

**Dawood Public School**  
**Course Outline 2019-20**  
**English**  
**Grade IV**

**Monthly Course Distribution**

<b>Month</b>	<b>Syllabus Break Down</b>	<b>Textbooks/ References/ Resources</b>
<b>August</b>	<ol style="list-style-type: none"> <li>1. Introduction to Grammar and Punctuation Symbols and Mats</li> <li>2. Literature: <ul style="list-style-type: none"> <li>• The Eagle and The Turtle (Fiction)</li> <li>• I Love our Orange Tent (Poem)</li> </ul> </li> <li>3. 3.Comprehension: <ul style="list-style-type: none"> <li>• Unit 8: The New Boy</li> </ul> </li> <li>4. Grammar: <ul style="list-style-type: none"> <li>• Strong Adjectives</li> <li>• Adverbs and its kinds</li> <li>• Powerful Verbs</li> </ul> </li> <li>5. Creative Writing: <ul style="list-style-type: none"> <li>• Descriptive Writing</li> <li>• SentenceStructures: Double adjective start</li> </ul> </li> </ol>	<p>Symbols and mats pasted in the copy</p> <p>Collins Anthology 4 Page no. 33 Collins Anthology 4 Page no. 15</p> <p>Collins International Primary English Student's book 4 page no. 60</p> <p>Collins International Primary English Work book 4 Page no.08 + Word List Collins International Primary English Student's book 4 page no. 33 + Copy Work</p> <p>Collins International Primary English Student's book 4 page no. 3 Structure Strips Copy work</p>
<b>September</b>	<ol style="list-style-type: none"> <li>1. Literature: <ul style="list-style-type: none"> <li>• Thrill City (Non-Fiction)</li> <li>• What is the Sun? (Poem)</li> </ul> </li> <li>2. Comprehension: <ul style="list-style-type: none"> <li>• Unit 2: The Incredible Robo</li> </ul> </li> <li>3. Grammar: <ul style="list-style-type: none"> <li>• Imperative Verbs</li> <li>• Prefix and Suffix</li> <li>• Degrees of Adjectives</li> </ul> </li> <li>4. Creative Writing: <ul style="list-style-type: none"> <li>• Advertisement Writing</li> <li>• Persuasive Paragraph Writing</li> </ul> </li> </ol>	<p>Collins Anthology 4 Page no. 14 Collins Anthology 4 Page no. 76</p> <p>Collins International Primary English Work book 4 Page no.19</p> <p>Worksheet/ Work book 4 Page no.11 Worksheet/ Work book 4 page no. 9-10 Worksheet</p> <p>Student's Book Page No. 24-25 Student's Book Page No. 14-15</p>
<b>October</b>	<ol style="list-style-type: none"> <li>1. Literature: <ul style="list-style-type: none"> <li>• The Boy Who Cried Wolf (Fiction)</li> </ul> </li> <li>2. Comprehension:</li> </ol>	<p>Collins Anthology 4 Page no. 29</p> <p>Collins International Primary English</p>

