

# **ENGLISH**

# **STANDARD FOUR**

**TERM - I**

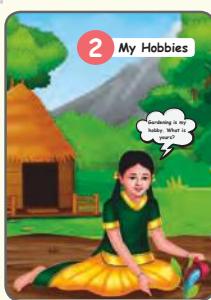


## Preface

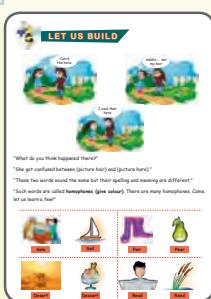
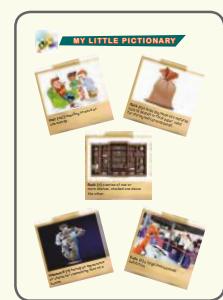
The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. These activities evoke interest and engaged practice in the language and thus lead to retention.

As per NCF 2005, language is learnt when it is taught with exposure in meaningful context rather than as a subject. In accordance with this, the textbook has been drafted with themes related or familiar to children. The units provide space for effective individual and pair work and thus allow the teacher to focus on time management in multi-level classrooms.

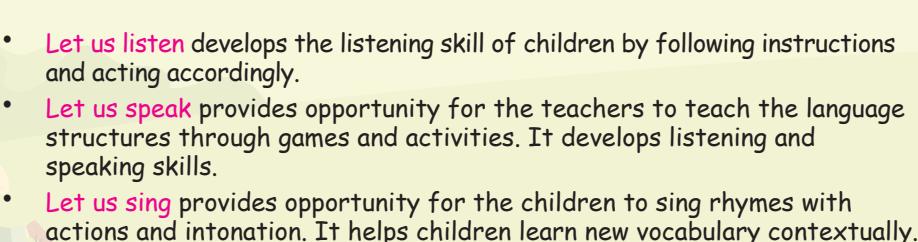
### How to use the textbook?



- The first term English Book for Standard IV has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with the things in and around the home like **robots**, **hobbies** and **adventures**.
- My little pictionary** provides the exposure to a pictorial dictionary in an attractive way.



- Let us learn** is the teacher led prose and helps children learn vocabulary and values with the help of the context set in each of the story.
- Let us build** provides scope for learning vocabulary with associated grammar concepts. The section is followed by exercises to help children practise.
- Let us know** provides scope for teaching grammar in a context. The section helps children to learn grammar concepts inductively.

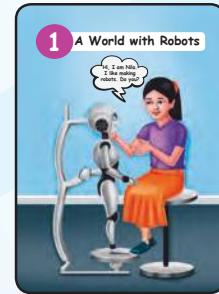


- Brainy box** kindles the children's divergent and convergent thinking ability.
- Let us read** is a supplementary lesson that helps children learn vocabulary and values with the help of stories.
- Let us read aloud** develops reading habit in children by familiarising them with short, interesting stories.
- Let us write** builds writing skill in children.



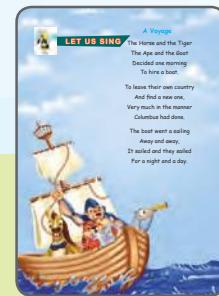
## Unit 1—A World with Robots

- Children are inquisitive and love learning of things that are innovative like robots.
- In the story, "The Trick Robot" we read about the life of Vicky who wants a robot to help with his work.
- In the poem, "My Robot" we learn about the characteristics of a robot and how it helps its master.
- In the story, "Robot Expo" we read about Anitha's experience at a 'Robot Expo'.



## Unit 2—My Hobbies

- Children learn new skills every day and have many likes that can be developed into hobbies.
- In the story, "Do it yourself" we read about Vinoth and his friends and learn of their hobbies.
- In the poem, "Treasure Trove" we learn about how reading as a hobby can help children explore a whole new world.
- In the story, "Anbu and the Fish" we read about Anbu, Madhan and their experience with fishing as a hobby.



## Unit 3—Time for a Journey

- Children love to travel and visit new places.
- In the story, "Robinson Crusoe" we read an abridged version of the classic "Robinson Crusoe".
- In the poem, "A Voyage" we are taken on a voyage with animals.
- In the story, "Biju's Brave Adventure" we read about Biju and his family visiting a nearby hill and how the visit becomes an adventure.

### Learning outcomes

- It is a **moment of pride** for children as they colour the balloons.
- This **self-assessment tool** helps boost their self -confidence.
- It is also a **diagnostic page** for the teacher to ensure that each student has attained the expected **learning outcome** in each unit.



### Let's use the QR code in the text books!

- Download DIKSHA app from the Google Play Store.
- Tap the QR code icon to scan QR codes in the textbook.
- Point the device and focus on the QR code.
- On successful scan, content linked to the QR code gets listed.



# Contents

Unit	Title	Page No.	Month
1	A World with Robots	75	June
2	My Hobbies	97	July
3	Time for a Journey	119	August



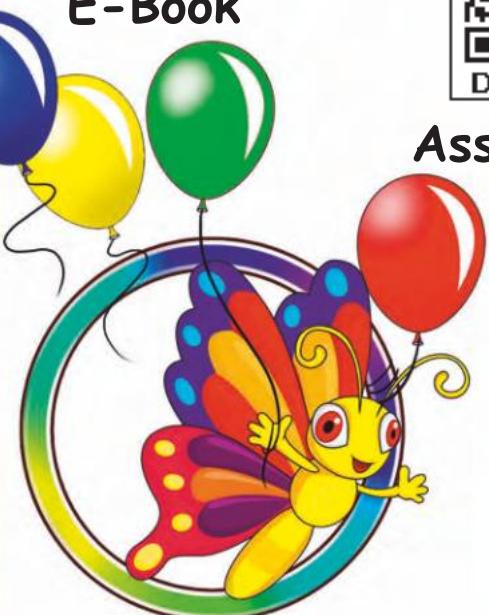
E-Book



Assessment

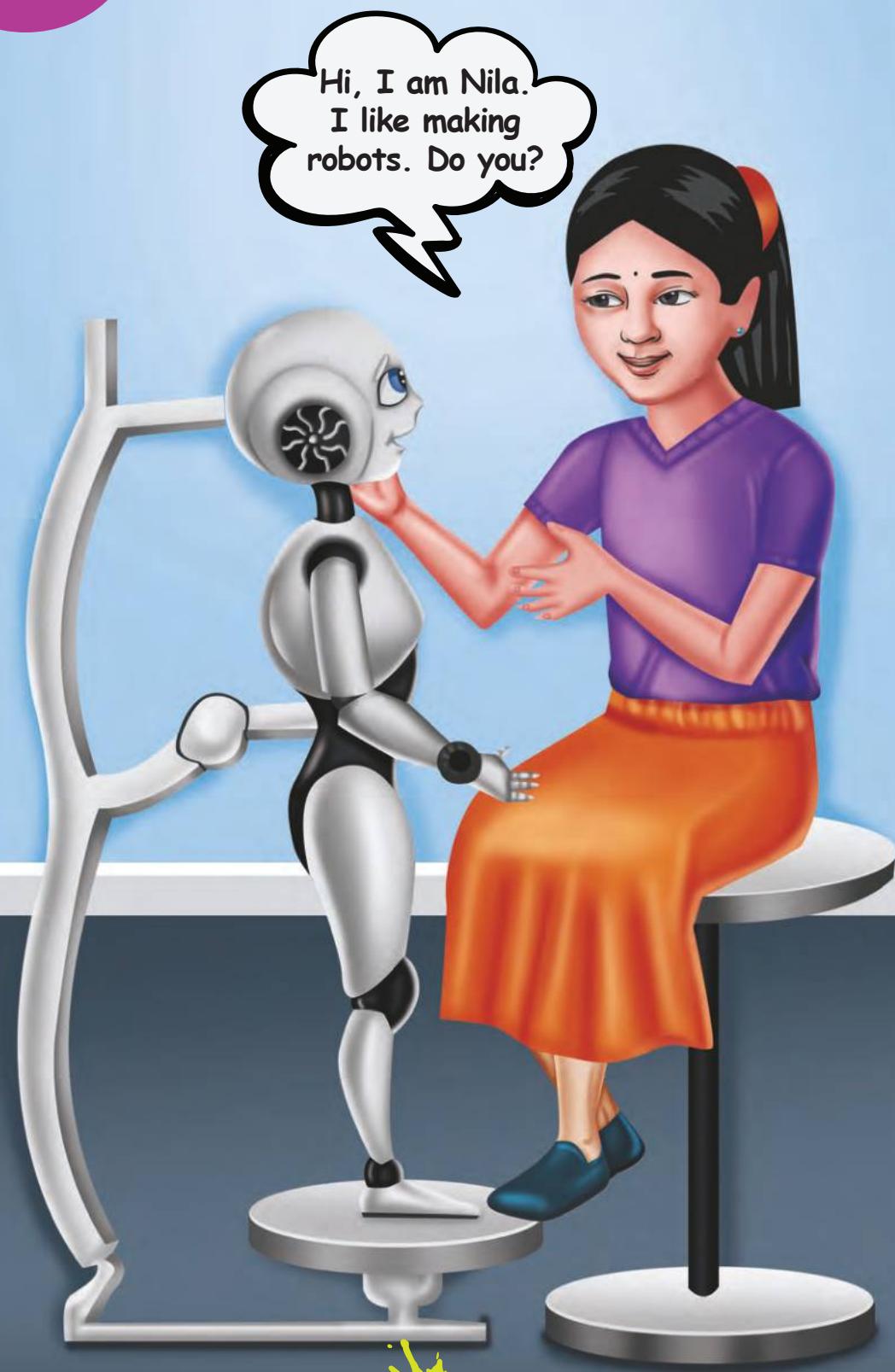


Digilinks



# 1

# A World with Robots





## MY LITTLE PICTONARY



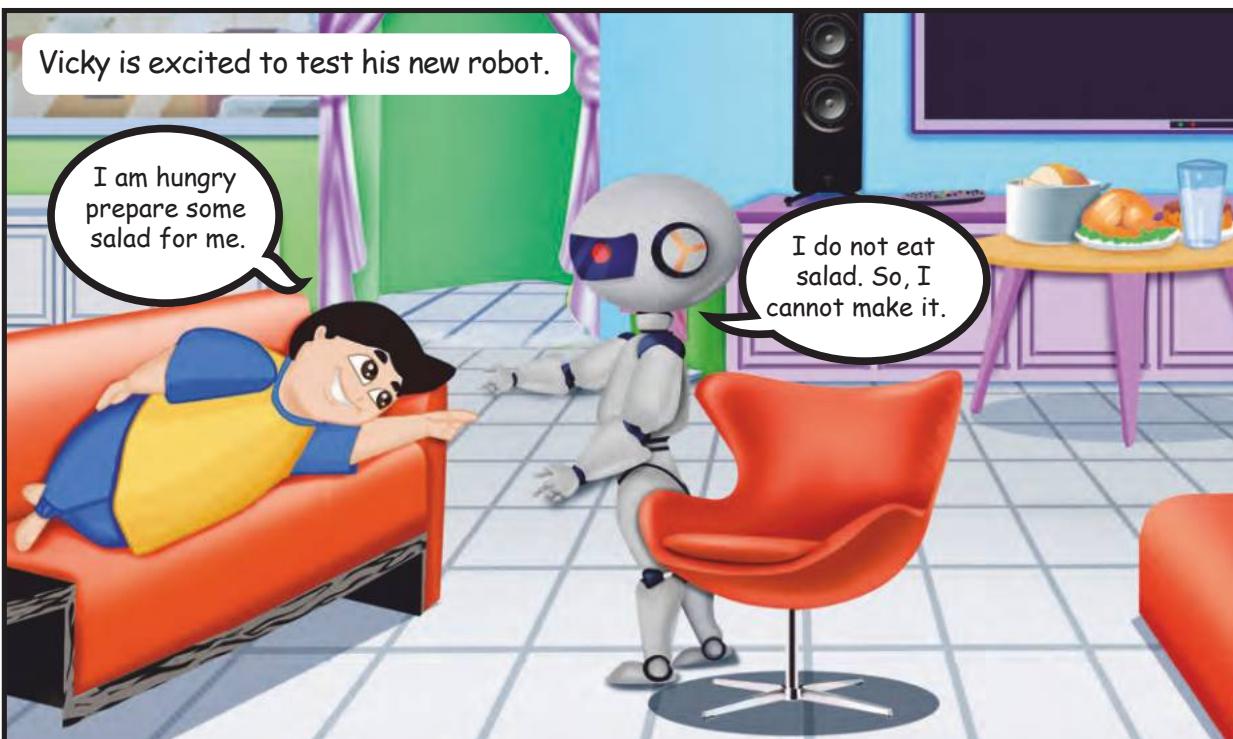
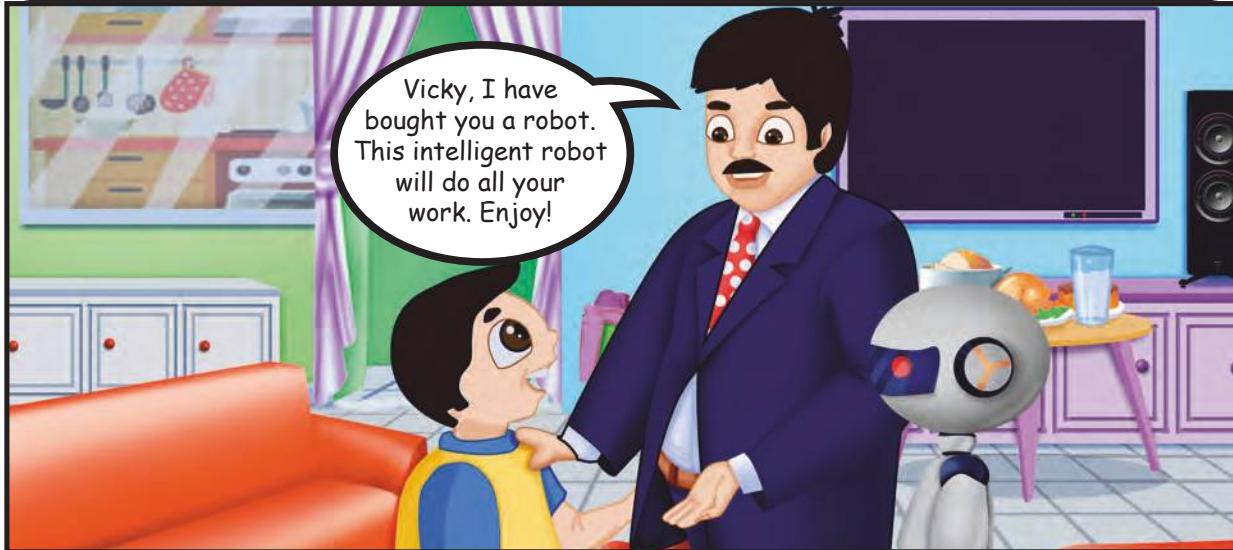


