

## **P.4 ENGLISH SCHEME (COMPOSITION AND COMPREHENSION) TERM II**

WK	PD	TOPIC	SUB-TOPIC	SKILLS	CONTENT	COPETENCES	METHODS	L/ACTIVITIES	T/AIDS	L/SKILLS	REM
<b>1</b>	1	Behaviour	Compo. structure	Reading Listening Writing Speaking	<b>Good behaviour</b> <b>Vocabulary</b> excuse, thank, lend, sorry, forgive, borrow, please  <b>Construct sentences</b> a) thank b) forgive c) lend	<b>The learner:-</b> Reads, spells and pronounces the new words correctly  Constructs sentences using the vocabulary given to complete the given exercise	Question and answer  Illustration  Demonstration	Punctuating sentences  Reading sentences	Alphabet chart	Self esteem  Effective communication	
	2	Behaviour	Compo structure		<b>Structure</b> Would you like .....?  <b>Examples</b> a) Would you like to travel by boat? No, thank you. b) Would you like some cold water? Yes , please.	Reads the given dialogue acts the given dialogue  Pronounces the new words  Answers both oral and written questions					
	3				<b>Dialogue</b> <b>Characters</b> Busingye Amina  <b>Key words</b> taking part talking involved in						

2	1	Behaviour	Composition	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Using: "may I borrow .....please?"</p> <p><b>Example</b> How would you borrow a pen? <u>May I borrow a pen, please?</u></p> <p><u>Can in borrow a rubber, please?</u></p> <p><u>Can I borrow a bicycle Faith, please?</u></p>	<p>Reads and uses the given structure correctly</p>	<p>Question and answer</p> <p>Oral approach</p> <p>Explanation</p>	<p>Reading sentences</p> <p>Answering questions</p>		<p>Effective communication</p>	
2	2	Behaviour	Dialogue		<p><b>Structure</b> "Forgive me, I am sorry" Borrowing with correct response for the lender borrower lender</p> <p>guided dialogue</p>	<p><b>The learner;</b> Reads the given structure correctly</p> <p>Uses the given structure in sentences</p>				<p>Self esteem</p> <p>Appreciate</p> <p>Love</p> <p>Self awareness</p>	
	3	Behaviour	Vocabulary		<p><b>Bad behaviour</b></p> <p><b>Vocabulary</b> rude quarrel shout steal hate backbite unkind bad disobey lie abuse fight opposites <u>Homophones</u> bad – bird where - were kind hate obey bad</p>	<p>Pronounces, reads and spells new words correctly</p> <p>Uses the new words in sentences</p> <p>Completes the given exercise correctly</p>					

3	1	Behaviour	Poem		<b>Poem</b> <b>Sorry</b> There is no one in this world who does not do wrong so, we all do wrong every day, every week stanzas – 3 about – title –	Reads and recites the poem correctly  Answers oral and written questions about the poem	Question and answer recitation	Reciting	Poem print out		
3	2	Behaviour	Structure Jumbled composition		<b>Structure</b> Do not .....  <b>Examples</b> a) You should not spoil school property <u>Do not spoil school property.</u>  b) It is not good to fight. <u>Fighting is bad.</u> <u>Fighting is not good.</u>  c) It is a bad practice to abuse your elders (End ... bad practice) <u>Abusing your elders is a bad practice.</u>  d) We should not steal. It is bad. <u>We should not steal because it s bad.</u>	<b>The learner;</b> Reads the given sentences correctly  Uses the given structure in sentences correctly	Guided discussion  Explanation  Question and answer	Using the given structures in sentences correctly	A chart showing wrong deeds	effective communication  Self esteem	

