

# Syllabus for Academic Session 2024-2025

**Class: -IV**

**Subject: ENGLISH**

S. No.	UNIT No.	Name of Lessons	LEARNING OUTCOMES	SKILLS COVERED (Grammar, Listening, speaking, reading and writing Skills)	Suggested activities	Suggested Content Enriched Worksheets
<b>TERM I</b>						
1	Unit 1	WAKE UP! (POEM)	<ul style="list-style-type: none"> <li>➤ recites poems with appropriate expressions and intonation</li> <li>➤ responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<p><b>Grammar:</b> Degrees of Adjectives, Connectors</p> <p><b>Writing:</b> Writes a paragraph on Myself (As a follow up of the speaking activity)</p> <p><b>Listening and speaking:</b> Myself (As a follow up of the speaking activity)</p>	<p>Go for a morning walk and share your experiences in simple sentences or draw a picture.</p> <p>Identify the rhyming words and examine their occurrence pattern.</p>	Worksheets no. 2, 7 & 12 of My Integrated Workbook 'Sangam'
2	Unit 1	NEHA'S ALARM CLOCK (STORY)	<ul style="list-style-type: none"> <li>➤ reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English</li> <li>➤ speaks briefly on a day-to-day issues like conservation of water or experiences of day-to-day life etc.</li> <li>➤ guesses meanings of unfamiliar words by reading them in context or uses dictionary to find meaning.</li> </ul>	<p><b>Grammar:</b> Word building, jumbled, words verb (was, were)</p> <p><b>Reading:</b> reads the text and do cloze activities and match the following writing: mind mapping, prepositions</p> <p><b>Speaking:</b> Plays memory games given on pg. no 16. Discuss the importance of time and punctuality (Large group activity)</p> <p><b>Listening:</b> listens and follow simple instructions for routine task.</p>	<p>Dramatize the play for morning assembly.</p> <p>Let's each child expresses what they feel when they get up in the morning</p> <p>Create a 'Morning – Routine' instruction chart that you want to follow.</p>	

3	Unit 3	RUN! (POEM)	<ul style="list-style-type: none"> <li>➤ describes briefly, orally/in writing about events, places and/or personal experiences in English</li> <li>➤ speaks briefly on a day-to-day issues like conservation of water or experiences of day-to-day life etc.</li> <li>➤ writes dictation of 7-8 sentences with correct spelling and punctuation.</li> </ul>	<p><b>Grammar:</b> word building ('ee' and 'ea.' words)</p> <p><b>Reading:</b> picture reading</p> <p><b>Writing:</b> 'Wh' family words, picture &amp; Paragraph FAVOURITE GAMES</p> <p><b>Listening:</b> listen and do the action.</p> <p><b>Speaking:</b> tells your views about benefits of games.</p>	<p>The students may go for a run around the school playground and speaks about how they feel ... (breathless, tired, energized, etc.)</p> <p>Share your feelings with your partner through small conversations .</p>
4	Unit 5	DON'T BE AFRAID OF THE DARK (POEM)	<ul style="list-style-type: none"> <li>➤ Reads printed script on the classroom walls, notice board, in posters and in advertisements.</li> <li>➤ speaks briefly on a day-to-day issues like conservation of water or experiences of day-to-day life etc.</li> </ul>	<p><b>Grammar:</b> Homophones, Compound Words, Contractions,</p> <p><b>Reading:</b> answers the questions, writer's views</p> <p><b>Writing:</b> dictation of short paragraphs (7-8 sentences) .</p> <p><b>Listening:</b> listen and act</p> <p><b>Speaking:</b> speaks about your feelings if you are in dark.</p>	<p>Sensitize the students about the difficulties and needs of special children and how they can help them.</p> <p>Find books from the library pertaining to similar grade appropriate contexts.</p>
5	Unit 5	HELEN KELLER (STORY)	<ul style="list-style-type: none"> <li>➤ uses punctuation marks appropriately in reading aloud with intonations and pauses such as question mark, comma, and full stop</li> <li>➤ responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<p><b>Grammar:</b> Use of Often Sometimes Always Never, Change the number</p> <p><b>Reading:</b> gap filling; sentence completion and open-ended questions. practice reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing</p>	<p>Write a word on your partner's back and let them guess.</p> <p>Imagine yourself as a blind person and write about your experience of asking for directions from strangers.</p>

				<p><b>Writing:</b> Creative writing: write a 'mini biography' and 'mini autobiography'</p> <p><b>Listening:</b> listens to the instructions and walk blindfolded around the class.</p> <p><b>speaking:</b> look at cartoons/pictures/comic strips with or without words and interpret them.</p>		
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**The above-mentioned syllabus along with revision must be completed before Mid Term Examination.**