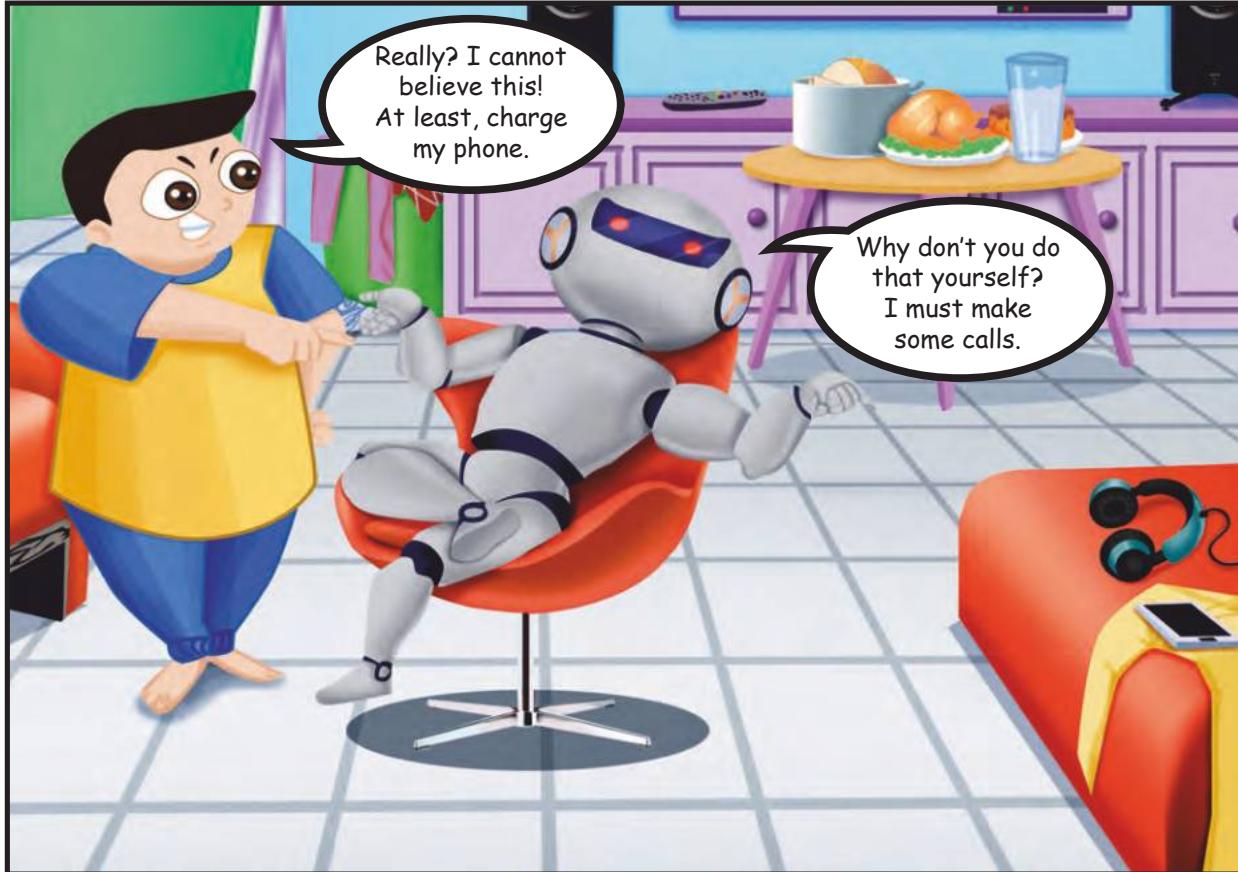
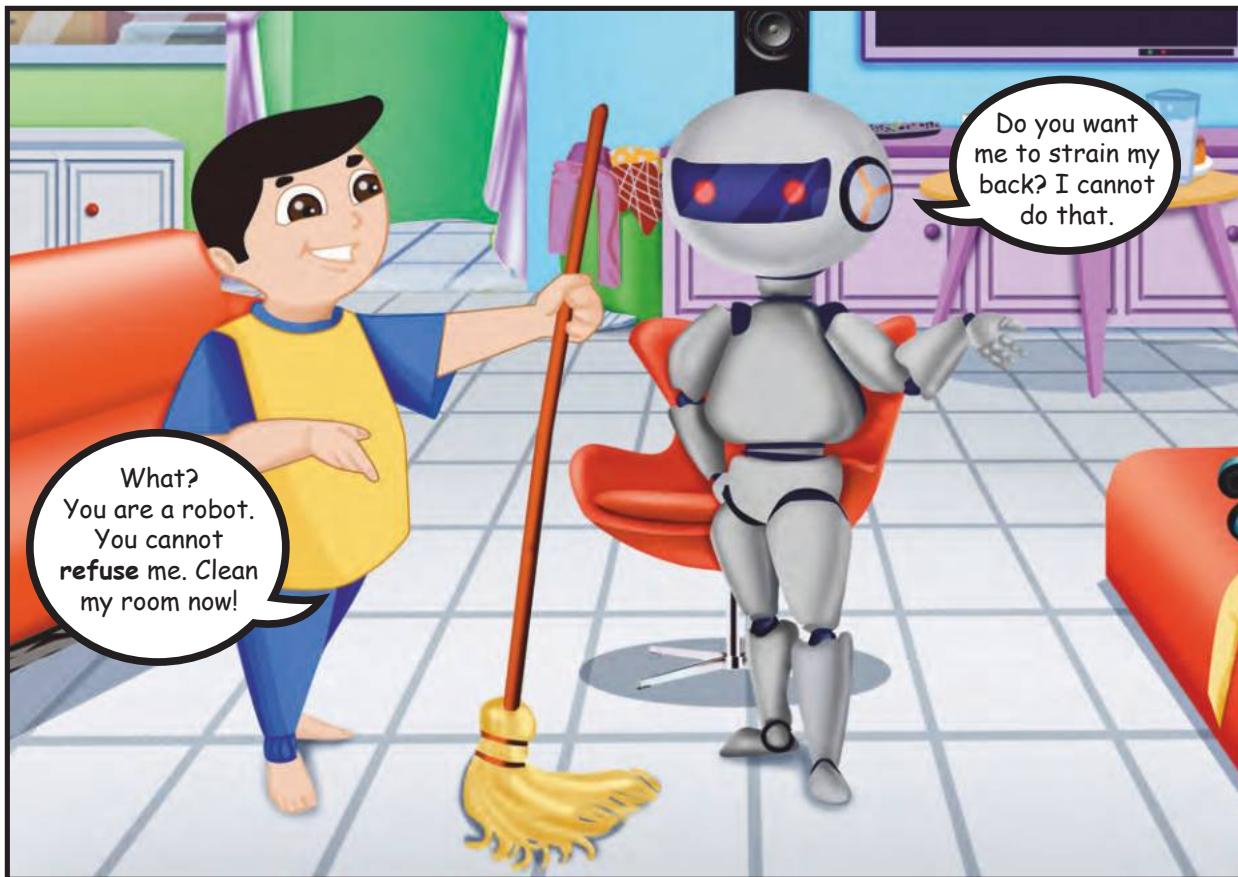
## LET US LEARN

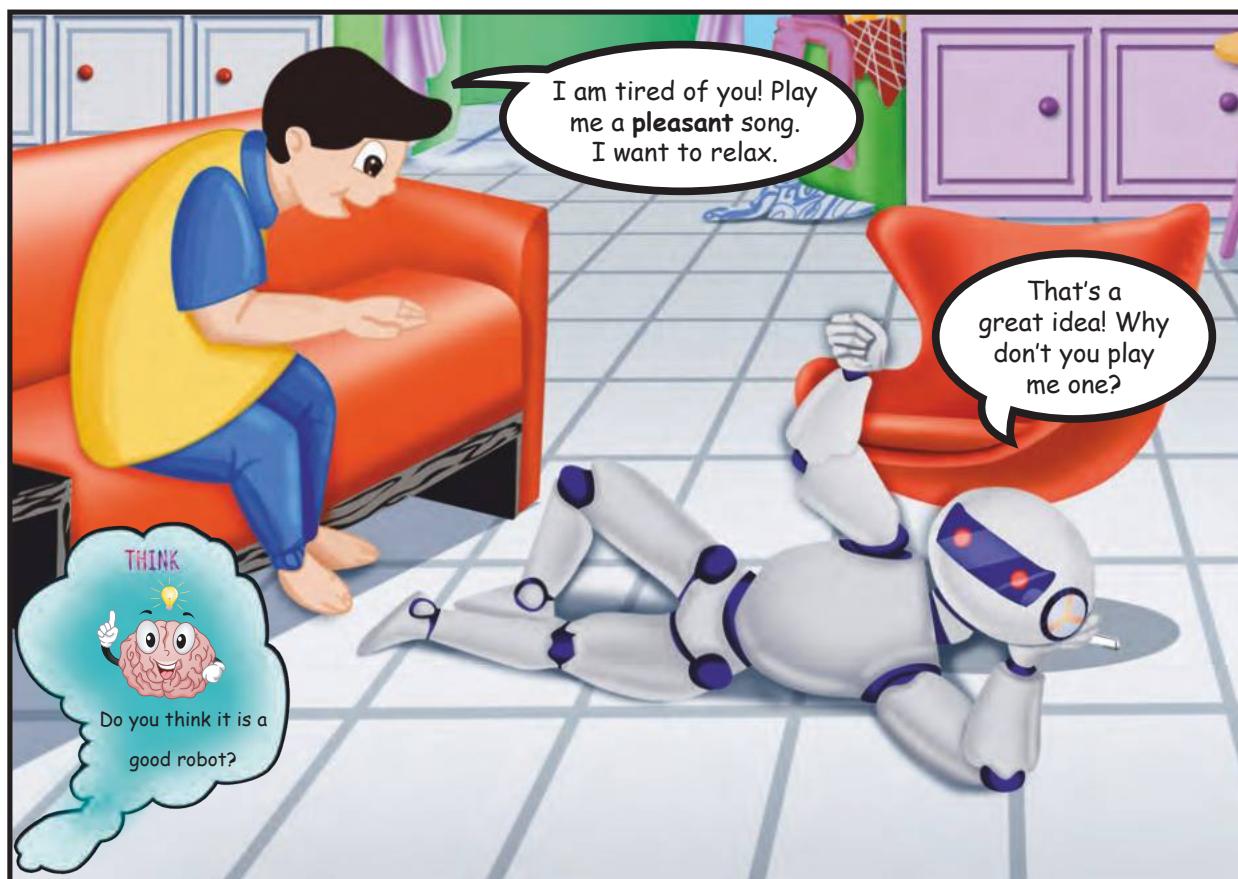
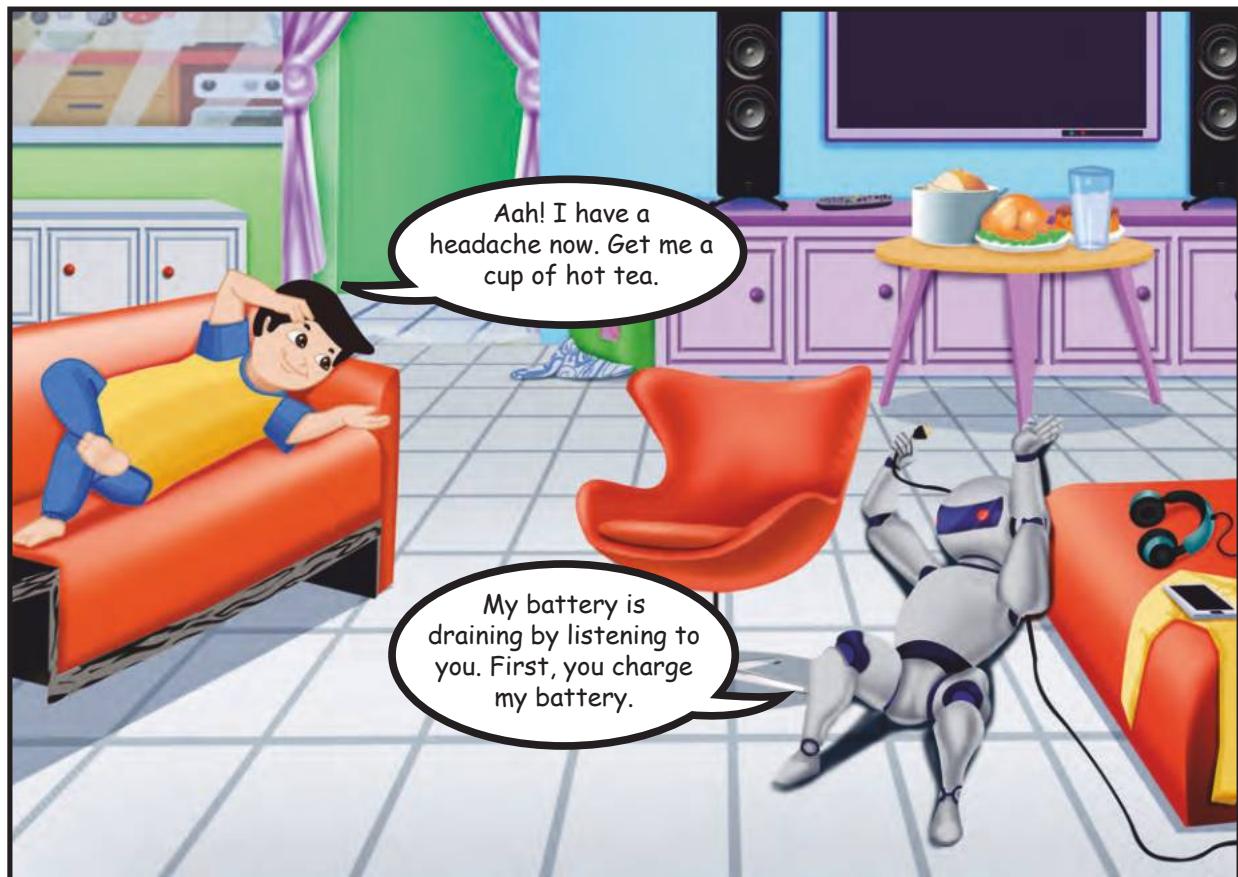
### The Trick Robot