	<ul style="list-style-type: none"> <li>Unit 4: The Brave Baby</li> </ul> <p>3. Grammar:</p> <ul style="list-style-type: none"> <li>Punctuation (., ! ? ‘ ’ ’’)</li> <li>Present Continuous Tense</li> <li>Past Continuous Tense</li> </ul> <p>4. Creative Writing:</p> <ul style="list-style-type: none"> <li>Book Review</li> </ul>	<p>Student’s book 4 page no. 44-45</p> <p>Workbook Copy Work Copy Work</p> <p>Copy Work</p>
<b>November</b>	<b>Revision for Mid Year Examination</b>	
<b>December</b>	<b>Mid -Year Examination</b>	
<b>January</b>	<p>1. Literature:</p> <ul style="list-style-type: none"> <li>The Accident (Non-Fiction)</li> <li>African Elephant (Poem)</li> </ul> <p>2. Comprehension:</p> <ul style="list-style-type: none"> <li>Unit 2: Hope for Destitute Children</li> </ul> <p>3. Grammar:</p> <ul style="list-style-type: none"> <li>Subject, Verb and Object</li> <li>Tenses (Reinforcement)</li> <li>Preposition</li> </ul> <p>4. Creative Writing:</p> <ul style="list-style-type: none"> <li>Newspaper Report</li> </ul>	<p>Collins Anthology 4 Page no.22 Collins Anthology 4 Page no.18</p> <p>Collins International Primary English Student’s book 4 page no. 7</p> <p>Collins International Primary English Student’s book 4 page no.56 Workbook 4 page no.29-30 Worksheet</p> <p>Student’s Book Pg 11-12 + Copy work Worksheet based on Creative Writing 4 Exercise 11</p>
<b>February</b>	<p>1. Literature:</p> <ul style="list-style-type: none"> <li>Sophie’s Rules (Fiction)</li> <li>The Donkey (Poem)</li> </ul> <p>2. Comprehension:</p> <ul style="list-style-type: none"> <li>Unit 8: A Difficult Decision</li> </ul> <p>3. Grammar:</p> <ul style="list-style-type: none"> <li>Homophones</li> <li>Personal and Possessive Pronouns</li> </ul> <p>4. Creative Writing:</p> <ul style="list-style-type: none"> <li>Play Script</li> <li>Letter Writing (Informal)</li> </ul>	<p>Collins Anthology 4 Page no. 56-59 Collins Anthology 4Page no. 19</p> <p>Collins International Primary English Student’s book 4 page no. 91-92</p> <p>Workbook Page no.29,59-60 Worksheet Student’s Book Page No. 96 + Copy work</p> <p>Worksheet / Copy work</p>
<b>March</b>	<p>1. Literature:</p> <ul style="list-style-type: none"> <li>The Wind in the Willows (Fiction)</li> </ul> <p>2. Comprehension:</p> <ul style="list-style-type: none"> <li>Unit 9: Sheetal’s First Landing</li> </ul> <p>3. Grammar:</p> <ul style="list-style-type: none"> <li>Simple and Compound Sentences</li> <li>Conjunctions</li> </ul>	<p>Collins Anthology Page no. 47-48</p> <p>Collins International Primary English Student’s book 4 page no. 98-99</p> <p>Worksheet Worksheet</p>

	<ul style="list-style-type: none"> <li>• Articles</li> </ul> <p>4. Creative Writing:</p> <ul style="list-style-type: none"> <li>• Picture Story Writing</li> </ul>	<p>Worksheet</p> <p>Student's Book Page No. 107 + Copy work</p>
<b>April</b>	<b>Revision for Final Exams</b>	
<b>May</b>	<b>Final Examination</b>	



**Component: Grammar**

- Strong Adjectives
  - Adverb and its Kinds
  - Powerful verbs
  - Descriptive Writing
  - Sentence Structures: Double Adjective start
- Use strong adjectives in place of underlined adjectives in the given sentences.
  - Recognize the usage of strong adjective in place of ordinary adjectives.
  - Identify the adverb in the sentence and the verb they are modifying.
  - Identify the following in the given text:
    - adverbs of time
    - adverbs of place
    - adverbs of manner
  - Recognise the usage of powerful verbs in place of ordinary verbs.
  - Use powerful verbs in place of underlined verbs in given sentences.
  - Brainstorm on the following given topic:
    - My Favourite Restaurant
  - Identify important parts of descriptive writing:
    - sequencing of paragraphs
    - specific adjectives
    - sensory language
  - Use variety of adjectives to describe the following:
    - food items
    - ambiance
    - services
  - Write three paragraphs with the help of word bank.
  - Identify double adjective starting sentences.
  - Write sentences with double adjective structure.

**Vocabulary Words:**

checking symbols, knowledge organizer, MAT, vocabulary words, fable, fiction, non-fiction, genre, theme, characters, settings, plot, story elements, moral, annotate, simile, structure, repetition, elocution, flaps, patters, pours, crawling, glide, skim, dive, tempted, smashed

**Practice Questions for Literature:**

1. Write story in your own words, using no more than three sentences.
2. Write two good things and two bad things about being an eagle or a turtle.
3. What words does the Turtle use to describe flying?
4. How does the Turtle persuade the Eagle to help him?

5. What do you think the line “I love my orange tent” is repeated at the beginning and the end of the poem? What effect does the repetition have on you as a reader?
6. What can the poet hear when she is in the tent?
7. Which other senses does the poet use to describe her experiences with the tent?

**Practice Questions for Grammar:**

1. Use strong adjectives in place of underlined adjectives in the given sentences.
2. Choose two adjectives and two adverbs from the box .Write a sentence using each.
3. Underline adverbs in each sentence and state their kinds.

