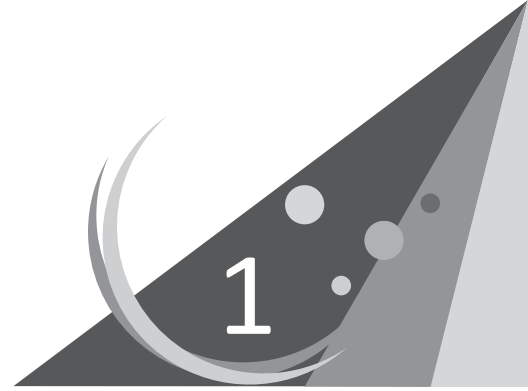


**ENGLISH-4**  
**SEMESTER**

**1**

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# The King and the Fiery Dragon

## LESSON PLAN

### SPECIFIC OBJECTIVES

- Introducing a world of fantasy and imagination
- Appreciating that wealth should be used for good of people, not for bullying or browbeating others
- Listening, reading and understanding and answering the questions orally and in writing
- Enjoying a story told in the form of poetry
- Vocabulary: Filling in the blanks to complete words, solving crossword puzzle
- Grammar: Learning about abstract nouns and possessive nouns—definition and usage
- Copying a passage; writing sentences in proper sequence
- Learning to converse

### WARM UP

- Look at the pictures and discuss the stories that have these characters, with the students.
- Talk about what makes the world of imagination such fun.
- Ask the students to share some of the stories and who tells them the stories, etc.
- Ask the students to do the exercise on their own and the their partners can check their work.

Outcome: Learning about fairy tales, stories of fantasy and imagination.

### READING

- Explain the words and their meanings. Reading creates familiarisation with words.
- Ask in-text questions: Have you visited your grandparents? Have you been to small towns and villages? Have you been to a fair? What was the treasure, etc.?

Outcome: Reading aloud, listening and understanding words, meanings, spellings and pronunciation.

## READ AND UNDERSTAND

- Let the students do Exercises A and B on their own.
- Focus on the central idea of the story – that wealth is meant to be used for the welfare of all people and not hoarded by a few.
- Discuss Exercise C. Let the students answer. Announce the correct answers aloud students can correct the answers in pairs.
- Exercise D [Think and Answer]: Read and discuss the questions in the class. Then ask the students to write down the answers. The teacher must check individual answers.

Outcome: Reading and understanding, and answering questions orally and in writing.

## GRAMMAR IS FUN

- Explain abstract nouns and possessive nouns with the help of the blackboard and examples given.
- Discuss Exercises E–G. Do each exercise orally first and then ask the students to mark the correct answers in their books. Announce the correct answers aloud and students can correct their answers in pairs.

Outcome: Learning about abstract nouns, possessive nouns and their usage.

## SPELL WELL

- Let the students identify the correct spellings from the Help Box.
- Announce the correct answers so that the students can correct their work.

Outcome: Learning the spelling of words, their meanings and pronunciation.

## WORD POWER

- First, ask the students to name the trees. Then, let them solve the word grid.

Outcome: Learning the names and spellings of different trees.

## LET'S LISTEN

- Read the story. Ask the students to listen to it carefully.
- After the students have listened to the story, ask them to answer the questions orally.

Outcome: Listening attentively and answering questions orally.

## LET'S SPEAK

- Read aloud the words to differentiate between a: and ɔ:. Students to follow. Correct their pronunciation.

Outcome: Differentiating between a: and ɔ: sounds.

## CONVERSE AND CONNECT

- Two students can be selected in to learn and play the roles of Neetu and Heena.
- Enact the dialogue in the class.
- Students in groups can be asked to comment on the dialogue enactment, pronunciation, expression, inflexion, etc.

Outcome: Learning speech rhythms and pronunciation, talking correctly.

## SPEAK AND EXPRESS

- Exercise M: Ask the students to look at the picture.
- Then ask them the given question. Relate to the issues raised in the lesson regarding things that we share with grandparents.
- Encourage the students to speak freely and with confidence.

Outcome: Enhancement of self-confidence and speaking skills.

## WRITE WELL

- Exercise N: Ask the students to read the question and the paragraph. Read it aloud.
- Make sure they understand it well.
- Then ask them to write it down neatly.
- Discuss how the paragraph is centred on one main idea – the food we eat during the day.
- Exercise O: Let the students attempt this on their own.
- Then write the correct sequence on the blackboard so that the students can check and correct their own work.

Outcome: Enhancement of writing skills.

## DICTIONARY SKILLS

- Encourage the students to look up the words in the dictionary.
- Let them read the meanings. You can help them in case of further explanations or clarifications.

Outcome: Understanding how to use the dictionary; enhancement of vocabulary.

## ACTIVITY/PROJECT

- Students should do on their own.

Outcome: Learning to use one's creativity.