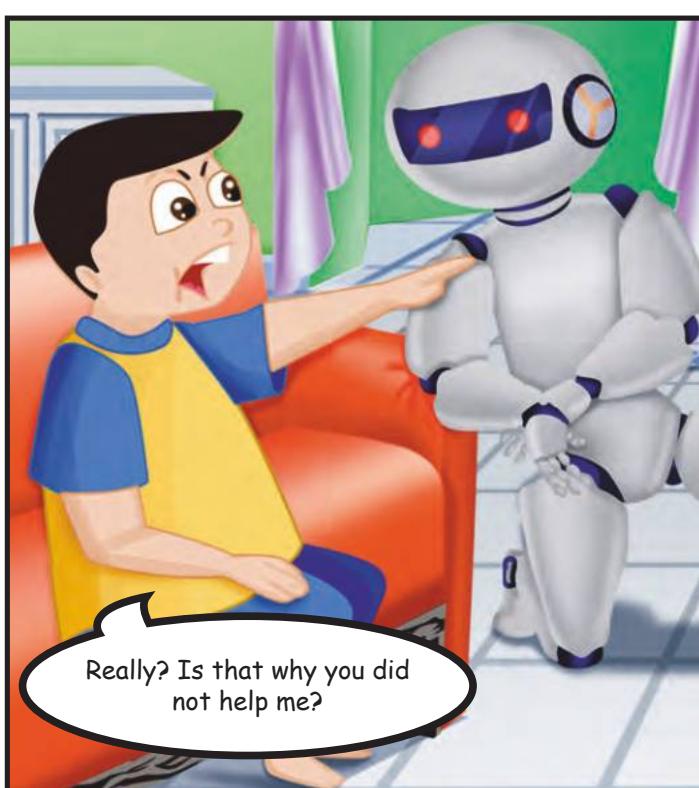
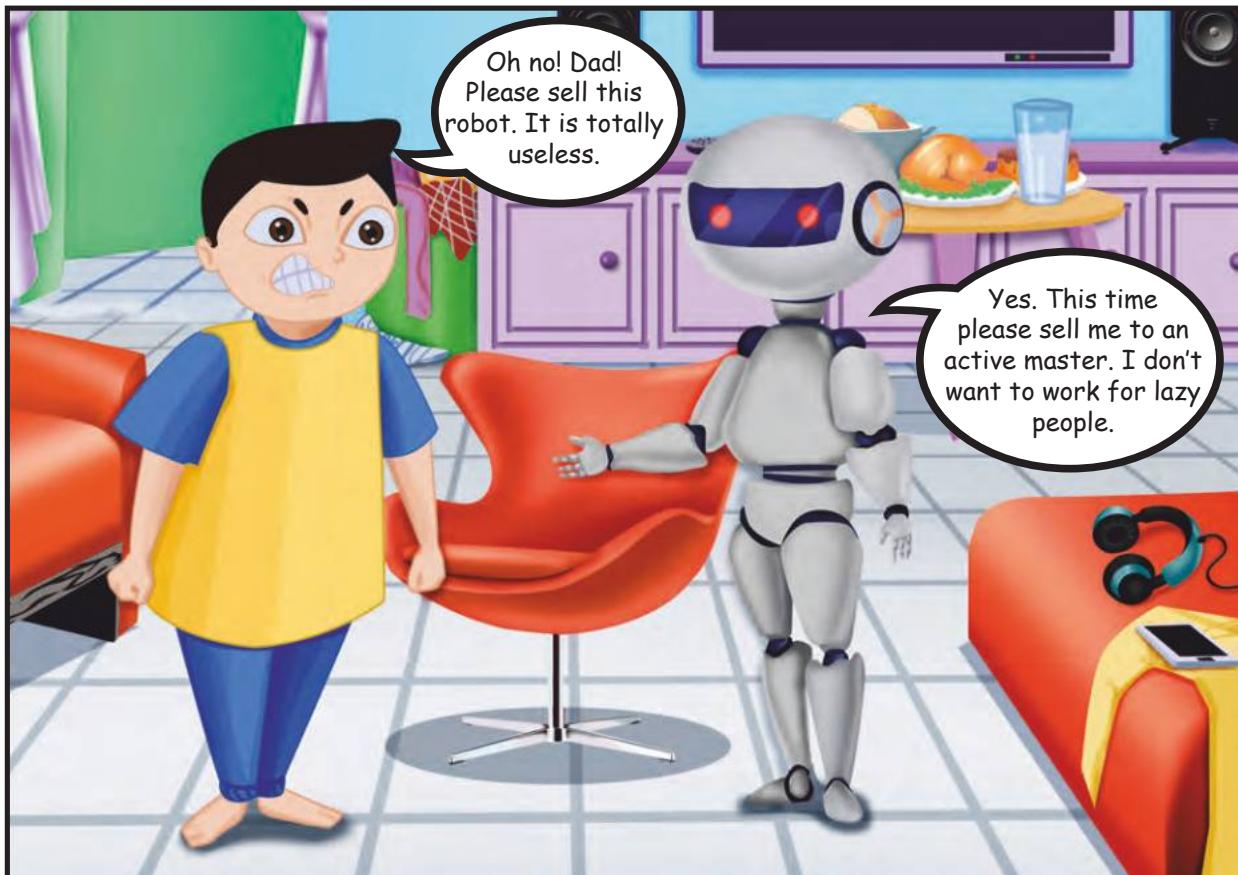


Vicky was a lazy boy. He never did his homework on time. He never kept his things back in the right place. He **pleaded** with his father to buy him a robot to do his work. Vicky's father wanted him to become an active boy. So, he bought him a trick robot. Vicky did not know that it was a trick robot. He was glad to have a robot to do all his work.









## Glossary

plead	request
refuse	disagree or reject
pleasant	happy

## LET US UNDERSTAND

### A. Choose the correct option.

1. Vicky wanted a \_\_\_\_\_ to do all his work.  
a. toy      b. friend      c. robot
2. Vicky's father bought a \_\_\_\_\_ robot.  
a. lazy      b. trick      c. active
3. Vicky decided to \_\_\_\_\_ the robot at the end.  
a. keep      b. sell      c. praise
4. Robot asked Vicky to sell him to an \_\_\_\_\_ master.  
a. lazy      b. active      c. passive

### B. Read the statement and write True or False.

1. Vicky pleaded his father to buy a robot.
2. Vicky was an active boy.
3. The robot did not obey his master.
4. Vicky's father decided to change his son's character.

### C. Answer the questions.

1. What kind of a boy was Vicky?

---

2. Who asked the Robot to charge the phone?

---



3. Whom did Vicky want to do all his work?

---

4. How did Vicky change at the end?

---

5. What did you learn from this lesson?

---

**D. Match the dialogue to the character.**

"I will do all the work myself."



"First, you charge my battery."



"I have bought you a robot."



**E. Name the character or speaker.**

1. "The robot will do all your work."

2. "Why don't you do that yourself?"

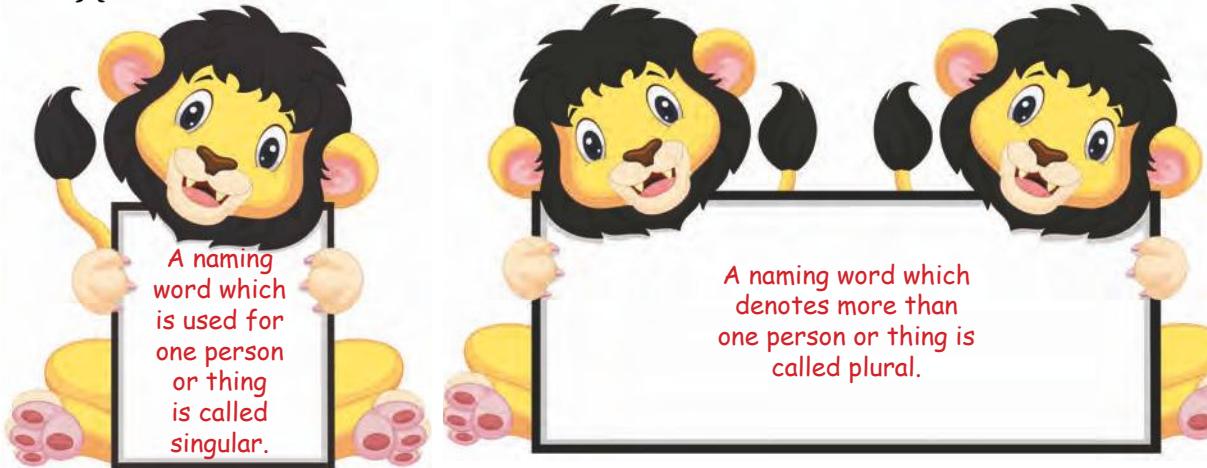
3. "You want me to strain my back?"

4. "Play me a pleasant song."





## LET US BUILD



One (Singular)	More than one (Plural)
 Bat	 Bats

### Some tips to change singular to plural

- ❖ Simply add **s**.



Cup



Cups



Ball



Balls

- ❖ Add **es** for the naming words ending with **ch**, **sh**, **s**, **ss** and **x**.



Torch



Torches



Brush



Brushes



Bus



Buses



Glass



Glasses



Box



Boxes

- ❖ Simply add **s**, if any one of **a, e, i, o, u** comes before **y**.



Key



Keys



Toy



Toys

- ❖ Change the **y** into **ies**, if any one of **a, e, i, o, u** does not come before **y**.



Lady



Ladies



Baby



Babies

**Tick (✓) the correct plural form.**



Fly

- Fly  
 Flies  
 Flys



Bench

- Benches  
 Benchs  
 Bench



Dog

- Dogs  
 Dog  
 Doges



Bush

- Bush  
 Bushes  
 Bushs

Boy

- Boy  
 Boies  
 Boys



Fox

- Foxes  
 Fox  
 Foxs

**Write the plural form.**

1. Cat



\_\_\_\_\_

2. Watch



\_\_\_\_\_

3. Dish



\_\_\_\_\_

4. Cherry



\_\_\_\_\_



## LET US SING

### My Robot



I have a robot big and strong, big and strong, big and strong,  
watch now how it walks along,  
with a nice rhyming song.

I have a robot smart and tall, smart and tall, smart and tall,  
watch now how it welcomes all,  
with a nice greeting call.

It has wheels go front and back, front and back, front and back,  
watch now how it keeps the sack,  
in every little rack.

Never it takes food and rest, food and rest, food and rest,  
watch now how it works its best,  
with all same zest.

**Note to the teacher:** Sing the song with actions. Encourage children to listen and sing along with actions. Follow the tune "The wheels on the bus go".

## Glossary

strong	powerful
watch	look at or observe attentively
smart	fashionable
rack	shelf or Stand
zest	great interest

### A. Match the rhyming words.

1. tall - best
2. song - all
3. rack - along
4. rest - sack

### B. Fill in the blanks.

1. I have a robot big and \_\_\_\_\_.
2. I have a robot \_\_\_\_\_ and tall.
3. It keeps the sack in every little \_\_\_\_\_.
4. It never takes \_\_\_\_\_ and \_\_\_\_\_.

### C. Answer the questions.

1. What does it sing? \_\_\_\_\_
2. How do the wheels go? \_\_\_\_\_
3. Does it work its best? \_\_\_\_\_
4. How does it welcome all? \_\_\_\_\_





## LET US KNOW



girl

Here the naming word girl can be used for any girl. So, it is a common noun.



Here are some naming words that denote the person, place and things in common.

boy pen city fruit book king animal bird game



Nethra

Here the naming word Nethra is used for a particular girl. So it is a proper noun.



Here are some naming words that denote the person and things in particular.

Siva Madurai Chennai Mala Tamil Paari English

Circle the pictures that denotes person or things in common.



girl



Pooja



book



English book



tree



mango tree



boy



Arun

Circle the pictures that denotes person or things in particular.



Raju



Mango



doctor



book



animal



soldier

Colour the **common noun green** and **proper noun blue**.

Gracy

Fruit

Earth

Onion

Peacock

Train

Ball

Vellore

Planet

Grapes



## LET US LISTEN



Listen to the audio and answer the following.

1. Why did Jacklin invite Shabeena to her house?  
a. To study      b. to play
2. Did Shabeena go to Jacklin's house?  
a. Yes            b. No
3. Who has the big bus?  
a. Jacklin        b. Shabeena
4. Who has the robot?  
a. Jacklin        b. Shabeena
5. Who said "Mm.. interesting"  
a. Jacklin        b. Shabeena

### Note to the teacher:

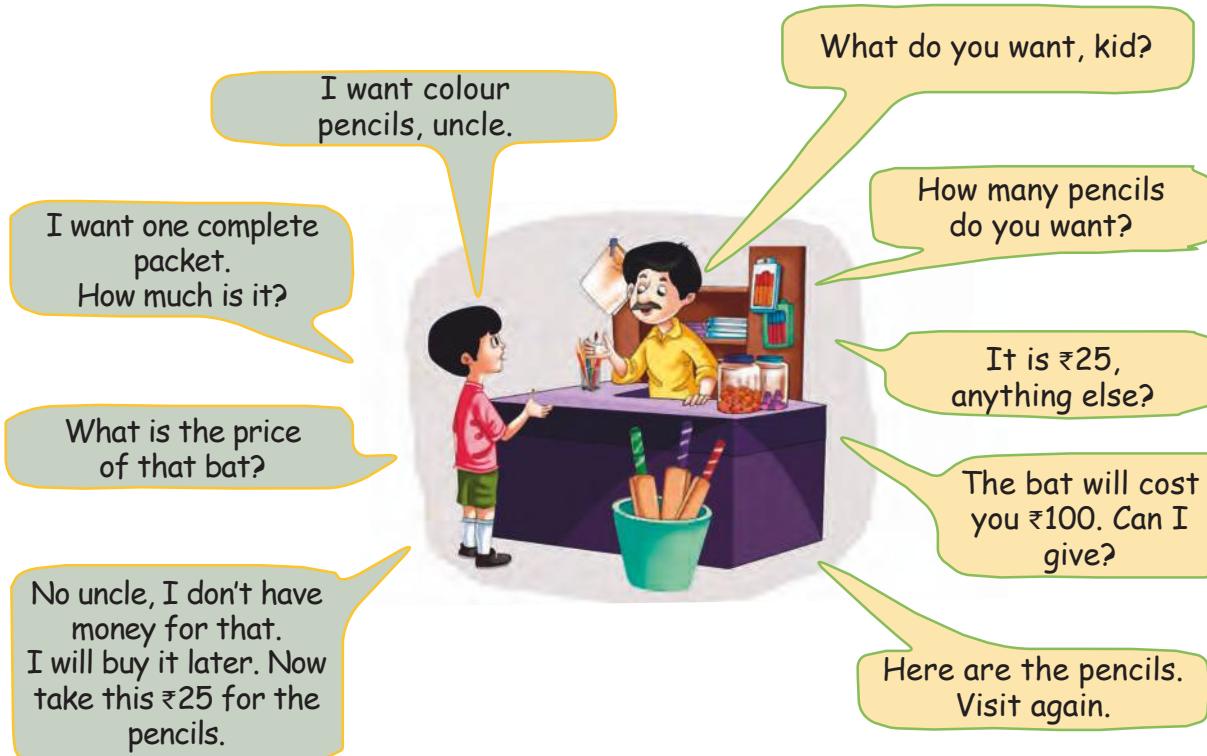
Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions.



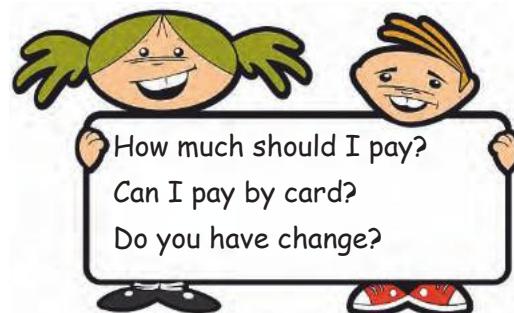
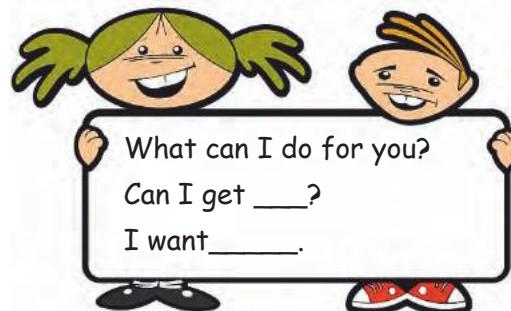
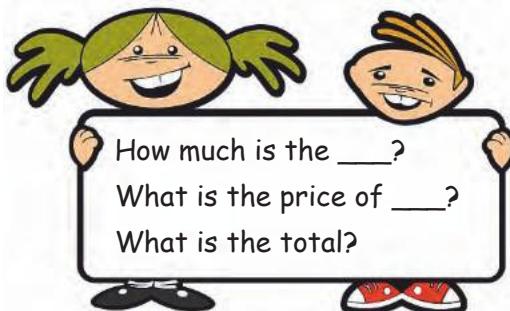


## LET US SPEAK

See how they speak at this situation and practise as if you were in that situation.



Structures that are useful for this situation.



**Note to the teacher:** Make the children practise these phrases and give them different scenarios to practise.



## LET US READ



### Robot Expo

Anitha meets her friends and shares her experience of a robot expo.

**Friends:** Hi, you look excited. Anything special?

**Anitha:** Yes! I went to the 'ROBOT EXPO' yesterday.  
I was so excited seeing all the robots.

**Friends:** Tell us more!

**Anitha:** A humanoid welcomed me into the hall.



**Friends:** What is that?

**Anitha:** A robot that looks like a human. It even knew my name, I was so surprised and shocked that I stood there frozen.

**Friends:** Wow!

**Anitha:** I am just getting started. A robot just looked at me and named the things I had with me.



**Friends:** Amazing, it must have scanned you with its eyes!

**Anitha:** The next robot danced for the songs played by the visitors. I suddenly found a butterfly sitting on my shoulder. To my surprise, it was a robot. There were robots of ants and fish too.