**September**

<p><b>Component Literature</b></p> <ul style="list-style-type: none"> <li>• Non-Fiction: Thrill City</li>   <li>• Poetry: What is...The Sun?</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate the given text according to the given symbols.</li> <li>• Identify the genre of the given text.</li> <li>• Recognize the features of advertisement: <ul style="list-style-type: none"> <li>➤ headings</li> <li>➤ factual information</li> <li>➤ visual clues</li> <li>➤ persuasive adjectives</li> </ul> </li> <li>• Use key words in sentences.</li> <li>• Answer the given questions independently.</li> <li>• Identify the poet’s purpose.</li> <li>• Identify the structure of the poem in terms of: <ul style="list-style-type: none"> <li>➤ blank verse or rhyming scheme</li> <li>➤ number of stanzas</li> </ul> </li> <li>• Recite poem with elocution.</li> <li>• Identify and describe metaphor used in the poem.</li> <li>• Answer the given questions independently.</li> </ul>
<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Unit 2: The Incredible Robo</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text with fluency.</li> <li>• Identify persuasive language in advertisement and the effect.</li> <li>• Answer the given questions independently.</li> </ul>

<p><b>Component: Grammar</b></p> <ul style="list-style-type: none"> <li>• Degrees of adjectives</li>   <li>• Imperative Verbs</li>   <li>• Prefix and Suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between comparative and superlative degree.</li> <li>• Use appropriate degree of adjectives in sentences.</li> <li>• List examples of imperative verbs .</li> <li>• Identify imperative verbs in instructions.</li> <li>• Use appropriate commanding verbs to complete sentences.</li> <li>• Determine the meaning of words using the following: <ul style="list-style-type: none"> <li>➤ roots</li> <li>➤ prefixes</li> <li>➤ suffixes</li> </ul> </li> <li>• Add prefixes and suffixes to root words to construct new words.</li> </ul>
<p><b>Creative Writing</b></p> <ul style="list-style-type: none"> <li>• Persuasive Text: Advertisement Writing.</li>   <li>• Persuasive Paragraph Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following key features of an advertisement: <ul style="list-style-type: none"> <li>➤ headings</li> <li>➤ factual information</li> <li>➤ visual clues</li> <li>➤ persuasive adjectives</li> </ul> </li> <li>• Work in cooperative groups to brainstorm ideas.</li> <li>• Recognise that persuasive devices are used to attract attention for advertisements.</li> <li>• Identify the following persuasive devices: <ul style="list-style-type: none"> <li>➤ alliteration</li> <li>➤ use of superlatives</li> <li>➤ use of comparatives</li> </ul> </li> <li>• Write a persuasive advertisement.</li> <li>• Identify key facts that make Mars seem like a good place to visit from the given paragraph.</li> <li>• Write a persuasive paragraph jotting down interesting facts about Mars.</li> <li>• Use vocabulary words vocabulary in the paragraph.</li> <li>• Use sentence variety.</li> </ul>



<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Unit 4: The Brave Baby</li> </ul>	<ul style="list-style-type: none"> <li>• Read the text with fluency.</li> <li>• Identify the following sections of the story: <ul style="list-style-type: none"> <li>➤ introduction</li> <li>➤ problem/build up</li> <li>➤ climax/conflict</li> <li>➤ resolution</li> <li>➤ conclusion</li> </ul> </li> <li>• Answer the given questions independently.</li> </ul>
<p><b>Component: Grammar</b></p> <ul style="list-style-type: none"> <li>• Punctuation</li> <li>• Present Continuous Tense</li> <li>• Past Continuous Tense</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use punctuation marks correctly.</li> <li>• Punctuate sentences appropriately with: <ul style="list-style-type: none"> <li>➤ fullstop</li> <li>➤ comma</li> <li>➤ question mark</li> <li>➤ exclamation mark</li> <li>➤ apostrophes</li> <li>➤ speech marks</li> </ul> </li> <li>• Use appropriate form of 'be verbs' to complete the given sentences in present continuous tense.</li> <li>• Write sentences in present continuous tense.</li> <li>• Use appropriate form of 'be verbs' to complete the sentences in past continuous tense.</li> <li>• Write sentences in past continuous tense.</li> </ul>

**Creative Writing**

- Book Review

- Sentence structure: Start with an Adverb

- Identify the following features of the book review:
  - title of the book
  - author
  - illustrator
  - brief outline of characters
  - brief outline of plot
  - opinion and recommendation
- Identify the genre of the given text.
- Summarize plot description without giving away too much information.
- Read the blurb at the back of the book as a resource.
- Identify sentences which begin with adverbs.
- Write sentence starting with an adverb.

