



GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23

JANUARY & FEBRUARY

Syllabus for January & February

Course Book: Poem- Trees

Literature Reader: L-10 The Pied Piper of Hamelin

**Grammar: L-9 Present Perfect Tense
L-11 Subject-Verb Agreement**

**Creative Writing: Formal Letter Writing
(Revision)**

SDG2 - Poster Making on Types of Pollution

SEA 2- Illustration

Revision of Annual Examination

Coursebook

Poem: Trees

- Reading, recitation and explanation of the poem

Exercise to be done in Course Book-Textbook page no 100. (Exercise- A)

1. **The main idea of the poem is to**
c. remind us to appreciate the special things about trees.
2. **This poem tries to**
b. share the speaker's love for trees.
3. **The line from the poem that shows something imaginary and not something real about trees is**
c. They hum a drowsy lullaby

Exercises to be done in Literature Notebook:

Q-I Rhyming Words

- | | |
|------------------|------------------|
| 1. know/ grow | 2. cows / boughs |
| 3. begun / sun | 4. light / night |
| 5. sky / lullaby | 6. ago / know |

Q-II Answer the following questions:

1. **Why does the speaker say that trees are kind?**
A The trees are kind because they do not harm anyone or anything. They provide shade for cows and spread their boughs for the birds.
2. **Where do the birds gather?**
A The birds gather in the boughs of the trees.
3. **Write one imagery from the poem.**
A They hum a drowsy lullaby

Competency-Based Questions

Read these lines from the poem and answer the questions that follow:

They hum a drowsy lullaby
Of sleepy children long ago...

1. **How do you think trees ‘hum a drowsy lullaby’ ?**

A They hum by swaying gently in the wind. The leaves rustle and create a soothing sound.

2. **Pick out a phrase that tells us that trees have been with us through ages.**

A Of sleepy children long ago

Literature Reader

L-10 The Pied Piper of Hamelin (Reading will be done in Library period)

Home Assignment

- **Learn the poem for recitation.**
- **Learn the word meanings.**
- **Do the extra exercises in My Buddy.**
- **Think and Answer questions page 101 Exercise E (Oral)**

Creative Writing: Formal Letter Writing

Q. Write an application to the Principal of your school requesting her to issue a duplicate student ID card as you have lost it.

D 202 Sakal Residency
New C G Road Chandkheda
Ahmedabad

12 January 2023

The Principal
Delhi Public School Gandhinagar
Koba Adalaj Link Road
Gandhinagar

Dear Madam

Subject: request to issue a duplicate ID card

I am Udit Patel, a student of class IV F. This is to inform you that I have lost my student ID card while playing during recess on 23 December 2022 in the school campus.

I request you to kindly issue a duplicate ID card from the school office as per rules. I promise to keep it safe the next time.

I will be thankful to you in this regard.

Thanking You

Yours obediently

Ruby Dhar

Class IV F

Practice Question:

Write an application to your Class Teacher requesting her to grant you leave for five days as you have to attend a marriage ceremony of your elder brother in Mumbai.

Grammar

9. Verbs I Pg. No. 54 to 59

11. Subject –Verb Agreement Pg. No. 65 to 69



11

Subject-Verb Agreement



Get set

Here are some pictures of animals and people. Make one sentence for each picture.



The girls are swimming.

Let us read

Read the paragraph. Pay attention to the italicised and underlined words.

Many *elephants* have escaped from a **reserve**. The reserve manager has not **freed** them. The leader of the herd has taken her group out of the farm land. The *animals* are now roaming the nearby villages. The *villagers* are frightened but *these animals* are gentle and very friendly. A *baby elephant* and *his mother* have entered the school compound. The *children* are playing with the calf.



reserve: an area of land kept in its natural state, especially for wild animals to live in and be protected
freed: (here) allowed animals to leave the place where they have been kept

Let us practise

A. Write singular or plural for the underlined words in the sentences given below.

1. She plays basketball.

singular

2. He has to complete his homework.

Singular

3. They are roaming in the forest.

Plural

4. He has found the phone.

Singular

5. The island has some very colourful birds.

Singular

6. He takes his lunch to school.

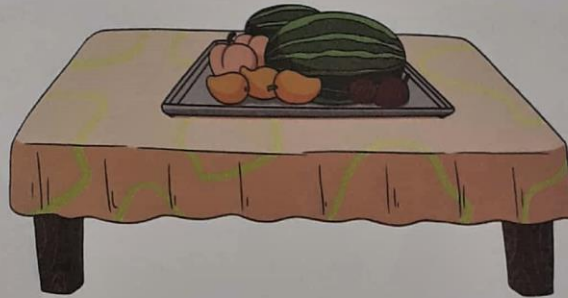
Singular

7. She runs faster than me.

Singular

B. Complete each sentence by choosing the correct verb given in brackets.

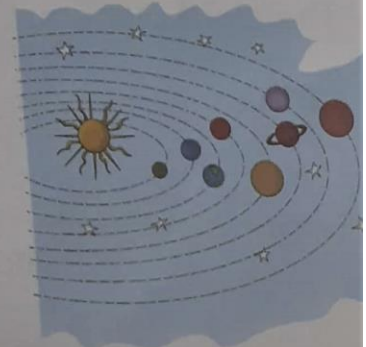
1. The message is (is/are) on the desk.
2. Our teacher and the teacher from grade six are (is/are) the judges.
3. The water turns (turns/turn) the turbine.
4. The water flows (flow/flows) into the power station through a pipe.
5. Most cars need (needs/need) petrol to run.
6. He plays (play/plays) basketball, while his sisters play (play/plays) tennis every evening.
7. Mangoes, lychees, watermelons and peaches are (is/are) summer fruits.



C. Choose the correct verb from the brackets and complete the paragraph.

There are (is/are) eight planets in the solar system. They all revolve (revolve/revolves) round the sun. Earth takes (take/takes) one year to (revolve/revolves) round the sun.

The planet nearest to the sun is (is/are) Mercury. Earth is (is/are) the third closest planet to the sun. Venus and Mars are (is/are) the planets on either side of Earth. Neptune is (is/are) the planet farthest from the sun.



Let us write

Rewrite the given sentences by ^{Notebook Exercise} correcting the underlined verb to make it agree with the subject.

1. Mother read the newspaper in the morning every day.
2. The only food available at such a high altitude are soup.
3. We must cross the road when the traffic light turn red.
4. The cost of these stationery items have risen drastically!
5. Neeta are holding a history book.
6. *One Thousand and One Nights* are a collection of folk tales.



Answers:

1. Mother **reads** the news paper in the morning every day.
2. The only food available at such a high altitude **is** soup.
3. We must cross the road when the traffic light **turns** red.
4. The cost of these stationery items **has risen** drastically!
5. Neeta **is holding** a history book.
6. *One Thousand and One Nights* **is** a collection of folk tales.



9

Verbs I



present perfect tense

Get set

Look at the two columns and make three questions. Then answer these questions truthfully.

Have you ever	danced on stage?
	visited the beach?
	met a celebrity?

Have you ever danced on stage?

Yes, I have danced on stage./No, I have never danced on stage.

Let us read

Read this passage. Pay attention to the italicised words.

My grandmother *has broken* her arm. She *has asked* me to help her pack her suitcase. My grandparents *have* always *loved* travelling. They *have travelled* to Europe, Asia, Australia and South America after my grandmother retired. My grandfather *has visited* China, but my grandmother *has* not *visited* China. They *have visited* Japan together though. My uncle *has invited* my grandparents to visit him in Africa. With my help, both my grandparents *have packed* their bags and are ready to go.

The italicised words are verbs that show the present perfect tense. The **present perfect tense** is used to talk about things that started in the past and which are still true. It describes actions that occurred in the past but are still relevant to the present.

Let us practise

A. Underline the present perfect tense and circle the past participle of the verb in each of the sentences.

1. Ruchi has cleaned the carpet.
2. It has rained every evening this week.
3. The path has become dusty.
4. My neighbour has planted all the rose bushes.
5. Hari has eaten all the ripe bananas.
6. My parents have just returned from Spain.
7. Have you finished reading that book?



B. Make questions and answers based on the jumbled words. Use the present perfect tense.

1. Anu/buy/any video games/this month

Has Anu bought any video games this month?

No, Anu has not bought any video games this month.

2. Leena/cut/her finger
3. the children/wash/their cycles
4. his parents/be/to Delhi



C. Fill in the blanks with the present perfect tense of the verbs in brackets.

1. John has had (have) an interest in collecting stamps ever since he was a child. Lisa has just started (start) collecting stamps.
2. Lately, John has given (give) her some lovely stamps from his collection.
3. Lisa has already asked (ask) her friends to give her any stamp that they can find.

Answers of exercise B

2. Has Leena cut her finger?

No, Leena has not cut her finger.

3. Have the children washed their cycles?

Yes, the children have washed their cycles.

4. Have his parents been to Delhi?

Yes, his parents have been to Delhi.

4. Her uncle has sent (send) her many stamps from different countries where he travels for work.
5. This is why Lisa has told (told) her relatives or friends to write her letters, and not emails.



Let us listen

Listen to a news report about Radha Mallik and answer the questions.

1. What has happened to Radha Mallik? *Radha Mallik has broken her arm while lifting weight.*
2. Where has her brother taken her? *Her brother has taken her to the hospital.*
3. Have doctors examined her? *Yes, doctors have examined her.*
4. What have they assured Mallik's family? *The doctors have assured her family that she would be fit in six months.*
5. Has she won any gold medals in the past? *She has won several gold medals in the past.*

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Home Assignment:

Activity on Page No. 59

[Refer My Buddy for Revision of Annual Exam](#)





GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23



Syllabus for December

Course Book: L-8 A Fairy with Horns

Work Book: L-8 A Fairy with Horns

Grammar: L-16 Conjunctions

Creative Writing: Picture Story Writing

COURSEBOOK

L-8 A Fairy with Horns

- Reading and explanation of the lesson

Exercise to be done in Course Book-Textbook page no 121. (Exercise- A)

1. The writer walked at a brisk pace hoping to
b. leave the little goat behind.
2. Grandmother said that
c. she would not tolerate another animal in the house.
3. Tinker developed
b. a neat pair of horns.
4. Aunt Mabel spoke to plants because she believed
a. it helped them grow faster.