**Friends:** An ant robot? Wow!

**Anitha:** I saw a robot cooking dishes and serving all. It served me an omelette.



**Friends:** Don't we all wish for a 'COOK ROBOT' at home!



**Anitha:** Adding to my excitement, a robot collected and dropped an empty water bottle into the dustbin. Then, it advised all of us to use dustbin.



**Anitha:** Then there was a robot that asked me, "Do you want to make a robot?" I eagerly nodded my head and said "Yes! But, I don't know how to make it." It replied, "Don't worry. I will help you."

Then, it said, "Let us make a robot that can run. There are three main parts in this robot. First is the controller, it acts as the brain. Second is the mechanical parts that will help the robot move. Third is the sensors that will help the robot sense walls and other things on its way so that it does not crash into these objects. All these parts work together to make the robot run."



controllers

Then, I put these 3 parts together with the robot and made a robot myself. This expo has made me really interested in robots. I am planning to make more robots. Will you all join me?



mechanical parts

**Friends:** We would love to!



sensors

**A. Choose the correct answer.**

1. Anitha shares her experience about \_\_\_\_\_.  
a. book fair    b. vacation    c. robot expo    d. dance program
2. The robot that sat on her shoulder was a \_\_\_\_\_.  
a. ant    b. butterfly    c. puppy    d. dragonfly
3. Anitha's friends wanted a \_\_\_\_\_ robot in their houses.  
a. butterfly    b. ant    c. cook    d. fish
4. Brain of a robot is the \_\_\_\_\_.  
a. controller    b. mechanical part    c. sensor    d. camera
5. A robot advised her to \_\_\_\_\_.  
a. keep silence    b. use dustbin    c. don't spit    d. wash hands

**B. Answer the following questions.**

1. Where did Anitha go?

---

---

2. What did Anitha eat in the expo?

---

---

3. What are the three parts of a robot?

---

---

4. What is the use of mechanical parts?

---

---

5. What robot will you make? Why?

---

---





## LET US READ ALOUD

Read the passage three times on your own and colour a key each time you read.

On Monday, the robot has to help its master get ready. It wakes up its master and offers a cup of tea. It prepares breakfast. Then it irons his dress and packs lunch for the master. The master has been searching for the car key for a long time. Finally, he finds it in the lunch box. The robot replies, "I kept the key safely."



Arrange the pictures by using numbers.



Answer the following.

1. What day is it? \_\_\_\_\_
2. Where is the key? \_\_\_\_\_



## LET US WRITE

### APPLICATION FORM ANNUAL DAY PARTICIPATION

(Should be filled in Block letters)

Paste your  
recent  
passport size  
photo

1. Name of the Student: \_\_\_\_\_

2. Standard: \_\_\_\_\_ Sec: \_\_\_\_\_ Roll No: \_\_\_\_\_

3. Father's Name: \_\_\_\_\_

4. Mother's Name: \_\_\_\_\_

5. Date of Birth: \_\_\_\_\_  
Day      Month      Year

6. Gender: Male  Female

7. Tick the competition that you want to participate in.

Dancing	Singing	Speech	Drama	Story telling
---------	---------	--------	-------	---------------

8. Already Participated: Yes  No  9. Select the  
practice session: 8.30 AM to 9.30 AM   
4.30 PM to 5.30 PM

10. Address :

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

Pin code: .....

Tel. No: ..... Mobile: .....

I hereby declare that I apply for participating in this function on my own interest  
and with my parents consent.

**Signature of the student**

**Signature of the parent**

Date:

Place:

**Note to the teacher:** Make the children fill the application and teach the difference  
between writing name and signature. Prepare another application for participating in a  
robot expo for their portfolio.

# I Can Do

## A. Choose the correct option.

1. Vicky's dad bought a \_\_\_\_\_ robot.  
a. active      b. lazy      c. trick
  
2. Vicky decided to \_\_\_\_\_ the robot at the end.  
a. keep      b. sell      c. praise



## B. Tick (✓) the plural forms.

	<input type="checkbox"/> lady <input type="checkbox"/> ladys <input type="checkbox"/> ladies		<input type="checkbox"/> Key <input type="checkbox"/> Keys <input type="checkbox"/> Keyes
---	--	---	---

## C. Write the plural word.

1. Catch



2. Berry



## D. Connect the rhyming words.

strong - tall

call - sack

back - along

## E. Recite the poem 'My Robot' with correct intonation.

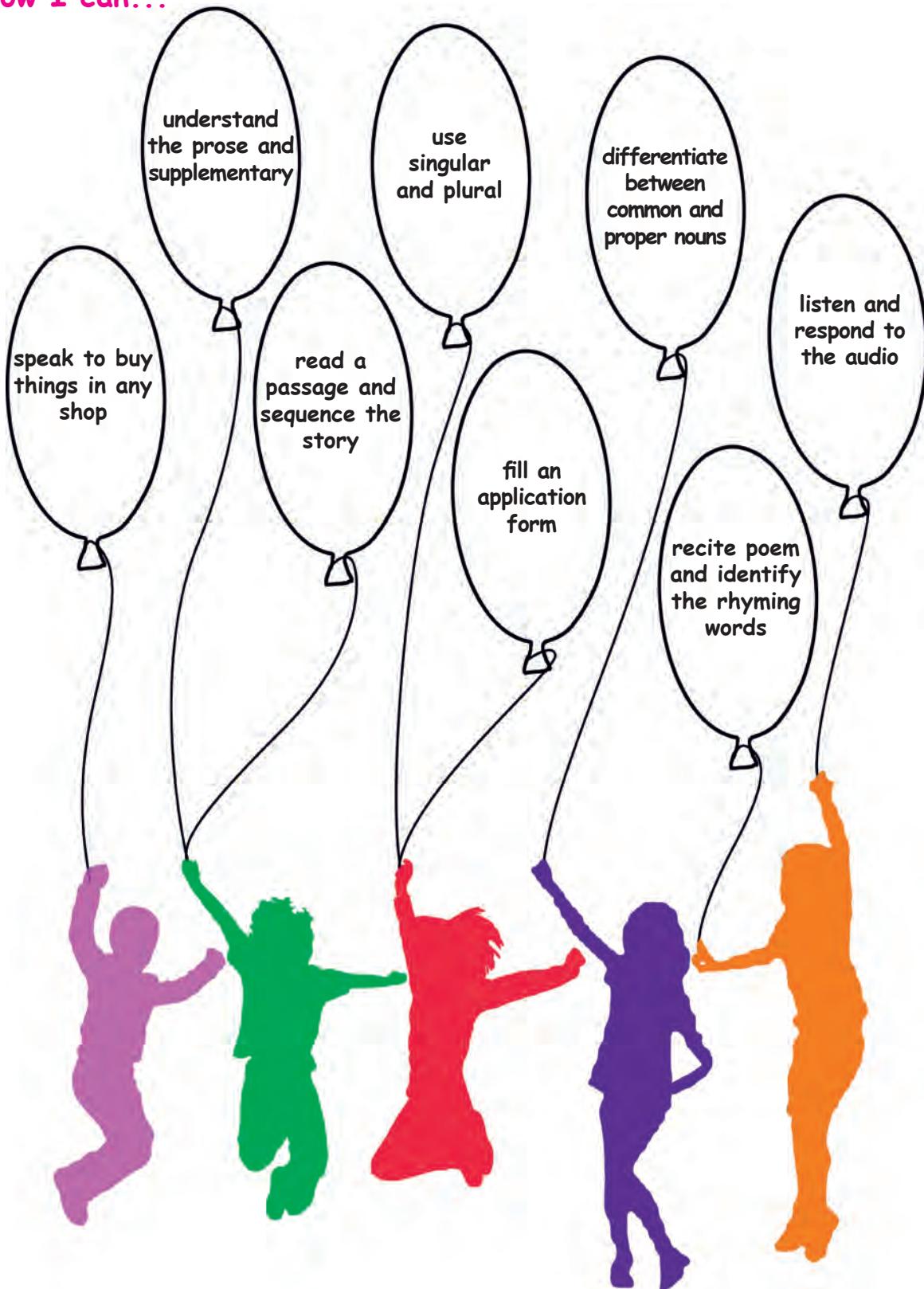
## F. Circle the odd one out.

- |              |        |         |         |
|--------------|--------|---------|---------|
| 1. city      | boy    | book    | Chennai |
| 2. Karikalan | Paari  | Kumaran | king    |
| 3. boy       | girl   | man     | Pooja   |
| 4. mango     | banana | fruit   | apple   |
| 5. cow       | tiger  | lion    | animal  |



## Learning Outcome

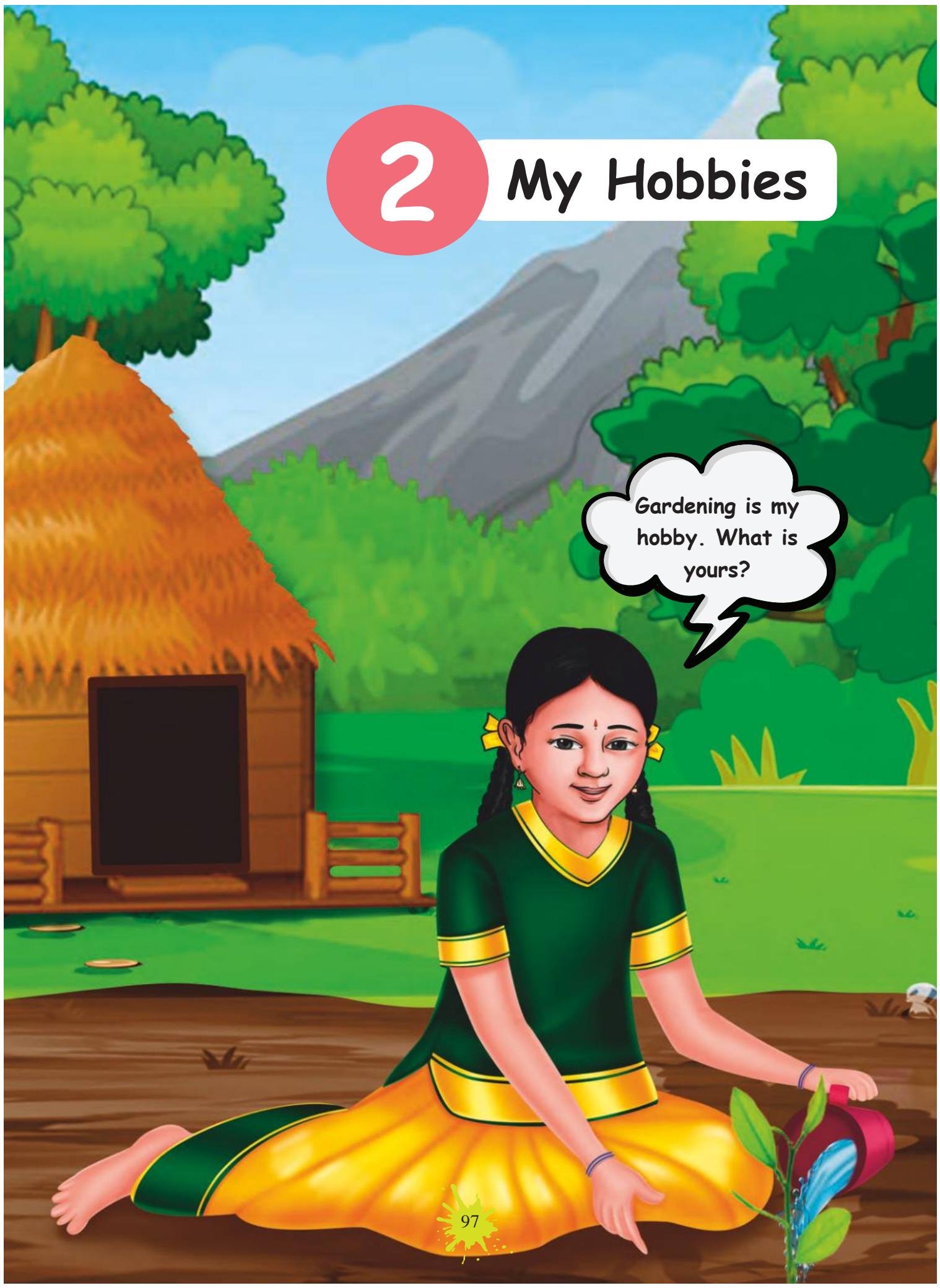
Now I can...



**Note to the teacher:** Ask the children to colour the balloon when they achieve the learning outcome.

# 2

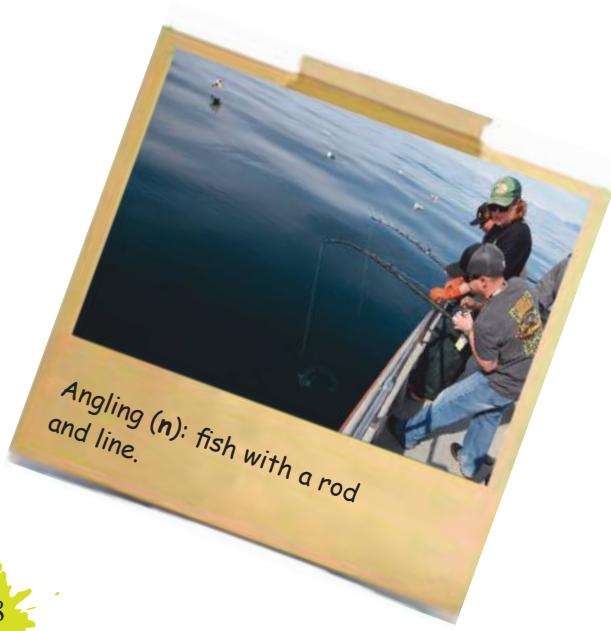
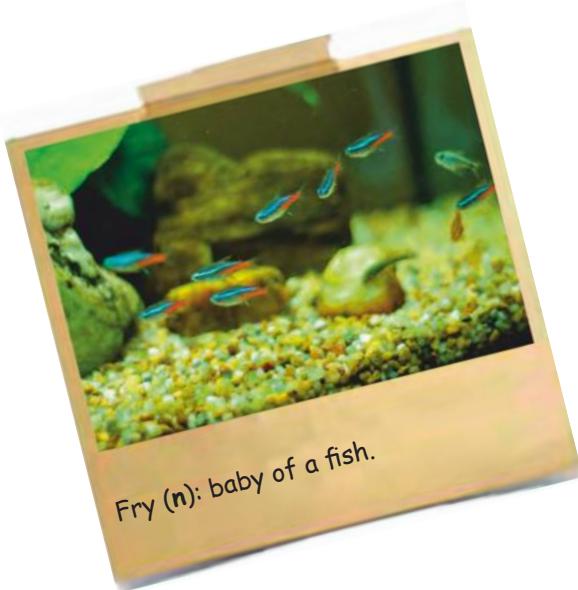
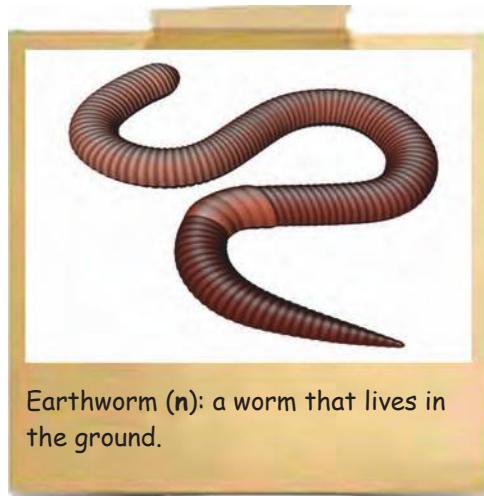
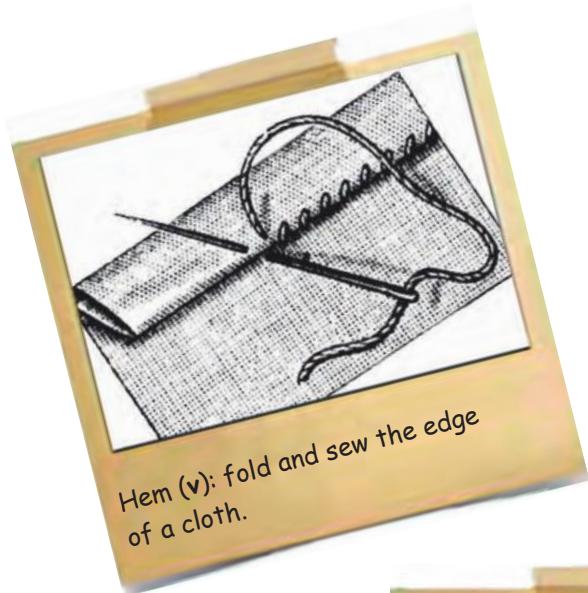
## My Hobbies



Gardening is my hobby. What is yours?



