

GRADE IV

LANGUAGE ITEMS

REMARKS

FUNCTIONS AND NOTIONS

Birthdays

Discuss and write about birthdays, e.g.

When is your birthday?

My/his/her birthday is ...?

Mine is...

Past events

Talking and writing about things done in the past, e.g.

I went to the Museum yesterday.

There I saw...

We spent two hours there.

On the way to school we saw ... etc.

Greetings

Revise usual language of greetings, e.g.

Good morning/afternoon/evening.

Teach **good night** (never used as a greeting).

Also polite conversation starters and offers:

Good morning sir, may I help you with your books?

Good afternoon madam/miss, would you like to see our class? etc.

Self, family, and hobbies

Introduce the idea of pen-friends - and writing letters as a hobby -also other hobbies like: collecting stamps/postcards/coins /matchboxes; painting, reading, swimming, sports, etc.

My favourite/my hobby/I like.

Also talk about oneself and family.

Telling time

Revise the language of telling the time learned previously.

Introduce **during, watch (n), midday, noon, midnight.**

Also **minutes past, minutes to.**

Temperature

Highest temperature, lowest temperature, maximum, minimum, Centigrade, Celsius.

Interpreting tabular information

E.g.

Time-tables, other simple charts.

When do you have...?

What's on ...?

How many ...?

Quantity

A kilo, a dozen, a litre, a little, a lot, not much, a jar of, a bag of, etc.

Descriptions

Revise describing people and things.

Introduce describing processes, e.g.

the process of how goods are brought to this country.

how a text book is made, etc.
Language like: **bought, materials, ship, customs**, etc.

Shopping

What do you want to buy? Do you want to buy ...?
... too expensive/cheap, I have only Rf. 3.00, etc.

SPECIFIC VOCABULARY**Months of the year**

January, February... etc.

Ordinal numbers

1st, 2nd, 3rd... etc. up to 100th.

Capital cities and currencies

Should be able to identify some neighbouring countries, their capitals and currencies. Also the more heard about industrial countries and their capitals and currencies.

Mathematics

Add, subtract, multiply, divide by, is equal to, etc.

STRUCTURES**Change from 1st to 3rd person**

E.g.

I had breakfast, I don't like eggs.

to

He had breakfast, he doesn't like eggs.

I hope I'll win.

to

He hopes he'll win. etc.

Concord

Two singular nouns connected by ***and***, using the plural verb form, in positive statements, e.g.

Ali is tall. Ahmed is tall, too.

Ali and Ahmed are tall.

Ahmed has a blue bag. Ali has a blue bag.

Ahmed and Ali have blue bags.

Ali was absent. Ahmed was absent.

Ali and Ahmed were absent. etc.

Everybody, somebody and ***nobody***, using the singular verb form, e.g.

Everybody is standing up.

Somebody is sitting down.

Nobody is standing up. etc.

Review ***Some, most, all*** with countable nouns using the plural verb form, e.g.

All the rulers are straight. Are they all long?

Most of them are long.

Some of them are short. etc.

Sentences

Simple sentences, e.g.

Rashid wears glasses.

The black cat jumped over the wall. etc.

Also give practice in putting words in the correct order in a sentence.

Also sentences with clauses of reason, e.g.

I haven't got a pen, so I can't write.

I can't write, because I haven't got a pen. etc.

(use proper punctuation marks in the sentences).

Also, **If you eat too much you will grow fat**, etc. and more complex sentences, e.g.

We used to go to the cinema a lot, but now we don't.

My father used to work on a fishing boat, but now he works in an office. etc.

Also sentences specifying choice, e.g.

I like this dress.

I do not like these trousers. etc.

Also sentences containing relative clauses, e.g.

The lady who works in the office walks there every day.

The boy who caught the fish took it home to his mother, etc.

Also sentences defining something, e.g.

I like people who are kind and gentle.

I don't like people who are cruel and angry all the time.

Possessive pronouns and possessive adjectives

E.g.

What is *her* name?

What is *his* brother doing?

Were *they* alone? etc.

Question forms

Wh questions, e.g.

Who ...? When ...? Where ...?

Why ...? Which ...? What ...?

Also:

Have you/they etc.? Has he/she ...? etc. Is he/she ...? etc.

Also ask questions in writing, e.g.

Where are they going on holiday?

Have they been there before?

Why are they going there?

Did Reema ask them to go there? etc.

Reflexive pronouns

Myself, etc., e.g.

I cut *myself*.

She wrote about *herself*.

Also *himself, yourself, ourselves, yourselves, themselves*, etc.

Present perfect continuous

E.g.

How long *have you been living* in Male'?

Also with the prepositions *for* and *since*, e.g.

I *have been living* in Male' for 10 years.

I *have been living* in Male' since I was born. etc.

Adverb clauses

Of time using *when, while*, e.g.

When I get home, I have shower.

I like to drink cold water *when* it's hot.