Exercises to be done in Literature Notebook:

Q-I Word Bank

- | | |
|-------------|----------------|
| 1 nudge | 2. nasturtium |
| 3. velvet | 4. opportunity |
| 5. appetite | 6 geranium. |

Q-II Answer the following questions:

1. **Who bumped the narrator on the elbow? Describe it.**

A A little goat bumped the narrator on the elbow. It was jet black in colour and as soft as velvet with grey eyes.

2. **Why did people not turn their backs on Tinker Bell?**

A People did not dare turn their backs on Tinker, because she would use her horns to butt them, at any given opportunity.

Q-III Answer the following questions in short:

1. **Who is the narrator of the story 'A Fairy with Horns'?**

A Ruskin Bond is the narrator of the story 'A Fairy with Horns'.

2. **What did Tinker Bell love to eat?**

A. Tinker Bell loved the leaves and flowers of the sweet pea, the nasturtium and the geranium.

3. **When would Tinker Bell butt people?**

A. Tinker Bell only butted strangers who bowed too low when giving the customary salaam.

Q-IV Frame sentences:

1. **Veranda** – My grandfather is reading newspaper in veranda.

- I like to sit in my veranda, especially in summer evenings.

2. **Opportunity** - Last week I got an opportunity to meet the PM Mr. Narendra Modi.

- Ria got the opportunity to sing in the Sydney Opera House.

Q-V Reflection:

1. **How to write a humorous and interesting story with good characters.**

2. **We should be kind to animals.**

Q-VI Competency-Based Questions

Read the sentences and answer the questions:

1. **“Goat’s milk is very good for rheumatism,”**

A Who said this and to whom?

A. Grandfather said this to writer’s grandmother.

2. **Why did the speaker say this?**

A. The speaker said this to convince the writer’s grandmother to keep the goat at home.

And that was the end of Tinker’s stay with us.

1. **What was this terrible incident which caused this?**

A. The incident was when Tinker decided to butt Aunt Mabel out of the way as she was bending over a pot.

2. **Where was Tinker set off to?**

A. Tinker was sent off to the bazaar to be sold at any price that was offered for her.

Home Assignment

- Read the lesson 3 times.
- Learn the word meanings.
- For dictation learn word bank and difficult words underlined while reading the lesson.
- Think and Answer questions page 122 Exercise B (Oral)

WORKBOOK

L-8 A Fairy with Horns

The Lion and the Goat

Exercise to be done in Workbook – Page 72 (Ex- A)

A Choose the right option.

1. Why was the goat worried?
 - a. She would not find her way to the village in the dark.
 - b. Why could the goat not run or fight?
 - c. She was old and weaker than the lion.
3. Why did the lion run swiftly out of the cave?
 - a. He wanted to get away from the goat.
 - b. Why did the lion attack the jackal?
 - c. He was angry that the jackal had tried to deceive him.

Home Assignment

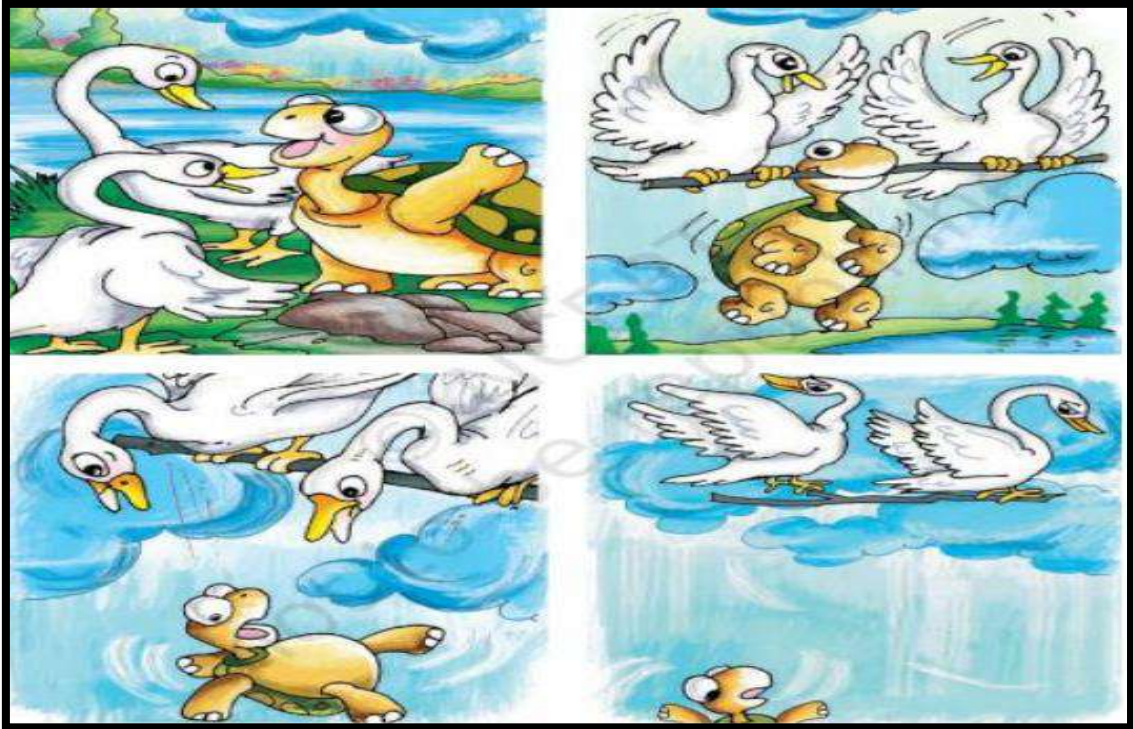
Read the lesson 3 times.

Exercises B and C from Workbook page 72 &73.

WRITING

Picture Story Writing

Write a story on 'The Talkative Tortoise' using the clues given below the picture. Write the moral of the story.



Clues - two white ducks and a talkative tortoise...no water to drink...decided to go to a nearby lake... tortoise holds the stick and the ducks warned him not to talk... the villagers made fun seeing the tortoise... tortoise opened his mouth...fell down and died...moral

Once upon a time, there lived two white ducks and a talkative tortoise. They were best friends. One day, they found there was not a single drop of water for them to drink. They decided to go to the nearby lake to live there permanently. But there was one problem, the tortoise did not know how to fly while the ducks did.

The tortoise came up with an idea. He said that he will hold the stick from the middle with his teeth while the two ducks hold the stick from both ends. The ducks warned the tortoise not to talk during the journey. On their way, they crossed many villages. The villagers saw the tortoise and made fun of it. This enraged the tortoise and he opened his mouth to speak. As a result, he fell down and died. Tortoise lost his life because of his foolishness.

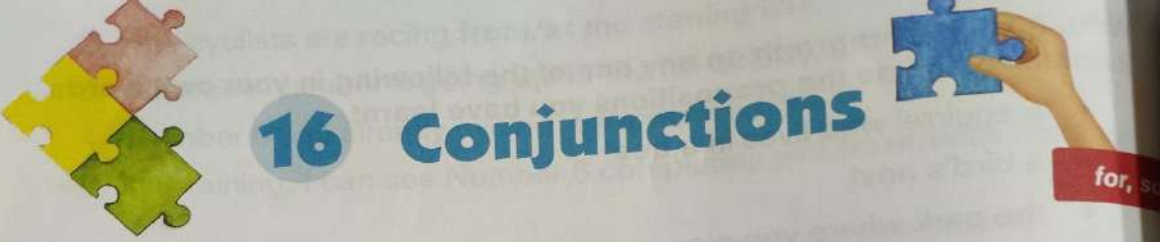
Moral:

- ✚ Always listen to the advice.
- ✚ Impatience never commands success.

Homework – Page no. 112 Exercise – E (Grammar Textbook)

GRAMMAR (ANSWER KEY)

L-16 Conjunctions



16 Conjunctions


Get set
Match the words from each column using a word to connect each word-pair. Then make sentences with each group of words.

1. cup	a. socks 5
2. pots	b. saucer 1
3. give	c. write 4
4. read	d. pans 2
5. shoes	e. take 3

What is the word that you used to join the words in the table? Can you think of other words that connect words, groups of words or sentences?

Let us read
Read this paragraph. Pay attention to the italicised words.

We were going for our school picnic on Sunday. The school bus would leave at 6:30 a.m. Mom made us go early to bed, *for* we had to wake up early the next day. We were very excited, so we found it difficult to sleep. As a result, we could not reach the school on time the next day to take the bus. Therefore, Dad had to drive us to the picnic spot.



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The italicised words are conjunctions. Conjunctions are words that join words, groups of words and sentences.

Remember

You have learnt about the conjunctions *and*, *or*, *but*, *because*, *as*, *so* and *though* in earlier classes.

Revise these conjunctions with your friends.

- The conjunction *for* suggests the reason for something.
Example: Mother made us go early to bed, *for* we had to wake up early the next day.
- The conjunction *so* suggests the result of something.
Example: We were very excited, *so* we found it difficult to sleep.

Let us practise

A. Choose the correct conjunction to fill in the blanks.

1. Amrita's leg was swollen, so her friends took her to the nurse.
a. so b. for
2. Amrita's mother was called to the school, so the nurse said she had to be sent to a hospital.
a. for b. so
3. They reached home quite quickly, for there was no traffic at that time.
a. so b. for
4. Amrita went to bed early, so she missed her favourite cartoon show.
a. so b. for

5. Amrita got up early, for she could complete her homework.

a. for b. so

6. Amrita did not go to school, for her leg was still hurting.

a. so b. for



B. Read the sentences. Underline the reason and circle the result in each.

1. The day was bright and clear, so the children went out to play.

2. Elango is learning French, so he has to divide his time between his school work and French lessons equally.

3. Please meet me here at 9 a.m., for I have a surprise for you.

4. The children were scared of the big waves, so they stayed away from the sea.



5. We are packing our bags, for we are going travelling tomorrow.

6. It was getting late, so the two children walked home as quickly as they could.

Let us listen

Listen to the passage carefully and fill in the blanks.



