

ENGLISH

STANDARD FOUR

TERM - 3



Preface

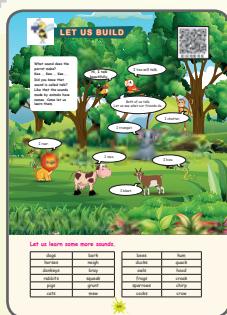
The English Language textbook has been designed to enable a fun-filled and engaging experience in learning the language. The approach allows for plenty of practice in the four language skills. It focuses on structure practice and vocabulary enrichment through a variety of language learning activities. 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 allows the teacher to focus on time management in multi-level classrooms.

How to use the textbook

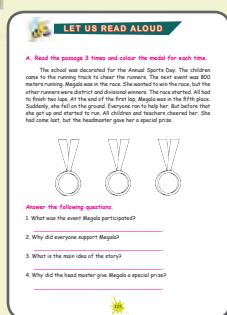


- The third term English Book for Standard 4 has three units.
- Each unit is planned for a month.
- Nila introduces the theme of each unit.
- Each unit is designed with concepts related to children like **honesty, art and perseverance**.

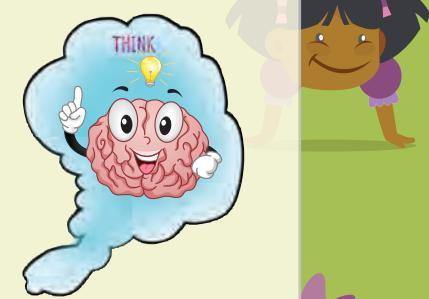


- My little pictionary** provides the exposure to dictionary in an attractive way.
- Let us learn** is the teacher led prose and helps children learn vocabulary and values with the help of the context set in each of the story.
- Let us build** provides scope for learning vocabulary with associated grammar 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.

- Let us listen** develops the listening skill of children by following instructions and acting accordingly. Listening passages has been given at the end of the third unit.
- Let us speak** provides opportunity for the teachers to teach the language structures through games and activities. It develops listening and speaking skills.
- Let us sing** provides opportunity for the children to sing rhymes with actions and intonation. It helps children learn new vocabulary contextually.



- 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—The best policy

- Children learn values that affect their attitudes during this age. It is important for them to build the right attitude. This lesson focuses on the importance of honesty.
- In the lesson **The Seven Seeds** shows importance of honesty and integrity.
- The poem **Be Honest** insists being honest at all times.
- The story **The Mistaken Plate** tells about the loss of an greedy and dishonest merchant.



LET US LEARN
Bala Spins Magic

It was late afternoon in the quiet village of Puri Nagaram, near Pudukkottai. The village had thatched roof houses. Bala and his family lived in one such house. He was the only child in the family. He had a long, thin face and was going with Appu as a long partner. A woman named Meenakshi was spinning thread on a handloom. She heard the steady click-clack of the handloom from the hut nearby made her feel sleepy. She closed her eyes and dozed off. Bala, like most of the children in his village, went to school but always wanted to learn more about things. They were very poor but their family preferred sending them to school. Bala's mother had a small shop where she sold vegetables and fruits. One day, while Bala was playing with his friend Appu, he saw his mother taking away the red cloth and taking away the green cloth. Bala thought, "This is a way to learn about cloth!"

Unit 2—Creativity around me

- Children are very eager to know about different forms of art and they like to learn them.
- The lesson **Bala Spins Magic** focuses on the traditional art of weaving.
- The poem **The Painter** shows how passion has no boundaries.
- The story **The Wooden Toy** tells about the boy Mugund and how he used his art to save his family.

Unit 3—Secret of success

- Children should build the skill to fight and succeed challenges.
- The story **Struggling Star** tells about Kartik and his struggles for education.
- The poem **Never Give Up** tells that one should never give up their efforts until the goal is achieved.
- In the lesson **The Magic Pencil** we learn about Chris and how his consistant practice helped him build a skill.

LET US SING
Never Give Up

The fisher who draws his net soon,
Won't have any fish to earn.
The child who shuts up his ears soon
Will never hear the birds sing.
One who takes the needles to feed
May win the world of the end.
Don't feel down when you are slow
Keep moving on let your life glow
Let us persevere at work or play,
And never give up day!

Learning Outcome

Now I can...
Identify the main idea
Read and understand the text
Answer questions on the text

Note to the Teacher: Ask children to colour the balloons when they achieve the outcome.

Learning outcome

- 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.



Lets use the QR code in the textbook ! How?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone.
- Open the QR code scanner application.
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detect the QR code, a URL appears in the screen. Click the url and go to the content page.





Contents

Unit	Title	Page No.	Month
------	-------	----------	-------

1 The Best Policy

63

January

2 Creativity Around Me

85

February
March

3 Secret Of Success

107

March
April



E-Book



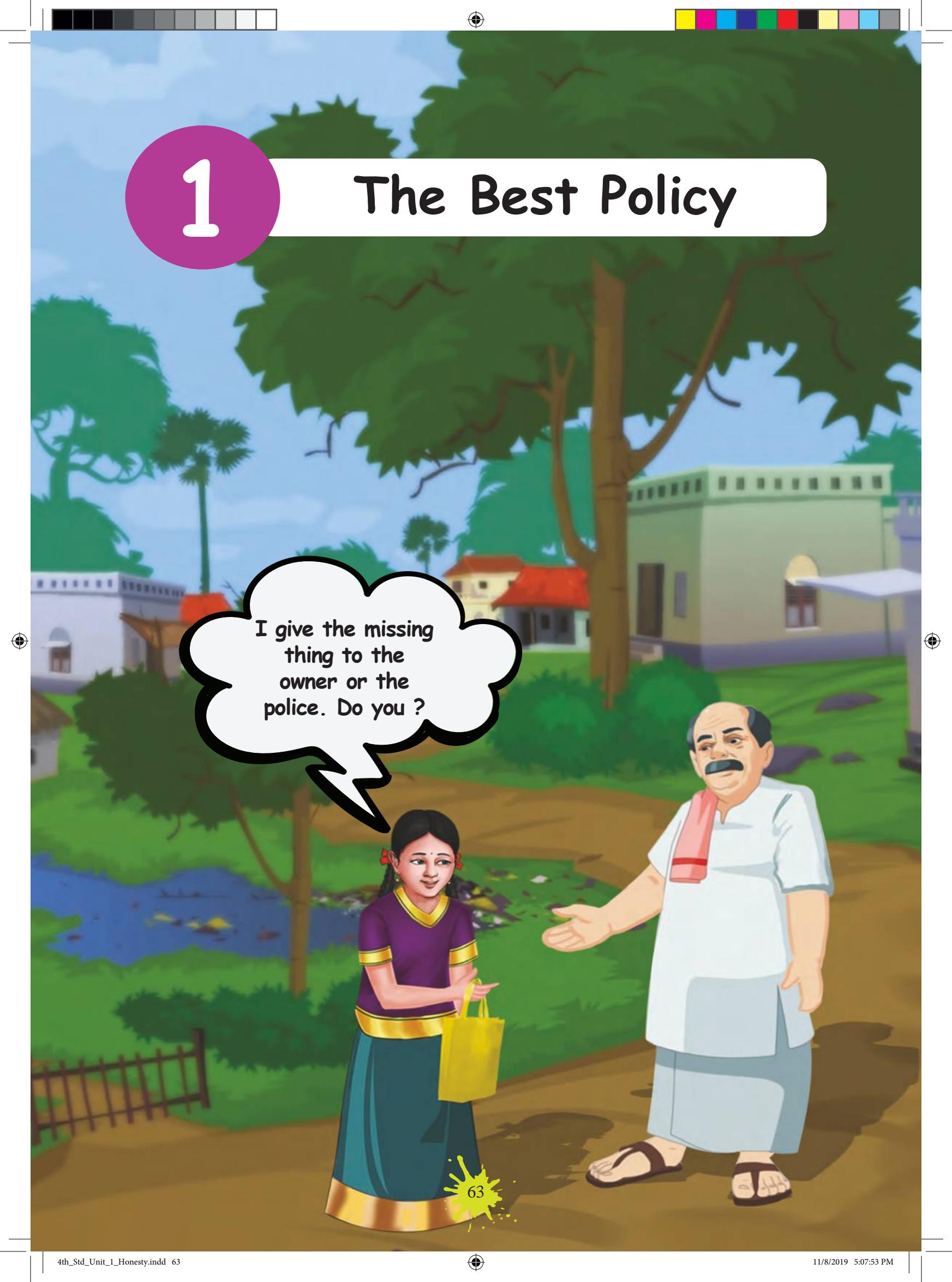
E-Assessment



Digital link

1

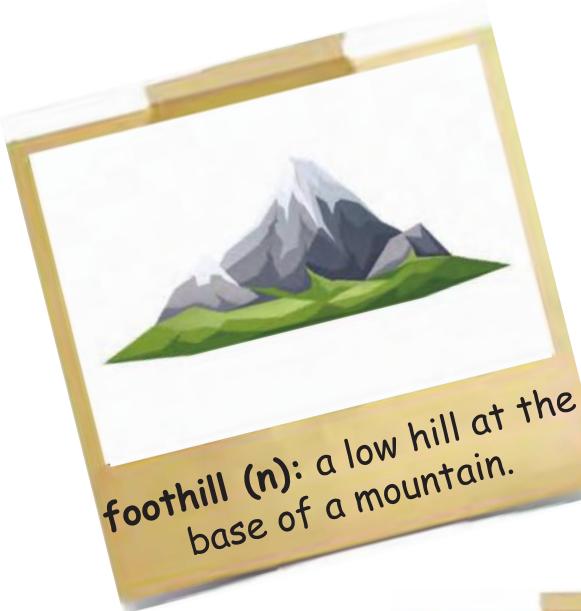
The Best Policy



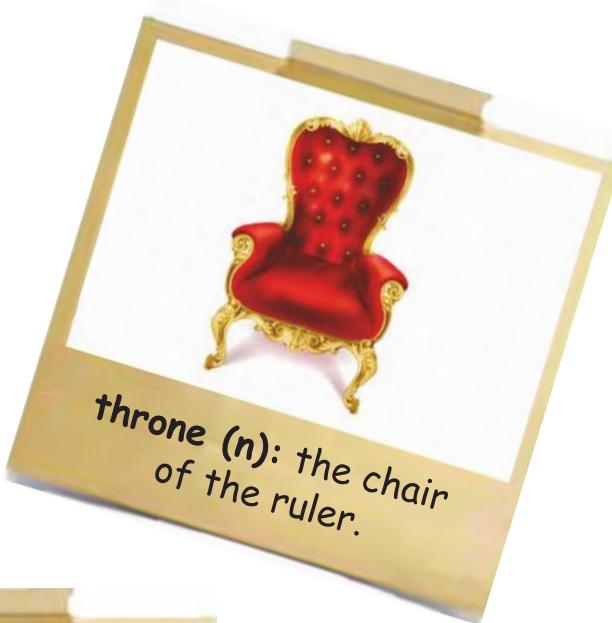
I give the missing thing to the owner or the police. Do you ?



MY LITTLE PICTONARY



foothill (n): a low hill at the base of a mountain.



throne (n): the chair of the ruler.



nurture (v): care for and protect something while they grow.



prison (n): a place where people who do not follow the law are locked up



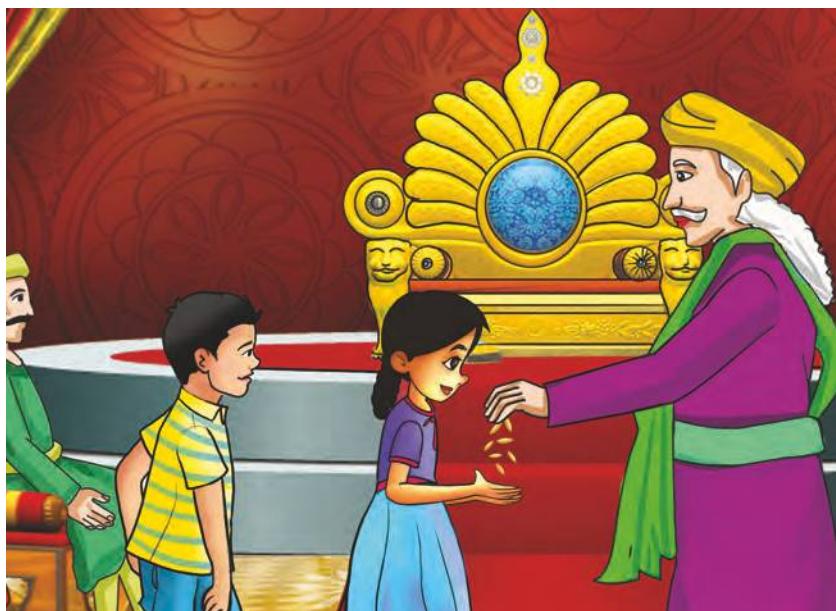
brass (n): a metal made by mixture of copper and zinc.





LET US LEARN

The Seven Seeds



Long ago, there was a kingdom at the foothills of Anaimalai. The kingdom flourished in trade and arts under the rule of their king's rule. He was revered by all. It has been thirty years under his rule now. One day, the ageing king woke up worried. He was getting very old and

had no heir to take his place. He decided to adopt and raise a child as the heir, but he knew that the adopted child must be honest.

To find the child, he held a competition in his kingdom that was open to all. The competition had many levels and spanned for nearly six months. At the end of it, five boys and five girls made it to the very last round. There seemed little to separate them; each one of them was intelligent, strong and capable.

The king said, "I have one last test for you all. The one who passes this test will be the winner. As you all know the winner will be the heir to my throne." He continued, "Our kingdom depends on agriculture, so the new leader must know how to grow plants. Here are seven seeds of wheat for each of you. Take them home. Plant and nurture them for six weeks. At the end of the sixth week, we shall see who has done the best job of nurturing them. That person will be the heir to the throne."



Can you guess how the king would find the honest kid using the seeds?