## MY LITTLE PICTONARY





## LET US LEARN

### Do It Yourself



Hi, I am Vinoth.

When I was young, my parents and other elders did everything for me. Now

- I wash my own clothes.
- I fold all clothes neatly.
- I love to do my work on my own.
- I am a **DIY** kid.

Okay... Let me introduce my friends and their hobbies.



Hi, I am Rosy.

- I learnt to ride a bicycle when I was 9 years old.
- I ride my bicycle every day.
- I enjoy cycling.



Hi, I am Megalai.

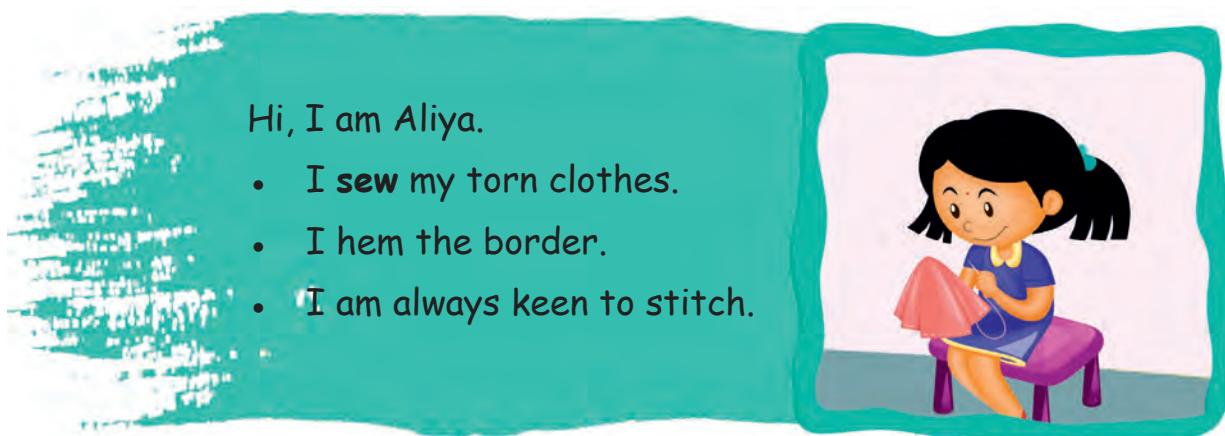
- I swim with elders in a well.
- I compete with them.
- I am fond of swimming.





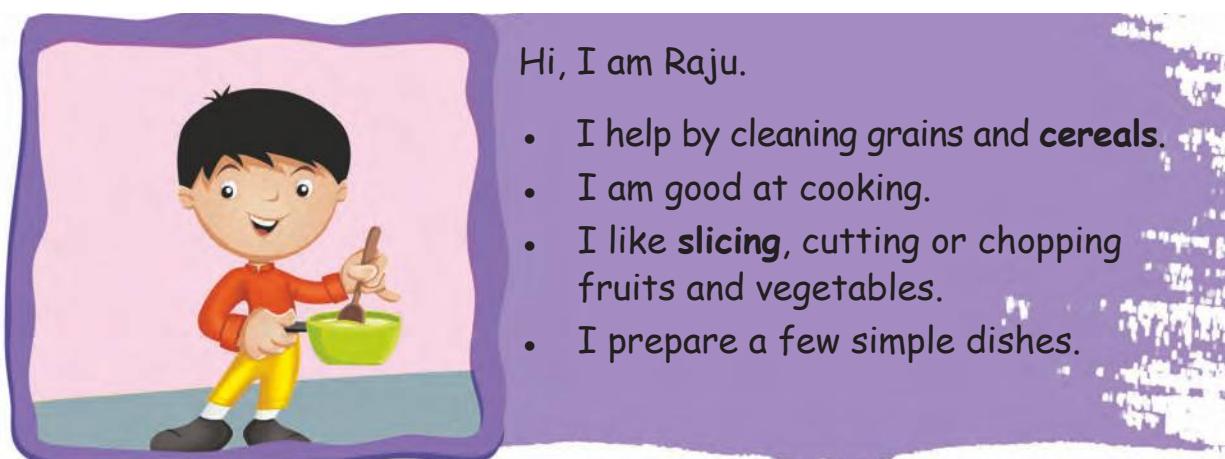
Hi, I am James.

- I have my own garden.
- I water it every day.
- I love gardening.



Hi, I am Aliya.

- I **sew** my torn clothes.
- I hem the border.
- I am always keen to stitch.



Hi, I am Raju.

- I help by cleaning grains and **cereals**.
- I am good at cooking.
- I like **slicing**, cutting or chopping fruits and vegetables.
- I prepare a few simple dishes.

## Glossary

<b>DIY kid</b>	Do It Yourself kid. Someone who does any work on their own
<b>sew</b>	making stitches with a needle
<b>cereals</b>	grains used for food
<b>slicing</b>	cut into slices



## LET US UNDERSTAND

### 1. Match their hobbies.



swimming



cycling



gardening

### 2. Choose the correct answers.

1. \_\_\_\_\_ is a Do It Yourself kid.  
a. Amuthan      b. Vinoth      c. Arasan
2. Rosy \_\_\_\_\_ a bicycle.  
a. rides      b. folds      c. swims
3. Raju loves \_\_\_\_\_.  
a. cycling      b. driving      c. cooking

### 3. Answer the following questions.

1. Who sews the cloth? \_\_\_\_\_
2. What does Megalai do with elders? \_\_\_\_\_
3. How does Raju help his mother? \_\_\_\_\_
4. What does a DIY kid refer to? \_\_\_\_\_
5. What is your hobby? \_\_\_\_\_



## LET US BUILD



What do you think happened there?

She got confused between  and .

These two words sound the same but their spelling and meaning are different.

Such words are called **homophones**. There are many homophones.

Come, let us learn a few!



Sale



Sail



Pair



Pear



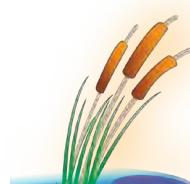
Desert



Dessert



Read



Reed

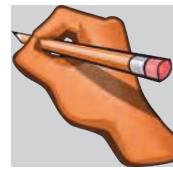
A. Look at the picture and tick (✓) the correct word.



Deer      Dear

I      Eye

By      Buy



Meat      Meet

Waste      Waist

Right      Write

B. Connect and write the homophones in the box.



Sea

-



One

-



Flower

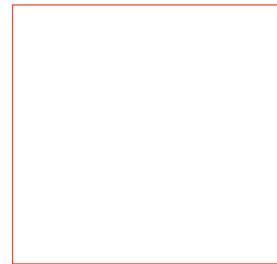
-



C. Write the homophone for the given word and draw the picture.



Son



D. Pick out the correct option from the given homophones.

1. I saw a \_\_\_\_\_ (be / bee) on the flower.

2. The wind \_\_\_\_\_ (blew / blue) off the leaves.

3. What did you \_\_\_\_\_ (buy / by) at the store?

4. You should never \_\_\_\_\_ (lie / lye) to your parents.



## LET US SING

### Treasure Trove

Read when you are happy,

Read when you are sad,

Learn about space, land on Mars,

Picture an auto race, zoom with cars.

A glance at history, go back in time,

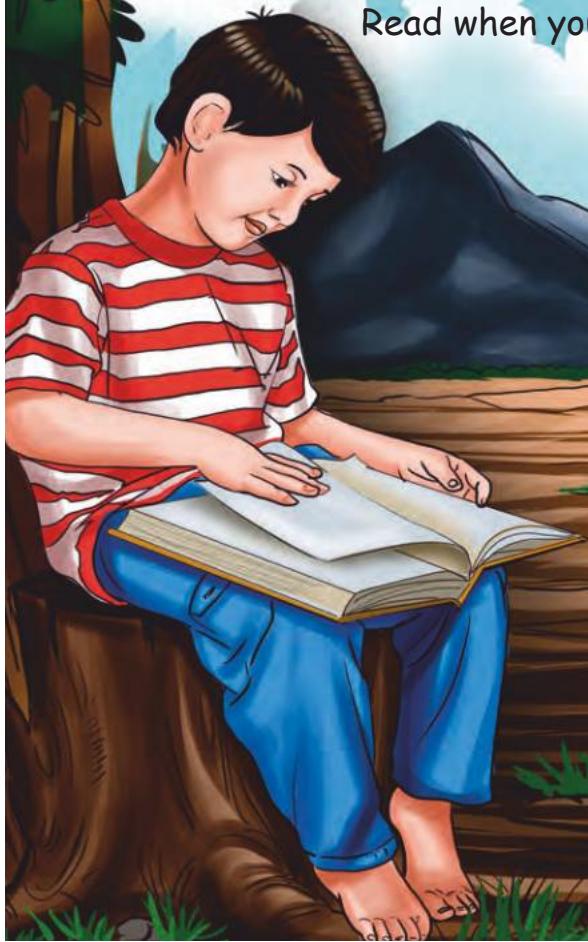
To discover a mystery, solve a crime,

Read about the lost bicycle, where can it be?

Visit a lovely mermaid under the sea.

Read when you are happy,

Read when you are sad.



ANREMU

## Glossary

space	beyond earth
zoom	travel quickly
glance	look
discover	find
mystery	strange (or) unknown thing
mermaid	an imaginary creature

### A. Answer the following questions.

a. What would we do when we are happy or sad?

---

b. When do we land on Mars?

---

c. Why do we discover a mystery?

---

d. Where did we visit a mermaid?

---

e. Why should we read?

---

### B. Pick out the rhyming words from the poem and write.

Mars	-
time	-
be	-





## LET US KNOW



Simple present tense is used to describe habits, unchanging situations, general truths and planned actions. The simple present tense is easy to form. We all know, verbs have forms. Those are

Present

Past

Past Participle

Present Participle

give  
gives

gave

given

giving

The present form is used in simple present tense. Come let us use it.

I go to shop.	He goes to shop.
We speak English in our class.	She speaks English in her class.
You run very fast.	It runs very fast.
They play cricket.	

- For I, we, you and they, **present form** is used.
- For he, she and it, **s** is added to the **present form**.

**Give the correct verb form for following sentences.**

1. I go to school.

5. You \_\_\_\_\_ to school.

2. We \_\_\_\_\_ to school.

6. He \_\_\_\_\_ to school.

3. It \_\_\_\_\_ to school.

7. She \_\_\_\_\_ to school.

4. They \_\_\_\_\_ to school.



We saw simple present tense for action verbs. Let us see the simple present tense for 'be' verbs. 'Be' verbs show a state of being.

**Present**

am  
is  
are

**Past**

was  
were

**Past Participle**

been

**Present Participle**

being

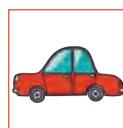
I <b>am</b> a student.	We <b>are</b> students.	He <b>is</b> a student.
	You <b>are</b> a student.	She <b>is</b> a student.
	They <b>are</b> students.	It <b>is</b> a book.

- 'am' is used for I
- 'are' is used for we, you, and they
- 'is' is used for he, she, it.

**Give the correct verb form for following sentences.**



I am a doctor.



It \_\_\_\_\_ a car.



We \_\_\_\_\_ police.



They \_\_\_\_\_ football players.



You \_\_\_\_\_ an engineer.



She \_\_\_\_\_ a driver.



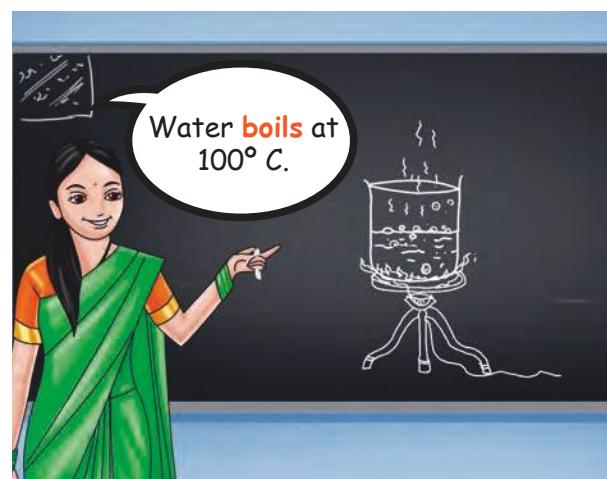
He \_\_\_\_\_ a carpenter.

Let us see when to use the simple present tense.

### Habitual actions.



### General truths.



### Unchanging situations.



### Planned actions.



### A. Use the suitable verb.

read

reads

I \_\_\_\_\_ the book.

Banu \_\_\_\_\_ the lesson.

Suresh \_\_\_\_\_ the poem.

We \_\_\_\_\_ loudly.

My friends \_\_\_\_\_ a passage.

My father \_\_\_\_\_ the news.

The boy \_\_\_\_\_ the story.

You \_\_\_\_\_ the instruction.

The robot \_\_\_\_\_ some words.

### B. Circle the correct verb.

1. Boy **like** / **likes** the cake.
2. We **come** / **comes** home at 4 p.m. every day.
3. The birds **fly** / **flies** in the sky.
4. You **comes** / **come** late to school.
5. It **run** / **runs** very fast.

### C. Rewrite the sentences using the words in the brackets.

1. I go to school at 8 'o' clock. (He)

2. We play cricket on Sundays. (Aravind)

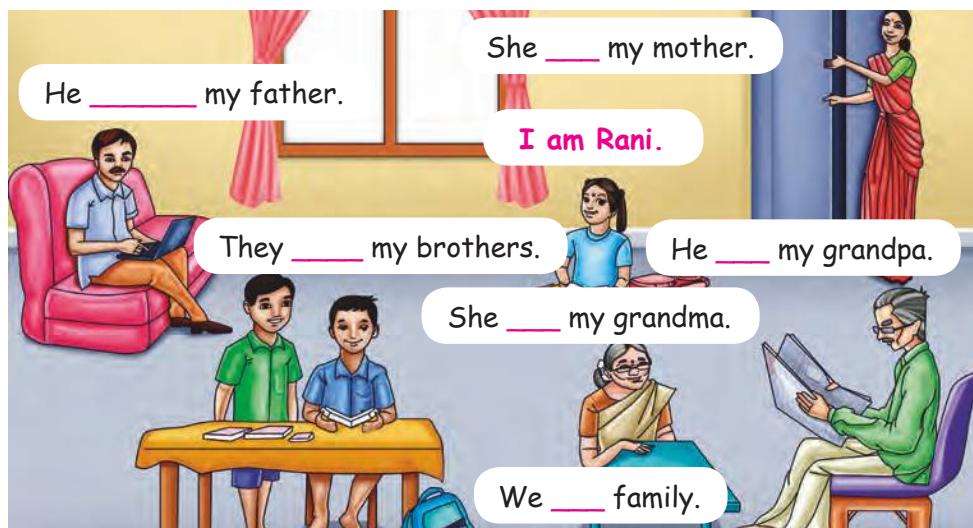
3. I watch television in the afternoon. (My mother)

4. They visit their friends in the evenings. (Kavitha)

5. I have dinner at 8 p.m. (She)



## Fill in the blanks.



## LET US LISTEN

Listen to the audio and answer the riddles.