**November****Revision for Mid-Year Examination****December****Mid-Year Examination****January****Component: Literature**

- Non-Fiction: The Accident
- Poetry: African Elephant

- Annotate the given text according to the given symbols.
- Identify the genre of the given text.
- Recognize the following features of a report:
  - heading
  - pictures
  - sequence of events
- Use vocabulary words in sentences.
- Recite poem with elocution.
- Identify the following in the given poem:
  - structure
  - rhyming scheme
  - tone
- Understand importance of similes in poem.
- Identify and describe similes used in the poem.

<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Unit 1: Hope for Destitute Children</li> </ul>	<ul style="list-style-type: none"> <li>• Identify main idea of the story.</li> <li>• Skim a text and scan it for specific information.</li> <li>• Recognize connectives in the given passage.</li> </ul>
<p><b>Component: Grammar</b></p> <ul style="list-style-type: none"> <li>• Subject, Verb and Object</li> <li>• Tenses (Reinforcement)</li> <li>• Preposition</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following in given sentences: <ul style="list-style-type: none"> <li>➤ subject</li> <li>➤ verb</li> <li>➤ object</li> </ul> </li> <li>• Write the sentences in the correct order.</li> <li>• Recognize the following in given sentences: <ul style="list-style-type: none"> <li>➤ present tense</li> <li>➤ past tense</li> </ul> </li> <li>• Write sentences in present and past tense.</li> <li>• Identify tenses of regular and irregular verbs.</li> <li>• Identify and underline the verb and tense in the given sentences.</li> <li>• Use correct preposition in a sentence.</li> <li>• Distinguish prepositions of time and place.</li> <li>• Use the following prepositions in sentences appropriately: <ul style="list-style-type: none"> <li>➤ among</li> <li>➤ between</li> <li>➤ into</li> <li>➤ in</li> <li>➤ under</li> </ul> </li> </ul>
<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• Newspaper Report</li> <li>• Sentence Structure: Start with a Preposition</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following key elements of a News Report: <ul style="list-style-type: none"> <li>➤ headline</li> <li>➤ byline</li> <li>➤ introduction</li> <li>➤ body</li> <li>➤ quotation</li> </ul> </li> <li>• Plan a news report.</li> <li>• Write newspaper report according to the format given in the book.</li> <li>• Identify sentences which begin with a preposition.</li> <li>• Construct sentences starting with a preposition.</li> </ul>

**Vocabulary Words:**

fable, fiction, non-fiction, genre, theme, characters, settings, plot, story elements, moral, annotate, snaps, rumbling, gaze, frightened, wand, simile, structure, rhyming scheme, elocution, newspaper report, paraphrasing, sequence, destitute, slum, poverty, dreadful, gulped, stomped, stealthy, snapping, puffing, pounding

**Practice Questions for Literature:**

1. The people or animals in a story are called the characters of the story. Who are the characters in “The Boy Who Cried Wolf”?
2. The beginning, middle, and end events of a story are called the plot of the story. Does this illustration depict the beginning, middle, or end of the fable? How do you know?
3. What do you think happens after the wolf came and no one helped the boy?
4. Pick out two verses poet used to describe the strength of “African Elephant”.
5. Explain stanza 2 in your own words.
6. What do you think why the elephant is afraid of mouse?

**Practice Questions for Grammar:**

1. Write out given statements. Draw a straight line under the subject, a wiggly line under the verb and a circle around the object.
2. Rewrite given sentences into past tense.

**February**

<p><b>Component: Literature</b></p> <ul style="list-style-type: none"> <li>• Sophie’s Rules (Fiction)</li> </ul> <p>Poetry: The Donkey</p>	<ul style="list-style-type: none"> <li>• Annotate the given text.</li> <li>• Identify the genre of the given text.</li> <li>• Identify the main idea citing evidence.</li> <li>• Comment the point of view used in the text.</li> <li>• Use key words in sentences.</li> <li>• Answer the given questions independently.</li> <li>• Recite poem with elocution.</li> <li>• Identify the following in the given poem:             <ul style="list-style-type: none"> <li>➤ structure</li> <li>➤ rhyming scheme</li> <li>➤ tone</li> <li>➤ mood</li> </ul> </li> <li>• Answer the given questions independently.</li> </ul>
<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>• Unit 8: A Difficult Decision</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the problems faced by the author in the story.</li> <li>• Answer the given questions independently.</li> </ul>