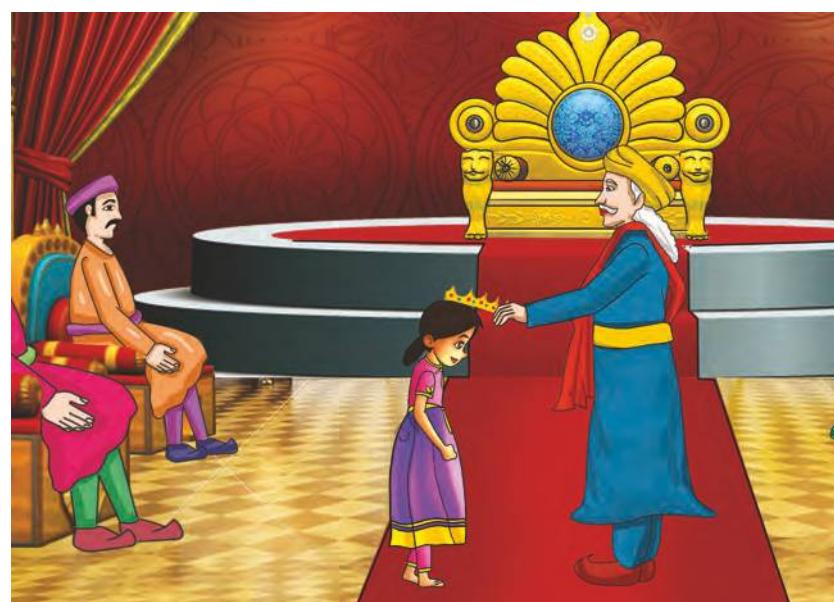
The children took their seeds and hurried home. They all got a pot, prepared some soil and sowed their seeds. The entire kingdom was excited. They were all anxious to see who the next king would be.

One of the finalists was Ani. The days stretched into weeks, but the seeds failed to sprout. Ani didn't know what had gone wrong. Ani and her parents were heartbroken. She had selected the soil with care, put the right manure and very dutifully watered it. She had even prayed over it day and night and yet her seeds hadn't grown at all.



Some of her friends advised her to go and buy new seeds from the market and plant. After all, they said, "How can anyone tell if they were the same seeds?" Ani's parents had always taught her the value of honesty. They reminded her that if the king wanted them to plant just any wheat, he would have asked them to get their seeds.

"If you use anything different from what the king gave, that would be dishonest. Maybe you're not **destined** for the throne. If so, let it be, but it would be wrong to cheat the king," they told her. Ani agreed.



It had been six weeks now. The much-awaited day had come. The children returned to the palace, each of them proudly carrying a pot of healthy seedlings. It was obvious that the other nine had great success with their seeds.

The king arrived. He was beaming looking at the children and their



pot of healthy seedlings. He began walking along the line of pots the children had kept. He asked each of them, "Is this what grew from the seeds I gave you?" And each of them responded, "Yes, your majesty." Then the king would nod and move down the line.

The king finally got to the last one, Ani. The girl was shaking. She feared that the king might have thrown her into prison for wasting his precious seeds. "What did you do with the seeds I gave you?" the king asked.

"Your majesty, I planted them and cared for them every day. I am sorry but, they failed to sprout," Ani said. She hung her head in shame. "Boo!" jeered the crowd.

But the king raised his hands and signalled for silence. Then he said, "Dear people, behold my heir. The next leader of our kingdom!"

The people were confused, "Why that girl? How can she be the right choice?"

The king took his place on his throne with Ani by his side and said, "I gave each of them, seven seeds. This test was not for growing wheat. It was a test of character, a test of honesty. If a leader must have one quality, it must be that he or she should be honest. People should be able to trust the leader. Only this girl passed the test. I gave boiled seeds and boiled seeds cannot grow."

Glossary

kingdom	a region ruled by a king
flourished	developed in a healthy way
revered	respected
ageing	getting old
adopt	legally take and bring up
leader	head
nurture	care, protect and grow
anxious	eager
destiny	fate
behold	see



LET US UNDERSTAND

A. Choose the correct option.

1. The kingdom was situated in the foothills of _____.
a. Kollimalai b. Sirumalai c. Anaimalai
2. The king looked for a _____.
a. minister b. leader c. great soldier
3. The king gave _____ seeds.
a. five b. six c. seven
4. In real, the test is for _____.
a. testing honesty b. growing wheat c. growing paddy

B. Read the statement and write True or False.

1. The king shouted at Ani.
2. Ani grew the seeds well.
3. Ani valued honesty.

C. Answer the questions.

1. How long did the competition take to reach the final?

2. Why did the king want a leader who knows to grow a plant?

3. Did the seeds given to Ani sprout? why?

4. What did Ani's parents teach her?

5. Do you think Ani will be a good leader? Why?



LET US BUILD



What sound does the parrot make?

Kee... Kee... Kee...

Did you know that sound is called talk?

Like that the sounds made by animals have names. Come let us learn them.

Hi, I talk beautifully.

I too will talk.

Both of us talk.
Let us see what our friends do.

I chatter.

I trumpet.

I roar.

I moo.

I hiss.

I bleat.

Let us learn some more sounds.

dogs	bark
horses	neigh
donkeys	bray
rabbits	squeak
pigs	grunt
cats	mew
peacock	scream

bees	hum
ducks	quack
owls	hood
frogs	croak
sparrows	chirp
cocks	crow
cuckoo	sing



A. Match the animals with their sounds.



bray



croak



bark

hum



neigh



mew



B. What we say?

I am a _____.
I _____.



I am a _____.
I _____.



I am a _____.
I _____.



I am a _____.
I _____.

I am a _____.
I _____.





LET US SING

Be Honest

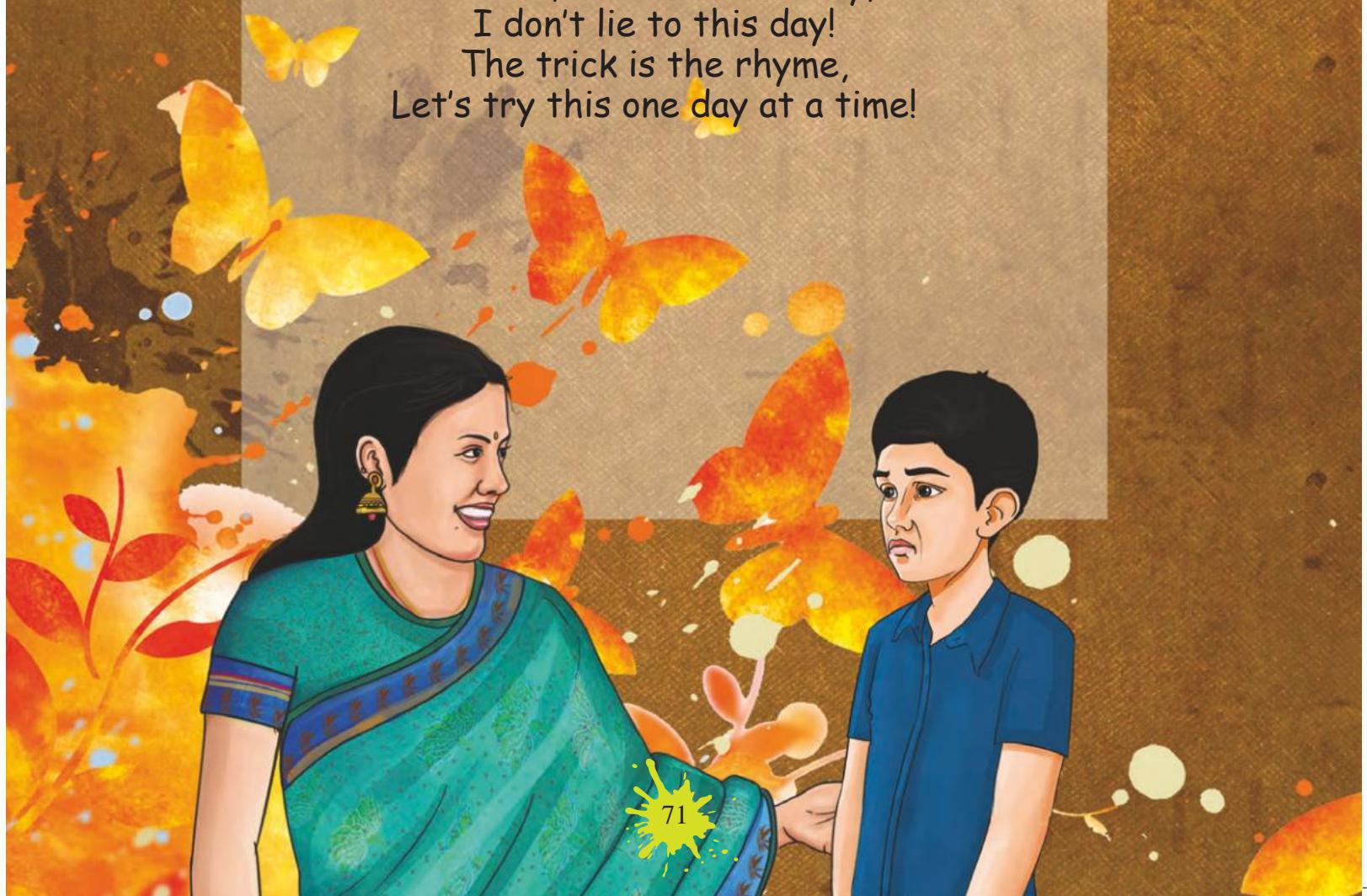


Amma will often say,
Be honest all day!
Still troubles make me fall,
I want to be truthful to all!

Amma will often say,
Be honest every day!
To say truth when I am wrong,
I may have to be eighteen!

To Amma I often say,
Don't you hear them lie?
She says many may lie and go
But honesty will help us grow!

At last, I have this to say,
I don't lie to this day!
The trick is the rhyme,
Let's try this one day at a time!





Glossary

often	frequently
troubles	difficulty or problem
lie	a false statement
grow	improve
trick	technique

A. Match the rhyming words.

1. say - grow
2. all - time
3. go - day
4. rhyme - fall

B. Fill in the blanks.

1. _____ will often say to be honest.
2. We shouldn't _____ ever.
3. Many may lie and _____.

C. Answer the questions.

1. What makes him fall?

2. What does Amma often say?

3. What will help us grow?

4. What will help you say the truth?

5. Do you tell the truth always? Why?





LET US KNOW

We have already learnt to use **a**, **an** and **the**.



Can you try to fill the blanks below with **a**, **an** and **the**?



This is ___ ball.



This is _ Ink bottle.



___ sun is hot.



This is ___ owl.

These words are known as **articles**. Let us learn how to use them again.

We use **an** before words that begin with the sounds of **a,e,i,o** and **u**.



an apple



an umbrella



an orange



an hour

We use **a** when the words begin with any other sound.



a car



a bat



a ball



a university

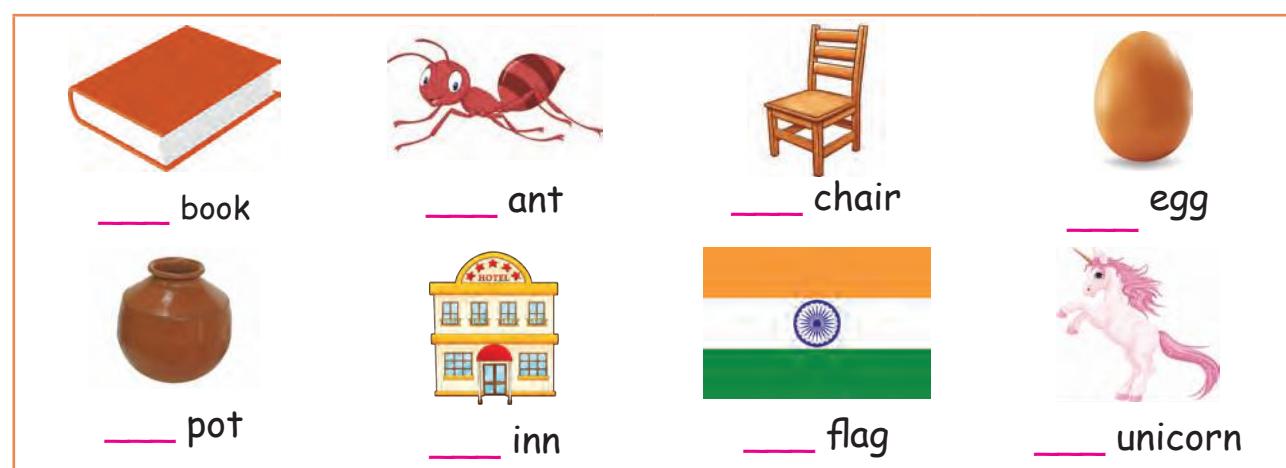


Why we use an for hour and a for university?

This is because **hour** sounds like **ox** and **orange** in the beginning so we use **an**. Similarly, the word **university** even though starts with the letter 'u' has the same sound as **yellow** or **yak** in the beginning so we use **a**.

Write **a** or **an**.

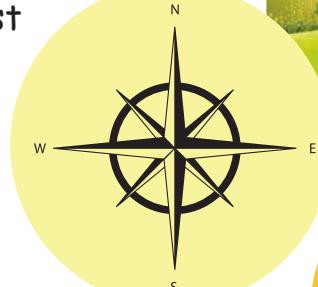
Why don't we use **an** for home and not **a** for umbrella?



We already know that **the** is used when we talk of a **particular thing**.

The article, **the** is also used before the names of unique things like mountains, rivers, lakes, seas, oceans, famous books and directions.

Directions
the East



Mountains
the Himalayas.

Islands
the Andaman & Nicobar



Rivers/ lakes / waterfalls
the Vaigai



Seas / Oceans
the Indian ocean

Famous Books
the Thirukkural





Fill in the blanks using a, an and the.

