

Dawood Public School
Course Outline 2018-19
English
Grade IV

Monthly Break Up:

Month	Syllabus Break Down	Textbooks/ References/ Resources
August	<ol style="list-style-type: none"> 1. Introduction to Copy Checking Symbols and MATs 2. Literature: <ul style="list-style-type: none"> • The Boy Who Cried Wolf(Fiction) • I Love our Orange Tent (Poem) 3. Comprehension: <ul style="list-style-type: none"> • Unit 1: Hope for destitute children 4. Grammar: <ul style="list-style-type: none"> • Strong Adjectives • Adjectives and its degrees • Powerful verbs 5. Creative Writing: <ul style="list-style-type: none"> • Picture Story Writing • Sentence Structures: Double adjective start 	<p>Symbols and MATs pasted in the copy</p> <p>Collins Anthology 4 Page 29 Collins Anthology 4 Page 15</p> <p>Collins International Primary English Student's Book 4 Page 7-8</p> <p>Collins International Primary English Work Book 4 Page 8</p> <p>Collins International Primary English Work Book 4 Page 3</p> <p>Collins International Primary English Student's Book 4 Page 107 Copy work</p>
September	<ol style="list-style-type: none"> 1. Literature: <ul style="list-style-type: none"> • (Non-Fiction) • What is the Sun? (Poem) 2. Comprehension: <ul style="list-style-type: none"> • Unit 2: The Incredible Robo 3. Grammar: <ul style="list-style-type: none"> • Punctuation(comma, exclamation mark, question mark) • Imperative Verbs • Prefix and Suffix 4. Creative Writing: <ul style="list-style-type: none"> • Persuasive Text: Advertisement Writing • Paragraph Writing 	<p>Collins Anthology 4 Page 22 Collins Anthology 4 Page 76</p> <p>Collins International Primary English Work Book 4 Page 19</p> <p>Work book 4 Page 4-5 Worksheet/ Work Book 4 Page 11 Worksheet/ Work Book 4 Page 12, 22, 23 Collins International Primary English Student's Book 4 Page no.24-25</p> <p>Collins International Primary English Work Book 4 Page 9-10</p>
October	<ol style="list-style-type: none"> 1. Literature: <ul style="list-style-type: none"> • Angry Arthur (Fiction) • My Magnificent Bull (Poem) 2. Comprehension <ul style="list-style-type: none"> • Unit 3: Tsunami 	<p>Collins Anthology 4 Page 67 Collins Anthology 4 Page 16-17</p> <p>Collins International Primary English Student's Book 4 Page 31-32</p>

	<p>3. Grammar:</p> <ul style="list-style-type: none"> • Adverb and its Kinds • Present Continuous Tense • Past Continuous Tense <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • Book Review • Descriptive Writing • Sentence structure: Start with an Adverb 	<p>Worksheet</p> <p>Worksheet</p> <p>Worksheet</p> <p>Worksheet</p> <p>Copy work</p>
November	Revision Mid-Year Examination	
December	Mid-Year Examination	
January	<p>1. Literature:</p> <ul style="list-style-type: none"> • The Eagle and the Turtle (Fiction) • African Elephant (Poem) <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 4: The Brave Baby <p>3. Grammar:</p> <ul style="list-style-type: none"> • Subject, Verb and Object • Tenses (Reinforcement) • Preposition <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • Newspaper Report • Personal Profile • Sentence Structure: Start with a Preposition 	<p>Collins Anthology 4 Page 74</p> <p>Collins Anthology 4 Page 18</p> <p>Collins International Primary English Student's Book 4 Page 44-45</p> <p>Collins International Primary English Student's Book 4 Page 56</p> <p>Workbook 4 Page 29-30</p> <p>Worksheet</p> <p>Copy work</p> <p>Worksheet</p>
February	<p>1. Literature:</p> <ul style="list-style-type: none"> • The Diary of a Killer Cat (Fiction) • The Donkey (Poem) <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 5: The New Boy <p>3. Grammar:</p> <ul style="list-style-type: none"> • Homophones • Personal and possessive pronouns <p>4. Creative Writing:</p> <ul style="list-style-type: none"> • Play Script • Sentence Structure : Start with a simile 	<p>Collins Anthology 4 Page 25</p> <p>Collins Anthology 4 Page 19</p> <p>Collins International Primary English Student's Book 4 Page 60</p> <p>Worksheet/ Workbook Page 29, 59-60</p> <p>Worksheet</p> <p>Copy work</p>
March	<p>1. Literature:</p> <ul style="list-style-type: none"> • The Day the Helicopter Came (Non-Fiction) • Kob Antelope (Poem) <p>2. Comprehension:</p> <ul style="list-style-type: none"> • Unit 5: Meeting Mr Faulkner <p>3. Grammar:</p> <ul style="list-style-type: none"> • Simple and Compound Sentences • Conjunctions • Articles 	<p>Collins Anthology Page 64</p> <p>Collins Anthology Page 66</p> <p>Collins International Primary English Student's Book 4 Page 53</p> <p>Worksheet</p> <p>Worksheet</p>