We should save forests, for they can prevent floods and reduce soil erosion. All of us must plant more trees, for they are required for the animal kingdom to survive. Trees are helpful to us, so it is very important that we take care of them. Let us plant one tree per month, so that at the end of one year, each of us would have planted 12 trees. But it is

important that we take care of these trees, _____ if they are not taken care of, they may die.

Let us speak

Work in groups of four. Take turns to call out the parts of sentences given in the left column. The others will say the rest of the sentences with the conjunctions given.

The day was very hot,	<i>so we all played indoors.</i>
It was raining,	<i>so...</i>
I want to learn knitting,	<i>so...</i>
The team needs to practise,	<i>for...</i>
The noise was very loud,	<i>so...</i>



Let us write

HW

You want a new bike for your birthday. Your parents have asked you to give them five reasons why they should buy you one.

Write a paragraph explaining why you need it. Remember to use the conjunctions *for* and *so*.

Example: I need a bike, so I can cycle to school.



Let us Speak

- 2. It was raining, so I didn't play with my friends.**
- 3. I want to learn knitting, so I can make sweater for my brother.**
- 4. The team needs to practice, for winning the match.**
- 5. The noise was very loud, so I went outside the room.**



GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM -II

SESSION 2022-23

Syllabus for November

Course Book: L-7 The Olympic Games

Literature Reader: L-6 Never Give In

Grammar: L-13 Verbs- Future Continuous Tense

Creative Writing: Message Writing

SDG- Poster Making on Types of Pollution



COURSEBOOK

Lesson-7 The Olympic Games

- Reading and explanation of the lesson

Exercise to be done in Course Book page no 104.

A. Choose the right options to complete these sentences:

1. The Olympic Games in the modern age are held
b. every four years.
2. The Olympic symbol with the five rings stands for
d. the unity of the five continents.
3. The main objective of the Olympic Games is
a. to get people from across the world to compete in a friendly spirit.

Exercises to be done in Literature Notebook:

QI Word Bank

- | | |
|-----------------|--------------|
| 1. prestigious | 2. ancient |
| 3. organised | 4. immense |
| 5. successfully | 6. athletics |
| 7. wrestling | 8. myth |

QII Answer the following questions:

1. What do the colours of the rings symbolize in the Olympic symbol?

A The Olympic symbol with five rings stands for the unity of the five continents with at least one of the colours of the rings-blue, black, red, yellow and green. These colours appear in the flag of each country that takes part.

2. What is so significant about the Olympic motto that it still inspires athletes?

A The significant thing about the Olympic motto 'Swifter, Higher, Stronger' inspires athletes till today as it is something they continuously strive towards.

QIII Answer the following in short:

1. Where were the ancient Olympic Games held?

A The ancient Olympic Games were conducted in Greece.

2. Who was Baron Pierre de Coubertin?

A Baron Pierre de Coubertin was the founder of modern Olympic Games.

3. After how many years the Olympic Games in the modern age are held?

A The Olympic Games in the modern age are held after every four years.

QIV Correct the following Statements:

1. A woman dressed in Indian dress will light the Asian torch.

A woman dressed in Greek robes will light the Olympic torch.

2. The flame is put in at the opening ceremony.

The flame is put out at the closing ceremony.

QV Frame sentences:

1. ancient- Ancient coins are exhibited in museums.

Ancient Olympic Games originated in Greece.

2. inspire- Some books inspire us a lot.

I want to be a teacher and inspire young people.

Reflection:

1. We should accept defeat graciously and hope to do better the next time.

2. A sportsperson should be mentally tough and physically fit.

Competency Based Questions

I Read the sentences and answer the questions:

The Olympic flag presented by Baron Pierre de Coubertin in 1914 is the prototype: it has a white background, and in the centre there are five interlaced rings—blue, yellow, black, green, and red. The blue ring is farthest left, nearest the pole.

1. Why are there five rings on the Olympic flag?

A The five rings represent the five parts / continents of the world.

2. Who gave Olympic flag?

A Baron Pierre de Coubertin

3. The Olympic flag has a _____ background.

- a. black b. green c. white ✓

II What qualities should a sportsman have?

- a) should have a positive attitude ✓
b) Should be ready to face any situations in the game. ✓
c) Should have a lot of luck

Literature Reader: L-6 Never Give In

- Reading will be done during the library period.

Home Assignment

- Read the lesson 3 times.
- Learn the word meanings.
- For dictation learn word bank and difficult words underlined while reading the lesson.
- Make a timetable for a day trip to the science museum next week.
(refer pg. No.87 of Grammar Book)

Message Writing

A message is a piece of information that we write for somebody when we cannot speak to them ourselves.

Imagine you are Tarun. Write a message for your friend Kunal telling that his dance class is cancelled and will be now on Monday as the teacher is going out of station. (word limit 25-30words)

Message

15 November 2022

10:30 a.m.

Dear Kunal

Our dance teacher Ms. Rital told me that there will be no dance class today as she is going out of station. The next dance class will be scheduled on Monday from 5:00 p.m. to 6:00 p.m.

Tarun



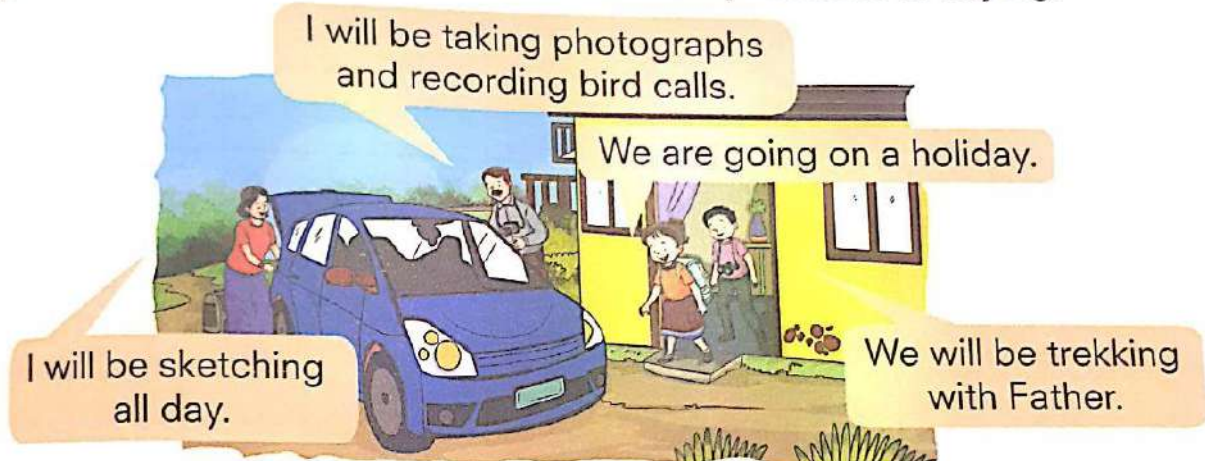
13 Verbs II



future continuous tense

Get set

Look at this picture and read what each family member is saying.



Let us read

Read the paragraph. Pay attention to the italicised words.

During the holiday, the children and their father *will be trekking* up the hillside. They *will be looking* for the migratory birds who visit the nature park at this time of the year. In the afternoon, Father *will be working* on his blog and the children *will be playing* board games. The children have told the parents that they *won't be watching* TV at all during this holiday, for there is so much for them to do. Mother *will be drawing* pictures of the lovely scenery. She says that she *will not be checking* her work emails while she is on holiday.



migratory birds: birds that travel from one place to another when the season changes

blog: a regular record of your thoughts, opinions or experiences that you put on the Internet for other people to read

Let us practise

A. Answer the questions with the help of the clues given in the brackets.

1. What will you be doing at this time tomorrow? (having dinner with parents)
I will be having dinner with my parents.
2. What will you be doing in the evening today? (watering the plants)
3. What will your brother be doing tomorrow afternoon? (going to the market with Father)
4. Who will be teaching you Hindi next year? (Mrs Sarkar)
5. What will you be doing on Sunday? (cleaning my cupboard)
6. How will you be going to your friend's place for the party? (on my bicycle)

Answers:

2. I will be watering the plants in the evening today.
3. Tomorrow afternoon, my brother will be going to the market with father.
4. Mrs. Sarkar will be teaching me Hindi next year.
5. I will be cleaning my cupboard on Sunday.
6. I will be going on my bicycle to my friend's house.

Fill in the blanks with the future continuous form of the verbs given in the brackets.

1. At eleven o'clock tomorrow, I will be studying (study) English in my class.
2. At four o'clock tomorrow, you will be making (make) sandcastles on the beach.
3. At eight o'clock tomorrow, he will be waiting (wait) for the train.
4. At three o'clock on Sunday, she will be shopping (shop) in New Delhi.
5. At nine o'clock tomorrow, it will be raining (rain).
6. At five o'clock on Saturday, we will be getting (get) ready to go to my uncle's place.
7. At three o'clock on Thursday, the Principal will be meeting (meet) their parents.
8. At ten o'clock on Saturday, I will be reading (read) in the library.
9. At three o'clock tomorrow, she will be exercising (exercise) at the gym.
10. At eight o'clock tomorrow, I will be sleeping (sleep) because it's a holiday.

^{NB}
C. Rewrite the sentences where the future continuous tense has not been used correctly and put a tick (✓) for the correct sentences.

1. At midnight, we sleeping. **At midnight, we will be sleeping.**
2. This time next week, we will be writing our exams.
3. At 9 p.m., my parents am watching the news.
4. Tonight, we studying for our English test.
5. They will be singing all night around the campfire.



6. He not play tomorrow.
7. I not work on Sunday.
8. Drive she to London next week?

Let us listen

Listen to Anuj's routine. Then as you listen, tick (✓) the sentences which are true.