1. _____ Earth goes around _____ Sun.
2. I bought _____ pair of shoes.
3. I am _____ university student.
4. Kiran sails in _____ Indian ocean.
5. _____ camel is the ship of _____ desert.
6. _____ Jungle book has won many awards.
7. Harichandra was _____ honest king.
8. I met _____ boy in the street.
9. She returned after _____ hour.
10. I read _____ amazing story yesterday.



LET US LISTEN

Listen to the audio and number the actions of Emmet.



Eat a complete breakfast.

Comb your hair.

Exercise.

Shave your face.

Greet the day.

Breathe.

Wear your clothes.

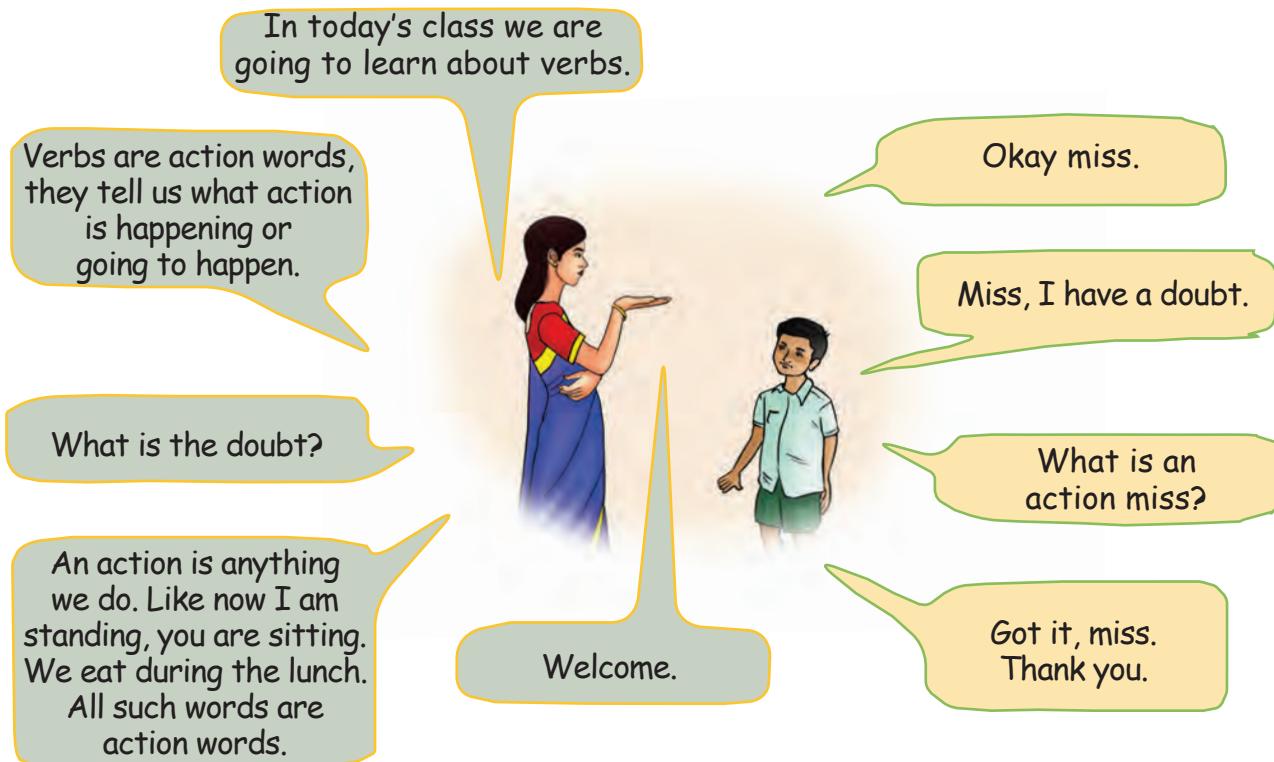
Note to the teacher:

Scan the QR code to listen to the audio. Let the children listen to the audio and answer the question. The listening passage is given at the end.



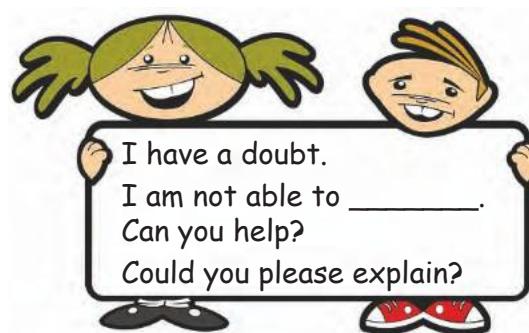
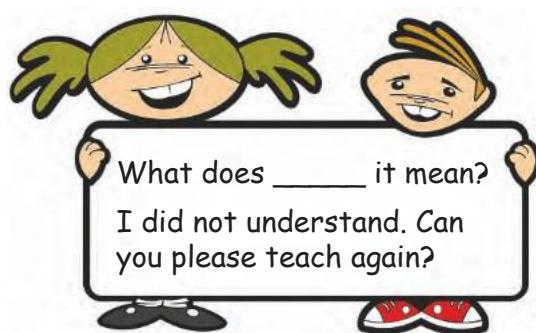
LET US SPEAK

See how they speak at this situation and practise as if you were in that situation. A teacher is teaching the class.



When you have a doubt or you don't understand something in the class. You should always raise your hand and ask your teacher.

Some useful structures to help you:



After clearing your doubt, you should always thank your teacher.

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



LET US READ

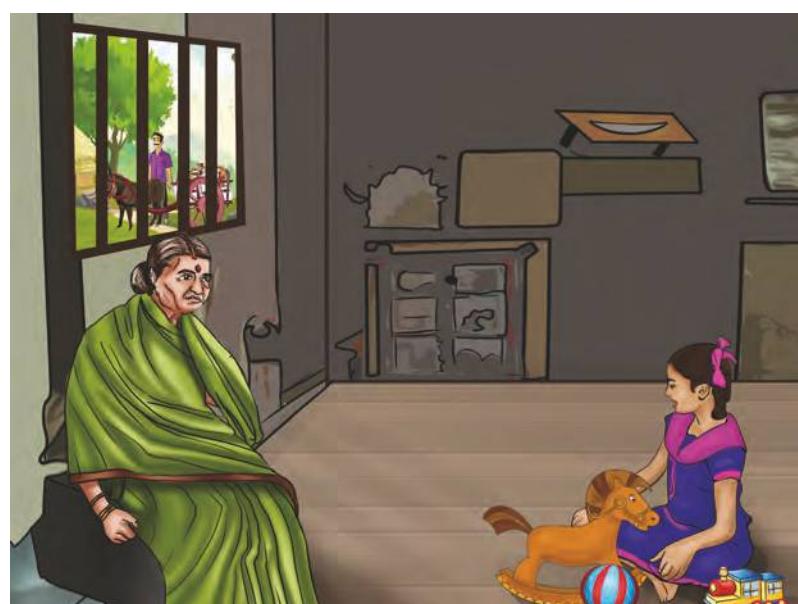
The Mistaken Plate

Once upon a time, there lived a merchant who sold things made of brass and tin. He used to travel across the rivers and mountains to sell. He usually travelled with another merchant, who also sold things made of brass and tin. They also used to buy things made of different metals to melt and use. The second merchant was always greedy as he tried to pay as less as possible.



One day, when they went to a town, they divided the streets of the town. They did not want to disturb each other while selling. They moved through the streets they had chosen and called, "Utensils made of brass and tin for sale!"

In an old house, there lived a woman and her granddaughter. They were once a wealthy family but now lived in poverty. They only had one plate left as a memory of their wealth. The grandmother had kept the plate in memory of her husband.



The greedy merchant passed this house saying, "Utensils made of brass and tin for sale!"

The granddaughter heard him and said to her grandmother, "Ammama, please buy something for me."

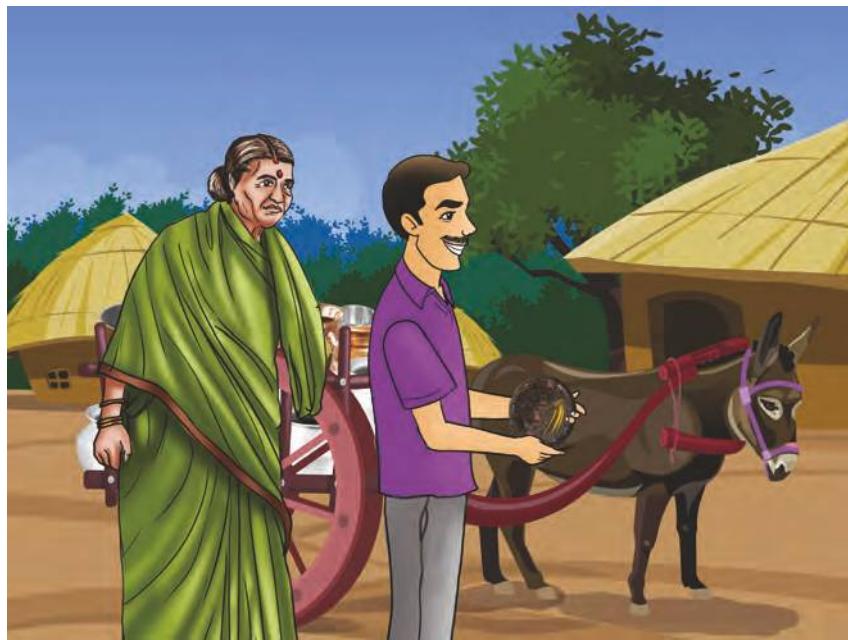


She replied, "Kanna, we do not have money to buy anything. We do not have anything to trade with."

The granddaughter said, "We have that one old plate that we don't use. Let's see what the merchant will offer for it. We can get something we can use."

Ammama called the merchant and showed him the plate. She asked, "Will you take this plate and give any of your utensils?"

The man took the plate and scratched it with a needle. He found that it was a plate made of gold. He said, "What is it worth? Not even one rupee."



He threw the plate on the ground and walked away.

Both the merchants completed their streets. They had decided that either of them could go to any house that the other did not sell in. The other merchant passed the same old house and called, "Utensils made of brass and tin for sale!"

The little girl again asked her Ammama to check.

She said, "Kanna, the first merchant threw the plate and went away. I have nothing else to offer."

The girl replied, "Grandma, that merchant was angry. This merchant looks nice. We may get something."

Ammama asked the girl to call the merchant and show the plate. The merchant took the plate in his hands and found that it was made of gold. He said, "I am not rich enough to buy this plate. This is a gold plate."

Ammama said, "Are you sure? This is gold? The other merchant threw this on the ground and went away."



The merchant said, "I do not know why he did that. If you wish to sell it, take all the dishes you want."

The little girl took some dishes of her choice but, the merchant was not happy. So, he gave all his money, his donkey, his cart and his wares to Ammama. He only kept eight rupees for the ferry home.

He quickly went towards the river. He paid the eight rupees to the boatman to take him across the river. Soon, the greedy merchant went back to the old house. He called the girl and said, "I've changed my mind. I will give you ten rupees for it."

Ammama said, "You considered the plate worthless, but another merchant has paid a huge price for it and took it."



A. Choose the correct answer.

1. The merchants sold things made of _____.
a. gold b. silver c. brass
2. The grandmother had kept the plate in memory of her _____.
a. son b. husband c. daughter
3. In real the plate was made of _____.
a. gold b. silver c. brass
4. The merchant paid _____ to the boatman.
a. ten rupees b. eight rupees c. three gold coins
5. Secondly the greedy merchant is ready to offer _____.
a. ten rupees b. twenty rupees c. horse

B. Whose words are these? Name the character.

1. "Utensils made of brass and tin for sale!" _____.
2. "I am not rich enough to buy this plate. This is a gold plate." _____.
3. "We do not have money to buy anything." _____.

C. Answer the questions.

1. Who lived in the old house?

2. Why did the greedy merchant get angry?

3. Name the things that good merchant offered for the plate

4. What will you do if you have a gold plate?





LET US READ ALOUD

Read the passage and colour one bag each time you read.

There lived a poor but an honest farmer in a village. He supported himself, his wife and seven children using his small piece of land.

One day while he was walking in his field, he found a bag of gold.

He took it home and showed it to his wife. His wife told him to keep some of the gold. He told his wife that honesty is the best policy. He tried to find the person who lost it.

At last, he found that the owner of the bag and gave it back. The rich man took the bag and thanked him.



Read the above passage carefully and answer the following questions.

1. What did the farmer find in the field?
a) a bag full of gold b) a bag full of money

2. What is the main idea of the story?
a) farmer b) honesty



LET US WRITE

Miss Meena has asked the class to write a story as a project. Let us see what the children in her class are doing.

Ravi : Hi! How are you?

Glory: I am good. And you?

Ravi : I am fine. Is your project ready?

Glory: Yes, it is. What about yours?

Ravi : I have not done it yet. Can you give me some ideas for it?

The above structure of talking is called a dialogue. In today's class we will learn to write dialogues.

Step 1: Look at the question and understand the topic.

Step 2: Read the dialogues and understand what they are talking.

Step 3: Think what you will say if you were talking.

Step 4: Write it.

What will Glory say? Do you think you can help Glory by giving some ideas to Ravi?

Glory: You can write a story about the _____ and the _____.

Ravi: Great idea! Thank you!

Glory: _____ Ravi.

Can we try to complete another dialogue now?

Rathi is visiting a shop to buy a pen. Let us try and complete the dialogues between her and the shopkeeper.

Rathi : Hi Akka!

Shopkeeper : Hi! How can I help?

Rathi : I need a _____.

Shopkeeper : Sure. Which colour?

Rathi : Give a _____ pen.

Shopkeeper : Do you need a ten rupee pen or a five rupee pen?

Rathi : Give me the _____ rupee pen.

Shopkeeper : Do you want anything else?

Rathi : _____.

Shopkeeper : Thank you. Goodbye.

Rathi : _____.