	4. Creative Writing: <ul style="list-style-type: none"> • Letter Writing (Informal) • Blurb Writing 	Worksheet Copy work
April	Revision- Final Examination	
May	Final Examination	

August:

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Fiction: The Boy Who Cried Wolf • Poetry: I Love our Orange Tent 	<ul style="list-style-type: none"> • Annotate the given text. • Identify basic story elements: <ul style="list-style-type: none"> ➤ character ➤ plot ➤ setting • Identify fables as subgenre of fiction. • Identify the following characteristics of fables: <ul style="list-style-type: none"> ➤ short story ➤ moral • Explain the moral of “The Boy Who Cried Wolf” in own words. • Recite poem with elocution. • Identify the following in the given poem: <ul style="list-style-type: none"> ➤ structure ➤ rhyming scheme ➤ tone ➤ mood • Identify ‘repetition’ in the poem. • Identify similes used in the poem. • Explain the meanings of the similes used in the poem. • Use vocabulary words in sentences. • Answer the given questions independently
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 1: Hope for destitute children 	<ul style="list-style-type: none"> • Identify the main idea of the story. • Skim a text and scan it for specific information. • Recognize connectives in the given passage.
<p>Component: Grammar</p> <ul style="list-style-type: none"> • Strong Adjectives • Adjectives and its degrees • Powerful verbs 	<ul style="list-style-type: none"> • Define ‘strong adjectives’. • Identify strong adjectives in a given text. • Use strong adjectives in place of underlined adjectives in given sentences. • Differentiate between comparative and superlative words. • Define ‘powerful verbs’. • Identify powerful verbs in a given text. • Use powerful verbs in place of underlined verbs in given sentences.

<p>Creative Writing</p> <ul style="list-style-type: none"> • Picture Story Writing • Sentence Structures :double adjective start 	<ul style="list-style-type: none"> • Write three paragraphs to form a story on given pictures. • Identify the topic sentence in each paragraph. • Use vocabulary words in sentences.
---	---

<p>Vocabulary Words</p> <p>gulped, stomped, stealthy, snapping, puffing, pounding, flaps, patters, pours, destitute, slum, poverty, dreadful, breathtaking, glorious, disgusting, hideous, horrible , spine-chilling, tranquil, euphoric, delighted, angry, furious, outraged, frightened, nervous, anxious</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 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. Which senses does the poet used to describe her experiences with the tent? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Use strong adjectives in place of underlined adjectives in the given sentences: <ol style="list-style-type: none"> a) The <u>big</u> truck sped down the road. b) The <u>small</u> mice hid behind the pipes. 2. Complete each sentence using comparative or superlative degree of adjectives: <ol style="list-style-type: none"> a) My work was good, but my friend’s work was _____. b) Ali was a tall boy, but Ahmed was _____.

September:

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none"> • Non-Fiction: The Accident • Poetry: What is...The Sun? 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the genre of the given text. • Identify the following features of a report: <ul style="list-style-type: none"> ➤ heading ➤ pictures ➤ sequence of events • Identify the poet’s purpose. • Identify the structure of the poem in terms of: <ul style="list-style-type: none"> ➤ blank verse or rhyming scheme ➤ number of stanzas • Recite poem with elocution. • Identify and describe metaphor used in the poem. • Use vocabulary words in sentences. • Answer the given questions.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 2: The Incredible Robo 	<ul style="list-style-type: none"> • Read the text with fluency. • Identify ‘persuasive language’. • Answer the given questions.

