

## #CREATIVE PRINTERS

### P.4 SCHEME OF WORK TERM 2 2024

### ENGLISH

W K	P D	T O P I C	Sub / TOP	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND. OF L.S.V	INST. MAT.	REF	RE M															
1	1	BEHAVIOUR	Good Behaviour	Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> borrow, thank, lend forgive <u>Grammar - Tenses of Verbs.</u> <table><tr><td>verbs</td><td>Present continous</td><td>Past simple</td></tr><tr><td>borrow</td><td>borrowing</td><td>borrowed</td></tr><tr><td>thank</td><td>thanking</td><td>thanked</td></tr><tr><td>lend</td><td>lending</td><td>Lent</td></tr><tr><td>forgive</td><td>forgiving</td><td>forgave</td></tr></table> <u>Structure and tense work</u> Tense: present simple tense Using: May I .....please? Yes/No, ..... <u>Example</u> 1. May I use your pen, please? <b>Yes, you may use my pen.</b> 2. May I use your ruler, please? <b>No, I am sorry. I am going to use it.</b>	verbs	Present continous	Past simple	borrow	borrowing	borrowed	thank	thanking	thanked	lend	lending	Lent	forgive	forgiving	forgave	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly using the appropriate tense.	Whole word  Whole sentence  Guided discovery  Listen Say and Use	Reading  Pronoun cing  Spelling  Writing  Construc ting sentenc es  Answerin g oral question S	Using approp riate langua ge  Sharing  Respec t  Respon ding approp riately	Word cards  Dictio nary  A table of tense s	P.4 curr. Page 10-11  St. Ben page 84	
verbs	Present continous					Past simple																						
borrow	borrowing	borrowed																										
thank	thanking	thanked																										
lend	lending	Lent																										
forgive	forgiving	forgave																										
1	2			Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> excuse, please, sorry  structure and tense work Tense: Present Simple Tense Using: Will you please lend.....?	The learner; - reads, pronounces, spells and demonstrate meaning of	Whole word  Whole sentence	Reading  Pronoun cing  Spelling	Using approp riate langua ge	Word cards  Dictio nary	P.4 curr. Page 10-11																

						No, I am/We..... Example 1. Will you please lend us your ball? No, I am sorry.	words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly using the appropriate tense.	Guided discovery  Listen Say and Use	Writing  Constructing sentences  Answering oral questions	Sharing  Respect  Responding appropriately		St. Ben page 84																
1	3		II	Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> borrow, thank, lend forgive <u>Grammar-Tenses of Verbs</u> <table><tr><td>verbs</td><td>Present continous</td><td>Past simple</td></tr><tr><td>borrow</td><td>borrowing</td><td>borrowed</td></tr><tr><td>thank</td><td>thanking</td><td>thanked</td></tr><tr><td>lend</td><td>lending</td><td>Lent</td></tr><tr><td>forgive</td><td>forgiving</td><td>forgave</td></tr></table> <u>Structure and tense work</u> Tense: present simple tense Using: Do you have any.....? No, I don't have any..... Example 1. Do you have any tomatoes? No, I don't have any tomatoes.	verbs	Present continous	Past simple	borrow	borrowing	borrowed	thank	thanking	thanked	lend	lending	Lent	forgive	forgiving	forgave	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly using the appropriate tense.	Guided discussion  Explanation  Whole sentence  Whole word	Reading  Pronoun cing  Spelling  Writing  Construc ting sentences  Answerin g oral question S	Using approp riate langua ge  Sharing  Respect  Thanking	A table of tenses  Word cards  Sente nce cards	P.4 curr page 10-11  St . Ben page 91	
verbs	Present continous	Past simple																										
borrow	borrowing	borrowed																										
thank	thanking	thanked																										
lend	lending	Lent																										
forgive	forgiving	forgave																										
2	1			Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> excuse, please, sorry <u>Structure and tense work</u> Tense: Present Simple Tense	The learner; - reads, pronounces, spells and demonstrate	Guided discussion  Explanation	Reading  Pronoun cing	Using approp riate langua ge	Word cards  Sente	P.4 curr page 10-11																

					Using: Can .....please? Yes/No, <u>Example</u> 1. Can I borrow your book please? Yes, you can borrow my book. 2. Can he borrow your bicycle please? No, I am sorry. He can't.	meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly using the appropriate tense.	Whole sentence  Whole word	Spelling  Writing  Constructing sentences  Answering oral questions	Sharing  Respect  Thanking	nce cards	St . Ben page 92	
2	2	BEHAVIOUR	Good Behaviour	Listening Speaking Reading Writing	Grammar <u>Vocabulary</u> borrow, thank, lend forgive <u>Grammar</u> - Tenses of Verbs  <u>Structure and tense work</u> Tense: Present Simple Tense Using: Forgive me for..... <u>Example</u> 1. Forgive me for breaking your pot. It is fine. 2. Forgive me for losing your pencil Don't worry.	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure	Guided discussion  Explanation  Whole sentence  Whole word	Reading  Pronouncing  Spelling  Writing  Constructing sentences	Using appropriate language  Sharing  Respect  Thanking	A table of tenses  Word cards  Sentence card	P.4 curr page 10-11  St . Ben page 95	
2	3	BEHAVIOUR	Good Behaviour	Listening Speaking Reading Writing	Grammar <u>Vocabulary</u> excuse, please, sorry <u>Grammar</u> -Interjections  <u>Structure and tense work</u> Tense: Present Simple Tense Using: Please forgive me for..... <u>Example</u>	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs	Guided discussion  Explanation  Whole	Reading  Pronouncing  Spelling  Writing	Sharing  Co-operation  Use of	Sentence cards  Word cards	St . Ben Page 95	