I Can Do



A. Choose the word with same meaning.

1. Foot hills - _____.
a. mountain b. small hills c. low hill at base
2. Kingdom - _____.
a. country b. field c. land

B. Tick (✓) the correct one.

	<input type="checkbox"/> bray <input type="checkbox"/> chatter <input type="checkbox"/> mew		<input type="checkbox"/> roar <input type="checkbox"/> hum <input type="checkbox"/> trumpet		<input type="checkbox"/> crow <input type="checkbox"/> hiss <input type="checkbox"/> bleat
Monkey		Elephant		Rooster	

C. Name the animal and sound it makes.



I am a _____.
I _____.



I am a _____.
I _____.



I am a _____.
I _____.

D. Match the rhyming words.

1. say - fall
2. go - day
3. all - grow

E. Fill in the blanks with a, an and the.



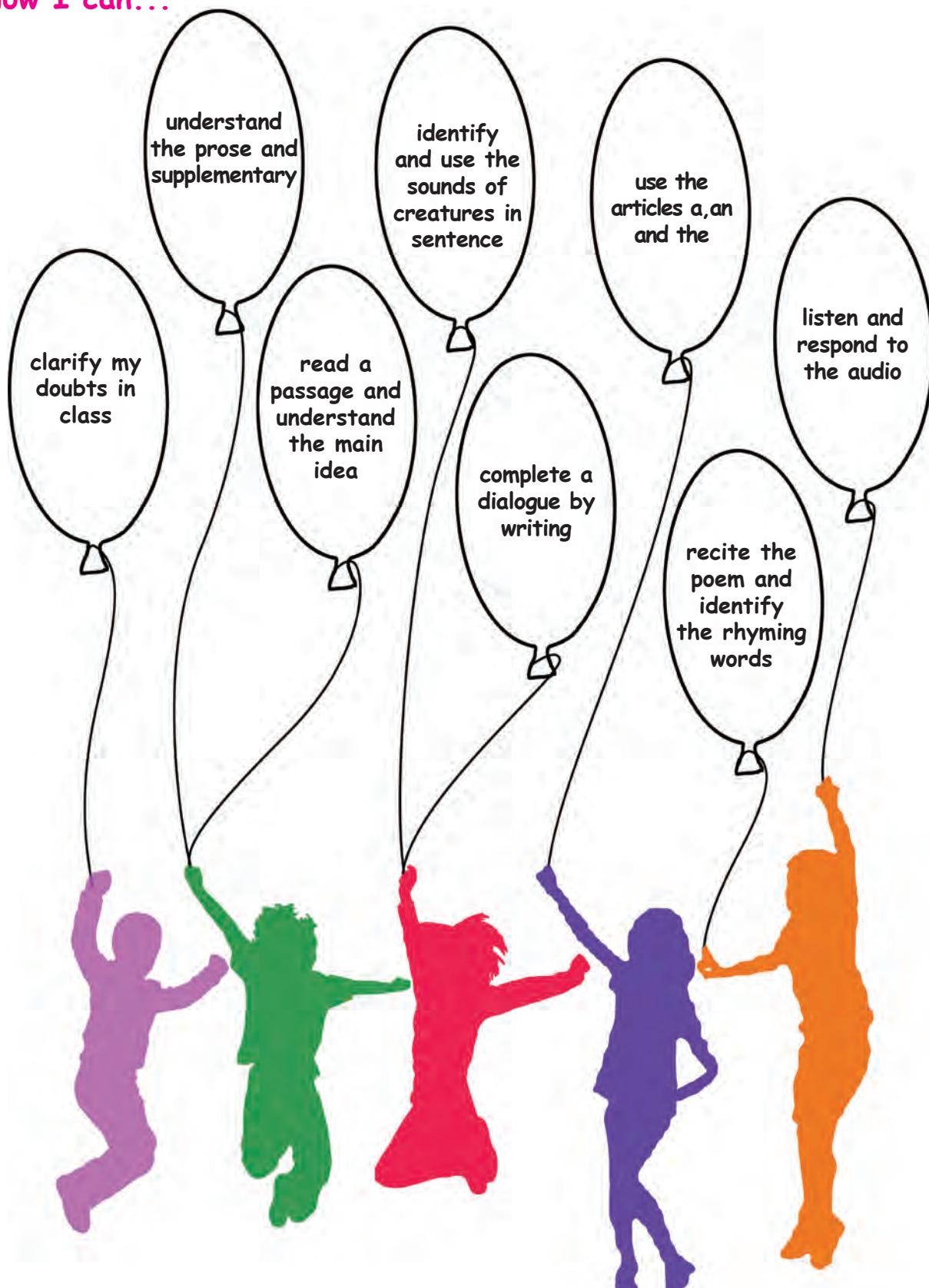
_____Himalayas _____Vaigai _____old man _____Sun





Learning Outcome

Now I can...



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



2

Creativity Around Me

I love to paint.
Do you?





MY LITTLE PICTONARY





LET US LEARN

Bala Spins Magic



It was a hot afternoon in the quiet village of Periya Negamam, near Pollachi. The village has tiled roof houses. Bala and his family lived in one such house. He sat under a tree, waiting for his father. He was going with Appa on a long journey.

A fly buzzed near his ear. The pleasant shade of the tree along with the steady click-clack of the handlooms from the huts nearby made him feel sleepy. He wondered if he could catch some sleep before Appa arrived.

Bala, like most of the children in his village, went to school but always wanted to learn more about things related to his family profession weaving. Veera Thatha had made math easy for Bala by using skeins of yarn in bunches, sometimes adding all the blue skeins and subtracting the yellow skeins and then doubling the reds and taking away the greens. Bala thought, "This was a fun way to learn Math!"



Bala's family came from a long line of handloom weavers. They had perfected the art of drawing, dyeing, warping and weaving the yarn. But it was a hard work. Unless Bala, his mother, father, sisters and cousins helped with the work, Appa could never weave the lengths, he needed.

Bala would often see Appa and Amma weave bundles of cotton into beautiful sarees with checks or patterns. He hoped to weave someday. He would also help Amma and sisters, roll, press and pack the sarees.

Bala wondered, "Amma, why you never wear the beautiful sarees we make?"

Amma said, "I can do that only if we become a very rich family."

Bala woke up suddenly as he felt someone tap his head.

"Are you ready to go?", asked Appa.

"Yes Appa.", said Bala and started counting the bags around him.

Bala was going with Appa to Chennai to help him carry the sarees. Appa said, "We will get a better price for the sarees, if we sell directly to ladies in Chennai than to traders in Pollachi or Coimbatore."

They walked to the bus stop and had to wait for nearly one hour for the bus. It took them to Coimbatore junction, and from there they left in a train to Chennai. The train journey was not very comfortable. "Don't worry Bala. Our return will be more comfortable as we will be able to reserve tickets," said Appa. They reached Chennai and went to Purasaiwakkam, where Appa's friend lived.

The next morning Appa was ready with places to go to sell the sarees. As Bala was new to city traffic, he held father tightly.

Soon, they reached a big house after what seemed like many hours. The guard at the door let them in. They sat in a big hall and unpacked the sarees.





A young boy saw them and called out saying, "Mom! There's a man with two bundles to meet you."

Appa was showing the saree to the lady and trying to sell it to her. He made each saree sound special and unique. He even draped the saree over him to show the design. Soon, the other boy asked, "Mom, can I ask the boy to come and play with me?" Mom said, OK.

"What is your name?" asked the boy.

"Periya Negamam Balakumaran," said Bala. "What's yours?"

"Nithin," said the boy.

Nithin's room was full of toys. Nithin let Bala play with all the toys. Most toys had some electrical control. Since Bala's home does not have electricity, he did not know to play with most of the toys.

In one corner, Bala saw a spinning wheel. Now, this was a toy he knew to play with!

"Do you know what to do with it? I don't know to play with it," said Nithin.

"This is Rattai. Do you have some cotton?", asked Bala. Nithin did not have.



Bala dug Appa's bag to get some cotton. Bala took the cotton fluff and attached it to the spinning wheel, and turned the wheel all the while.

"You can do magic!", shouted Nithin, "Can you teach me?"

"Not like that. Do it this way. Here, hold this. Spin this!", said Bala.

Bala had a wide smile across his face. Nithin struggled but soon learnt to spin.

Soon they stepped out. Appa had sold many sarees to the lady.

"Mom! Mom! He taught me magic," said Nithin.

Nithin's Mom laughed and said, "Well naturally, his father is a magician too. A weaving magician."

"Yes! I will tell all my friends in school that a magician from Periya Negamam taught me this magic."





Glossary

weave	form by interlacing long threads.
subtract	take away from another to calculate difference.
warp	twist out of shape.
uncomfortable	causing physical pain.
drape	arrange loosely



LET US UNDERSTAND

A. Fill in the blanks.

1. Appa weaves beautiful sarees with _____.
2. _____ had made Math easy for Bala.
3. Nithin had many _____ toys.
4. Bala's home doesn't have _____.
5. Nithin's mom said that Bala's father is a _____ magician.

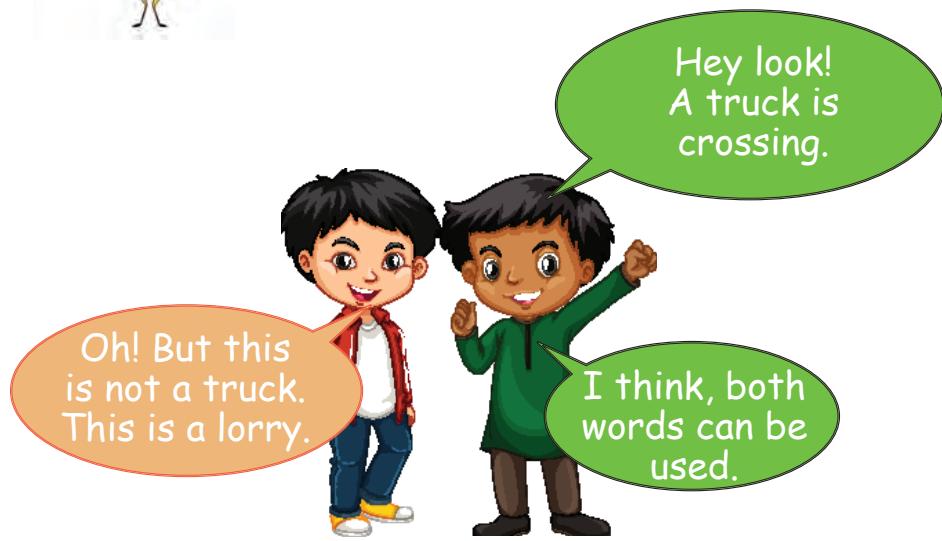
B. Answer the questions.

1. What did Bala want to learn?
2. How did Bala help Amma and sisters?
3. Why did Bala go to Chennai with his father?
4. What did Bala teach Nithin?
5. What would you like to learn in school? why?





LET US BUILD



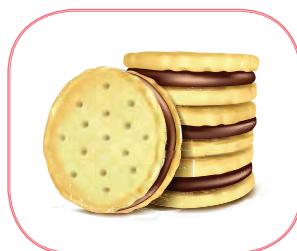
Some words are used to indicate same thing.

taxi

chocolate

biscuits

football



cab

candy

cookies

soccer

Let us learn more words with similar meanings.

eraser	rubber
movie	film
dustbin	trash can
torch	flashlight
post	mail
flat	apartment

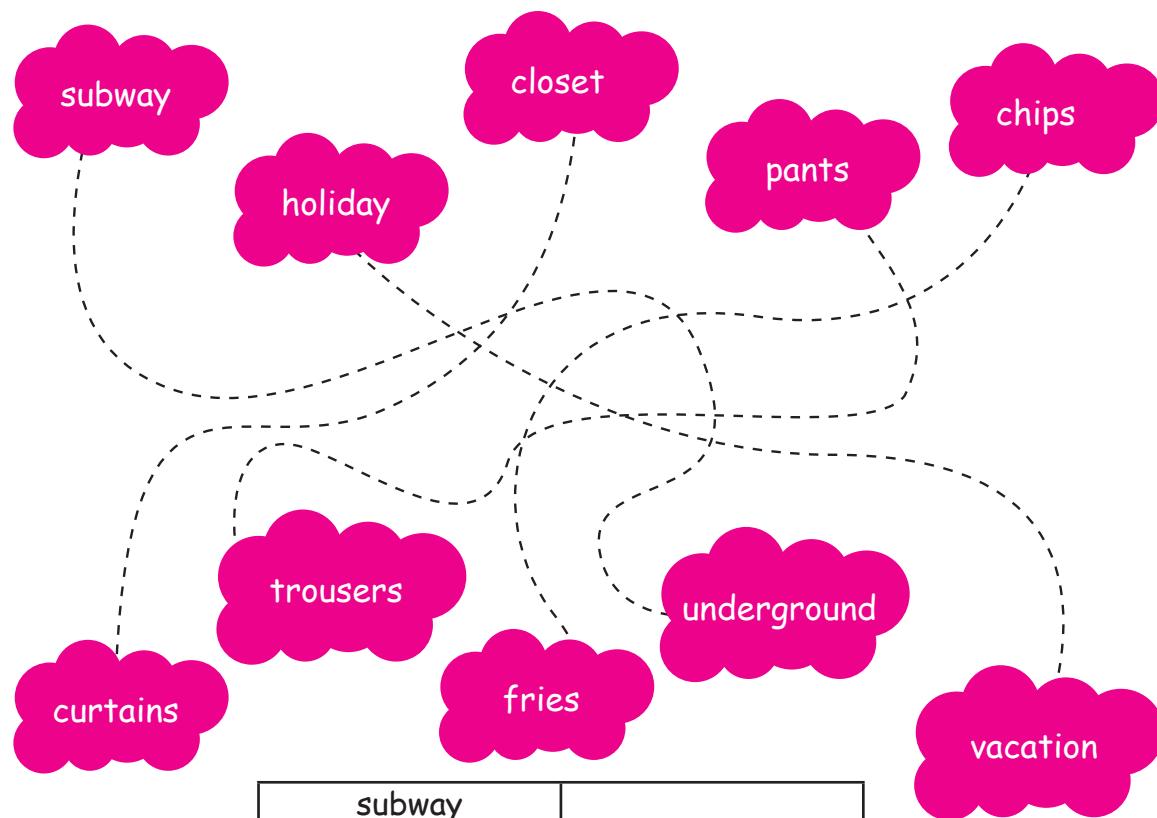
purse	wallet
game	match
motorbike	motorcycle
elevator	lift
sink	washbasin
queue	line





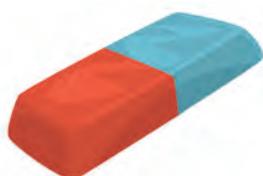
A. Let us learn a few more words by joining the dots.