<p>Component: Grammar</p> <ul style="list-style-type: none"> • Punctuation <ul style="list-style-type: none"> ➤ comma ➤ exclamation mark ➤ question mark • Imperative Verbs • Prefix and Suffix 	<ul style="list-style-type: none"> • Use punctuation marks correctly. • Punctuate given sentences with : <ul style="list-style-type: none"> ➤ commas ➤ question marks ➤ exclamation marks • Define ‘imperative verbs’. • List examples of imperative verbs. • Identify imperative verbs in instructions. • Use appropriate commanding verbs to complete sentences. • Determine the meaning of words using: <ul style="list-style-type: none"> ➤ roots ➤ prefixes ➤ suffixes • Add prefixes and suffixes to root words to construct new words.
<p>Creative Writing:</p> <ul style="list-style-type: none"> • Persuasive Text: Advertisement Writing • Persuasive Paragraph Writing 	<ul style="list-style-type: none"> • Identify the following key features of an advertisement: <ul style="list-style-type: none"> ➤ headings ➤ factual information ➤ visual clues ➤ persuasive adjectives • Define ‘persuasive device’. • Identify the following persuasive devices: <ul style="list-style-type: none"> ➤ alliteration ➤ use of superlatives and comparatives • Write a persuasive advertisement. • Identify key facts that make Mars seem like a good place to visit from the given paragraph. • Write a persuasive paragraph jotting down interesting facts about Mars. • Use vocabulary words in a paragraph.

<p>Vocabulary Words</p> <p>fatality, desperate, rescue, Labrador, dinghy, drain, pale, puddle, obstacles, amazing, rechargeable, incredible, unique, tempting, nutritious, jumbo, fork tender, mouthwatering, cheesy, delightful, king sized, sugar free, crunchiest , wholesome, latest, fresh from the oven, rusty, dust, enormous</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. In ‘The Accident”, what are three details from the text that support the main idea? 2. Which of the metaphors in the poem seems most effective to you? Why? 3. Pick a verse from the poem, and write a short paragraph explaining what is meant by the description of the Sun. <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Add the missing commas in the sentences: <ol style="list-style-type: none"> a) Father bought a ruler pencil sharpener and eraser for Ayla. b) Every year it is very hot in May June July and August. 2. Underline the imperative verbs in the following sentences: <ol style="list-style-type: none"> a) Pass the salt. b) Move out of my way. c) Shut the front door.
--

October:

Content	Learning Objectives
<p>Component: Literature</p> <ul style="list-style-type: none">• Fiction : Angry Arthur • Poetry: My Magnificent Bull	<ul style="list-style-type: none">• Rewrite the story in own words.• Describe the main character in terms of:<ul style="list-style-type: none">➤ external traits➤ internal traits• Recite poem with elocution• Identify the following in the given poem:<ul style="list-style-type: none">➤ structure➤ rhyming scheme➤ tone of the poem• Identify the similes used in the poem.• Describe similes used in the poem.• Answer the given questions.
<p>Comprehension:</p> <ul style="list-style-type: none">• Unit 3: Tsunami	<ul style="list-style-type: none">• Develop an awareness of 'tsunami' being a 'natural disaster'.• Identify the following key features in the given text:<ul style="list-style-type: none">➤ heading➤ sub headings➤ diagrams➤ pictures➤ sequencing of facts• Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none">• Adverb and its kinds:<ul style="list-style-type: none">➤ manner➤ place• Present Continuous Tense• Past Continuous Tense	<ul style="list-style-type: none">• Define 'adverb'.• Identify the adverb in given sentences.• Underline the verb being modified by adverbs in given sentences.• Identify the following in the given text:<ul style="list-style-type: none">➤ adverbs of time➤ adverbs of place➤ adverbs of manner• Identify 'past continuous tense' in given sentences.• Use appropriate form of 'be verbs' to complete the given sentences in present continuous tense.• Identify 'present continuous tense' in given sentences.• Write sentences in present continuous tense.