1. At 6:45 a.m.,
 - a. Anuj will be at home.
 - b. he will be leaving home.
 - c. he will be at school.
2. At 7:15 a.m.,
 - a. he will be eating breakfast.
 - b. he will be starting his classes.
 - c. he will be leaving home.
3. At 8:00 a.m.,
 - a. Anuj will be going to school.
 - b. he will be leaving home.
 - c. he will be beginning his classes.
4. At 11:30 a.m.,
 - a. he will be going home for lunch.
 - b. their lunch break will be starting.
 - c. he will be finishing his lunch.

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5. At 12:00 p.m.,
- Anuj and his friends will be playing or chatting with each other.
 - they will be sitting quietly.
 - Anuj will be finishing his lunch.
6. At 12:30 p.m.,
- Anuj will be studying some lessons.
 - he will be sitting quietly.
 - he will be sleeping in class.
7. At 3:15 p.m.,
- Anuj will be leaving for home.
 - he will be doing his homework.
 - he will be playing football.

Exercise C Page no.83

Answers: (to be done in notebook)

- At midnight we will be sleeping.
- ✓
- At 9 p.m, my parents will be watching the news.
- Tonight, we will be studying for our English test.
- ✓
- He will not be playing tomorrow.
- I will not be working on Sunday.
- Will she be driving to London?

Let us write

Work in pairs and write five sentences in the future continuous tense about your plans for the summer holidays, using the hints given in the box. Then sort them in the right columns in the table given below. Then compare your responses with your partner's.

cooking reading jogging watching videos
swimming playing cricket eating mangoes
playing with a pet visiting grandparents

Student A: 1. I will be visiting my grandparents.
2. I will not be cooking.

things I will be doing during the holidays	things I won't be doing during the holidays
<p>I will be visiting my grandparents.</p> <p>I will be eating mangoes.</p> <p>I will be swimming.</p> <p>I will be jogging.</p> <p>I will be playing with a pet.</p>	<p>I will not be cooking.</p> <p>I will not be reading.</p> <p>I will not be watching videos.</p> <p>I will not be playing cricket.</p>





GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM -II

SESSION 2022-23



Syllabus for SEPTEMBER &
OCTOBER

Course Book: L-6 Irah Becomes a Flower Gardener

Workbook: L-6 Irah Becomes a Flower Gardener

(Poem)

Grammar: L-7 Adjectives : irregular adjectives

L-15 Prepositions

COURSEBOOK

L-6 Irah Becomes a Flower Gardener

Toety Maklis

Reading and explanation of the Lesson

The national flower of Indonesia is ---- Moon Orchid

Exercises to be done in Coursebook: (page 90)

A Choose the right options to answer these questions:

1. **What was special about the village from which Irah came?**
 - b. It had the most suitable soil and climate for a flower plantation.
2. **What led to Irah discontinuing her studies?**
 - a. typhoid fever followed by laziness
3. **Why did her friend suggest that she should forget about the kite for the time being?**
 - b. because she needed to learn to read first
4. **Why was Irah grateful to her friends?**
 - b. Together they taught her to read and write.

Exercises to be done in Literature Notebook:

QI Word Bank

- | | |
|-----------------|----------------|
| 1. investors | 2. guidance |
| 3. concentrated | 4. represented |
| 5. gardener | 6. unique |
| 7. unbearable | 8. design |

QII Answer the following questions:

1. **What was the purpose of meeting investors and farmers from the village?**

A The purpose of the investors was to invest their money in the flowers to be sold in Jakarta, while the farmers had come for guidance, as they had no experience in growing flowers.

2. **What kind of efforts did Irah put in to fulfil her dream?**

A Irah put in her best and studied very hard. She concentrated on her lessons and took dictation. She read and discussed the book of flowers. Her efforts paid off and she was able to fulfil her dream.

QIII Answer the following questions in short:

1. **Which village did Irah represent?**

A The name of the village that Irah represented was Cihejo.

2. **What did Irah say as soon as the Cihejo won the kite competition?**

A Irah said that she was going to be a rose gardener.

QIV Rewrite the statements correctly:

1. This was the **last** meeting between the investors and the **teachers**.

A This was the **first** meeting between the investors and the **farmers**.

2. It was a big **monkey** with a long tail, a unique shape with **an ugly** design of **balloons** on it.

A It was a big **kite** with a long tail, a unique shape with **a beautiful** design of **flowers** on it.

QV Frame sentences: (two sentences for each word)

1. **cheerful** - Everyone in the class was cheerful after hearing the result.

◆ It is very nice to spend time with cheerful people

2. **compulsory** – It is compulsory to wear seat belts in cars.

◆ It is compulsory for the parents to attend the school meetings.

QVI Competency-Based questions:

Read these lines from the text and answer the questions that follow:

1. “.....we only have three months’ time,”

i) **Who said this?**

A Irah spoke these words.

ii) **What had to be done in three months?**

A In three months’ time, Irah was to be taught to read and write.

2. “She needs your help to make her dream come true. Will you teach her to read?”

i) Who said this and to whom?

A Irah’s mother said this to Irah’s friends.

ii) Why did her mother say this?

A Irah’s mother said this because she wanted Irah’s friends to help her read and write.

Reflection:

- 1) We can achieve our dreams with determination and hard work.
- 2) We should appreciate the value of education.

Workbook: L-6 Irah Becomes a Flower Gardener (Poem)

James Stephens

Recitation and explanation of the Poem.

Exercises to be done in Workbook: (page 56 answers)

A **Choose the right options to answer these questions:**

1. Why did the poet spend hours alone in the Wood of Flowers?
 - d. He felt happy in the woods of flowers.
2. How did the wood echo the poet’s mood?
 - d. The wind had a sound of gaiety.
3. What does the poem tell us about the poet?
 - a. He is a nature lover.

Home Assignment

- Read the lesson three times and underline the difficult words.
- Learn the word meanings.
- For dictation learn word bank and difficult words underlined while reading the lesson.
- Q. D Read these sentences from the story and answer the questions that follow. (pg. No. 91 Coursebook)
- Learn the Poem from the Workbook.

GRAMMAR ANSWER KEY



7 Adjectives I



degree: revision (regular adjectives), irregular adjectives

Get set

Here are pictures of some fruits. Number them from the smallest to the largest.



1



4



5



2



3

Let us read

Read the sentences. Pay attention to the italicised words.



The book that my dad gave me is *the most expensive* gift I have ever received. It is *more thrilling than* the one that my grandfather gave me last year. The book is *better than* the movie. It is *more interesting* to read about the mystery than to watch it, as many details were skipped in the movie adaptation. But I did enjoy the movie as well. The scene of the lake where they find the treasure is one of *the most beautiful* scenes I have ever seen. My father said that the lake is in New Zealand.



The italicised words are adjectives that convey a degree of comparison. We use the comparative and the superlative degree of adjectives to compare more than one noun.

Remember

The comparative degree of adjectives is used to compare two things. Adjectives in this degree are followed by *than*.
Example: Today is *hotter than* yesterday.
The superlative degree of adjectives is used to compare three or more things. Adjectives in this degree are used after *the*.
Example: Of all the days in June, today is *the hottest*.

For adjectives that have two or more syllables, we form—

- the comparative degree by adding *more* before the adjective and using *than* after the adjective, instead of adding *-er*.
Example: This beach is *more exciting than* the one we visited yesterday.
- the superlative degree by adding *the most* before the adjective, instead of adding *-est*.
Example: Sandhya is *the most obedient* student I have met.

Let us practise

- A. Complete the table. Put the adjectives in the box in the correct columns.

sunny caring fat fast popular tall
small beautiful friendly large

one syllable	two syllables	three syllables
fat	sunny	popular
tall small	friendly	beautiful
fast, large	caring	

syllable: in speech, a single unit with a vowel

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- B. Complete these sentences. Use the comparative degree (*more than*) or the superlative degree (*the most*) of the words in brackets.
- We stayed at the most expensive hotel in town. (expensive)
 - What is the most popular sport in India? (popular)
 - This chair is more comfortable than that one. (comfortable)
 - This film is the most interesting film I have ever seen. (interesting)
 - This rose is the most beautiful lower in this garden. (beautiful)

- C. Look at these pictures and answer the given questions. The capacity of three different stadiums is given below.



Delhi,
Seating: 41,820



Chennai,
Seating: 50,000



Mumbai,
Seating: 110,000

- Is the stadium in Delhi smaller or bigger than the stadium in Chennai? **smaller**
- Which stadium is the most spacious? **Mumbai**

Let us listen

- Listen to the paragraph where Neeta is describing things. Fill in the blanks with the correct words.

- Aman is **more polite** than Hemant.
- Nishu's house is **more spacious** than Aman's.
- Nishu's puzzle set is the **most interesting** puzzle set we have seen.
- Aman's garden is **more beautiful** than Nishu's.
- I think my garden is the **most beautiful** of them all.

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Let us speak

Work in pairs. Take turns to compare the two pictures given below, using the comparative degree of adjectives. You may use the adjectives given in the box.

colourful spacious airy crowded active



Classroom A



Classroom B

Classroom A is *more airy* than Classroom B.

42

Let us write

Read the advertisement. Then answer the questions using the correct forms of the adjectives.

flat A	flat B	flat C
2-bedroom flat in a quiet street	comfortable 1-bedroom flat	3-bedroom flat in the outskirts of the city
large windows with a modular kitchen and tiled bathroom	small windows but well-ventilated	large French windows with a small garden
available on rent for INR 9000 per month	available on rent for INR 5000 per month	available on rent for INR 12000 per month

- Which flat is the smallest? **Flat B is the smallest.**
- Which flat has the largest windows? **Flat C has the largest windows.**
- Which flat is the largest? **Flat C is the largest.**
- Which is the most expensive of the three? **Flat C is the most expensive.**

Activity

Work with your partner and create riddles using the comparative and the superlative degrees of adjectives.

Example: It is squeakier than a chair and can run fast. (a mouse)



I can recognise, understand and do the activities on the comparative and the superlative degrees of adjectives.

French windows: a pair of glass doors, usually opening from the back of a house into its garden

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15 Prepositions



on, in, at, up, under, after, above, with, from

Get set

Play this fun game with your partner. One of you will dictate the instructions given below and the other will do the actions.