Join the dots and fill the table below.



subway	
holiday	
closet	
pants	
chips	

B. Write the words with same meaning.



eraser - _____



post - _____



dustbin - _____



purse - _____



tap - _____



pants - _____



chips - _____



queue - _____



LET US SING



The Painter

Sitting on the cold mud floor,
She paints the valley and hill,
Giving life to the canvas shore,
Sees the brush bend to her will.

Her canvas used to be colourless,
Until she learnt that her brush's strokes,
Are not always aimless,
The flow of paint never chokes!

She dips her brush,
To draw the big black panther,
Her legs never in a rush,
She moves them like a dancer!

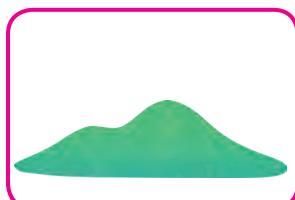




Glossary

bend	shape into a curve.
strokes	gentle movement of hand.
chokes	stops.
dip	put something in liquid.

A. Name the pictures and match it with the rhyming words.



—

dancer



—

floor



—

will



—

rush

B. Answer the questions.

1. What does she paint?

2. Does the brush bend to her will?

3. How does she move the brush?





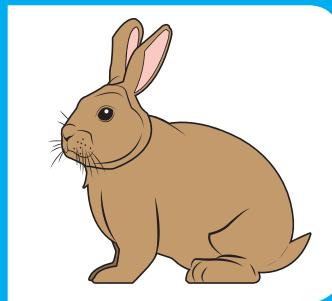
LET US KNOW



The rabbit has long ears.

The word **long** tells what kind of ears the rabbit has.

Long describes the rabbit's ears.



This is a green house.

The word **green** tells us the colour of the house.

Green describes the house's colour.

Kasthuri has three colourful balloons.

Three and **colourful** tells us more about noun balloon.
Three describes number and colourful describes quality.



Words that describe noun are called adjectives.

The adjectives give more detail about the noun's size,
shape, colour and count.





A) Match the adjective with the appropriate picture.



brave



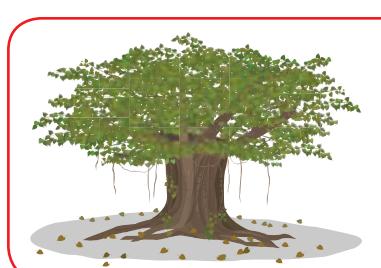
shady



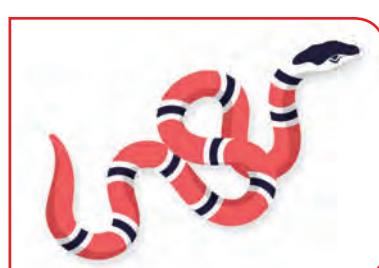
long



spicy



sweet



fast

B) Use the picture and the words to write the adjective.



long

1. The giraffe is _____.

round

2. Its neck is _____.

thin

3. Its eyes are _____.

yellow

4. Its skin is _____.

tall

5. Its tail is _____.



soft

1. There are _____ birds.

small

2. The bird's feather is very _____.

blue

3. The colour of the birds is _____.

three

4. It is _____ in size.

hungry

5. The babies are _____.



C) Use adjectives you think for each of these words. You can write more than one adjective.

1. a _____ boy.
2. a _____ wind.
3. a _____ flower.
4. a _____ friend.
5. a _____ sun.

Clever	stormy	beautiful
dusty	good	hot bright
	cloudless	honest
	lovely	fat tall

D) Match each sentence to the correct picture by writing the number in the box.

1. A brown and white puppy is having fun.
2. Wild animals are in the thick forest.
3. A cute boy is painting with green colour.
4. A naughty boy is riding horse with his sleepy dog.



LET US LISTEN



Listen to the audio and tick (✓) true or false.

1. It is a breakable pencil. True/False
2. It has double spring mechanism. True/False
3. It absorbs the pressure. True/False
4. You can't hold the pencil hard. True/False
5. It gives confidence and peace of mind. True/False

Note to the teacher:

Scan the QR code to listen to the audio. Let the children listen to the audio and answer the questions. The listening passage is given at the end.



LET US SPEAK

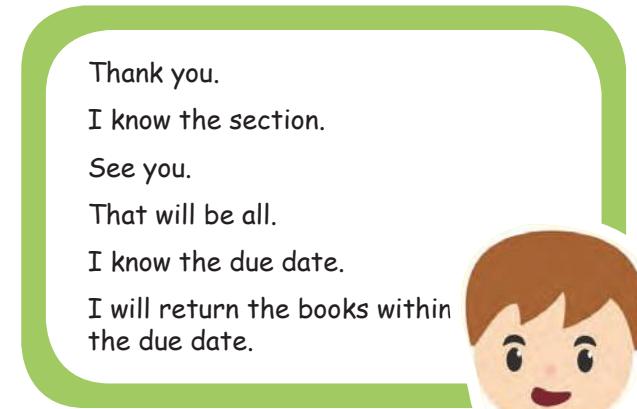
Borrowing a book from public Library.



Phrases that are useful for this situation.



How are you doing today?
I need help with something.
I can't find the book I want.
I need to return a book.
I want to check these books out.
I am looking for _____.
Can you show me the shelf?



Thank you.
I know the section.
See you.
That will be all.
I know the due date.
I will return the books within the due date.

Note to the teacher: Make the children know how to borrow books from the library and make them use these structure to borrow books from the class library.



LET US READ

The Wooden Toy

Once there was a village circled by mountains and many big trees. It was the home to many wild animals, especially wild dogs. They used to hunt not only the animals in the forest but, also the domestic animals in the village. This affected the farmer who lived near the edge of the forest with his son the most.

Mugund was the son of the farmer. He was good at creating many things. Every day he went into the forest to collect dry wood. He used to make dolls using the dry wood. Mugund's art was very famous in the town. Children used to play with his dolls, mostly known as marapachi bommai.



Long ago, the wild animals hunted Mugund's mother. That incident made Mugund hate wild animals. In memory of his mother, he carved a wooden statue of his mother and prayed every day. One night, he woke to hear his mother's words, "Do your part in eradicating the use of plastics through your art because plastic is a great risk to the environment."

So, he started selling wooden toys at a cheap rate. He was also clever at making handicrafts. He learnt the art from his grandfather. In the beginning, he made dolls for children, using dry wood. Then, he was making statues of any photo that was shown to him.



His father owned nothing but a flock of sheep and a piece of land. Also, he worked hard to keep the farm running. He was rearing some animals like goat, cow and hen. His father took all the cattle to pasture every day. When he returned home, he would always count all the animals. One day, when his father returned, he saw that some animals were missing. His father was unable to sleep because the losses of the animals kept increasing. Mugund was worried about his father. He had to do something.

He had an idea. He made a wooden drum because the massive noise from the drum would help his father to drive out the wild animals. Mugund's father was happy because the drum threatened the animals. But, the animals came back as soon as the drumming is stopped. His father could not be awake all night. So, the wild animals started attacking only at night. The restlessness and worry made the father ill.

The next day, Mugund went into the forest to find a hollow log of cedar. But, he could not find it. His friend told him to cut the raw wood. But, he refused.



Think why it is a good decision not to cut and use the living tree.

Mugund felt that his mother was still living in each tree. At last, they found some wood and brought it home. Mugund went to bed a little early. His father was beating the drums to drive all the animals away.

Suddenly the sounds of the drum stopped. Mugund's father was tired, and he slept. Nearly twenty-five animals got attacked that night. Then, Mugund





thought of designing some wooden tigers and some wooden people to place on the farm. So, the animals would be afraid as the people were still awake.

From that day onwards, the farmer and his son had a good sleep. Most of the landowners ordered wooden animals from Mugund. They wanted to save their crops and farms.

Soon, Mugund started selling toys to all corners of the land. This led to a demand for wooden dolls over plastic ones. He was happy that he was able to take part in saving the world through his art.



A. Choose the best answer.

1. Mugund made _____ using the dry woods.
a. pots b. dolls c. cups d. deer
2. In memory of his mother, he carved _____ statue.
a. golden b. silver c. wooden d. brass
3. _____ is a great risk to the environment.
a. paper b. cotton cloth c. plastic d. wood
4. Mugund learnt the art from his _____.
a. father b. mother c. grandfather d. uncle
5. _____ was helpful for his father to drive out the wild animals.
a. drum b. wooden tiger c. wooden doll d. clay doll

B. Write True or false.

1. Mugund loved wild animals.
2. Mugund did not cut the raw wood.
3. He started selling wooden toys at a high price.

C. Answer the questions.

1. How did Mugund's mother die?
2. What did his mother say in his dream?
3. What incident made Mugund make a wooden drum?
4. Why was his father unable to sleep?
5. Which problem do you think you can solve with art? How?

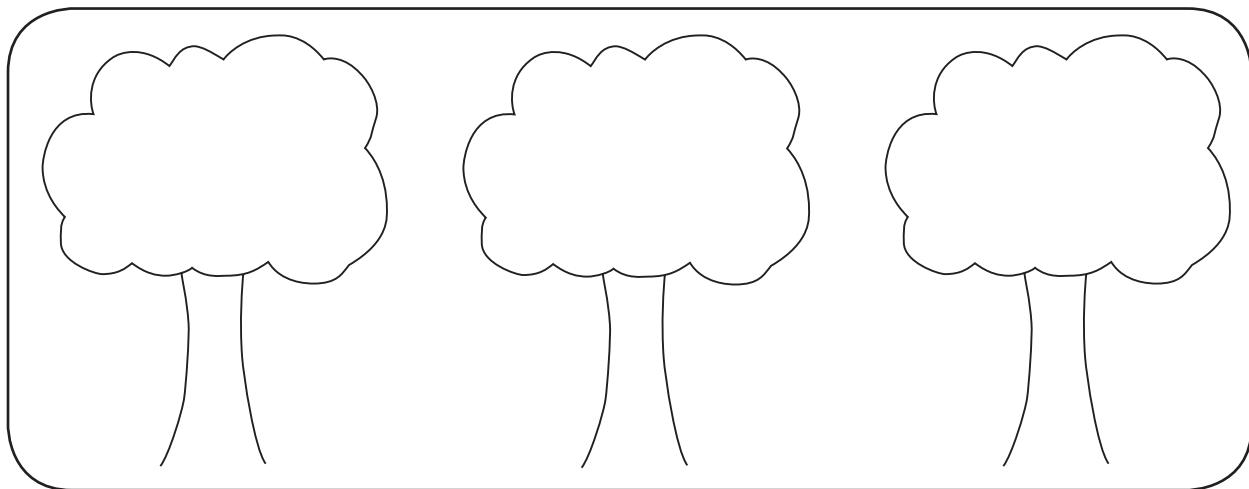




LET US READ ALOUD

A. Read the passage 3 times and colour the trees for each time.

Trees help us in many ways. The colour green is calming and heals your worries. By planting and caring for trees, we help improve our surroundings, as they give fresh air. When air is dirty the people of Delhi suffered a lot. But people of Madhubani district in Bihar have shown how art can be used to make our air clean. So that people made paintings on trees to stop people from cutting the trees.



1. Bihar people saved trees by
_____ painting.



Kalamkari



Madhubani

2. What is the main idea of the story?

_____.



LET US WRITE

Let us learn to write a paragraph.

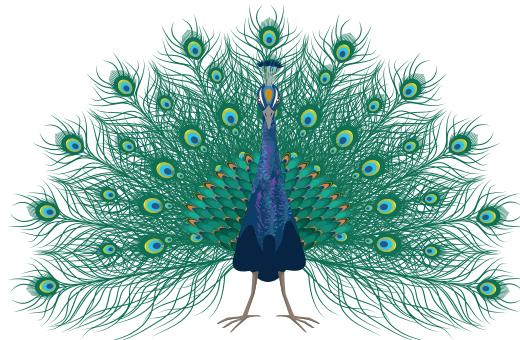
Step 1 : Write a sentence about the topic.

Step 2 : Write fun detail about the topic.

Step 3 : Write fun detail about the topic.

Step 4 : Write fun detail about the topic.

Step 5 : Write a ending sentence with your feeling about the topic.



Peacock is a beautiful bird.

It has long colorful feathers.

The male bird dances beautifully.

Peacock is our national bird.

I like Peacock as it has
colourful feathers.



Do you want to try to write your own paragraph now?

Write a paragraph on Cow.

1. _____
2. _____
3. _____
4. _____
5. _____



Write a paragraph on Monkey.



1. _____
2. _____
3. _____
4. _____
5. _____

Write a paragraph on Palm tree.

1. _____
2. _____
3. _____
4. _____
5. _____





I Can Do

1. Choose the correct option.

1. We _____ yarn to make sarees.
a. weave b. water c. knead
2. The brush _____ to her will.
a. grow b. bend c. chokes



2. Match the words with similar meaning.

- | | | |
|----------------|---|--------|
| 1. truck | - | subway |
| 2. underground | - | lorry |
| 3. tap | - | wallet |
| 4. purse | - | faucet |

3. Write the words with same meaning.

Torch	Sink	Flat
_____	_____	_____

4. Recite the poem **The Painter** with correct intonation.

5. Match the rhyming words.

- | | | |
|------------|---|--------|
| 1. strokes | - | floor |
| 2. shore | - | rush |
| 3. brush | - | chokes |

6. Describe the picture with adjectives.



The apple is _____.