<p>Creative Writing:</p> <ul style="list-style-type: none"> • Book Review • Descriptive Essay • Sentence structure: Start with an Adverb 	<ul style="list-style-type: none"> • Identify the following features of a book review: <ul style="list-style-type: none"> ➤ title of the book ➤ author ➤ illustrator ➤ brief outline of characters ➤ brief outline of plot • Differentiate between descriptive writing and a report. • Identify important parts of descriptive writing: <ul style="list-style-type: none"> ➤ sequencing of paragraphs ➤ specific adjectives ➤ sensory language • Use variety of adjectives to describe the following a restaurant setting: <ul style="list-style-type: none"> ➤ food items ➤ ambiance ➤ services of the restaurant • Write three descriptive paragraphs on a given topic. • Write sentences starting with an adverb.
--	--

<p>Vocabulary Words</p> <p>exploding, hailstones, hurling, storm cloud, magnificent, shimmering, crane, spear, roar, tsunami, crumble, sea bed ,rapidly ,shallower ,towering wall, picture, liked, disliked, enjoyed, funny, scared, interesting, entertaining, gripping, astonishing, ambiance, luxurious, expensive, cozy, seating arrangement, drive in , buffet, self-service, calm, relaxed, lights, decoration, elegant, cultural</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. Due to Arthur’s anger, he ended up on Mars. What do you think had happened if he listens to his mother? 2. What happened when author’s mother asks him to go to bed? What was his reaction? 3. In the poem “The Magnificent Bull”, with what the poet has compared the roar of the bull? 4. Describe “The Magnificent Bull” by using two similes. <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Underline adverbs in each sentence and state their kinds: <ol style="list-style-type: none"> a) I ate my dinner happily. b) Sadly the Blue Team lost the marathon. c) The cat ran downstairs to hide from the dog. 2. Underline the past continuous tense form of the verb in the sentences below: <ol style="list-style-type: none"> a) I was making dinner when she arrived. b) The sun was shining brightly yesterday.
--

November	Revision for Mid-Year Examination
-----------------	--

December	Mid Year Examination
-----------------	-----------------------------

January:

<p>Component: Literature</p> <ul style="list-style-type: none">• The Eagle and the Turtle (Fiction) • Poetry: African Elephant	<ul style="list-style-type: none">• Annotate the given text.• Identify the following basic story elements:<ul style="list-style-type: none">➤ character➤ plot➤ setting• Identify the following characteristics of fables:<ul style="list-style-type: none">➤ short story➤ moral➤ characters• Explain the moral of “The Eagle and the Turtle” in own words.• Recite poem with elocution.• Identify the following in the given poem:<ul style="list-style-type: none">➤ structure➤ rhyming scheme➤ tone of the poem• Identify the similes used in the poem ‘African Elephant’.• Describe the meanings of the similes used in the poem ‘African Elephant’.• Use evidence from text to answer questions.
<p>Comprehension</p> <ul style="list-style-type: none">• Unit 4: The Brave Baby	<ul style="list-style-type: none">• Read the text with fluency.• Identify the following parts of the story:<ul style="list-style-type: none">➤ introduction➤ problem/build up➤ climax/conflict➤ conclusion• Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none">• Subject, Verb and Object • Tenses (Reinforcement) • Preposition	<ul style="list-style-type: none">• Identify the following in given sentences:<ul style="list-style-type: none">➤ subject➤ verb➤ object• Arrange given sentences in the correct order.• Recognize the following in given sentences:<ul style="list-style-type: none">➤ present tense➤ past tense• Write sentences using present and past tense.• Identify tenses of:<ul style="list-style-type: none">➤ regular verbs➤ irregular verbs• Insert correct prepositions in sentences.• Distinguish prepositions of time and place.• Use the following prepositions in sentences appropriately:<ul style="list-style-type: none">➤ among➤ between➤ into➤ in➤ under

<p>Creative Writing</p> <ul style="list-style-type: none"> • Newspaper Report • Sentence Structure: Start with a Preposition 	<ul style="list-style-type: none"> • Identify the following key elements of a newspaper report: <ul style="list-style-type: none"> ➤ headline ➤ byline ➤ introduction ➤ body ➤ quotation • Plan a news report. • Write a newspaper report on a given incident. • Construct sentences starting with a preposition. • Develop a creative paragraph starting with a preposition.
---	--

<p>Vocabulary Words crawling, glide, skim, dive, tempted, smashed, snaps, rumbling, gaze, frightened, wand, chief, fierce, braver, ancient, ignorant, accurate, adaptable, confident, hard-working, responsible</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. Write two good things and two bad things about being an eagle or a turtle. 2. How does the Turtle persuade the Eagle to help him? 3. Pick out two verses poet used to describe the strength of “African Elephant”. <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Rewrite the given sentences, putting them into past tense: <ol style="list-style-type: none"> a) The cow is grazing on the field. b) Ahmed is playing with his friends. c) Anam is singing in the garden. 2. Fill in the blanks with correct prepositions: <ol style="list-style-type: none"> a) The boy hid _____ the bed. b) The food was _____ the table. c) The book was _____ the file and the newspaper.

