپنائين ان لاءِ ڪتاب ۾ ڏنل مشغولين لاءِ پورو وقت ڏيئي مشغوليون ڪرائجن.
- لفظن جي سڃاڻپ پڪي ٿيڻ لاءِ / لفظ چڱيءَ طرح سڃاڻي، ڌيان ۾ رکي سگهن ان لاءِ **‘A Garden of words’** ۾ ڏنل مشغوليون ۽ **راندين جو وقت به وقت گهڻي ۾ گهڻو اُپيڻ ڪجي**.

اڏياپڪ ڪتاب واريون آکاڻيون، ناٽڪ آواز ۾ لاهي ڇاڙهي آڻي، پڙهي ڏيکاري. ٻار درسي ڪتاب ۾ ڏسي ڪري، اڏياپڪ پٺيان پڙهن جيئن ٻارن کي آهستي آهستي لاڳيتو پڙهڻ جي عادت پوي.

هر هڪ يونٽ ۾ ڏنل **‘Project’** هر هڪ ٻار کان ڪرائجي، اهي **‘Projects’** ماستر يا مائٽ کي نه ڪرڻا آهن. پر ٻار کي ڪرڻو آهي. تنهن ڪري هر هڪ ٻار جي نوت ڪيل ٻالھين ۾ تفاوت نظر ايندو. ٻارن کي ان لاءِ الڳ ڪاپي / فائيل ٺاهڻ لاءِ چئجي. اهو وقت به وقت جاچي کين همٿائجي ۽ غلطيون سڌارڻ لاءِ رهنمائي ڪرڻ گهرجي.

هر هڪ يونٽ جي آخر ۾ **‘هي مونکي ايندو آهي’** سري هيٺان ڪجهه مڏا ڏنل آهن. هر يونٽ سيڪارڻ کانپوءِ ٻار کي ڇا - ڇا اچڻ گهرجي، اهو ان ۾ ٻڌايل آهي. تنهن ڪري **‘مُلهه ماڻڻ’** جي سلسلي ۾ ٻارن جو بهرو وٺڻ ۽ ضروري ٻالھين جو وڌيڪ اڀياس ڪرائڻ ماستر ۽ مائٽن کي سولو ٿيندو. انهن مڏن جو اُپيڻ ڪرڻ وقت ٻارن جي همت وڌي ان جو خيال رکجي.

هر هڪ صفحي تي ڏنل مذڪور جو اُپيڻ مڪيه طور ڇا لاءِ ڪرڻو آهي، اهو ڏيکارڻ لاءِ تصويرون ڏنل آهن. ان موجب ٻارن جو بهرو وٺائجي.



پڙهڻ



لکڻ



گفتگو ڪرڻ



شاباسي ڏيڻ ٻارن جي تعريف ۾ انگريزيءَ ۾ ڪريو.

- That's a good girl. • That's a good boy.
- Well done! • Right! • Correct!
- Excellent! • Very good! • That's nice!

My English Book Four–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 learners : 04.17.01 Listens attentively to announcement and notes the message. 04.17.02 Guesses the meaning of words, phrases and sentences from the context. 04.17.03 Enjoys and recites poems, songs and rhymes with proper actions, rhythm and appropriate expressions. 04.17.04 Participates and enacts in role play, short skits, playlets with interest. 04.17.05 Responds and follows simple instructions / announcements / requests in English and acts accordingly. 04.17.06 Listens and responds attentively to stories, narrations, descriptions etc. in English and follows the meaning. 04.17.07 Reads English seen in the surroundings with understanding and at reasonable speed. 04.17.08 Tells/Shares jokes and riddles in English for entertainment. 04.17.09 Guesses the meaning of words, phrases, sentences from the context and solves simple crossword puzzles, builds word chain etc. 04.17.10 Reads and finds the meaning of new words from a dictionary for reference. Looks up the spelling of words from a dictionary. 04.17.11 Listens to word/sentence and writes them down. 04.17.12 Uses punctuation marks appropriately in reading aloud with intonation and pauses such as question marks, comma and full stop. 04.17.13 Writes informal letters or messages with a meaningful representation. 04.17.14 Reads English seen in the surroundings with understanding and reasonable speed on the classroom walls, notice boards, in posters and in advertisements. 04.17.15 Uses noun, verb, adjective and preposition in speech and writing. 04.17.16 Understands and use proper greetings and farewells. 04.17.17 Participates in a conversation and speaks briefly on a familiar topic. 04.17.18 Reads and understands map and graphics. 04.17.19 Reads text written by different people. 04.17.20 Compares various programmes with some preparation. 04.17.21 Writes a continuous and meaningful passage. 04.17.22 Writes a description of a given process. 04.17.23 Describes things, pictures, events, etc. in English using simple and short sentences.

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P : Project