It tastes _____.

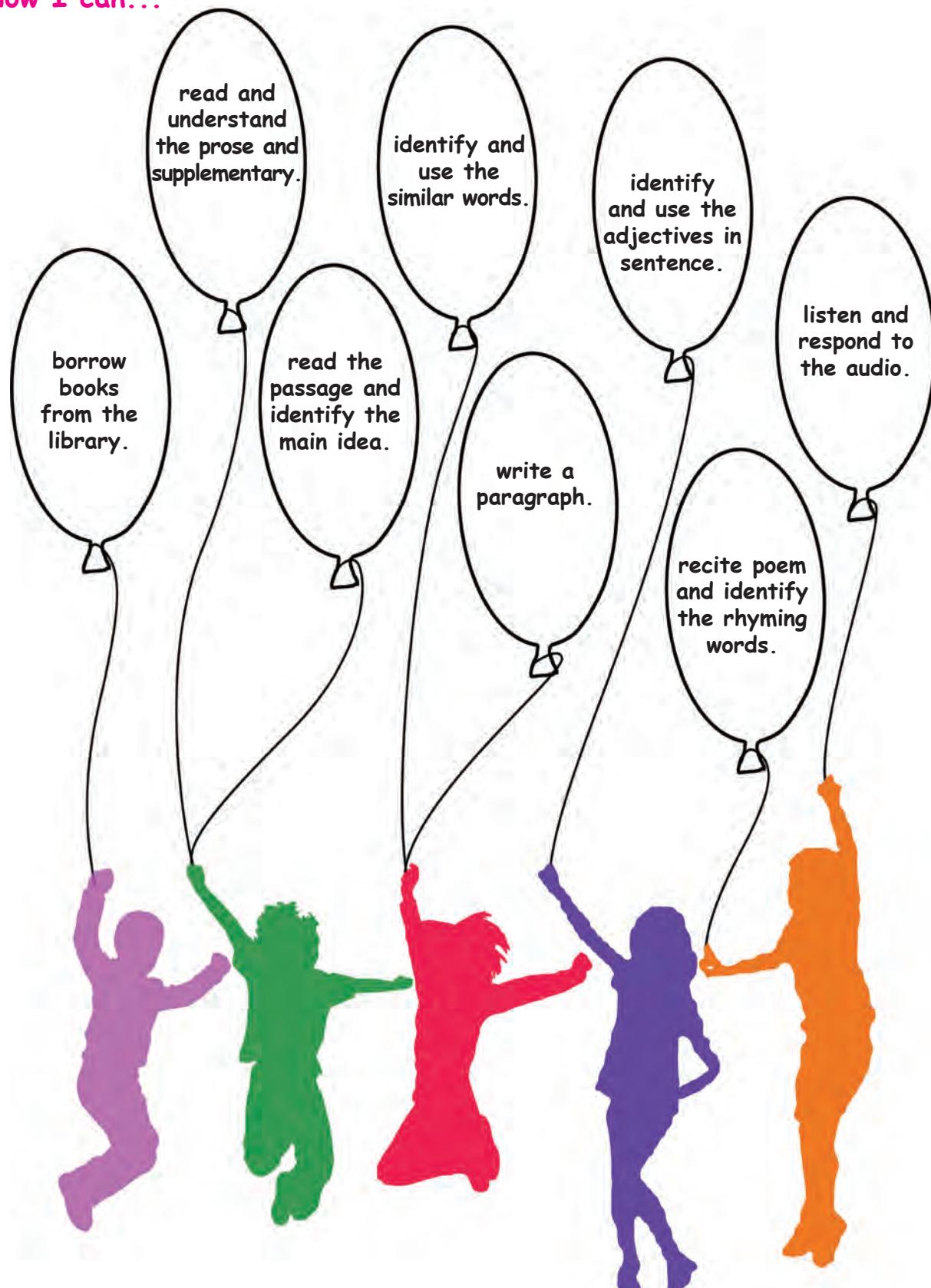
It is _____ in shape.





Learning Outcome

Now I can...



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



3

Secret of Success



I will never give up until I basket the ball. Will you?



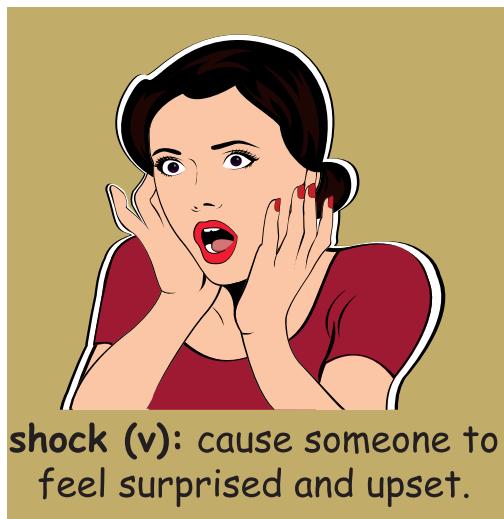
MY LITTLE PICTONARY



award (v): a prize given to recognize an achievement.



technologist (n): an expert in any technology.



shock (v): cause someone to feel surprised and upset.



magic (n): tricks, such as making things disappear and reappear, performed as entertainment.



rub (v): move one object against another.



LET US LEARN

The Struggling Star



Farhan and his father are reading the newspaper, the favourite part of his morning. He gets up, brushes his teeth, drinks his milk and sits with his father to read the news every day.

Farhan: Abbu, what is this y-o-u-n-g leaders award?

Father: It is young leaders award. It is given to only 17 people from around the world every year. It recognizes the effort they have taken to make the world a better place.

Farhan: Wow! Only 17? I am so proud that an Indian has got this award.

Father: Do you know why he got it?

Farhan: No, can you please tell me?

Father: I am happy that you asked. It is very important to not only be proud when we see or hear such news. We should also...

Farhan: Learn from it! Yes, Abbu I remember this.

Father: Very good! Kartik is a technologist who has not let his disability stop him from learning. Not only that, he has empowered other people with disabilities to be successful IT engineers.

Farhan: What disability?



Father: Kartik is a blind. Let me tell you the story of his childhood. Kartik studied in Delhi Public School in New Delhi. He was a smart and bright student. Kartik did well in all subjects but he liked science the most. Everything was good for Kartik till his 10th standard. After scoring full marks in 10th standard public exam, Kartik wanted to study Science in 11th and 12th standard.

Farhan: I am sure he got it. He got full marks in 10th exam!

Father: No. Actually, the government rule in Delhi did not allow blind children to study Science after 10th standard.

Farhan: I do not think that's fair. Everyone should be able to study what they like!

Father: This is what Kartik also felt. He loved Science and he wanted to study that. He refused to let his disability come in the way. He challenged the government and held campaigns to get permission. Finally, after nine months, he got permission to study Science. Not only that, he made sure that all blind students have permission to study Science if they want!

Farhan: Wow! 9 months! It is so long! I am sure I would have given up.

Father: Change takes time Farhan. We should work hard and be patient if we want to see change happen around us. Like Kartik who was the first blind student in India to study Science.

Farhan: What did Kartik do after that?

Father: Kartik's dream and passion were never limited. His love for Science helped him get more than 95% in his 12th board exam. His dream was to study in an IIT. Indian Institute of Technology is one of the best colleges in our country!

Farhan: I want to study in IIT too!

Father: Good! But only if you want to study Science. Every subject has different best colleges. We will talk about that some other day.





So, as I was saying, he wanted to study in the IIT But none of the sixteen IITs in India enrolled him.

Farhan: What? Again?

Father: Yes, Kartik was sincere and learnt well. He was also very good at Science. But our colleges did not recognize his talent and treated him unfairly.

Farhan: Then? Did he change their mind too?

Father: Yes, he did! After many months he made the colleges open their doors to blind students. This helped nearly 15 blind students to study engineering in these colleges.

Farhan: He must be a strong person.

Father: Yes, he is strong. He is strong in his beliefs and learnings. He is strong in the effort he puts. What do you think he did after that?

Farhan: He must have studied in the IIT.

Father: No, he did not. He got an admission to study at Stanford University in the USA. It is one of the best universities in the world. He went there and studied computers.

Farhan: Amazing!

Father: He also started two more companies that aim at helping children with disabilities reach their full potential. He believes that education and technology are important to ensure children learn and sustain themselves. He says that he will try for many more months and years to come to make sure that all the 130 crore people reach their full potential.

Farhan: He is inspiring. I will also work hard and achieve my dreams, even if I don't always have the support I need.

Father: Very good! If we work hard, there will always be support for us. Sometimes the support comes from outside, but many times it comes from within us. Now, go and get ready. It is time to go to school.

Farhan: Yes Abbu.





Glossary

recognize	to know/ accept someone or something.
empower	to give the authority or power
campaigns	activities for some specific purpose
potential	talent/ ability
sustain	keep going
inspiring	to influence/ attract



LET US UNDERSTAND

A. Choose the best answer.

1. Kartik is a _____.
a) deaf b) blind c) dumb
2. The Delhi government did not allow blind children to study Science after _____.
a) 8th standard b) 10th standard c) 12th standard
3. Finally, _____, he got permission to study Science.
a) after 11 months b) after 7 months c) after 9 months
4. He got an admission to study at Stanford University _____.
a) in the USA b) in the UK c) in Russia

B. Answer the following questions.

1. What subject did he like the most?
2. How many marks did he score in his 12th board exam?
3. What was his dream ?
4. Is there something that you will struggle for? why?
5. What was Farhan's father's advice to his son?



LET US BUILD

Two cows are grazing in the fields.



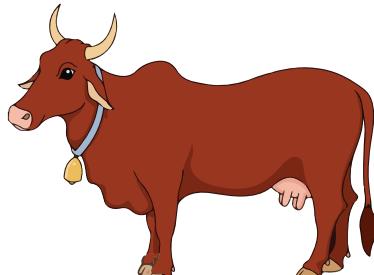
It is actually a bull and a cow grazing in the fields.



It is like a boy and a girl.



Bull



Cow



Gender of a noun indicates whether a person or animal is male or female.

Masculine nouns are words used for men, boys and male animals.

Feminine nouns are words used for women, girls and female animals.

As Ranjani introduces her family members to us, we can identify the masculine and feminine nouns in the family .

Hi friends. Meet my grandfather.



This is my grandmother.



He is my father.



He is my brother.



He is my uncle.



She is my mother.



She is my sister.



She is my aunt.



The same is for the animals. Let us look at masculine and feminine names for the animals.



rooster	hen

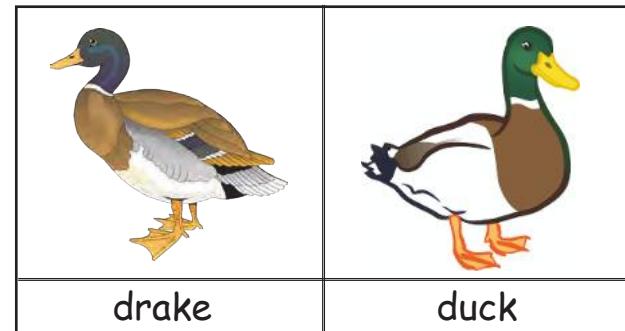
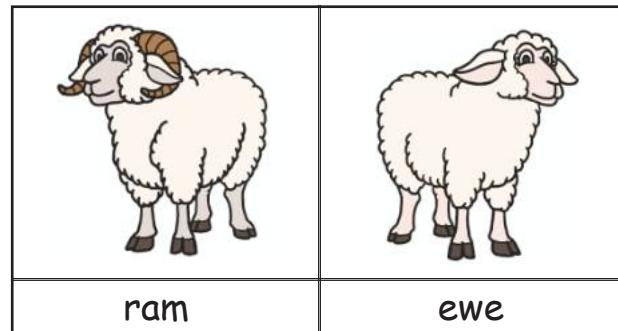
peacock	peahen

stag	hind

lion	lioness

stallion	mare

fox	vixen



A. Match the masculine noun with the feminine noun.

- | | |
|-----------|------------|
| 1. Son | - princess |
| 2. Tiger | - heroine |
| 3. King | - daughter |
| 4. Prince | - queen |
| 5. Hero | - tigress |

B. Change the masculine noun to feminine noun in the given sentences.

1. My uncle presented me a watch. _____
2. A young man was driving the car. _____
3. May I come in sir? _____
4. The waiter took the order. _____
5. The rooster scratched the earth for worms. _____

C. Complete each sentence by using the following words.

uncle bride bulls niece king

1. Farmer John has four cows and two _____.
_____.
2. The bridegroom and the _____ entered the hall.
_____.
3. The _____ and queen attended the court.
_____.
4. Charles greeted his _____ and aunt.
_____.
5. I played with my nephew and _____.
_____.



LET US SING



Never Give Up

The fisher who draws his net soon,
Won't have any fish to earn.

The child who shuts up his ears soon
Won't have the chance to learn

One who tackles the huddles to fend
May win the world at the end.

Don't feel down when you are slow
Keep moving and let your life glow

Let us persevere at work or play,
And never give up all day.



Glossary

chance	opportunity
fend	to defend
persevere	put effort continuously
sincere	truthful
tackle	to solve

A. Match the following rhyming words.

1. earn - glow
2. fend - day
3. slow - learn
4. play - end

B. Fill in the blanks.

1. If the fisher draws his net soon, he won't get _____ in the net.
2. The child won't _____ anything, if he closes his ears.
3. A person who overcomes problems, will get _____ at the end.
4. Keep moving though your progress is _____.
5. Work or play, let us _____.

C. Appreciation questions.

1. Why should a fisher wait?

2. Who wins the world at the end?

3. What happen to a child who shuts his ears?

4. Do we worry when the progress is slow?

5. What should we do for success?



LET US KNOW



Present continuous tense is used to describe the actions that are happening at moment of speaking or unfinished actions

Present

Past

Past Participle

Present Participle

play
plays

played

Played

playing

The present participle form is used in present continuous tense with auxiliaries **am**, **is** and **are**. Come let us use it

I am playing cricket.	We are playing cricket.	He is playing cricket.
	You are playing cricket.	She is playing cricket.
	They are playing cricket.	It is playing cricket.