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						Tense: Present Simple Tense Using: It is bad to..... <u>Example</u> It is bad to steal. It is bad to fight.	simple tense. - Uses the given structure correctly	Listen say and use	es Answerin g oral question S	iation																	
3	3	BEHAVIOUR	Bad Behaviour	Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> damage, burn, abuse, cheat <b>Grammar- Tenses of Verbs</b>	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. -Uses the given structure.	Guided discussion  Explanati- on  Whole sentence  Whole word	Reading  Pronoun cing  Spelling  Writing Answerin g oral question S	Sharing  Co- operatio n  Use of approp riate lang.	Word cards  Sente nce cards  Dictionary	St. Bern page 105															
	<table><tr><th>verbs</th><th>Present continous</th><th>Past simple</th></tr><tr><td>damage</td><td>damaging</td><td>damaged</td></tr><tr><td>burn</td><td>burning</td><td>burnt</td></tr><tr><td>abuse</td><td>abusing</td><td>abused</td></tr><tr><td>cheat</td><td>cheat</td><td>cheated</td></tr></table>					verbs								Present continous	Past simple	damage	damaging	damaged	burn	burning	burnt	abuse	abusing	abused	cheat	cheat	cheated
verbs	Present continous					Past simple																					
damage	damaging					damaged																					
burn	burning					burnt																					
abuse	abusing	abused																									
cheat	cheat	cheated																									
4	1			Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> quarrel, lie, dodge, fight <u>Grammar-Tenses of verbs</u>	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words.  - Constructs sentences using the given vocabulary in the present	LSU  Whole word  Whole sentence  Explanati on  Guided	Reading  Spelling  Pronoun cing  Writing  Construc ting sentenc	Use of approp riate langua ge  Sharing  Cooper ation  Thankin	Flash cards  Sente nce cards  A table of tense	St. Bern book p.4 page 106															
	<table><tr><th>verbs</th><th>Present continous</th><th>Past simple</th></tr><tr><td>quarrel</td><td>quarreling</td><td>quarreled</td></tr><tr><td>lie</td><td>lying</td><td>lied</td></tr><tr><td>dodge</td><td>dodging</td><td>dodged</td></tr><tr><td>fight</td><td>fighting</td><td>fought</td></tr></table>	verbs	Present continous			Past simple								quarrel	quarreling	quarreled	lie	lying	lied	dodge	dodging	dodged	fight	fighting	fought		
verbs	Present continous	Past simple																									
quarrel	quarreling	quarreled																									
lie	lying	lied																									
dodge	dodging	dodged																									
fight	fighting	fought																									

						<b>Tense:</b> Present Simple Tense Using: We/he should not..... <u>Example</u> 1. She should not fight with others. 2. We should not lie to our friends.	simple tense. - Uses the given structure correctly.	discussion	es	g	s		
	2			Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> rude, unkind, careless, <u>Grammar</u> –Opposites of adjectives <u>Adjective</u> <u>Opposite</u> rude                  humble unkind                kind careless               careful <u>Structure and tense work</u> Using: We/He/She should not....because..... -You should not tell lies because it is bad.	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. Constructs sentences using the given vocabulary.	LSU  Whole word  Whole sentence  Discussion Explanation	Reading, spelling, writing and pronouncing words  Constructing sentences	Use of appropriate language  Sharing  Cooperation	Flash cards  Sentence cards	St. Bern book p.4 page 106	
4	3	SHOPPING	Buying and selling	Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> Kilogramme, bar, litre, metre <u>Grammar</u> –Plurals of nouns <b>Singular</b> <b>Plural</b> kilogramme                   kilograms bar                                bars litre                               litres metre                            metres <u>structure and tense work</u> <b>Tense:</b> Present simple Using: How much.....? How much is a kilogramme of sugar?	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussion  Guided discovery  Explanation  Whole sentence  Whole word	Reading words and sentences  Spelling  Pronouncing  Writing	Accuracy  Negotiation  Use of polite lang.  Self-expression	Word cards  Sentence cards  Flash cards  chart	St. Bern book page 117-118	