- Take your pencils and put them on your desk.
- Now take one pencil and keep it under the notebook.
- Take one pencil and put it on the top of your notebook.
- With a pencil, draw a line from the top to the bottom on a page in your notebook.
- Take your pencils and notebook, and put them in your bag.

Let us read

Read the paragraph given below. Pay attention to the italicised words.



The bird is *on* the top branch of the tree. There is a monkey hanging *from* the lower branch. A baby monkey is *with* his mother *on* the second tree. It is going *up* the tree *after* its mother. There are two squirrels *in* the tree hole.



The italicised words are used before a noun, a pronoun and a group of words acting like a noun. They are all **prepositions**.

Some of the ways in which we use prepositions are given below:

- *on* to show where something is on the surface

Example: The vase on the table is very expensive.

- **in** to show during a period of time; to show where something is within an enclosed space

Examples: • I am visiting my grandparents in June. (during a period of time)

- The flower is in the vase. (where something is within an enclosed place)

- **at** to show an exact position or a particular place; to show an exact point of time

Examples: • She was sitting at the corner table. (exact position of a particular place)

- I will meet her at 9 p.m. (exact point of time)

- **up** to show a higher level or position

Example: He was climbing up the tree really fast.

- **under** to show a position below or lower than something else

Example: • The book is under the box.

- **after** to show the time following an event or action

Example: The police ran after the thief.

- **above** to show a higher position than something else

Example: The book is on the shelf above your head.

- **with** to show a process of using something; to say that people/things are in a place together or are doing something together

Examples: • Can you paint with acrylic paint? (process of using something)

- I went shopping with my mother. (people/things are in a place together or are doing something together)

- **from** to show the place from where someone or something starts

Example: I sent a postcard to Mary from Paris.

acrylic: a type of paint

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Let us practise

1. Fill in the blanks with the correct prepositions.

1. Anjali is an artist who lives in Chennai.
2. She gets up at at 6 a.m. and makes her bed.
3. She practises yoga before taking a bath.
4. On most days, she drives from her home to the art centre.
5. Her office is small and colourful. She keeps her bag on a shelf behind her chair.
6. Her art supplies are always kept under her desk.
7. She prepares her canvas before she arranges the brushes and other materials.
8. She then makes a rough sketch on the canvas before she starts to paint.



Remember

Look at the words that are used with **at**, **in** or both **at** and **in** when talking about a place.

at	in	at or in
the bus stop	Mumbai	the mall
the entrance to the building	the classroom	Anuj's house
home	the school	a café

2. Circle the correct prepositions.

1. This is the most beautiful velodrome in/on the city.
velodrome: a track for bicycle racing

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2. The cyclists are racing from/at the starting line.
3. I can see Number 9 going up/in the hill quickly.
4. Number 6 has already cycled up/after the hill.
5. It is raining. I can see Number 6 completely wet from/with head to toe.
6. In/Up the stadium, he will have to complete one more round.

Let us listen

1. Listen carefully and fill in the blanks with the prepositions that you hear.

1. I enjoy working in the laboratory.
2. My brother and I liked working with Abhishek in Hyderabad.
3. My mother enjoys working on a big wooden desk.
4. My brother was climbing up the tree very cautiously. above
5. Her house is in an old stationery shop.
6. There is a nest in the apple tree.



Let us speak

Use the prepositions you have learnt to talk about the position of different things in the picture.



Remember

You have already learnt about the prepositions **in**, **on**, **under**, **behind**, **up**, **down**, **inside**, **outside**, **over**, **before**, **between**, **near**, **to**, **from**, **into** and **through** in earlier grades.

Revise the use of these prepositions again.

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Let us write HW

Write a short paragraph on any one of the following in your own words. Remember to use the prepositions you have learnt.

- a squirrel who lives in a tree
- a bird's nest
- the park where you play
- your room

Activity

Look at the picture of a room. Work in pairs and take turns to choose an object from the room without telling your partner what it is. Describe the position of the object using the prepositions you have learnt and your partner must guess the object.



Student A: It is on the bed. What is it?

Student B: It is a pillow.



I can recognise, understand and do the activities on prepositions.



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GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23

AUGUST

Syllabus for August

Literature Reader: L-4 The Diary of a Young Girl

Grammar: L-3 Nouns: Irregular Plurals

L-12 Adverbs: Frequency

Worksheet: Competency Based Evaluation

Revision for Half Yearly Exam

Literature Reader

L-4 The Diary of a Young Girl (to be done in library period)

Reading

Explanation

Oral Comprehension

Worksheet: Competency Based Evaluation (to be done in class)

Answer Key Grammar



3 Nouns III



revision (regular plurals), irregular plurals

Get set

Here are some nouns. Arrange them in the correct columns in the table given below.

boy children potato branches girls rabbit

singular nouns	plural nouns
boy potato rabbit	children branches girls

Let us practise

A. Write the plurals of the singular nouns given below.



1. one woman

many women



2. one tomato

five tomatoes



3. one deer

two deer



4. one wolf

three wolves



5. one flower

many flowers

B. Change the noun given in the brackets from singular to plural. Then fill in the blanks.

1. My teeth are going to be cleaned by the dentist today. (tooth)
2. The children will see a magic show. (child)
3. Four men were going to sing at the party. (man)
4. Mr Sharma's sheep are out in the field. (sheep)
5. My feet hurt after the long walk. (foot)

C. Write the words given below in the correct column.

tomatoes sandwiches bananas sheep
 aircraft people grapes eggs
 knives feet pencils

regular plurals	irregular plurals
tomatoes	sheep
sandwiches	aircraft
bananas	people
grapes	knives
eggs pencils	feet

Let us listen

Work in groups of four. Listen to the irregular plurals carefully. Then discuss and write the singular form of these nouns.

- | | | | |
|----------|--------------|----------|--------------|
| 1. elves | <u>elf</u> | 2. lice | <u>louse</u> |
| 3. fish | <u>fish</u> | 4. oxen | <u>ox</u> |
| 5. bison | <u>bison</u> | 6. oases | <u>oasis</u> |

Let us speak

Work in pairs. One of you say a sentence with a singular noun which has an irregular plural form. Then the partner has to say the same sentence with the irregular plural form. Remember to use plural verbs with plural nouns. Take turns to say the sentences with singular and plural nouns.

Example: Student A: My tooth is hurting.

Student B: My teeth are hurting.

Let us write

Fill in the blanks by using the plural form of the underlined nouns. You can refer to the Internet or discuss among yourselves.

1. The cactus can survive without water. I have a cacti collection at home.
2. Except the baby in the blue dress, all other babies are crying.
3. I have seen one mouse in the kitchen. Have you seen mice around this area before?
4. The plural of bacterium is bacteria.
5. She was flying the aircraft, when she heard five other aircraft flying ahead.



6. Did you see the brown sheep in the field? You have to spot it among the twenty sheep in the field.
7. Try out one knife from the new set of knives.
8. The woman was surprised to see so many other women at the examination centre.
9. The climatologists had studied these phenomena for years, but this phenomenon intrigued them.
10. The plural of the word curriculum is curricula.



12 Adverbs



Get set

Here are some pictures of people doing different things. Write D for ones that you do daily, W for the ones you do weekly and cross (X) the ones you rarely do.



D



D



D



W



D



W



X



W

How often do you eat or drink the things given below for dinner?
Choose from the adverbs given in the box and write sentences with each of them.

never seldom sometimes often usually always

1. sandwich 2. vegetables 3. rice 4. chapattis 5. juice 6. chicken

juice: I never have juice for dinner.

^{NB}
Put the adverbs in the correct places and rewrite the sentences.

1. My mother uses cream in her coffee. (never)

My mother never uses cream in her coffee.

2. In Punjab, people use jaggery in their tea. (seldom)

3. In Kolkata, people have sweets after dinner. (often)

4. In Chennai, people have chapattis for lunch. (sometimes)

5. In Mumbai, people have poha for breakfast. (often)

6. In Bhopal, people have khichdi for lunch. (sometimes)



Let us listen

Listen to the sentences and number the adverbs given below in the order in which you hear them.

1. yearly

2. monthly

3. quarterly

4. weekly

5. twice a month

5
4
1
2
3

Answers of Exercise C page 73

1. My mother never uses cream in her coffee.
2. In Punjab, people seldom use jiggery in their tea.
3. In Kolkata, people often have sweets after dinner.
4. In Chennai, people sometimes have chapattis for lunch.
5. In Mumbai, people often have poha for breakfast.
6. In Bhopal, people sometimes have khichdi for lunch.

For Revision of Half Yearly Exam (In the month of September)

Refer 'My Buddy'

CBE Questions & Grammar topics-pg no 7 to 12

Sample Paper-pg no 17 to 23



GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23



Syllabus for JULY

Course Book: L-3 The Most Important Day

Work Book: L-3 The Most Important Day

Grammar: L-6 Articles: definite article the

Creative Writing : Diary Entry Writing

SDG 1-Mime on Clean water and Sanitation with sign language

COURSEBOOK

L-3 The Most Important Day

- **Reading and explanation of the Lesson**

Exercises to be done in Coursebook:

A **Choose the right options to answer these questions:**

1. **What did Helen's mother say when people thought Helen could not learn anything?**

- a. She agreed with them and decided to send Helen away.
- b. She disagreed with them and said that Helen was smart. ✓**
- c. She disagreed with them but left Helen alone.

2. **How did Helen Keller behave before Miss Sullivan came?**

- a. She was quiet and helpful.
- b. She was playful and naughty.
- c. She was wild and often angry. ✓**
- d. She was sweet and attentive.

Exercises to be done in Literature Notebook:

Word Bank

1. healthy
2. illness
3. comb
4. blossom
5. eventful
6. travelled
7. strict

QI Answer the following questions:

1. **How did Miss Sullivan help Helen?**

A She helped Helen by making letters with special hand signs. Helen learned to spell, in this way, a great many words, like pin, hat, cup, sit, stand and many more. Miss Sullivan had been with her several weeks before she understood that everything had a name.