3	3	Behaviour	Jumbled composition	Listening	<b>Re-arrange to form a good composition</b>						
				Speaking	<b><u>Wrong order</u></b>						
				Reading	He quickly organized himself and rushed to school						
				Writing	The nurses later informed Juma's teachers about what had happened to their pupil..						
4	1		Guided composition		<b>The obedient boy</b> Work bank listens, sorry, respect, dictionary, greets, well behaved, forgot, forgive	Reads the given sentences correctly  Uses the given structure in sentences correctly	Guided discussion  Explanation  Question and answer	Guided discussion  Explanation  Question and answer			
4	2	Behaviour	Picture composition		<b>Picture composition on behaviour</b> Picture 1 – Bad (rude)  Picture 2 – Good (helpful)  Picture 3 – Good (useful)  Picture 4 – Bad (escaping)	<b>The learner;</b> Studies and interprets the given pictures correctly  Constructs sentences on what behaviour is shown in each picture given.	Observation  Explanation  Guided discussion  Question and answer interpretation	Interpreting the given pictures  Constructing sentences using the given pictures	Picture printouts	Effective communication  Problem solving  Critical thinking	
	3		Free composition writing		<b>My Humble sister</b>						
	4		Passage		<b>Tom's evening (winner's book 4)</b>						

5	1	Shopping	vocabulary		<b>Vocabulary</b> some, price, cost, cheap, expensive, money, enough, any, items	<b>The learner;</b> Pronounces, spells and reads the new words  Constructs sentences using the new words	Question and answer  Demonstration	Reading  Pronouncing  Spelling	Word card	Self awareness	
	2		Structures		<b>Structure</b> Using: How much is ..... a) How much is a pen? A pen is ..... b) How much is a kilogram of sugar? A kilogram of sugar is ....	<b>The learner;</b> Reads the sentences given correctly  Uses the structure correctly  Completes the given exercise correctly	Question and answer  Demonstration	Reading  Pronouncing  Spelling	Text book illustration		
	3		Dialogue		<b>A friend in need</b> <b>Characters</b> Fionah Magezi	<b>The learner;</b> Reads the dialogue,  Take part in the dialogue  Answers questions in oral and written about the dialogue	Question and answer  Demonstration	Reading  Pronouncing  Spelling	Text book and printed dialogues		
6		EXAMINATIONS									

7	1		Structure		<p><b>Using .....enough to ...</b></p> <p><b>Examples</b></p> <p>a) I have money. I can buy a car.</p> <p>b) She has money. She can lend some to Wambi.  <u>I have enough money to buy a car.</u></p> <p><u>She has enough money to lend some to Nambi.</u></p>	<p><b>The learner;</b>  Reads the given sentences correctly</p> <p>Uses the given structure in sentences</p>	<p>Explanation</p> <p>Question and answer</p> <p>Guided discussion</p>	<p>Reading the given sentences correctly</p> <p>Using the given structure in sentences correctly</p>			
	2		Guided composition		<p><b>School fees</b></p> <p><b>Work Bank</b>  happy, shilling, borrowing, fees, lent, any</p> <p>One day, I was sent home for ..</p>	<p><b>The learner;</b>  Reads the given words correctly</p> <p>Completes the given story using the current word from the box</p>	<p>Explanation</p> <p>Question and answer</p> <p>Guided discussion</p>	<p>Reading the given sentences correctly</p> <p>Using the given structure in sentences correctly</p>			
	3	Shopping		<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p><b>Re-arrange to form a good composition</b></p> <p><b><u>Wrong order</u></b>  John's mother wanted cabbages, onions, nakati and some tomatoes</p> <p>On his way to the market, he met a group of boys who were going for a comedy show.</p>	<p>Re-arranges the given sentences in the correct order</p>	<p>Sentence method</p> <p>Guided discussion</p> <p>Explanation</p>	<p>Reading given sentences</p> <p>Observation</p>			
	4		Compre passage		<p><b>Banks</b></p> <p>a) What is a loan?</p> <p>b) What is a mint?</p> <p>c) Give one reason why we need money.</p>	<p><b>The learner;</b>  Reads the passage carefully</p> <p>Answers questions in full sentences</p>					