TERM II						
6	Unit 6	THE SCHOLAR'S MOTHER TONGUE (STORY)	<ul style="list-style-type: none"> <li>➤ shares riddles and tongue-twisters in English</li> <li>· solves simple crossword puzzles, builds word chains, etc.</li> <li>➤ responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> <li>➤ writes dictation of 7-8 sentences with correct spelling and punctuation.</li> </ul>	<p><b>Grammar:</b> Articles, Suffix – 'Ly', Exclamatory sign &amp; Noun</p> <p><b>Reading:</b> Reads aloud a story on Tenali Raman from the class library.</p> <p><b>Writing:</b> make a class dictionary with words from the story.</p> <p><b>Listening and Speaking:</b> listen to your favourite advertisement on the radio /TV. repeat it with the stress on the words.</p>	<p>Act out the story in your group.</p> <p>Group discussion on mother tongue – sharing new words, pronunciation &amp; their meaning.</p> <p>Poster making activity</p>	Worksheets no. 15, 18 & 21 of My Integrated Workbook 'Sangam'
7	Unit 7	A WATERING RHYME (POEM)	<ul style="list-style-type: none"> <li>➤ Recites poem with expressions and intonations, can guess meaning of unfamiliar words, can speak &amp; write four-five sentences, can orally describe everyday objects in very short sentences.</li> </ul>	<p><b>Grammar:</b> Sequencing, word building, reads silent letter word. Unjumble the words, suffix-ing</p> <p><b>Reading:</b> word hunt and say aloud and pick out the silent letters.</p> <p><b>Writing:</b> writes a story about a plant that is in danger.</p> <p><b>Listening and speaking:</b> speech on protecting flowers and plants</p>	<p>Storytelling,</p> <p>Speech</p> <p>Composing a short poem of 6-8 lines in pairs/ small groups followed by presentation.</p>	

8	Unit 7	THE GIVING TREE (STORY)	<ul style="list-style-type: none"> <li>➤ writes dictation of 7-8 sentences with correct spelling and punctuation.</li> <li>➤ responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> </ul>	<p><b>Grammar:</b> change the number, adverb, pronoun, punctuation, action words, sequencing of events.</p> <p><b>Reading:</b> reads out the poem Chintha Chettu.</p> <p><b>Writing:</b> Paragraph writing on save trees.</p> <p><b>Listening and speaking:</b> speech on save trees.</p>	<p>Role play of the story.</p> <p>Imagine and write a short conversation (6-8 dialogues) between you and a tree, thanking it for everything it gives to us.</p>
9	Unit 8	GOING TO BUY A BOOK (STORY)	<ul style="list-style-type: none"> <li>➤ uses dictionary to find out spelling and meaning · uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters</li> <li>➤ speaks briefly on a day-to-day issues like conservation of water or experiences of day-to-day life etc.</li> </ul>	<p><b>Grammar:</b> Use of Will/ Shall, Describing words, Connectors,</p> <p><b>Reading:</b> read and fill the gaps with connectors</p> <p><b>Writing:</b> Paragraph on Library</p> <p><b>Listening:</b> Listen and search</p> <p><b>speaking:</b> speaks few lines about your favourite books or writer in pair/ groups</p>	<p>Draw the cover page of your favourite book from class library and give it a title other than the original title</p>
10	Unit 9	THE NAUGHTY BOY (POEM)	<ul style="list-style-type: none"> <li>➤ speaks briefly on a day-to-day issues like conservation of water or experiences of day-to-day life etc.</li> <li>➤ reads simple poems/texts with expressions, intonations and understanding.</li> </ul>	<p><b>Grammar:</b> Word Grid, Punctuation, Pronoun</p> <p><b>Reading:</b> reads the text identify the nouns and verbs</p> <p><b>Writing:</b> describes the naughtiest child you know.</p> <p><b>Listening:</b> listens to the instructions and follow</p> <p><b>speaking:</b> Role play of a clown</p>	<p>Make a mosaic hat for a clown.</p> <p>In pairs/ groups, compose a short poem (6-8 lines) about visiting India</p>

11	Unit 9	PINOCCHIO (STORY)	<ul style="list-style-type: none"> <li>➤ responds to simple instructions and questions based on everyday life and stories/poems heard or read.</li> <li>➤ writes dictation of 7-8 sentences with correct spelling and punctuation.</li> </ul>	<p><b>Grammar:</b> Use of Prefix (dis/in/un), Use of Suffix (-ness, -ly, -est, -er)</p> <p><b>Reading:</b> read and identify the tools</p> <p><b>Writing:</b> makes sentences on the identified tools</p> <p><b>Listening:</b> listens to the instructions and make the hand puppet</p> <p><b>Speaking:</b> tells the story of Pinocchio with actions</p>	<p>Divide the class into groups, each group to make their own hand puppet and enact the story</p> <p>each learner must pick 4 difficult words from the story. Find their meaning and write in the notebooks.</p>	
<p><b>The whole syllabus must be completed by 31<sup>st</sup> January 2025. Revise the syllabus before annual examination.</b></p>						