February:

<p>Component: Literature</p> <ul style="list-style-type: none"> • The Diary of a Killer Cat (Fiction) • Poetry: The Donkey 	<ul style="list-style-type: none"> • Annotate the given text. • Identify the genre of the given text. • Use evidence to identify the main idea. • Identify the point of view in the text. • Recite poem with elocution • Identify the following in the given poem: <ul style="list-style-type: none"> ➤ structure ➤ rhyming scheme ➤ tone ➤ mood • Use vocabulary words in sentences. • Answer the given questions.
<p>Comprehension</p> <ul style="list-style-type: none"> • Unit 5: The New Boy 	<ul style="list-style-type: none"> • Identify the problems faced by the author in the story. • Answer the given questions.

<p>Component: Grammar</p> <ul style="list-style-type: none"> • Homophones • Personal and Possessive Pronouns 	<ul style="list-style-type: none"> • Define the following: <ul style="list-style-type: none"> ➤ homophone ➤ personal pronoun ➤ possessive pronoun • Recognize homophone sets. • Use correct homophones in given sentences. • Identify the following in given sentences: <ul style="list-style-type: none"> ➤ personal pronouns ➤ possessive pronouns • Write sentences by using appropriate personal and possessive pronouns.
<p>Creative Writing</p> <ul style="list-style-type: none"> • Play Script • Sentence Structure : Start with a simile 	<ul style="list-style-type: none"> • Develop awareness for the following elements of a play: <ul style="list-style-type: none"> ➤ script ➤ characters ➤ dialogues ➤ scenes ➤ stage directions • Identify the characters in a given play. • Describe the main character of the play. • Construct sentences starting with a simile.

<p>Vocabulary Words hedge, squeeze, flicked, precious, flutterballs, staggered, gambol, frisk, queer, wistful, fortunately, awkwardly, prodded, concrete, plough, reason, late comer, argument, punish</p> <p>Practice Questions for Literature:</p> <ol style="list-style-type: none"> 1. Why was Ellie so upset on Monday? 2. How did the mouse die? 3. Why the poet is praying that the world might be good for the donkey? 4. Write in your words how the poet describes the physical appearance of donkey in first stanza? <p>Practice Questions for Grammar:</p> <ol style="list-style-type: none"> 1. Write a sentence using each of given homophone words correctly: <ol style="list-style-type: none"> a) see, sea b) bee, be c) bare, bear d) hear, here 2. Identify personal and possessive pronouns in the given sentences: <ol style="list-style-type: none"> a) My shoes are wet. b) Their house has six bedrooms.
--

March:

<p>Component: Literature</p> <ul style="list-style-type: none">• Non-Fiction: The Day the Helicopter Came• Poetry: Kob Antelope	<ul style="list-style-type: none">• Annotate the given text.• Identify the following in the given text:<ul style="list-style-type: none">➤ genre➤ theme➤ structure• List rhyming words used in the poem.• Describe the meanings of each set of rhyming words.• Develop awareness of the effect of similes in a given poem.• Answer the given questions independently
<p>Comprehension</p> <ul style="list-style-type: none">• Unit 5: Meeting Mr. Faulkner	<ul style="list-style-type: none">• Read the text with fluency.• Describe selected characters, judging from the extract.• Answer the given questions.
<p>Component: Grammar</p> <ul style="list-style-type: none">• Simple and Compound Sentences• Conjunctions• Articles	<ul style="list-style-type: none">• Identify simple and compound sentences in the given text.• Differentiate between simple and compound sentences.• Change simple sentences into compound sentences.• Identify the following conjunctions in given sentences:<ul style="list-style-type: none">➤ or➤ and➤ but➤ so• Complete the given sentences with the help of suitable conjunctions.• Identify the following in given sentence:<ul style="list-style-type: none">➤ definite articles➤ indefinite articles• Insert appropriate articles in sentences.