Who am I?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Note to the teacher:** Scan the QR code to listen to the audio. Let the children listen to the audio and answer the question.



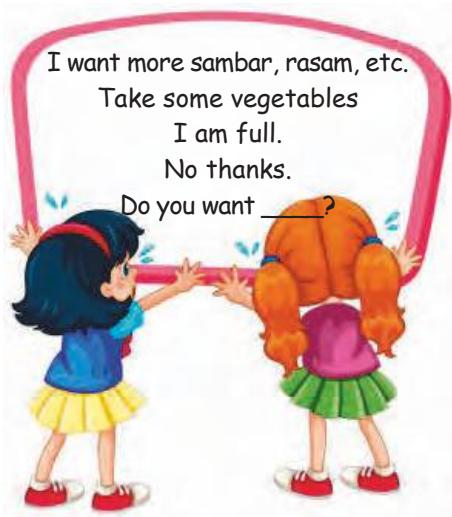


## LET US SPEAK

What's your lunch today?



Structures that are useful for this situation.



### Note to the teacher:

Make children practise these structures and encourage them to speak during their lunch time. You can also practise with different situations like breakfast and supper.



## LET US READ



### ANBU AND THE FISH



Anbu was talented in catching fish. He always went to catch fish with Madhan. They usually used dhoti as a net to catch the fish. Anbu also made fishing rods using sticks and thorns at home.

Then, they shared the fish equally. Unlike their

friends, Anbu and Madhan, were always careful while fishing. They never went deep into the pond or river. Every Sunday they would go in search of earthworms to use them as bait. They enjoyed searching for earthworms. Once the bait was ready they would go fishing.

On Sunday, Anbu was not happy. They were able to catch only three fish. The fish were very small to cook so they decided to grow the fish at home. Anbu filled the jar with water and let the three fish into it. The fish exerted and swam in different directions. Anbu thought the fish was hungry and dropped earthworms into the jar. But to his surprise, the fish did not eat. He saw their eyes and could feel their fear.



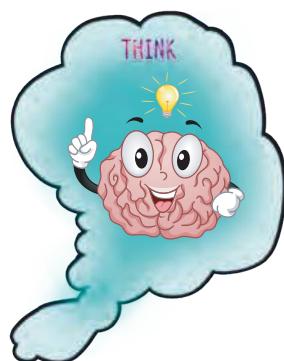


Next morning, he went straight to the fish jar from his bed. He saw only two fish in the jar. He searched for the fish everywhere. Then, he saw one fish on the floor. Anbu was very sad and his father consoled him. In the evening, his father got

a new fish tank. Anbu changed the fish to the new tank.

The next day, Anbu rushed back from school to the tank. He saw that one more fish was dead and floating on the top. He started crying. His father said, "These fish live in the river and lake. Nature is their home. It is best to let them be free." He saw the last fish swimming alone, and he felt bad. He took the fish to the same pond and set it free.

From then on, Anbu and Madhan bought a packet of puffed rice and fed the fish. Feeding fish was their new hobby.



Discuss whether Anbu and Madhan will go fishing when the water overflows in a river or a lake.

**A. Choose the correct answer.**

1. Anbu was talented in catching \_\_\_\_\_.  
a. butterfly    b. hen    c. fish
2. Every \_\_\_\_\_ they would go fishing.  
a. Sunday    b. Monday    c. Friday
3. Anbu got \_\_\_\_\_ fish this week.  
a. one    b. two    c. three
4. They use \_\_\_\_\_ as bait.  
a. earthworm    b. caterpillar    c. butterfly
5. They fed fish with \_\_\_\_\_.  
a. rice    b. puffed rice    c. groundnut

**B. Answer the following questions.**

1. What did they use as net?  
\_\_\_\_\_

2. Why was the fish floating on top?  
\_\_\_\_\_

3. What was their new hobby?  
\_\_\_\_\_

**C. Identify the character/speaker.**

1. He set the fish free.

2. "Grow the fish at home, Anbu."

3. He bought a new fish tank.





## LET US READ ALOUD

Read the passage three times and colour a hen for each time.

A little red hen had some wheat seeds. "Will you help me sow this seed?" asked the hen, "No" replied the selfish dog. Then the hen did it by herself. The seeds grew into a field of wheat. "Will you help me reap the wheat?" asked the hen, "No" replied the sleepy cat. She did it by herself. "Will you help me grind the wheat?" asked the hen, "No" replied the noisy duck. She did it by herself. "Will you help me make a bread?" asked the hen, "No" replied the lazy cow. She made the bread by herself. "Will you all help me eat this bread?" asked the hen, "Yes" replied everyone, "No" said the hen.

No



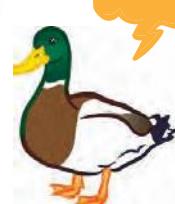
No



No



No



Find the qualities of these animals from the passage.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



## LET US WRITE

### Letter writing

From

S. Varshni,  
IV std 'A' sec,  
PUPS Chakkaramallur.

To

The class teacher,  
IV std 'A' sec,  
PUPS Chakkaramallur.

Sir/Madam,

As I am suffering from fever, I am unable to come to school. So I request you to grant me leave for one day on 21-06-2019.

Thanking you,  
Yours sincerely,

S. VARSHNI.

**Write a letter to your class teacher asking leave for attending marriage function.**

### Leave Letter

From

To

Sir/Madam,

Thanking you,

Yours obediently,

**Note to the teacher:** Help the children write their own leave letter for different situations for their portfolio.

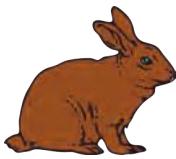
# I Can Do

## A. Choose the correct option.

1. \_\_\_\_\_ is good at cooking.  
a. Raju      b. Vinoth      c. Megalai
2. \_\_\_\_\_ hem the border.  
a. James      b. Aliya      c. Raju



## B. Look at the picture and tick (✓) the correct word.



hair

hare

Reed

Read

blue

blew

## C. Match the rhyming words.

mars - crime

bed - cars

time - head

## D. Recite the poem 'Treasure Trove' with the correct intonation.

## E. Give the correct verb form using come.

a. I \_\_\_\_\_ by bus.

c. He \_\_\_\_\_ by bus.

b. They \_\_\_\_\_ by bus.

d. She \_\_\_\_\_ by bus.



## F. Circle the correct word.

a. It run/runs very fast

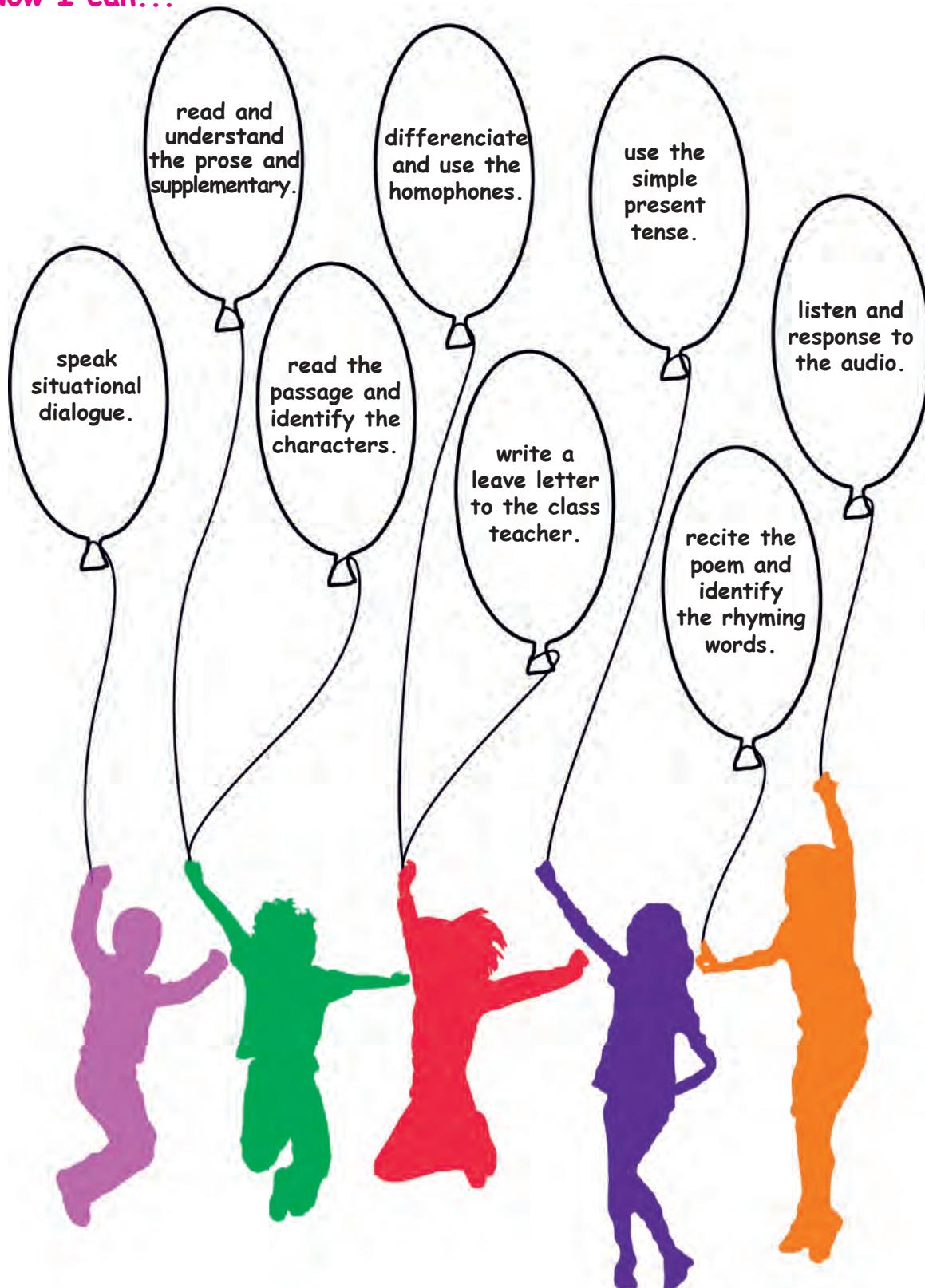


b. The birds fly/flies in the sky.



## Learning Outcome

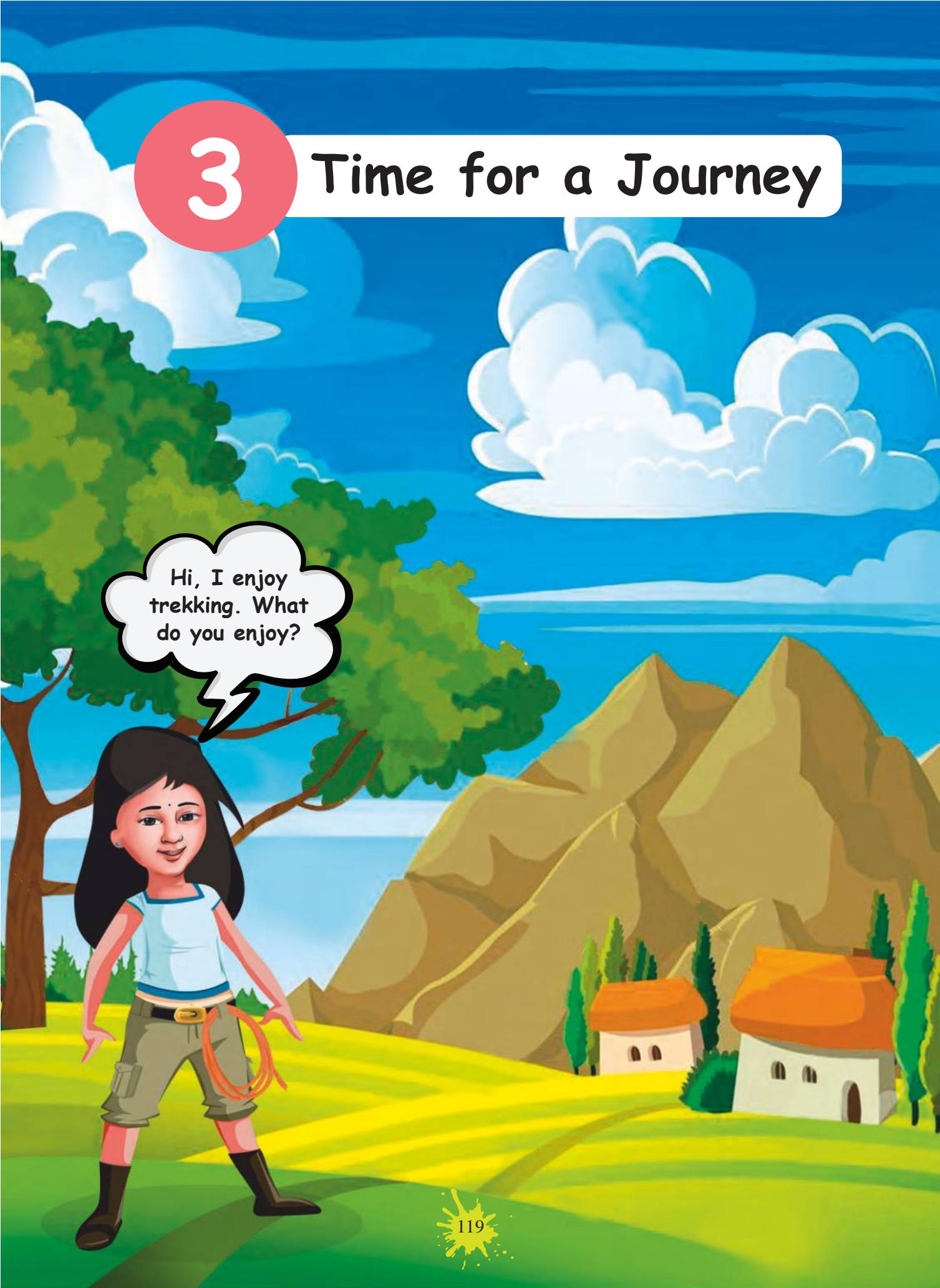
Now I can...



**Note to the teacher:** Ask the children to colour the balloon when they achieve the learning outcome.

# 3

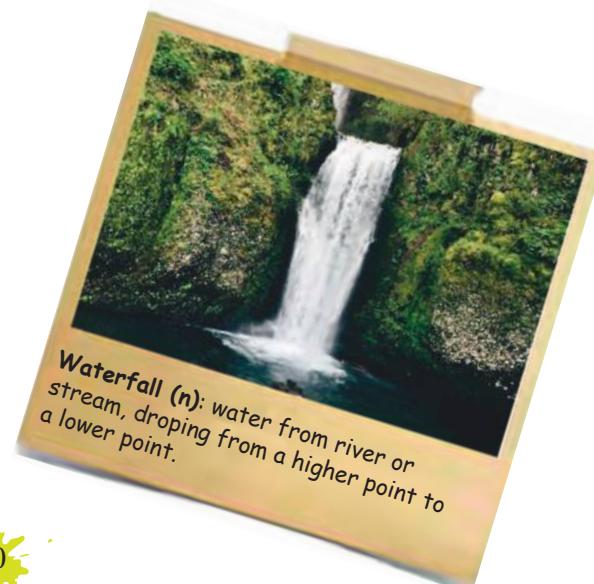
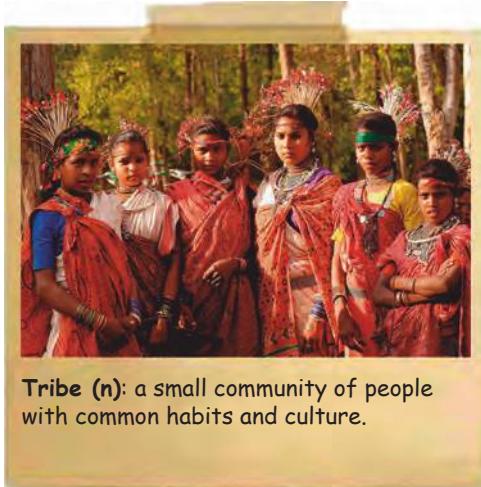
## Time for a Journey



Hi, I enjoy trekking. What do you enjoy?