I will do the washing *while* the sun is shining. etc.

Adverbs of frequency

Rarely, often, etc.

Reported commands and requests	<p><i>ask, told</i>, e.g.</p> <p>They <i>told</i> me to open the door.</p> <p>I <i>asked</i> her not to buy that dress. etc.</p>
Future	<p>Using <i>shall</i> and <i>will</i>, e.g.</p> <p>I <i>shall</i> tell you this evening.</p> <p>When <i>will</i> he come back?</p> <p>What <i>shall</i> we do now?</p> <p>They <i>will</i> be very angry.</p> <p>Also negative future + contraction, e.g.</p> <p>If it rains, I <i>won't</i> go for a swim.</p> <p>If it rains he <i>won't</i> go for a swim.</p>
Conjunctions	<p>E.g. but, and, although.</p> <p>I am busy <i>but</i> I will meet you at one o'clock.</p> <p>I will come <i>and</i> I will bring your book with me.</p> <p>I will come <i>although</i> I am busy.</p>
Past habitual	<p><i>used to</i></p> <p>I <i>used to</i> go to visit Reema a lot, but I don't go now. etc.</p> <p>Negative - <i>never</i>, e.g.</p> <p>I <i>never</i> go to school late. etc.</p>
Use of pronoun one	<p>I have five dresses.</p> <p>Which <i>one</i> do you like best? etc.</p>
Relative clause	<p>The girl (<i>who</i> works at the airport) ...</p> <p>The man (<i>who</i> sells mangoes)...etc.</p>
Passive voice	<p>In the present tense, e.g.</p> <p>Radios are <i>made</i> in Japan.</p> <p>They are <i>brought</i> to Male'. etc.</p> <p>In the past tense, e.g.</p> <p>Maldives <i>was visited</i> by lots of tourists last year.</p> <p>Used to clarify time clauses.</p>
Past simple	<p>E.g.</p> <p>I <i>came</i> to see you last night.</p> <p>I <i>went</i> to the football match yesterday.</p>
Quantifiers	<p>E.g.</p> <p>How much? How many?</p> <p>not any, fifteen, enough, a few, a few extra, far too many, too much, too heavy, a lot of, too, very, half full/empty, almost full/empty, less, fewer, smaller, bigger. etc.</p>
Present perfect	<p>For completed action, e.g.</p> <p>Have you <i>finished</i>?</p> <p>Yes, I have <i>finished</i>.</p>

You have just drawn a boat.
You have just done a difficult sum.
She has just written an English word. etc.

Past perfect

E.g.

He didn't want the book. He had already read it.
She couldn't buy the dress. Somebody had already bought it. etc.

SKILLS

The teacher must try to integrate the skills, structures, functions and notions with daily language activities.

Dictionary skills

Word order/alphabetic order.
Revise ordering words in the alphabetic order using initial sounds.

Spelling/dictation

Introduce words that start with same letter.
Arrange them according to the first letter.
Introduce arranging words by considering the first, second and third letter.

Reading

Children should be allowed to read for enjoyment
Use any Supplementary Reader for this.
Also introduce children to the joys of the simple readers in the library. Get children to read as much as possible.

Reading comprehension:

- Reading instructions using sequences.
- Following written instructions.
- Extracting information from a letter.
- Extracting information from a time table.
- Reading story/passage for information.

Skills development:

- Review the functions of words within inverted commas. Teach role of spoken words in a drama and the function of stage directions.
- Practise phonics - pronunciation practice. Read aloud and correct stress, intonation. etc.
- Illustrate what they have read.
- Pronunciation of consonant clusters or blended consonants, e.g. **grow**.
- Use the context to guess/predict the meaning of new words.
- Learn to read with expression.

Writing

Punctuation:

Review punctuation marks and where to use them.

Invitations and replies:

Children should be taught to write short invitation cards of letters and replies to invitations.

Letters (as guided composition):

Write a letter to a penfriend in another country telling them about the Maldives, my family, my school etc. and asking some questions about his/her country.

Write a post card to a friend or a family member.

Letters should be discussed first before the children are asked to write. They should be taught how to write a letter, e.g., where to put the address, what to write to finish the letter, etc.

Help them and guide them all the way.

Creative writing:

Innovate on a story already read.

Write down things that happen everyday. (E.g. by keeping a diary).

Write short essays about special occasions like Independence Day, the Eid, a party, etc.

Write short stories.

Speaking

Speaking:

Dialogues: practising dialogues in pairs or groups.

Conversation: practising talking (using some aids like games) in pairs or groups.

Expressing ideas originally: discussion on subjects, explaining how something is done.

Telephone role plays: practise given dialogues. Create new dialogues (innovative).

Listening

Listening comprehension:

Extracting information from conversations.

Extracting information from a passage (heard).

Listening for fun - listen to short stories etc. for the enjoyment of it - should understand the gist or main point.