2. **What is the most valuable lesson that this story has taught us?**

A The most valuable lesson that this story teaches us is 'Never give up in your life and failures are stepping stones to success'.

QII Answer the following questions in short:

1. **When and where was Helen born?**

A Helen was born in Alabama in the summer of 1880.

2. **What did Helen learn when the teacher put her hand into running water?**

A Helen understood that water meant something wet and running over her hand.

QIII Rewrite the statements correctly:

1. A weak baby girl was born in a big city in Alabama.

A A healthy baby girl was born in a small town in Alabama.

2. Mother would tell her nothing she wanted to know.

A Words would tell her everything she wanted to know.

QIV Frame sentences: (two sentences for each word)

1. **blossom** - The plum tree is now in full blossom.

Rain begins to fall and the trees blossom.

2. **strict** - In the military, soldiers follow strict schedules.

Mr. Ram is on a strict diet.

Competency-Based questions:

Read these lines from the lesson and answer the questions that follow:

1. **“Something is very wrong,”**

a. Who said these words?

Ans Helen’s mother said these words.

b. Why did she say that something was ‘wrong’?

Ans Because Helen was never the same after her illness

2. **Helen Keller, the little girl, became one of history’s most famous women.**

a. According to you how did Helen Keller become famous?

Ans Despite her disabilities, she travelled around the world, speaking in more than 25 countries in the five major continents.

Reflection:

- Each time you fail, start all over again and you will grow stronger.
- Always work with full determination and grit.

Home Assignment

- **Read the lesson three times and underline the difficult words.**
- **Learn the word meanings.**
- **For dictation learn word bank and difficult words underlined while reading the lesson.**
- **Q. C Give reasons for the statements (pg. No. 35 Course book)**

Workbook

L-3 The Most Important Day

Reading

Explanation

Oral Comprehension

Home Assignment

Exercise A from the Workbook page - 21

SDG 1-Mime on Clean water and Sanitation with sign language (10 marks)

Students will enact/mime in the classroom using sign language. It will be group activity where all the students will participate.

Judgement Criteria

Sr. No.	Parameters	Marks
1.	Content	4 marks
2.	Expressions (Body Language)	3 marks
3.	Overall Presentation	3 marks
	Total	10 marks

Creative Writing: Diary Entry Writing

Introduction- (Oral explanation for students)

Diary writing has been a way of recording and recollecting and expressing events or emotions. Maintaining a diary is cathartic and it renders the mind some freshness from the busy life.

- It is Sunday, you went to an amusement park with your grandparents, parents and sister. Write a diary entry about the day you spent with your family members. Please note the word limit would be 40 to 50 words.
- ❖

Date- 25 July 2022

Time - 9:00 pm

Dear Diary,

What a marvellous day I had! In the evening I went with my family members to the biggest amusement park of the city. My grandfather, my sister and I sat on some of the most enormous rides like the merry-go-round, dragon ride etc. We stood in the queue to board my favourite ride, the roller coaster. The ride was mind-blowing. It went to such a height and then the sudden drop was a thrilling experience! I enjoyed eating food and my favourite chocolate ice cream. The best thing was I had my grandparents with me and it was one of the most memorable day I ever had.

Aaditya Purohit

Home Assignment

You were going to your grandparent's house by train. Write a Diary entry how you spent the day in the train looking out and enjoying playing games like antakshari, ludo etc.

PT1 REVISION

LITERATURE

Q1 Answer the following questions.

- 1.** What did you learn about Stevie from the story 'The House with the Golden Windows'?
- 2.** What did the colt have to say about their master

Q2 Answer the following questions in short:

1. The mother said the colt was well-bred. Give a reason for the statement.
2. What did Stevie see on Paula's farm?

Q3 Read the line from the lesson and answer the questions that follow:

1. **My mother always took him to the town on a market day in a light gig.**
 - i) Who is 'him' referred to?
 - ii) Write Antonym of **heavy**.

- Read the Lesson 1 & 2 for CBE questions

GRAMMAR

Q4 1. Read the Nouns below and put them in the correct category-

photograph	cowardice	large	excitement	food
------------	-----------	-------	------------	------

ABSTRACT NOUNS	CONCRETE NOUNS

2. **Underline the Demonstrative Pronouns and write S on the blank line if the pronoun is singular and P if it is plural.**

a. **Those** are the apples on the tree. _____

b. **This** is my favourite red dress. _____

3. **Rewrite the sentence using 's in right places:**

1. Mr Vyas garden has beautiful flowers.
2. Why children bags are lying on the floor?
3. My sister bag is blue but my mother bag is light brown.

Q5 Write an application to your Class Teacher requesting her to grant you two days leave as you are suffering from stomach infection.

Grammar Answer Key

L-6 Articles: definite article the



6 Articles



revision, definite

Get set

Here are pictures of some things. Work in pairs and first name the things. Then put them in the correct columns in the table given below.



things beginning with
consonant sounds

things beginning
with vowel sounds

banana, biscuit,
mango, tomato,
pen, sandwich

apple, icecream,
onion, egg

Let us read

Read the paragraph. Pay attention to the italicised words. Then fill in the blanks on the next page to answer the questions.

Look at that photograph in *the* newspaper. It is a picture of a famous painting. *The* painting was in an art gallery in Mumbai. *The* painting, a landscape scene of *the* evening sky and *the* seashore, is worth thousands of rupees. My mother has a print of *the* painting. *The* paintings by *the* famous artist Raja Ravi Varma are collected by many people. A thief stole *the* painting last night. *The* art gallery will give a reward to anyone who has information about *the* lost painting. *The* police are looking for *the* thief.

1. What did the thief steal last night?
The thief stole a painting last night.
2. Who is looking for the thief?
The police are looking for **the** thief.
3. Who will give a reward to anyone with information about the missing painting?
The art gallery will give a reward to anyone who has information about **the** lost painting.

3 We use the definite article *the* in the following ways:

- for something that is specific
Example: *The* mango in the picture looks nice.
- for something that has been introduced and is familiar
Example: This is an example of a challenging question. Whoever answers *the* question will get a reward.
- for something that is unique
Examples: • *the* sky • *the* earth • *the* sea
- before names of mountain ranges, rivers, deserts, seas and oceans
Examples: • *the* Himalayas, *the* Ganga, *the* Thar Desert, *the* Indian Ocean, *the* Arabian Sea
- before names of newspapers, famous buildings and hotels, and monuments
Examples: • *the* Hindustan Times • *the* Parliament House • *the* Imperial Hotel • *the* Taj Mahal
- before nationalities; names of countries or continents which have words such as *kingdom*, *republic* and *of*; and groups of islands
Examples: • *the* Chinese • *the* United Kingdom • *the* United States of America • *the* Maldives
- before the superlative degree of adjectives and adverbs
Example: Who is *the* youngest in your family?

34

We do not use the definite article *the*—

- before names of people, streets, islands, cities, and countries and continents (which do not have the words mentioned on the previous page).
Examples: • I called *Jessica*.
• My friend lives on *Street No. 32*.
• My parents and I went to *Havelock Island* ten years ago.
• Arun lives in *Mumbai*.
• My brother is posted in *Myanmar*.
• He is from *Africa*, but he studies in *Asia*.
- before plural nouns that have a general meaning and not a specific meaning.
Examples: • *Children* love ice cream.
• *Lions* are majestic animals.
- before abstract nouns.
Example: Soldiers are known for their *bravery*.
- before the words *breakfast*, *lunch*, *tea*, *dinner*.
Examples: • We usually have *breakfast* at 8:00 a.m.
• Alice looked all round the table, but there was nothing on it but *tea*.



Remember

In English, the two indefinite articles are *a* and *an*. We use the words *a* and *an*, depending on the first sound of the word which follows the article. We use *a* when the next word starts with a consonant sound. We use *an* when the next word starts with a vowel sound.

35

Let us practise

A. Match the columns to complete the sentences.

1. Where did you put the	a. sharp orange pair of scissors I had asked for? 3
2. I think it's still in the	b. lay out the magazine paper we bought 4
3. Have we got the	c. dining table? 5
4. Now we need to	d. chart paper that we bought yesterday? 1
5. Okay. Shall we lay out the magazine paper on the	e. cups and plates in the sink 6
6. Just a minute, I will clear the table and put the	f. bag in the dining room. 2

B. Fill in the blanks with *a*, *an* or *the*.

- 3** We went to attend a concert of a new singer at the Music Academy on Saturday evening. There was a huge crowd of people there. When we arrived the hall was packed and we could not get a seat close to the stage. We could hardly hear the singer as the speakers were not functioning. Soon many people left as they could not hear anything. When they saw the people leave, the staff of the academy got the speakers fixed. We had an amazing evening as the singer sang some popular songs and he had a great voice. Everyone enjoyed the rest of the concert, and gave the singer a big round of applause.



36

C. Fill in the blanks with *a*, *an* or *the*. Put a X where the blank does not need an article.

- Aruna: Tomorrow is Kavita's birthday. Shall we make a special dish for her?
Akshay: That's a great idea. What does she like to eat?
Aruna: Last time, I had baked an apple pie and made X grilled sandwiches for her. She enjoyed the pie but not the sandwiches.
Akshay: Okay. We'll make a pie with X fresh apples and buy X chocolates from the sweet shop around the corner.

Let us listen

1 Listen to a guide talking to a group of tourists. Fill in the blanks with *the*. If you don't hear *the*, put a X in the blank.

Good afternoon, X ladies and gentlemen. We hope you will enjoy this tour of the Binsar Wildlife Sanctuary. The sanctuary is surrounded by X oak forests, with views of X snow-capped peaks to the north and X lush green valleys to the south and west. The sanctuary attracts nature lovers from all over the world and we are glad to welcome you for your stay here. Thank you.

Let us speak

Work in pairs. Look at the map given below. Take turns to ask and answer questions as given in the example on the next page. Remember, to use *the*.



37

Home Assignment

Page – no. 38

Student A: Where is the High School on this map?

Student B: The school is on MG Road.

