



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)

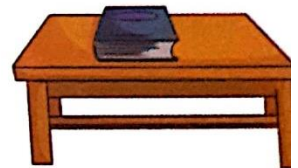


3. That is the cat which is sitting on the piano! (Those/That)



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

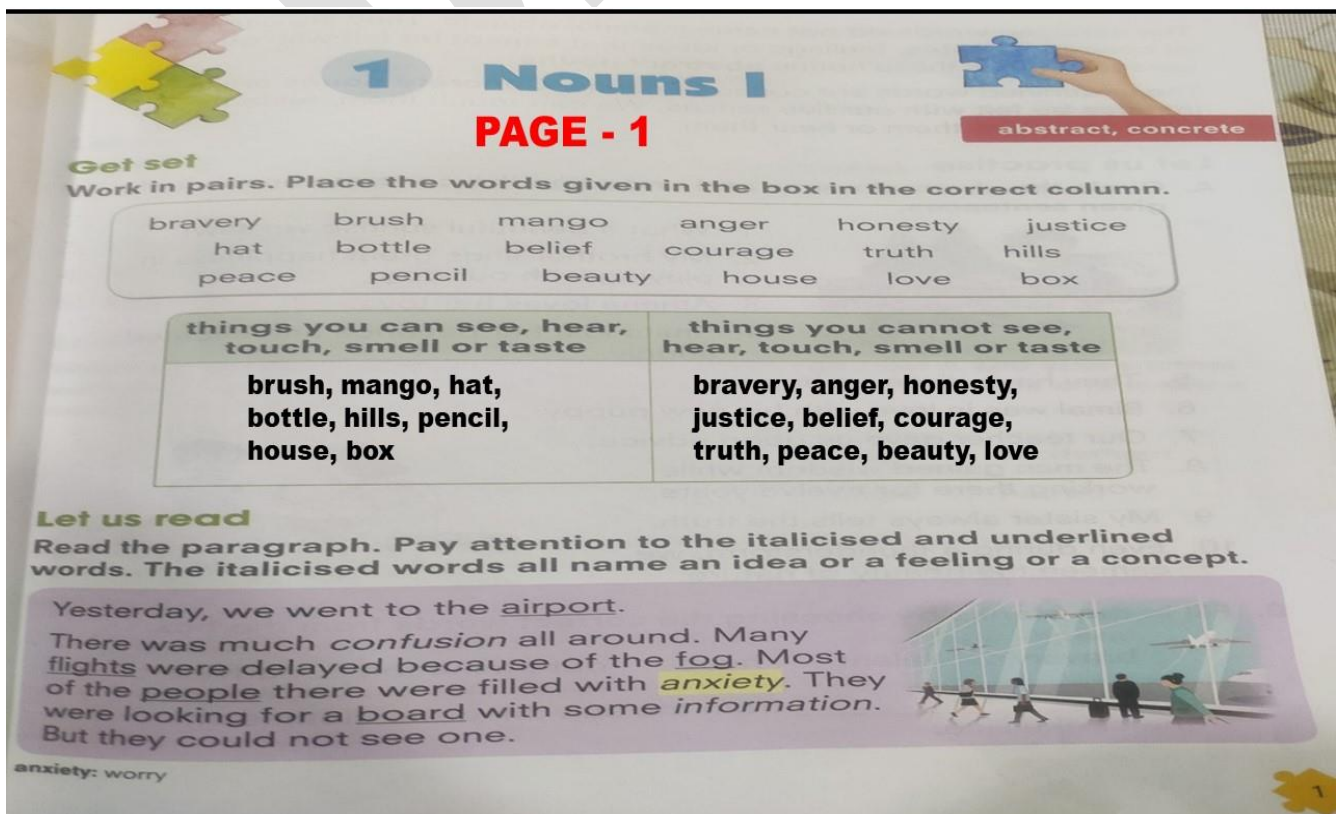
Creativity and uniqueness - 3 marks

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.
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. **Write in Grammar NB**
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.



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.

- Rahul has a new bicycle. It is red in colour.
Rahul has a new bicycle. Rahul's bicycle is red.
- My aunt has a camera. It is an old camera.
- Tina has a kitten. It has very sharp claws.
- A girl is walking in a blue dress. Her hair is curly.
- 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.

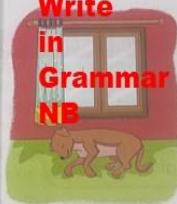
delicate: needing careful treatment, especially because easily damaged

8

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



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

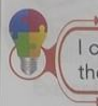
Activity

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)

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-----