## MY LITTLE PICTONARY



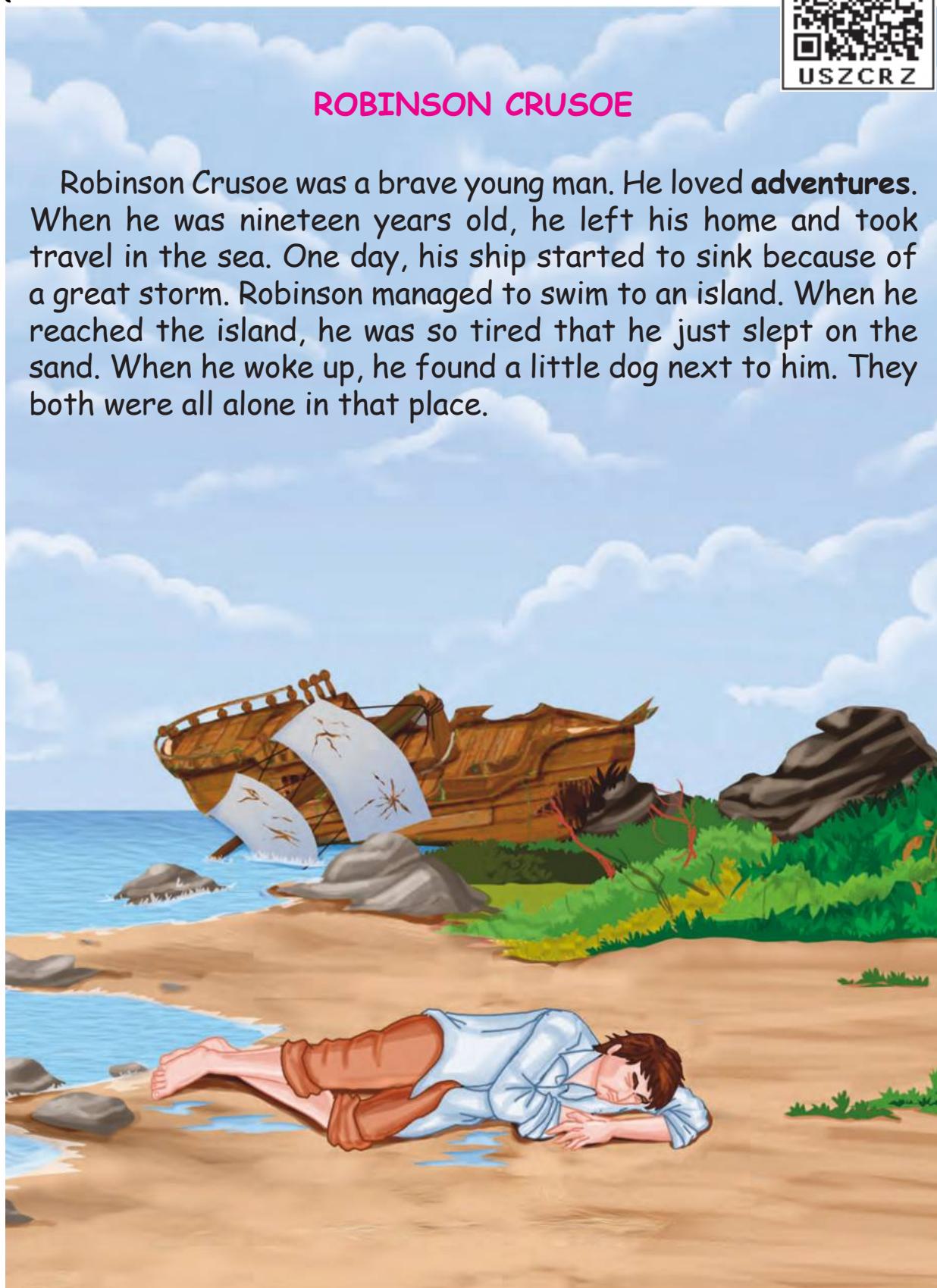


## LET US LEARN



### ROBINSON CRUSOE

Robinson Crusoe was a brave young man. He loved **adventures**. When he was nineteen years old, he left his home and took travel in the sea. One day, his ship started to sink because of a great storm. Robinson managed to swim to an island. When he reached the island, he was so tired that he just slept on the sand. When he woke up, he found a little dog next to him. They both were all alone in that place.



Robinson **explored** the island, and he found the broken ship. He took some food, guns, clothing and tools from it. He made a **tent** and lived in it. He counted days on a wooden cross. From then on, he was able to keep a calendar. On the island, he found many kinds of goats and hares which he shot and ate.

Then, he made a small boat.



One day, Robinson found a footprint of a human, on the other side of the island. He was **frightened**. For two years he lived in fear. Then, one day he saw some tribal men chasing a young

fellow. Robinson took out his gun and shot twice. The tribal men got scared and ran away. He saved the tribe and named him Friday as he met him on Friday. At last, he had a human friend in the island. Robinson taught Friday to speak in English, to shoot and eat like a human.



One day, they both saved some people from the **cannibals**. Among them, they found Friday's father and his friends. They stayed with Robinson and Friday for a few days and left the island. Another day, Friday informed Robinson about a ship. They both hid and watched the ship. Robinson learnt that the ship's

men had rebelled against the captain. After killing some of the rebels, Robinson, Friday and the captain retook the ship. At last, Robinson sailed from the island to England with Friday, after twenty-eight years, two months and nineteen days.



## Glossary

adventure	risky or unexpected undertaking
explore	travel through an unknown area to learn more about it
tent	portable canvas shelter
tribal	racial, ethnical
cannibals	humans who eat other humans
rebels	people who protest authority
frightened	afraid



## LET US UNDERSTAND

A. Match the words with the pictures.

Robinson



cannibals



Friday



footprint



B. Answer using Yes or No and pick sentences from the story to support your answer.

1. Was Robinson interested in sea adventures?

\_\_\_\_\_.

2. Did Robinson's ship sink?

\_\_\_\_\_.

3. Was Robinson alone in the island?

\_\_\_\_\_.

4. Did Robinson kill Friday?

\_\_\_\_\_.

5. Do cannibals eat people?

\_\_\_\_\_.

**C. Arrange the actions of Robinson by numbering from 1 to 10.**

Sails in the sea.

1

Saves Friday.

Sees a footprint.

Survives in the ship wreck.

Teaches him English.

Finds the ship wreck.

Saves a captain.

Builds a tent gets food, clothing and tools.

Leaves the island.

10

**D. Short answers.**

1. Who is the hero of this story?
2. What was the age of Robinson Crusoe when he left for sea?
3. Why did he grow crops?
4. What made him frightened?
5. Why did Robinson name the tribe Friday?



## LET US BUILD

Circle the vowel letters.

a c d i f o e h

Letter 'u' sounds like consonant as in university.

Circle the consonant letters.

p r l o j s a k i y d q

A syllable is marked by the symbol (/).

We divide the words to pronounce them easier. Here are some tips to divide.



If there is only one vowel, we cannot divide

**Cat**

dog fox mud pan

If the middle consonants are double, we divide in between the double.

**Rab/bit**

c c

In this word rabbit the consonant "b" in the middle is doubled so we divide the double "b" as rab/bit

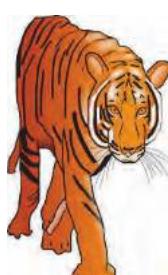


Pup/pet

But/ton

Rub/ber

Kit/ten



If there is a consonant between the two vowels, then divide after the first vowel.

**Ti/ger**

In this word tiger the consonant "g" is between the vowels "i" and "e" so we divide after first vowel as ti/ger

Fe/ver

Ra/dar

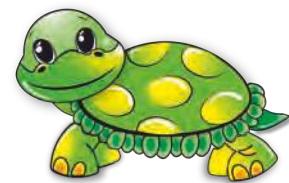


If a word ends with le preceded by a consonant,  
we divide before that consonant sound

**Tur/tle**

Here the word **turtle** ends with  
"le" followed by the consonant "t".  
So we divide the word before  
the consonant "t" as **tur/tle**.

Han/dle      Cir/cle      Ta/ble



A. Divide the words that have same pattern as the rabbit.



B. Write the word under the correct group and divide it.

muffin purple raven cow dinner marble man tennis  
dog sample recent hotel table hammer boy




## LET US SING

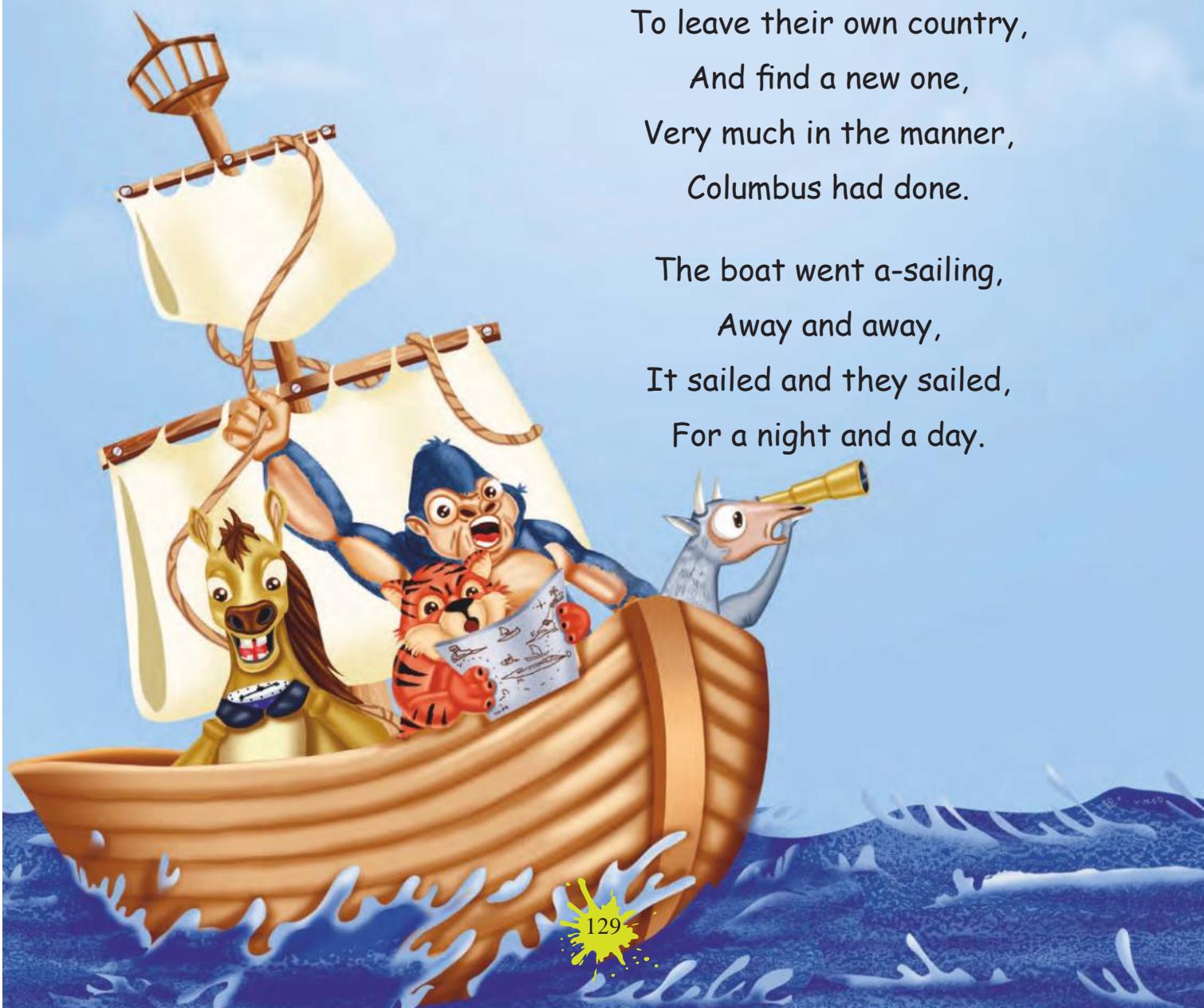


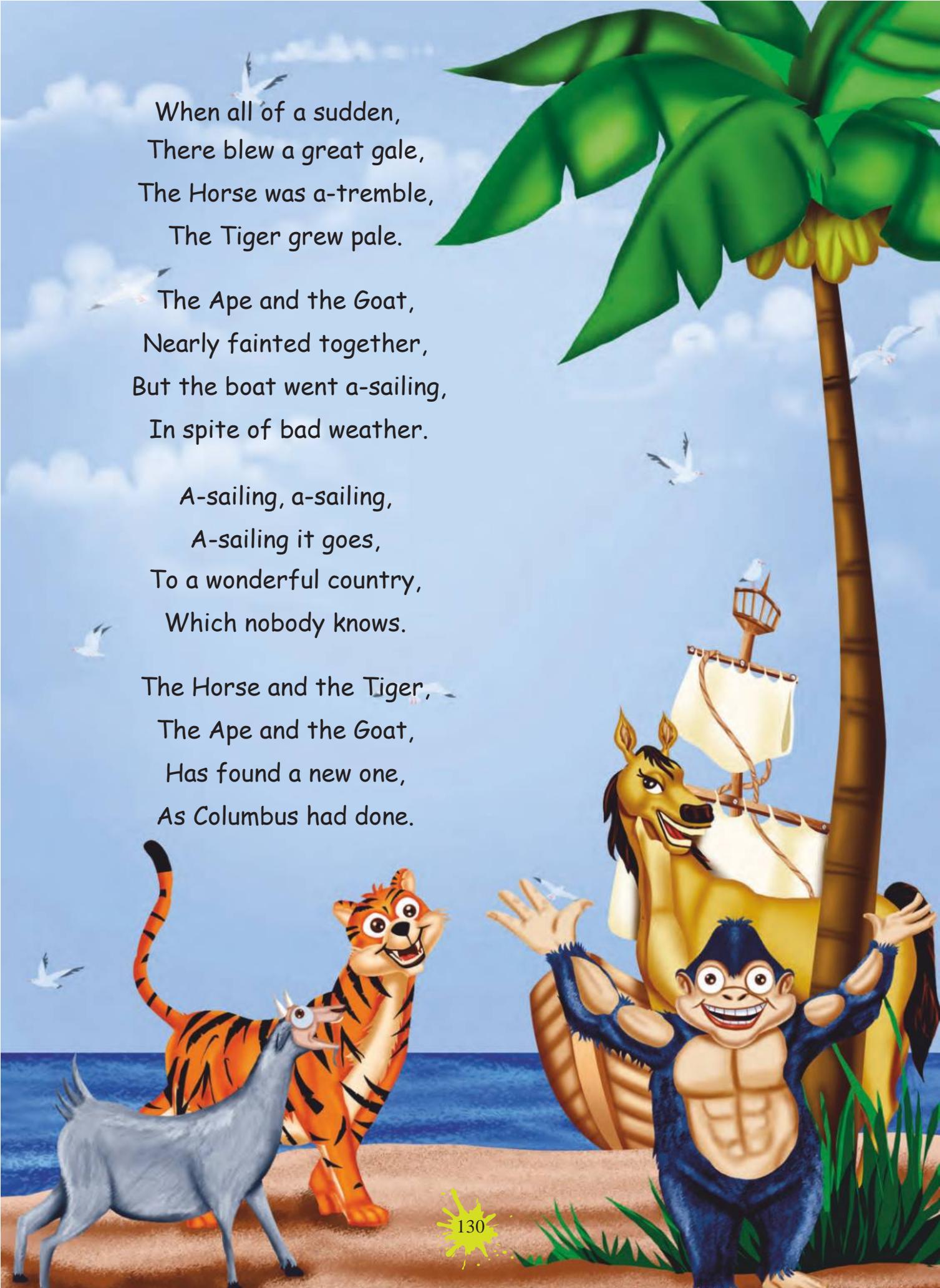
### A Voyage

The Horse and the Tiger,  
The Ape and the Goat,  
Decided one morning,  
To hire a boat.