<p><b>Component: Grammar</b></p> <ul style="list-style-type: none"> <li>• Homophones</li> <li>• Personal and Possessive Pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize homophone sets.</li> <li>• Use correct homophones in the given sentences.</li> <li>• Identify personal and possessive pronouns in sentences.</li> <li>• Write sentences by using appropriate personal and possessive pronouns.</li> </ul>
<p><b>Creative Writing:</b></p> <ul style="list-style-type: none"> <li>• Play Script</li> <li>• Sentence Structure: Start with a simile</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the following important elements of a play: <ul style="list-style-type: none"> <li>➤ script</li> <li>➤ characters</li> <li>➤ dialogues</li> <li>➤ scenes</li> <li>➤ stage directions</li> </ul> </li> <li>• Draft and demonstrate a play to include all elements.</li> <li>• Construct sentences starting with a simile.</li> </ul>
<p><b>Vocabulary Words:</b>  fiction, genre, theme, characters, settings, plot, playscript, stage directions, scenes, dialogues, scowls, enthusiastically, smirking, nastily, sympathy, mocking, breed, staggered, gambol, frisk, queer, wistful, venturesome, reason, late comer, argument, punish, brimming, wearily, despondently, afford, struggling</p> <p><b>Practice Questions for Literature:</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture and title, write what you think the playscript is going to be about. Are there any clues in the picture and the title?</li> <li>2. What reasons do Sophie, Anna and Jade give for not liking Dana?</li> <li>3. Why do you think they treat Dana like that?</li> <li>4. In your opinion, how and why is the extract effective in portraying the character's emotions?</li> <li>5. Why the face of donkey was wistful?</li> <li>6. Why the poet is praying that the world might be good for the donkey?</li> <li>7. Write in your words how the poet describes the physical appearance of donkey in first stanza?</li> </ol> <p><b>Practice Questions for Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Replace incorrect homophones with correct ones.</li> <li>2. Write sentences with given homophone words.</li> <li>3. Identify personal and possessive pronouns in the given text.</li> <li>4. Complete given sentences using personal and possessive pronouns.</li> </ol>	

## March

<p><b>Component: Literature</b></p> <ul style="list-style-type: none"><li>• The Wind in the Willows (2)</li></ul>	<ul style="list-style-type: none"><li>• Annotate the given text.</li><li>• Identify the following in the given text:<ul style="list-style-type: none"><li>➤ genre</li><li>➤ theme</li><li>➤ structure</li></ul></li><li>• Use vocabulary words in sentences.</li><li>• Answer the given questions independently.</li></ul>
<p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Unit 9: Sheetal's First Landing</li></ul>	<ul style="list-style-type: none"><li>• Read the text with fluency.</li><li>• Describe the given character, judging from the extract.</li><li>• Answer the given questions independently.</li></ul>
<p><b>Component: Grammar</b></p> <ul style="list-style-type: none"><li>• Simple and Compound Sentences</li><li>• Conjunctions</li><li>• Articles</li></ul>	<ul style="list-style-type: none"><li>• Identify simple and compound sentences in given text.</li><li>• Differentiate between simple and compound sentences.</li><li>• Change simple sentences into compound Sentences.</li><li>• Identify the following conjunctions in given sentences:<ul style="list-style-type: none"><li>➤ or</li><li>➤ and</li><li>➤ but</li><li>➤ so</li></ul></li><li>• Complete given sentences with the help of suitable conjunctions.</li><li>• Identify the following in given text:<ul style="list-style-type: none"><li>➤ definite article</li><li>➤ indefinite article</li></ul></li><li>• Use articles in sentences appropriately.</li></ul>

**Creative Writing:**

- Letter Writing (Informal)
  - Picture Story Writing
- Differentiate between formal and informal letter in terms of:
    - tone (language)
    - formats
    - purpose
  - Identify the following key elements of an informal letter:
    - date
    - greetings
    - body
    - signing off
  - Write an informal letter.
  - Write three sequential paragraphs to form a story on the given pictures.
  - Identify the topic sentence in each paragraph.
  - Use adjectives from the vocabulary list to make sentences.

**Vocabulary Words:**

spring-cleaning, snug, dwelling, stooped, hauled, sculled, gingerly, rapture, stern, smudge, flickered, harness, winched, swirling, murky, cocoons, breathtaking, glorious, disgusting, hideous, horrible, spine-chilling, tranquil, euphoric, delighted, angry, furious, outraged, frightened, nervous, anxious

**Practice Questions for Literature:**

1. Who is the main character in this story?
2. Did Mole already know rat? How do you know?
3. How has the author described the appearance of the rat in the story?

**Practice Questions for Grammar:**

1. Differentiate given sentences and categorize into simple or compound sentences.
2. Join simple sentences using or, and, but and so to make compound sentences.
3. Choose suitable conjunctions to complete the given sentences.
4. Insert suitable article in the given sentences/ paragraph.

**April****Revision for Final Examination****May****Final Examination**