8	1	Shopping	Compo.		<b>Shopping bill</b> kg – kilogram @ - each shs.- shillings	<b>The learner;</b> Interprets the given shopping bill  Answers questions about the shopping bill	Illustration  Demonstration  Explanation  Question and answer				
	2 & 3		Picture composition		<b>How / Why a bank is useful</b> Picture 1: Picture 2: Picture 3: Picture 4: Picture 5: Picture 6:  <b>Write a short story about “My first time to the market”</b>  <u>Points to take notes</u> date, place, who sent you, what you bought, how much you spent and how you felt after the shopping.	<b>The learner;</b> Studies the pictures carefully  Constructs using the given pictures  Interprets the given pictures correctly	Illustration  Demonstration  Explanation  Question and answer				
9	1	Time	Vocabulary		<b>Vocabulary</b> morning, break time, after noon, evening night, yesterday, continue	<b>The learner;</b> Reads the new words spells the new words					

	1	Time		Speaking	Using ...because..... Examples																																																
				Listening	I go to school early in the morning because I don't want to reach late.																																																
				Reading																																																	
				Writing	I went to the market because I wanted to buy fresh vegetables (Revision work)																																																
	2			Speaking	Using “ while, when, As”																																																
				Listening	Examples																																																
				Reading	I was taking breakfast. The visitor arrived. While I was taking breakfast, the visitor arrived.																																																
				Writing	When I was taking bread fast, the visitor arrived  As I was taking breakfast the visitor arrived.																																																
9	1	Time	Calendar		Calendar March, 2014 <table><tr><td>Sun</td><td></td><td>4</td><td>11</td><td>18</td><td>25</td></tr><tr><td>Mon</td><td></td><td>5</td><td>12</td><td>19</td><td>26</td></tr><tr><td>Tue</td><td></td><td>6</td><td>13</td><td>20</td><td>27</td></tr><tr><td>Wed</td><td></td><td>7</td><td>14</td><td>21</td><td>28</td></tr><tr><td>Thur</td><td>1</td><td>8</td><td>15</td><td>22</td><td>29</td></tr><tr><td>Fri</td><td>2</td><td>9</td><td>16</td><td>23</td><td>30</td></tr><tr><td>Sat</td><td>3</td><td>10</td><td>17</td><td>24</td><td>31</td></tr></table>	Sun		4	11	18	25	Mon		5	12	19	26	Tue		6	13	20	27	Wed		7	14	21	28	Thur	1	8	15	22	29	Fri	2	9	16	23	30	Sat	3	10	17	24	31	The learner; Studies the calendar correctly  Interprets the given calendar  Answers given questions	Interpretation  Observation	Interpreting  Reading  Answering questions	Calendar		
Sun		4	11	18	25																																																
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	2	Time	Poem		<p>Stanza 1 clock , watch , crowing cock</p> <p>Stanza 2 How a clock ticks seconds, minutes and hours</p> <p>Stanza 3 Calendar (days and months)</p> <p><b>Questions</b></p> <ol style="list-style-type: none"><li>1. What does the writer want to know?</li><li>2. How many stanzas has the poem?</li><li>3. What does a calendar show?</li></ol>	<p><b>The learner;</b> Reads the given poem</p> <p>Recites the given poem</p>	<p>Interpretation</p> <p>Observation</p>																								
	3	Time	Jumbled composition		<p><b>Re-arrange to make a good composition</b> <b><u>pairing method</u></b> (3,7), (6,9), (2,5), (10,8) 4,1)</p> <p><b>Table method</b></p> <table><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr><tr><td>3</td><td>7</td><td>6</td><td>9</td><td>2</td><td>5</td><td>10</td><td>8</td><td>4</td><td>1</td></tr></table>	1	2	3	4	5	6	7	8	9	10	3	7	6	9	2	5	10	8	4	1	<p><b>The learner;</b> Rearranges the given sentences into the correct order</p>	<p>Interpretation</p> <p>Observation</p>				
1	2	3	4	5	6	7	8	9	10																						
3	7	6	9	2	5	10	8	4	1																						
	4	Time			<p><b>Write a short story about the day you visited your grand parents</b></p> <p><u>Points to note</u> Date, place, what you enjoyed, whom you went with, how you felt after the visit</p>		<p>Explanation</p>			the winners learners book page 82																					