To leave their own country,  
And find a new one,  
Very much in the manner,  
Columbus had done.

The boat went a-sailing,  
Away and away,  
It sailed and they sailed,  
For a night and a day.





When all of a sudden,  
There blew a great gale,  
The Horse was a-tremble,  
    The Tiger grew pale.

The Ape and the Goat,  
Nearly fainted together,  
But the boat went a-sailing,  
    In spite of bad weather.

A-sailing, a-sailing,  
A-sailing it goes,  
To a wonderful country,  
    Which nobody knows.

The Horse and the Tiger,  
The Ape and the Goat,  
Has found a new one,  
    As Columbus had done.

## Glossary

hire	use temporarily for sometime for an agreed payment
sail	travel in a boat
tremble	shake or quiver slightly
fainted	lose consciousness for a long time

A. Circle the animals which are in the voyage.



B. Match the following.

pale -



one -

tremble -



away -

fainted -



goat -

gale -

C. Write the rhyming words.

D. Choose the best answer.

1. The animals \_\_\_\_\_ the boat.  
a. buy      b. make      c. hire
2. Suddenly there was a \_\_\_\_\_.  
a. rain      b. gale      c. thunder

E. Answer the following questions.

1. Why did they sail?
2. Like whom did they want to do?
3. Did they find a new country?



## LET US KNOW

See how they use **and**, **but** and **or** to connect two words or sentences.



He has a bat **and** a ball.



He has a bat **but** not a ball.



Would you like a pen **or** a pencil?

- **We use and to join sentences that are the same.**

He has a bat. He has a ball.

He has a bat and a ball.

- **We use but to join sentences that are opposites.**

He has a bat. He does not have a ball.

He has a bat but not a ball.

- **We use or if we have to choose one out of many.**

Do you want rice? Do you want idly?

Do you want rice or idly?

**Some more examples.**



The bird can fly **and** hop.



He is small **but** strong.



Do you want rice **or** idly?

**Note to the teacher:** Emphasis the correct usage of **and**, **but** and **or**.

**A. Fill in the blanks with and, but, or.**

1. I play tennis \_\_\_\_\_ cricket.
2. The dove \_\_\_\_\_ the ant are friends.
3. I want popcorn \_\_\_\_\_ not pizza.
4. Do you want tea \_\_\_\_\_ coffee?
5. An elephant is big \_\_\_\_\_ slow.
6. Would you like bananas \_\_\_\_\_ mangoes?



**LET US LISTEN**



Listen and respond to the directions. Then circle the correct action words that you heard and performed.

1. (a) get up      (b) sit down      (c) bend down      (d) stand
2. (a) ask      (b) hear      (c) tell      (d) shout
3. (a) drink      (b) chew      (c) swallow      (d) eat
4. (a) drive      (b) ride      (c) fly      (d) sail
5. (a) imitate      (b) act      (c) do      (d) perform
6. (a) put      (b) throw      (c) take      (d) keep
7. (a) read      (b) print      (c) draw      (d) write
8. (a) shake      (b) touch      (c) grab      (d) hold
9. (a) tell      (b) say      (c) ask      (d) read
10. (a) open      (b) close      (c) shut      (d) drag

**Note to the teacher:** Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions.



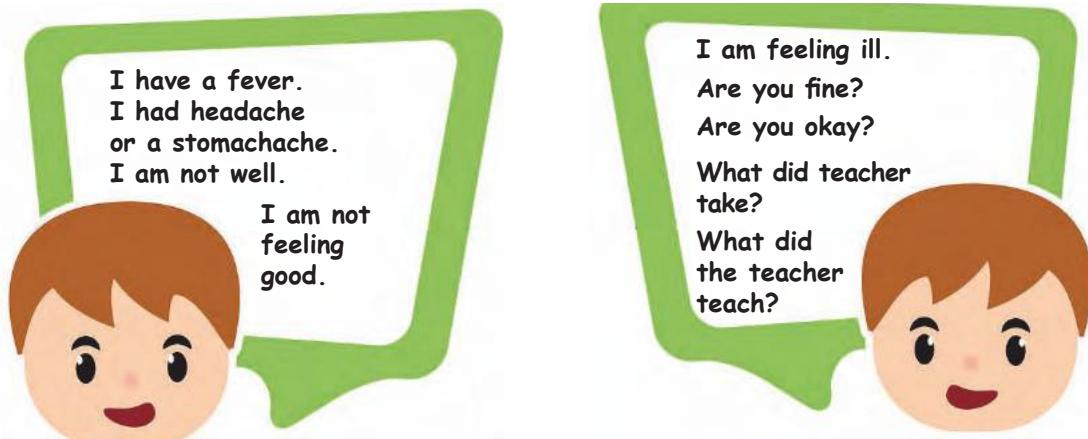


## LET US SPEAK

### What did the teacher teach?



### Structures that are useful for this situation.



#### Note to the teacher:

Make the children know how to express their suffering like fever, headache etc. and make them speak on different situation.



## LET US READ

### Bujju's Brave Adventure

On a nice winter morning, Bujju's family set out on a trip to the nearby hill. Bujju's cousins Appu, Bala, Surya and Janani accompanied him. The kids were so excited to explore the place.



Bujju's mother started unpacking the food. Meanwhile, the kids could not wait for the parents to take them to the waterfall. So they ran away without informing the parents.



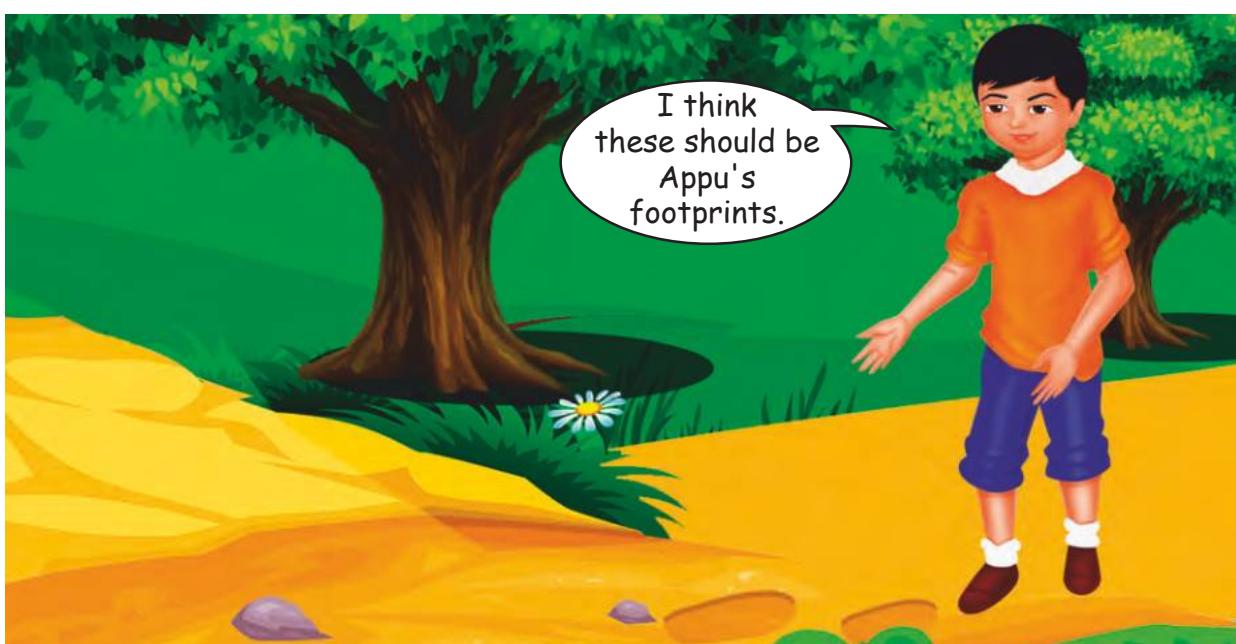


Without noticing, the other three kept running towards the waterfall. There Bala and Janani got diverted on seeing a naughty monkey.



As Bala and Janani felt hungry, they returned to parents. But Bujju sped towards the waterfall. He was shocked to see that no one was there.





Now Bujju realised his mistake that he should not go alone without informing parents.

**A. Choose the correct answer.**

1. Bala and Janani acted like the \_\_\_\_\_.  
a. lion      b. monkey      c. tiger
2. Appu felt hungry and ate a \_\_\_\_\_.  
a. guava      b. mango      c. banana
3. All the children wished to go to the \_\_\_\_\_.  
a. park      b. beach      c. waterfall
4. \_\_\_\_\_ helped Bujju to reach his family.  
a. footprints      b. sound      c. shadow

**B. Answer the following yes or no questions.**

1. Did Appu share guava? \_\_\_\_\_
2. Did all visit the waterfall? \_\_\_\_\_
3. Did Bujju realise his mistake? \_\_\_\_\_



## LET US READ ALOUD

**A. Read the passage three times and colour a cup for each time.**

There is a table under a tree. A man with a big hat and a hare with long ears are sitting. A young girl is sitting between them. There are many cups on the table. The girl has a cup in her hand, and the man has a pot in his hand. It seems like they are having tea. Yes, they are having tea at the tea party in Wonderland. The girl is Alice, and she is in Wonderland.



**B. Answer the following questions.**

- a. What is the name of the girl? \_\_\_\_\_
- b. Where does the scene take place? \_\_\_\_\_
- c. What party is that? \_\_\_\_\_
- d. What does the man have? \_\_\_\_\_



C. Choose the correct picture for the passage.



## LET US WRITE



This, it, is, tastes, smells,  
mango, yellow, fresh, sour,  
juicy.

This is a mango.

It is yellow.

It is juicy.

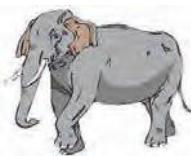
It tastes sour.

It smells fresh.

Write some sentences about the picture.



She, is, has,  
girl, shirt, pants,  
beautiful, pink,  
blue, long, hair.



It, is, has, walks,  
elephant, legs,  
tusk, trunk, big,  
long, slowly,  
strong.

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**Note to the teacher:** Help the children make their own sentences using the words given in the box. Encourage them to write on their own. Give more pictures and hints for their portfolio.

# I Can Do

## A. Choose the correct option.

1. Robinson named the boy \_\_\_\_\_.  
a. Sunday      b. Friday      c. Monday
2. \_\_\_\_\_ was with Robinson.  
a. dog      b. tiger      c. lion
3. Robinson sailed England after \_\_\_\_\_ years.  
a. 25      b. 28      c. 30



## B. Divide the following words.

circle    man    butter    hotel

## C. Write the word under the correct group and divide it.

bullet    candle    bat    title    ball    tiffin



## D. Recite the poem 'A Voyage' with correct intonation.

## E. Match the rhyming words.

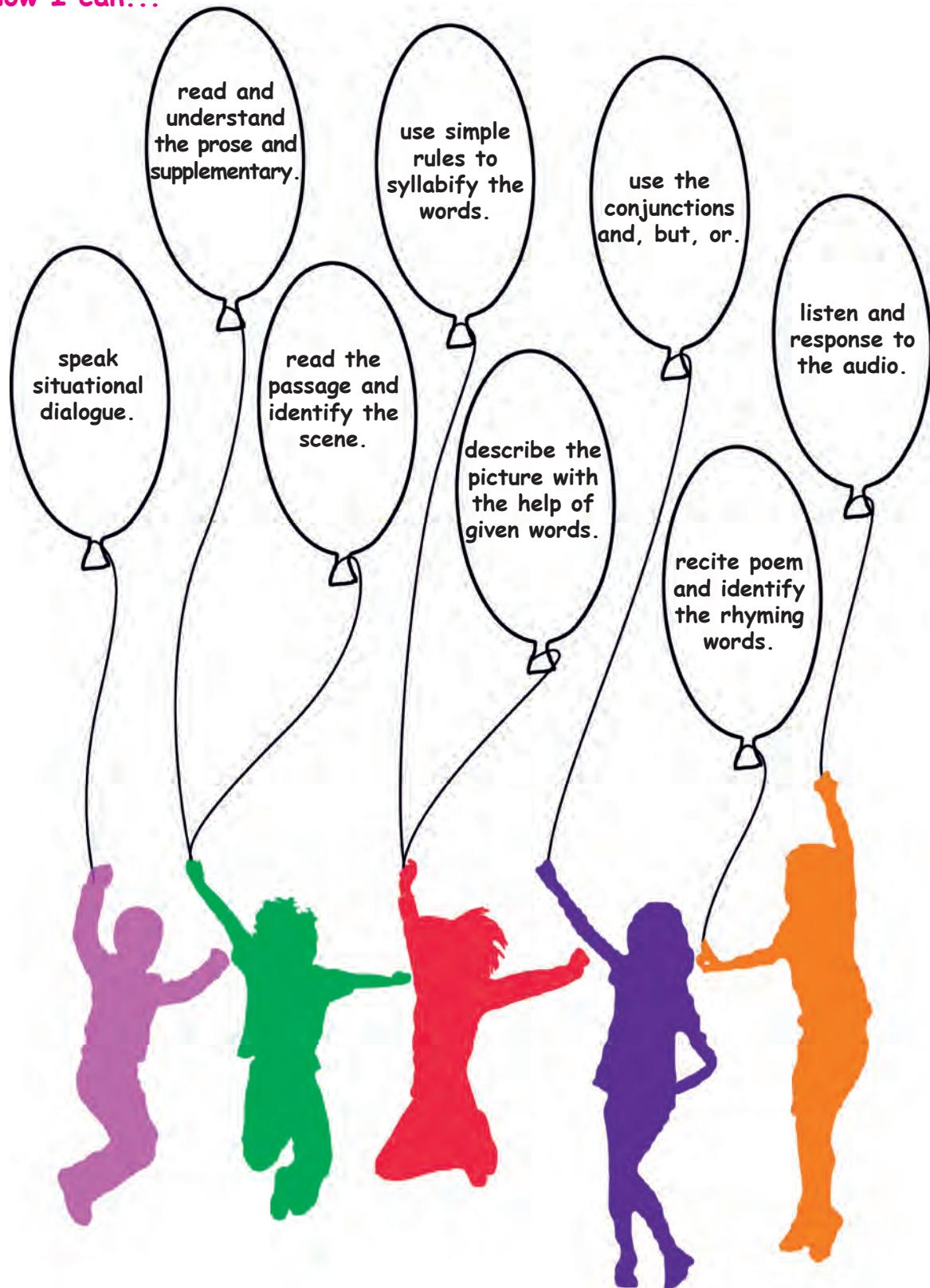
pale	-	knows
boat	-	gale
goes	-	goat

## F. Fill in the blanks with **and**, **but**, or **or**.

- a. Do you like apple \_\_\_\_\_ orange?
- b. He has bat \_\_\_\_\_ ball.
- c. He is rich \_\_\_\_\_ he looks simple.

## Learning Outcome

Now I can...



**Note to the teacher:** Ask the children to colour the balloon when they achieve the learning outcome.

# **English – Standard Four, Term - I**

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