Let us write **HW**

Write a short paragraph (in 150 words) in your notebook about your visit to a city. Write about the places you saw, the food you ate and any other interesting incident. Use articles suitably.

Activity **HW**

Match the famous places to the cities they are located in. Then, write two-three sentences about each place. You may use the library or the Internet.

Gateway of India Mysore Palace

Red Fort Taj Mahal

Mysore Agra Delhi Mumbai

Example: The Red Fort is in Delhi. Shah Jahan began its construction in 1638.



I can recognise, understand and do the activities on the definite and indefinite articles.



THE END



GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23



Syllabus for JUNE

Course Book: Poem-Topsy Turvy Land

L-2 My Early Home

Literature Reader: L-1 The Crow in the House

Grammar: L-5 Pronouns II: Demonstrative

SEA 1: Listening & Speaking (ASL)

COURSEBOOK

Poem-Topsy Turvy Land

(H.E. Wilkinson)

Reading, recitation and explanation of the Poem

Exercises to be done in Literature Notebook:

Rhyming Words

1. sand / land
2. stand / land
3. planned / land
4. meet / street
5. grand / land

QI Answer the following questions:

1. When do children go to school in Topsy Turvy Land?

A They go to school at night.

2. In the poem, if buses travel on the sea, then where do the boats travel?

A Boats travel up and down the streets.

QII Read the lines from the poem and answer the questions that follow:

You pay for what you never get,

I think it must be grand,

For when you go you're coming back,

1. Explain the first line.

A You pay and yet get nothing in return.

2. What is the full form of 'you're'?

A It means 'you are'.

3. What is the name of the Poem and who is the writer?

A The name of the poem is 'Topsy-Turvy Land' and the poet is H. E. Wilkinson.

4. What does the word 'grand' mean?

A The word 'grand' means wonderful.

Lesson 2-My Early Home

(Anna Sewell)

- Reading and explanation of the Lesson

Exercises to be done in Coursebook:

A Choose the right options to answer these questions:

1. What did the colt's mother do as soon as he was able to eat grass?
 - a. She made him pull a gig.
 - b. She took him another side the meadow.
 - c. She went out to work. ✓
 - d. She taught him to gallop.
2. What did the master call the colt and his mother?
 - a. Darkie and pet ✓
 - b. Darkie and beauty
 - c. Black Beauty and Duchess
 - d. Beauty an Pet

Exercises to be done in Literature Notebook:

Word Bank

- | | |
|---------------|--------------|
| 1. meadow | 2. brook |
| 2. gallop | 4. trot |
| 5. frequently | 6. lodging |
| 7. plough | 8. forgotten |

Q1 Answer the following questions:

1. How did the colt spend the day with his mother?

A In the day, the colt ran by his mother's side. When it was hot, they used to stand by the pond in the shade of the trees and when it was cold, they had a nice warm shed near the plantation.

2. What did the colt have to say about their master?

A The colt said that their master was a good and a kind man who gave them good food, lodging and spoke to them kindly.

QII Answer the following questions in short:

1. The mother said the colt was well bred. Give reason for the statement.

A The colt was well bred as he was wellborn and had a good upbringing.

2. Why was the master angry with Dick?

A The master got angry with Dick because he threw stones at the colts.

QIII Rewrite the statements correctly:

1. Black Beauty lived in a pleasant **hedge** with a pond of **dirty** water.

A Black Beauty lived in a pleasant **meadow** with a pond of **clean** water

2. The **master** did not mind **pet** much.

A The **colts** did not mind **Dick** much.

QIV Frame sentences: (two sentences for each word)

1. **brook**- I can hear the sound of the bubbling brook.

There is a brook near the farm.

2. **frequently**- In summer we drink water frequently.

3. **gallop**- The horses gallop towards us.

Competency Based questions:

Read these lines from the text and answer the questions that follow:

1. "I have never forgotten my mother's advice."

i) What advice did the colt's mother give him?

A Never bite or kick even in play.

ii) What do you learn about the colt's family through the advice?

A Darkie's / colt's family was well learned family.

2. "Her name was Duchess, but he often called her Pet."

i) Who is the speaker of this line?

A The colt.

ii) Who is referred to as Pet?

A Darkie's mother

iii) The word 'frequently' as used in the story "My Early Home", means the same as the word-

often

never

seldom

Reflection:

Animals too have feelings like human beings.

They ought to be treated with love and affection.

Home Assignment

- Learn poem 'Topsy Turvy Land'
- Find one such imaginary place which resembles the Topsy-Turvy Land.
- Read the lesson three times and underline the difficult words.
- Learn the word meanings.
- For dictation learn word bank and difficult words underlined while reading the lesson.
- Q. C Give reasons for the statements (pg. No. 18 Coursebook)

Literature Reader

Lesson-1 A Crow in the House (will be done in Library period)

Reading

Explanation

Oral Comprehension

SEA 1 – Listening & Speaking(ASL) (10 marks)

Students will listen to the passage from Scotland and complete the sentences given in Coursebook.

Children will also describe the picture given on pg. no. 10 of Coursebook.

PARAMETERS

MARKS

Listening Stimuli	4
Vocabulary	4
Pronunciation	2
Total	10

Grammar Answer Key

L-5 Pronouns II Demonstrative Pronouns

Let us practise

A. Fill in the blanks choosing the correct demonstrative pronouns from the brackets.

1. Are those your shoes? (those/that)



2. This is a very comfortable bed.
(These/This)

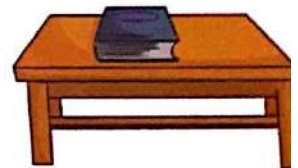


3. That is the cat which is sitting on the piano! (Those/That)



4. I was waiting for the mangoes. I like these very much. (these/this)

5. That is the dictionary. (Those/That)



B. Circle the correct demonstrative pronouns in these sentences.

1. This ~~These~~ is the best cake I have ever had!
2. Look at the restaurants here. These ~~That~~ came up in the 70s.
3. I remember my school days fondly. ~~That~~ Those were the best days of my life.
4. This ~~These~~ is the song I was telling you about.
5. I am looking for a red house on this street. I think that ~~those~~ is the one.
6. ~~These~~ This is a huge pile of books. These ~~This~~ are going to be donated to the library.



C. Fill in the blanks with the plural demonstrative pronouns.

1. That is a book. Those are books.
2. That is a baby. Those are babies.
3. This is a present. These are presents.
4. This is an umbrella. These are umbrellas.
5. That is not a pen. Those are not pens.

Let us listen

Listen carefully to the conversation and fill in the blanks with the correct words.

Teacher: Is this your book?

Student: Yes, that is my book.

Teacher: And is this your pencil?

Student: No, that is not mine.

Teacher: Whose pencil is this ?

Student: I am not sure.



Let us write

A little girl is describing a park. Unscramble the words and rewrite the sentences in your notebook.

1. over there/sandbox/that is a
That is a sandbox over there.
2. are/swings/those
3. new slide/this is the
4. benches/for the elderly/these are
5. in October/these were/painted



(ANSWERS)

(PAGE – 31)

Let us write (To be done in Grammar notebook)

2. Those are swings.
3. This is a new slide.
4. These are benches for the elderly.
5. These were painted in October.



GANDHINAGAR

ENGLISH SAMPLE NOTEBOOK

CLASS - 4

TERM - I

SESSION 2022-23

Syllabus for APRIL

Course Book: L-1 The House with the Golden Windows

Workbook: L-1 The House with the Golden Windows

Grammar: L-1 Abstract and Concrete Nouns

L-2 Possessive form of Nouns

Creative Writing: Formal Letter

AIL 1- Model Making on Homophones

COURSEBOOK

L-1 The House with the Golden Windows

- Reading and explanation of the lesson

Exercise to be done in Course Book-Textbook page no 5. (Exercise- A)

1. What did Stevie usually do in the hour before sunset?
d) He looked at a house on a distant hill.
2. When did the golden windows usually appear?
c) at sunset
3. What did Mrs Campbell tell Stevie about her family?
a) They were ordinary farming people.
4. Which of these statements about Paula is not true?
d) She went to the same school as Stevie.
5. Which of these statements about Stevie is true?
b) He realized that his house also had golden windows.

Exercises to be done in Literature Notebook:

Q-1 Word Bank

- | | |
|-----------------|-------------|
| 1. glitter | 2. crept |
| 3. fascinated | 4. probably |
| 5. hue (colour) | 6. blazing |

Q-2 Answer the following questions:

1. What do you learn about Stevie from the story?
A Stevie was a simple farmer's boy who was fascinated with the house that had golden windows. He probably wished to live in that house.

2. Why were the golden windows only visible at sunset?

A The golden windows were visible only at sunset as the setting sun rays fell on the windows, giving them a golden hue.

Q-3 Answer the following in short:

1. Who was Paula?

A Paula was Mrs Campbell's daughter.

2. What did Stevie see on Paula's farm?

A Stevie saw a black calf, cat and her kittens on Paula's farm.

Q-4 Who said and to whom-

1. "How nice to see you here. Did your mother send you for something?"

Ans Mrs Campbell asked Stevie.

2. "I learned that our house, too, has windows of gold."

Ans Stevie said to his father.

Q-5 Frame sentences:

1. brightly - The diamonds are shining brightly in the crown.

2. farm - There are many animals seen on the farm.

Q-6 Reflection:

1. We should help our parents with daily chores.

2. We should be content with whatever we have.

Home Assignment

- Read the lesson 3 times.
- Learn the word meanings.
- For dictation learn word bank and difficult words underlined while reading the lesson.
- Think and Answer questions page 5 Exercise B no. 3(Oral)

WORKBOOK

L-1 The House with the Golden Windows

Exercise to be done in Workbook - Page 2 (Exercise- A)

- A Choose the right option.
1. The little boy was said and lonely because
c) other children could not come near him.
 2. The little boy burst out laughing because
b) a monkey in a nappy was blowing a balloon.
 3. The little boy's health improved because he
c) was no longer sad and lonely
 4. The little boy's best friend had dressed up in different animal disguises because he
b) cared for the little boy.