Use **watch** in correct verb form to complete sentences.

1. I **am watching** TV.

2. We _____ the show.

3. You _____ his dance.

He _____ TV with his friends.

She _____ her father cook.

It _____ the sky.

They _____ the match.





Let us see when to use present continuous tense.

Actions that are happening now.



She **is speaking** over phone now.

They **are watching** tv.

Fixed actions in the near future.



She **is going** to Trichy on Saturday.

Mary **is going** to a new school next term.

Say what they are doing now?



She _____.

Leema _____.

Nalini _____.



Peter _____.

He _____.



Change the sentence into present continuous tense.

1. I **read** the story.

_____.

2. She **plays** the piano.

_____.

3. Pinku **works** in a power plant.

_____.

4. Ananthi **helps** her friend Janu.

_____.

5. They **draw** picture of a boy.

_____.

Complete the story using present continuous tense.

Shaheen : Hello, Varun?



Varun : Tell me Shaheen.

Shaheen : What are you doing?

Varun : I _____.

Shaheen : Good. What is your Dad doing?

Varun : He _____.

Shaheen : Your Mom?

Varun : She _____.



LET US LISTEN



Listen to the audio and respond to the following questions.

1. It is _____ in Canada.
a) rainy b) snowy c) foggy
2. The weather is sunny in _____.
a) Mexico b) Canada c) Japan
3. The weather in England is _____.
a) cloudy b) cold c) foggy
4. The weather is hot in _____.
a) Australia b) France c) Russia
5. It is so cloudy in _____.
a) Canada b) Japan c) Mars

Note to the teacher:

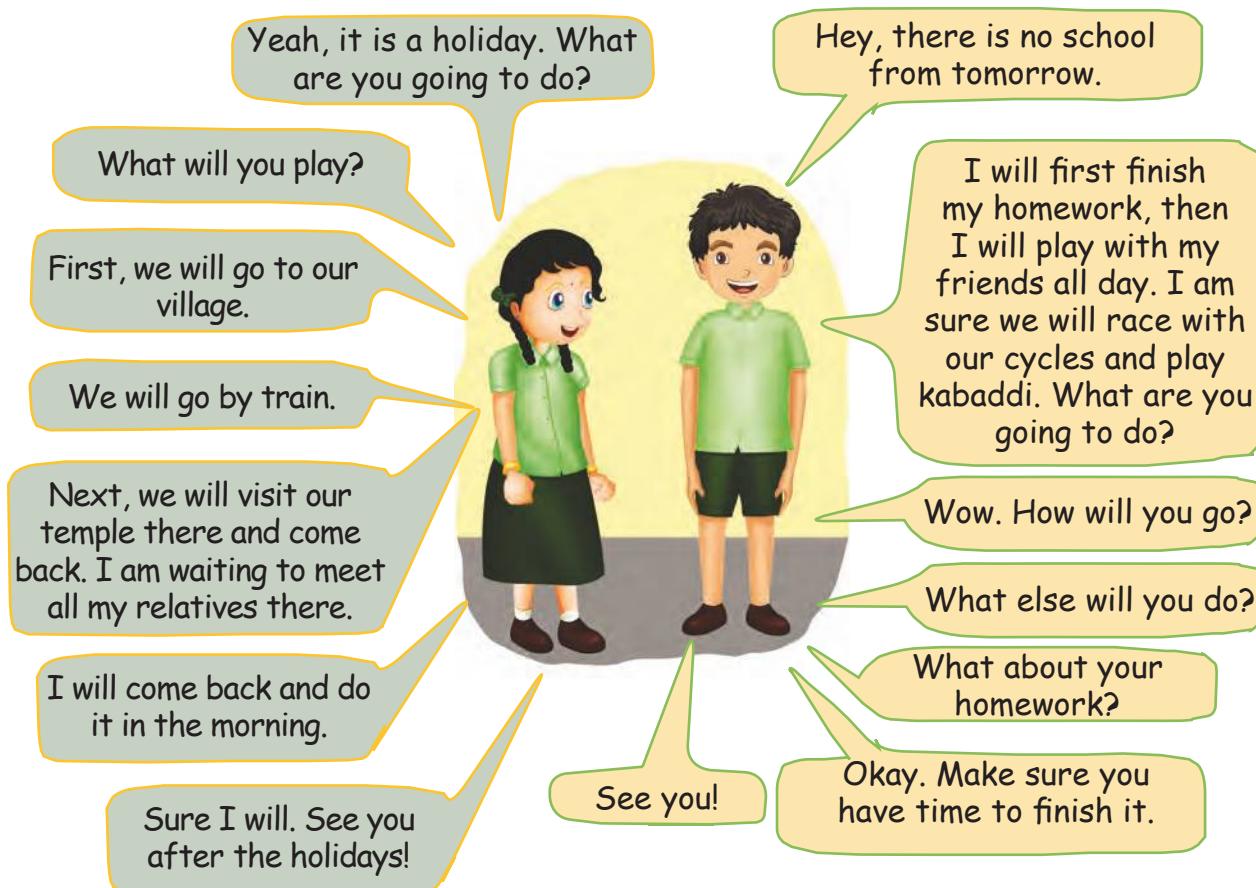
Scan the QR code to listen to the audio. Let the children listen to the audio and answer the question. The listening passage is given at the end.





LET US SPEAK

A boy and a girl are talking about their holidays.



When you want to talk about things to do in the holiday, you should always ask your friends and get to know more.

Some useful structures to ask:

- Where are you going?
- What are you going to do?
- What will you do after that?
- What will you do before that?
- When will you _____?
- How will you reach there?
- How long does it take to reach there?

Some useful structures to answer:

- I am going to _____.
- I will travel by _____.
- It takes _____ hours to reach.
- First, I will _____. Then, I will _____. I will also _____.

Note to the teacher:

Make the children know how to express their holiday plan and experience.



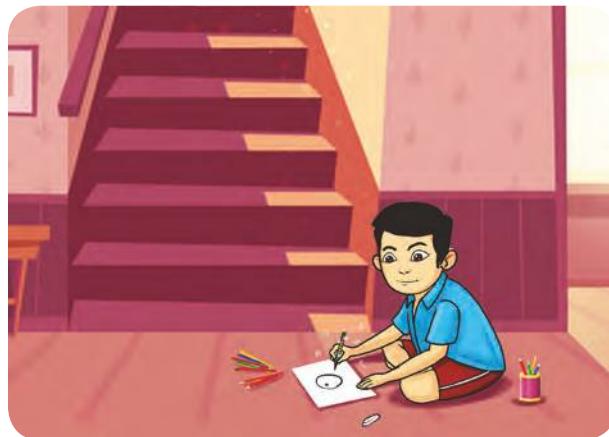
LET US READ

The Magic Pencil

Chris was a little boy who enjoyed going to school and doing all sorts of things except art and writing. Using brushes and pencils was not easy for him. So, his artwork was never a happy ending, and he would give up quickly.

But one day Chris found a pencil of such lovely colours that he could not resist and he tried to draw a circle. As always, it did not go well, he was about to throw the pencil away. Just then, his drawing began to speak to him.

"Hey! Are you going to leave me like this? At least draw me a pair of eyes," said the drawing. Chris was shocked, but he managed to draw two little spots inside the circle.



"Much better, now I can see myself," said the circle, looking around at itself. "Ahh! What have you done to me?"

"I don't draw very well," said Chris, trying to make excuses.

"OK. No problem.", said the drawing. "I am sure that if you try again, you'll do better. Go on, rub me out!" So, Chris erased the circle and drew another one. Like the first one, it was not a perfect round.

"Hey! You forgot my eyes again!"



"Oh, yeah."

"Hmm, I think I have to teach you how to draw until you can do me well," said the circle with its quick, squeaky little voice.

Chris, who was still shocked, thought that this was a good idea. He immediately found himself drawing



and erasing circles. The circle would not stop saying "Rub this out, but carefully; it hurts," or "Draw me some hair, quickly, I look like a lollipop!" and other funny remarks.

After spending the whole afternoon together, Chris could now draw the little figure much better than most of his classmates. He was enjoying it so much that he did not want to stop drawing with this crazy new teacher of his. Before going to bed that night, Chris gave his new teacher a hearty thanks for teaching him to draw.

"But I didn't do anything!" answered the little drawing.

"Don't you see that you've been practising a lot, and enjoying it all the while? I bet that's the first time you've done that!"

Chris stopped to think. The truth was that he had drawn so badly because he had never practised more than ten minutes at a time. He had always done it angrily. So, what the little drawing had said was correct.

"You are correct, but, thank you," he said. He carefully kept the pencil in his school bag before going to sleep.

The next morning Chris jumped out of bed and went running to find his pencil, but it was not there. He searched everywhere, but there was no sign of it. The sheet of paper on which he had drawn the little figure, although still full of rubbing out marks, was completely blank. Chris was worried and he did not know whether he had spent the previous afternoon talking with the little man or he was dreaming all of it.

So, to settle the matter, he took a pencil and paper and tried to draw a little man.



Say whether he can draw well now or not. If yes, why?

It turned out not bad at all, except for a couple of rough lines. He imagined his little teacher telling him to rub and fix them. Chris gladly rubbed out those bits and redrew them. He realised that the crazy little teacher had been right: it made no difference whether you had the magic pencil or not.





To learn to do things, you only needed to keep trying and to enjoy while doing so.

From that day on, whenever Chris tried to draw, paint or do anything else, he always had fun imagining his drawing telling him "Come on, my friend, do me a bit better than that! I can't go out looking like this!"

A. Choose the best answer.

1. Chris enjoyed doing all sorts of things except, writing and _____.
a. singing b. art c. acting
2. One day Chris tried to draw a _____.
a. rectangular b. circle c. triangle
3. Pencil asked him to draw _____.
a. pair of eyes b. pair of ears c. face
4. Draw me some hair, quickly, I look like a _____.
a. princess b. lollipop c. prince
5. Before going to bed that night, Chris gave his new teacher a _____.
a. hearty thanks b. costly pen c. a ring

B. Answer the following questions.

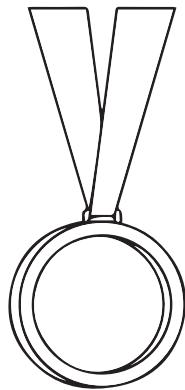
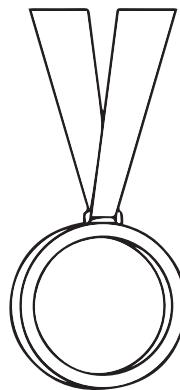
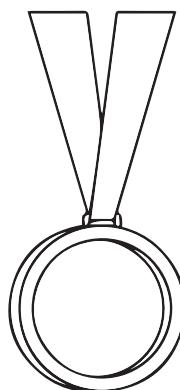
1. What was the truth finally learned by Chris?
_____.
2. How can we do our work better?
_____.
3. Why did he rub the circle again and again?
_____.
4. Why was Chris worried?
_____.
5. What is the one thing you will try and improve after reading the story?
How?
_____.



LET US READ ALOUD

A. Read the passage 3 times and colour the medal each time.

The school was decorated for the Annual Sports Day. The children came to the running track to cheer the runners. The next event was 800 meters running. Megala was in the race. She wanted to win the race, but the other runners were district and divisional winners. The race started. All had to finish two laps. At the end of the first lap, Megala was in the fifth place. Suddenly, she fell on the ground. Everyone ran to help her. But before that she got up and started to run. All children and teachers cheered her. She had come last, but the headmaster gave her a special prize.



Answer the following questions.

1. What was the event Megala participated?

_____.

2. Why did everyone support Megala?

_____.

3. What is the main idea of the story?

_____.

4. Why did the headmaster give Megala a special prize?

_____.





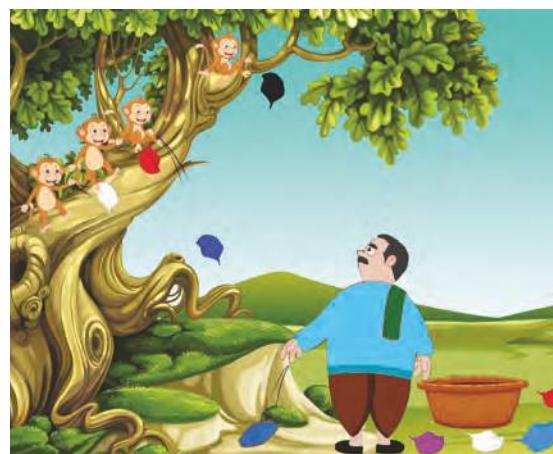
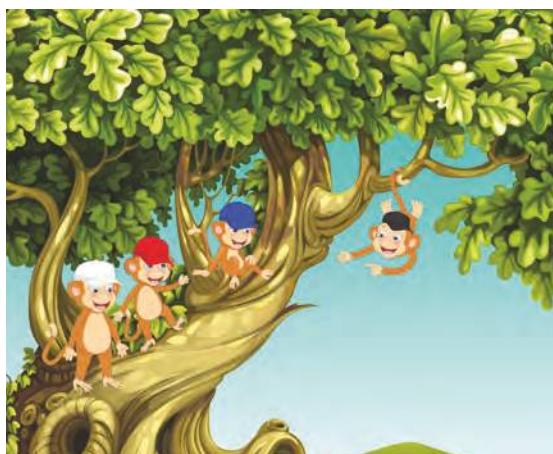
LET US WRITE

Let us look at the picture and read the story:



Once a cap seller slept under the tree.

The monkeys came down and took all the caps.



They wore the hats and started making fun of him by imitating him.

He threw his cap down and the monkeys also did so. Finally he collected his caps and went away happily.



Let us learn how to write a story using picture boards.

Step 1: Look at the picture and find the characters.