Home Assignment

Read the lesson 3 times.

Exercises B and C from Workbook page 3.

WRITING

FORMAL LETTER

Write an application to your Class Teacher requesting her to grant you leave for three days as you are not well.

24 Silver Oak Apartments

Motera

Ahmedabad

26 April 2022

**The Class Teacher
Delhi Public School Gandhinagar
Koba Adalaj Link Road
Gandhinagar**

Respected Madam

Subject – leave for three days

I am Pal Patel of class IV D. This is to inform you that I am suffering from high fever, cold and cough.

I request you to please grant me leave for three days from 26 April 2022 to 28 April 2022. I promise to complete my classwork and homework given during those days.

Thanking you

Yours obediently

Pal Patel

IV D

Home Assignment

- Write an application to your Class Teacher requesting her to grant you leave for four days as you are going to Mumbai to play the final basketball match.**

AIL 1 - Model Making on Homophones (10 marks)

The students will make models of Homophones and the criteria for judging the activity is as follows-

PARAMETERS

MARKS

Ideas and concepts – 3 marks

Creativity and uniqueness - 3 marks

Overall Presentation - 4 marks

GRAMMAR (ANSWER KEY)

L-1 Abstract and Concrete Nouns

L-2 Possessive form of Nouns

1 Nouns I
PAGE - 1

Get set
Work in pairs. Place the words given in the box in the correct column.

bravery	brush	mango	anger	honesty	justice
hat	bottle	belief	courage	truth	hills
peace	pencil	beauty	house	love	box

things you can see, hear, touch, smell or taste	things you cannot see, hear, touch, smell or taste
brush, mango, hat, bottle, hills, pencil, house, box	bravery, anger, honesty, justice, belief, courage, truth, peace, beauty, love

Let us read
Read the paragraph. Pay attention to the italicised and underlined words. The italicised words all name an idea or a feeling or a concept.

Yesterday, we went to the airport. There was much *confusion* all around. Many *flights* were delayed because of the fog. Most of the *people* there were filled with *anxiety*. They were looking for a *board* with some *information*. But they could not see one.

anxiety: worry

The italicised words do not name material objects. They are names of concepts, states, feelings or ideas that cannot be felt with our five senses. We call these nouns **abstract nouns**.

The underlined words are concrete nouns. **Concrete nouns** are nouns that can be felt with our five senses. We can touch them, taste them, smell them, see them or hear them.

Let us practise

A. Circle the abstract nouns and underline the concrete nouns in the given sentences.



1. What a beautiful sunrise we saw!
2. My brother finds great happiness in playing with our dog.
3. Athena loves her toys.
4. Smita lost her patience and shouted angrily.

5. They have given up hope.
6. Bimal was in love with his new puppy.
7. Our teacher gave us good advice.
8. The man gained wisdom while working there for twelve years.
9. My sister always tells the truth.
10. Even during a thunderstorm, we can see the beauty of nature.



B. Fill in the blanks by choosing the correct words from the box.

bravery talent heat determination advice

1. The heat from the sun dried the clothes on the clothesline.

2. Amal was filled with determination to climb the steep hill.
3. My friend had a natural talent for storytelling.
4. The soldier was awarded a medal for his bravery.
5. Please take Mom's advice before you start the project.

Let us listen

Listen carefully to the sentences and do as directed.

1. Write yes or no. no
2. Write yes or no. Yes
3. Does this sentence have an abstract noun? Say yes or no. No
4. The abstract noun in the sentence is idea.
5. Write the abstract nouns in the sentence. faith, confidence

Let us speak

Work in pairs. One of you will read one word from row A and your partner will read the opposite of that word in row B. Now take turns and make a sentence using the word you have read.

A	love	1	joy	2	silence	3	loss	4	excitement	5
B	boredom	5	gain	4	sorrow	2	noise	3	hatred	1

Let us write HW

Unscramble the letters to form abstract nouns and make a sentence with each of them.

estnohy ouraceg nkeidsn eihgth ngera

honesty: Mira was praised for her honesty.

courage -

kindness -

height -
anger -

Activity

Work in groups of four. Read the sentences given below and list as many abstract nouns as you can find in your notebook.

1. The team admired the captain's calmness under pressure. calmness, pressure
2. The doctor felt compassion for his patients.
3. The General rewarded the young soldier for his courage and strength.
4. She achieved success as a result of her determination.
5. It is important to treat fellow human beings with kindness and compassion.
6. The loyalty and bravery of the dog saved me and my friends.
7. The thief was punished for his crime.
8. Health and education are important for the development of a nation.
9. I will treat this as an opportunity to gain knowledge and experience.
10. We watched with fascination as the magician pulled a rabbit out of the hat.



I can recognise, understand and do the activities on abstract and concrete nouns.



2 Nouns II

possessive form of nouns

Get set

Draw a line from the person to the animals or objects that belong to the person.

1. Aruna's dogs have small tails.
2. Aruna's dogs love to play with Rohan's dog in the park.
3. The dogs enjoy playing with the children's cricket balls.
4. The dogs also like playing with Sheetal's cats.

Let us read

Read the paragraph. Pay attention to the italicised words.

Aparna Joshi's parents own a big kennel. The name of the kennel is Happy Home. The *Joshis'* kennel is clean and bright. The *dogs'* water bowls have their names on them.

Aparna has a younger brother, Rohan. *Rohan's* favourite pastime is to play with the puppies in the kennel. His favourite puppy is a Labrador. The *Labrador's* coat is of a lovely chocolate brown colour with tiny white patches.

Aparna's friends visit the kennel often to play with the dogs. At one end of the kennel is the *Joshis'* swimming pool. The children enjoy sitting there.



The italicised words are **possessive nouns**, which show possession (who owns something).

Possessive nouns are formed by using an apostrophe (').

- We insert an 's at the end of a singular noun.
Example: *Rohan's* favourite puppy
- We insert an 's at the end of a plural noun that does not end with an -s.
Example: the *children's* friends
- We add only an apostrophe (') at the end of a plural noun that ends with an -s.
Example: the *dogs'* names
- If we use only the surnames of families, we use the apostrophe (') after adding -s.
Example: the *Joshis'* kennel
- the children's dogs = dogs of the children
- Sameera's pencil box = pencil box of Sameera

Let us practise

A. Look at this picture showing Rohan, Aparna and their grandparents. Then answer the questions using the possessive form of nouns with other suitable words.



1. Where is the blue butterfly sitting?
It is sitting on Grandfather's blue cup.
2. What colour is Grandmother's cap?
Grandmother's cap is brown in colour.
3. What is on Rohan's wrist?
There is a **wristwatch**.
4. What is that on Grandmother's cap?
A black bird is sitting on **Grandmother's cap**.
5. Why is Aparna upset?
It is so because Rohan spilled juice on Aparna's dress dress.

Remember

We can use 's to form the possessive form of nouns that are names of people, animals or countries.
Examples: • the woman's bag • the buffalo's milk • India's exports
We usually do not use 's to form the possessive form when the noun is not a person, animal, country.

Examples: • the book's pages
pages of the book

• the chair's arms
arms of the chair

B. Rewrite the sentences correctly using 's in the right places.

1. The goose feathers were white.
The goose's feathers were white.
2. The rabbit ears were wiggly.
3. The owl cries are scary at times.
4. Nishtha stories are my favourite.
5. Our teacher car is brown.
6. The policeman uniform looked neat.
7. The animal nose twitched.

**Write
in
Grammar
NB**



B. 2. The rabbit's ears were wiggly. (PAGE - 7)

3. The owl's cries are scary at times.

4. Nishtha's stories are my favourite.

5. Our teacher's car is brown.

HW - 6 & 7

Write in Grammar NB

C. Rewrite the sentences using the possessive form of the nouns.

1. Rahul has a new bicycle. It is red in colour.
Rahul has a new bicycle. Rahul's bicycle is red.
2. My aunt has a camera. It is an old camera.
3. Tina has a kitten. It has very sharp claws.
4. A girl is walking in a blue dress. Her hair is curly.
5. Payel has got a new mobile phone. It is delicate.



Let us listen

Listen to the dialogue and complete the chart by putting a tick in the correct column, by saying what belongs to whom.

items	Ajay	Anu	Usha	Karuna
1. pen	✓			
2. book		✓		
3. box of coloured pencils			✓	
4. sweater	✓			
5. lunch box		✓		
6. water bottle				✓

Let us speak

Form groups of five. Each of you should put one thing from your bag on the table. Then the first person will pick up an object and ask whose it is to the person on her/his right. That person should answer using a full sentence. Then, the second person will pick up an object and ask the student on her/his right and so on.

Example: A: Whose pen is this?

B: This is Meena's pen.

delicate: needing careful treatment, especially because easily damaged

Let us write

Unscramble the words to make sentences. Add an apostrophe (') and an (s) to form the possessive of the underlined noun.

Write in Grammar NB



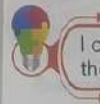
1. the bear paw/in the trap/was caught
The bear's paw was caught in the trap.
2. Pam red dress/favourite/this is
3. borrow/Arun bat/did you?
4. favourite pastime/our dog/near the window/ is to sleep
5. in the box/please put/Dipanshu toy cars
6. muddy/the girl feet/were

Activity

Work in pairs. One of you will write six nouns in the possessive form and read them out to your partner. The partner will then add an item for each noun in the possessive form in the list. Then both of you should make sentences for all the word-pairs you have written.

Example: Student A: elephant's
Student B: trunk

The elephant's trunk is long.



I can recognise, understand and do the activities on the possessive form of nouns.



(ANSWERS)

(PAGE – 8 & 9)

- C. 2. My aunt's camera is old.
3. Tina's kitten has very sharp claws.
4. The girl's hair is curly.
5. Payel's new mobile is delicate.

Let us write

2. This is Pam's favourite red dress.
3. Did you borrow Arun's bat?
4. Our dog's favourite pastime is to sleep near the window.
5. Please put Dipanshu's toy cars in the box.
6. The girl's feet are muddy.

-----X-----X-----X-----X-----X-----X-----X-----X-----X-----