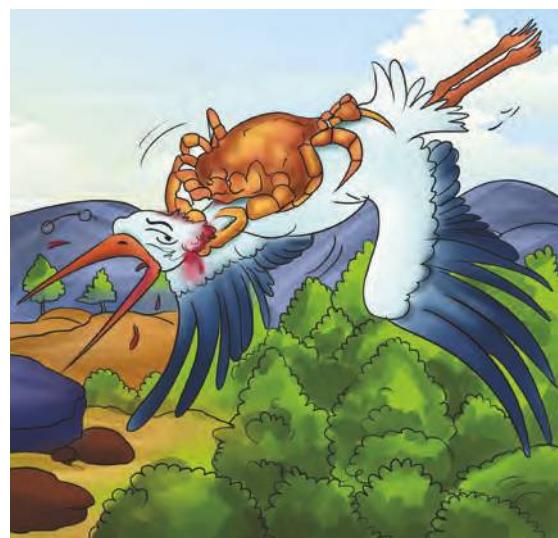
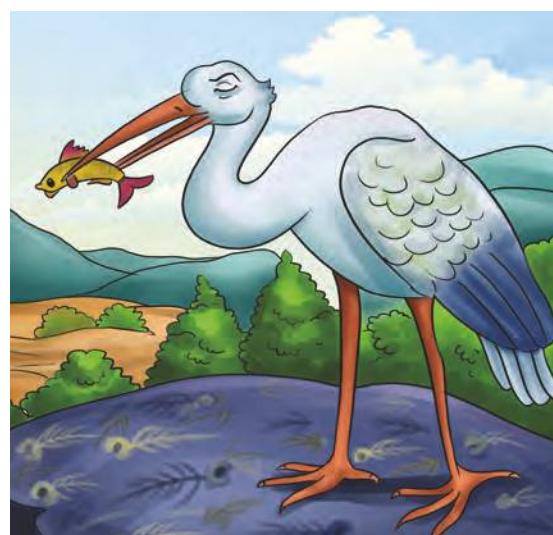
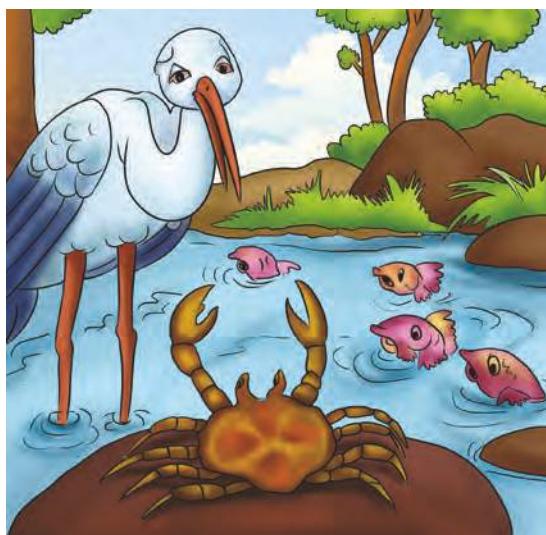
Step 2: Look at the picture and find what they are doing.

Step 3: Write it in a simple sentence.

Step 4: Repeat the steps as many times as you want.

Yes, it is that easy to write our own story. Do you want to try?

Complete the following picture board.





I Can Do



A. Choose the correct option.

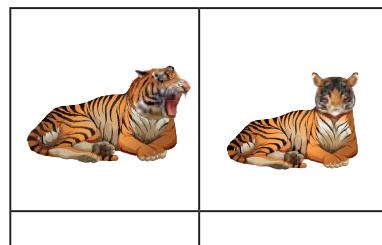
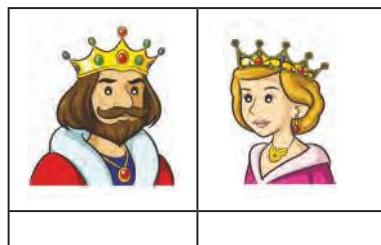
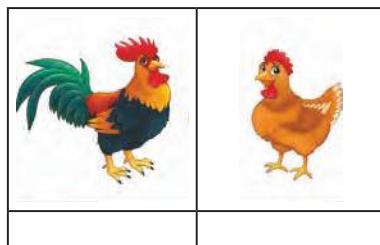
1. The child got an _____ for winning the race.
a. award b. magic c. shock
2. I got _____ to see his favourite heroine.
a. fend b. chance c. deaf

B. Match with the opposite gender.

1. prince - bridegroom
2. hero - princess
3. bride - heroine

C. Write the correct word.

rooster king hen tiger queen tigress



D. Recite the poem Never give up with correct intonation.

E. Match the rhyming words.

1. earn - day
2. fend - learn
3. glow - end
4. play - slow

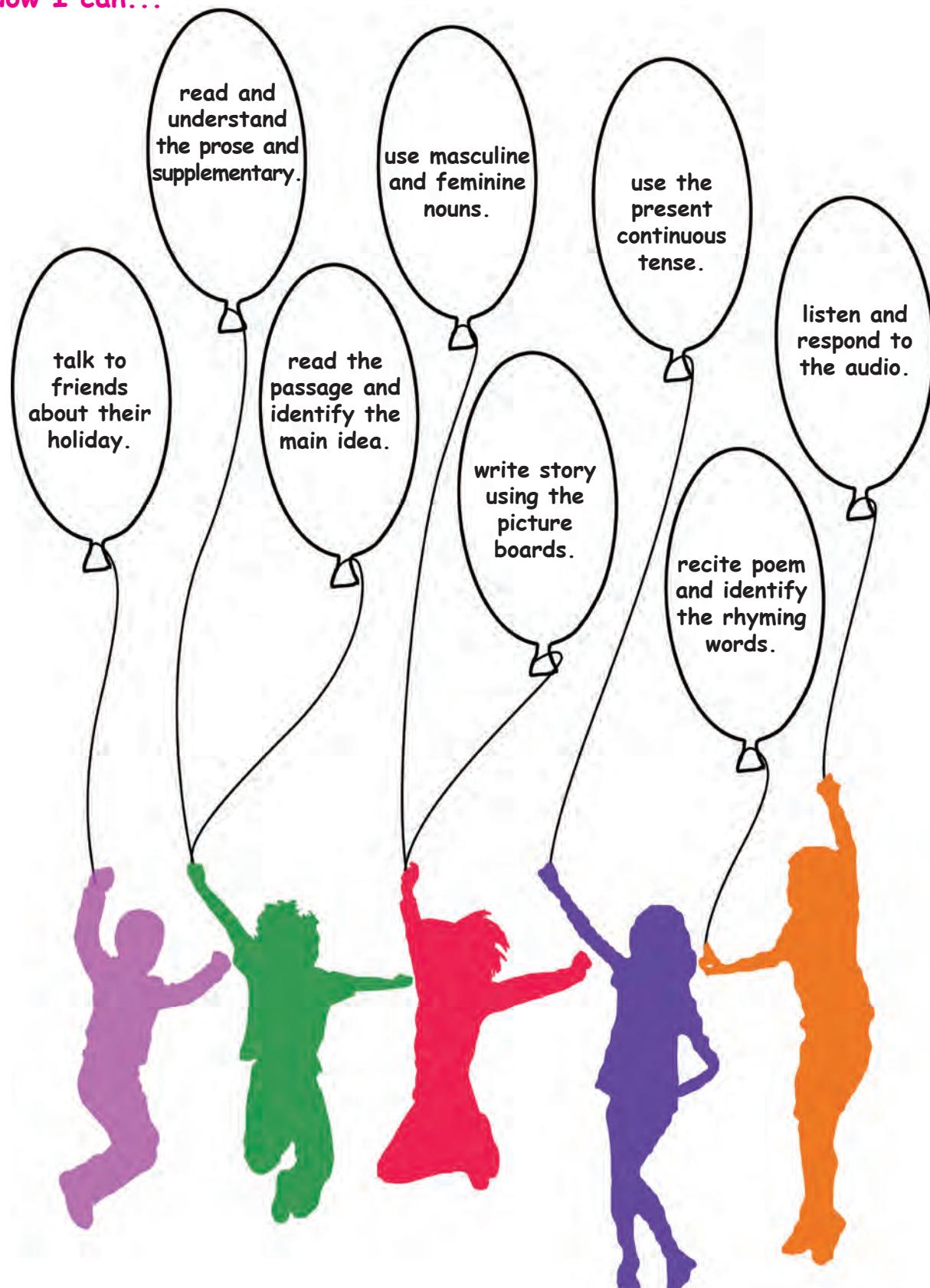
F. Fill in the blanks with present continuous tense of the given word.

- a. They _____ (eat) their breakfast.
- b. He _____ (read) a news paper.
- c. Bharathi _____ (write) his home work.



Learning Outcome

Now I can...



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



Listening Passages

Unit 1

Emmet: Morning apartment!

Emmet: Good morning doorway!

Emmet: Morning ceiling!

Emmet: Good morning floor!

Emmet: Ready to start the day?

Emmet: Ah here it is! Instructions to fit in and have everybody like you and always be happy.

Emmet: Step 1: Breathe. Okay got that one down.

Step 2: Greet the day, smile and say "Good morning city."

Step 3: Exercise. Jumping jacks hit them one, two, three. I am so pumped up.

Step 4: Shower.

Step 5: Shave your face.

Step 6: Brush your teeth with the rough little food comb.

Step 7: Comb your hair.

Step 8: Wear your clothes and that's it. Check.

Step 9: Eat a complete breakfast with all the special people in your life.
Hey plant, what do you want to do this morning? Watch TV? Me too!

Unit 2

Sometimes harmony can be disrupted by the simplest things like the breaking of your lead.

Introducing DelGuard, a cleverly designed unbreakable mechanical pencil from the visionaries at Zebra pen.

DelGuard features a patented double spring mechanism that absorbs the pressure no matter how you hold it or how hard you press.

With strength comes confidence and peace of mind.

Find zen in your pen, Zebra pen.





Unit 3

Marty: Thank you for tuning into maple leafs. worldwide weather report we'll be checking on the weather all over the world with Tim Tiger. First Canada, how's the weather?

Tim Tiger: It's snowy! It's snowy in Canada.

Marty: Thank you Tim. Next, Mexico. Tim how's the weather?

Tim Tiger: It's sunny. It's sunny in Mexico.

Marty: Thank you Tim. Next, England. Tim how's the weather?

Tim Tiger: It's foggy. It's foggy in England.

Marty: Thank you Tim. Next, France. Tim how's the weather?

Tim Tiger: It's rainy. It's rainy in France.

Marty: Thank you, Tim. Next, Russia. Tim how's the weather?

Tim Tiger: It's cold. It's cold in Russia.

Marty: Thank you, Tim. Next, Australia. Tim how's the weather?

Tim Tiger: Hold on. I'm coming. It's hot. It's hot in Australia.

Marty: Are you okay Tim?

Tim Tiger: I'm good Marty. What's next?

Marty: Next is Japan.

Tim Tiger: Japan? Alright!

Marty: Next is Japan. Tim, how's the weather in Japan? Tim?

Tim Tiger: I'm coming

Marty: Tim!

Tim Tiger: Now, I'm on my way. Oh I'm almost there. It's cloudy. It's cloudy in Japan.

Marty: Thank you, Tim. Next is Mars.

Tim Tiger: Mars?

Marty: Yes Mars.

Tim Tiger: No Marty. I quit. Well thank you for tuning in to maple leafs worldwide weather! See you next time.





Acknowledgement

We express our gratitude to the writers and publisher whose contributions have been included in the book. These stories are openly licensed under Creative Commons. The content that has been used is licensed under CC BY 4.0. This license allows us to distribute, remix, tweak, and build upon their work.

- The story “Bala Spins Magic” is adapted from the story “Biju Spins Some Magic” authored by Jaya Jaitly and published by Dastakari Haat Samiti on Story Weaver.

English – Standard Four, Term - III List of Authors and Reviewers

Academic Advisor

Dr. P. Kumar
Joint Director (Syllabus),
SCERT, Chennai.

Domain Expert

Dr. Mala Palani,
Director,
Indus Training and Research Institute, Bangalore.

Reviewers

Dr. Ravinarayan Chakrakodi,
Professor,
RIE, Bengaluru.

Dr. Balasundari,
Associate Professor,
Gandhigram Rural Institute, Dindigul.

Academic Co-ordinators
Dr. Mozhiyarsi K.S.
The Principal, DIET,
Ariyalur.

Vimala Devi D
Lecturer, DIET,
Chennai.

Layout Design and Illustration Team

Graphics and Layout
Yuvraj Ravi
Yesu Rathinam Marialasar
Pakkirisamy Annadurai
Vinoth

Illustrators
Dhanas Deepak Rajan
Nalan Nancy Rajan
Madhan Gangatharan
Shalini R

Wrapper Design
Kathir Arumugam

Quality Control
Rajesh Thangappan
Jerald Wilson

Co-ordinator
Ramesh Munisamy

Authors

Rajeshpandi M
B.T. Asst., Govt. High School,
Maravarperungudi, Virudhunagar.

Sathiyanraj M
B.T. Asst., Govt. Hr. Sec. School,
Chakkaramallur, Vellore.

Srivathsan Ramaswamy
Madhi Foundation, Chennai.

Balamurugan K
B.T. Asst., PUMS
KeelaEsanai, Ariyalur.

Uthirapathi K
BRTE, Jayankondam
Ariyalur.

Vairamuthu D
B.T. Asst., Govt. Hr. Sec. School,
Thirumanur, Ariyalur.

Aruna K
B.T. Asst., PUMS,
Nattarmangalam, Perambalur.

QR-Code Management

- R. Jaganathan, SGT**
PUMS, Ganesapuram, Polur, Tiruvannamalai Dist.
- M. Murugesan, B.T. Asst.,**
PUMS, Pethavelankottagam, Muttupettai, Thiruvarur
- S. Albert Valavan Babu, B.T. Asst.,**
G H S, PerumalKovil, Paramakudi, Ramanathapuram.

This book has been printed on 80 G.S.M.
Elegant Maplitho paper.

Printed by offset at:





Notes

133



Notes

134