5	1			Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> Some, few, cheap, expensive <u>Grammar</u> –Comparison of adjectives. <table><tr><th>Opposite</th><th>Comp.</th><th>Super.</th></tr><tr><td>few</td><td>fewer</td><td>fewest</td></tr><tr><td>cheap</td><td>cheaper</td><td>cheapest</td></tr><tr><td>expensive</td><td>more expensive</td><td>most expensive</td></tr></table> <b>structure and tense work</b> <b>Tense:</b> Present simple Using: Is/are.....than..... 1. Is sugar more expensive than salt? 2. Is salt cheaper than sugar?	Opposite	Comp.	Super.	few	fewer	fewest	cheap	cheaper	cheapest	expensive	more expensive	most expensive	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussion  Guided discovery  Explanation  Whole sentence  Whole word	Reading words and sentences Spelling Pronouncing  Writing	Accuracy  Negotiation  Use of polite lang.  Self-expression	Word cards  Sentence cards  Flash cards  chart	St. Bern book page 120	
Opposite	Comp.	Super.																							
few	fewer	fewest																							
cheap	cheaper	cheapest																							
expensive	more expensive	most expensive																							
5	2	SHOPPING	Buying and selling	Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> packet, price, item, cost <u>Grammar</u> –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>packet</td><td>packets</td></tr><tr><td>price</td><td>prices</td></tr><tr><td>item</td><td>items</td></tr><tr><td>cost</td><td>costs</td></tr></table> <b>structure and tense work</b> <b>Tense:</b> Present simple Using: .....some..... Example 1. May I have some sugar, please? Yes, you may.	Singular	Plural	packet	packets	price	prices	item	items	cost	costs	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussion  Guided discovery  Explanation  Whole sentence  Whole word	Reading words and sentences Spelling Pronouncing  Writing	Accuracy  Negotiation  Use of polite lang.  Self-expression	Word cards  Sentence cards  Flash cards  chart	St. Bern book page 121			
Singular	Plural																								
packet	packets																								
price	prices																								
item	items																								
cost	costs																								
	3			Listening	Grammar	<b>Vocabulary</b> Kilogramme, bar, litre, metre	The learner; -pronounces,	Discussion	Reading words	Accuracy	Word cards	St. Bern													



						SHOPPING	Buying and selling	Speaking Reading Writing		<u>Grammar</u> –Plurals of nouns <b>Singular</b> <b>Plural</b> kilogramme      kilogrammes bar      bars litre      litres metre      metres <b>structure and tense work</b> <b>Tense:</b> Present simple Using: .....is/are.....shillings Example 1. A bar of soap is two thousand shillings.	reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Guided discovery  Explanation  Whole sentence  Whole word	and sentences  Spelling  Pronouncing  Writing	Negotiation  Use of polite lang.  Self-expression	Sentence cards  Flash cards  char	book page 118-119									
6	1			Listening Speaking Reading Writing	Grammar	<b>Vocabulary</b> Some, few, cheap, expensive <u>Grammar</u> –Comparison of adjectives. <table><tr><td><b>Opposite</b></td><td><b>Comp.</b></td><td><b>Super.</b></td></tr><tr><td>few</td><td>fewer</td><td>fewest</td></tr><tr><td>cheap</td><td>cheaper</td><td>cheapest</td></tr><tr><td>expensive</td><td>more expensive</td><td>most expensive</td></tr></table> <b>structure and tense work</b> <b>Tense:</b> Present simple Using: .....is/are buying/selling.... Example 1. Tina is buying some salt. 2. They are buying some sugar.	<b>Opposite</b>	<b>Comp.</b>	<b>Super.</b>	few	fewer	fewest	cheap	cheaper	cheapest	expensive	more expensive	most expensive	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary in the present simple tense. - uses the given structure correctly.	Discussion  Guided discovery  Explanation  Whole sentence  Whole word	Reading words and sentences  Spelling  Pronouncing  Writing	Accuracy  Negotiation  Use of polite lang.  Self-expression	Word cards  Sentence cards  Flash cards  char	St. Bern book page 123	
<b>Opposite</b>	<b>Comp.</b>	<b>Super.</b>																							
few	fewer	fewest																							
cheap	cheaper	cheapest																							
expensive	more expensive	most expensive																							
6	2			Listening Speaking Reading	Grammar	<b>Vocabulary</b> packet, price, item, cost <u>Grammar</u> –Plurals of nouns <table><tr><td><b>Singular</b></td><td><b>Plural</b></td></tr><tr><td>packet</td><td>packets</td></tr><tr><td>price</td><td>prices</td></tr></table>	<b>Singular</b>	<b>Plural</b>	packet	packets	price	prices	The learner; -pronounces, reads, spells, writes and demonstrates meaning of	Discussion  Guided discovery	Reading  Pronouncing  Spelling	Using appropriate language	Word cards  Sentence cards	St. Bern book page 123							
<b>Singular</b>	<b>Plural</b>																								
packet	packets																								
price	prices																								



				Writing		<table><tr><td>item</td><td>items</td></tr><tr><td>cost</td><td>costs</td></tr></table> <b><u>structure and tense work</u></b> <b>Tense:</b> Present simple Using: .....any..... <b>Example</b> 1. Is there any salt, please?	item	items	cost	costs	words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Explanati on  Whole sentence  Whole word	Writing  Construc ting sentences  Answerin g oral question S	Sharing  Respec t  Respon ding appropriately	Dictio nary  A chart	Mk book 4  P.4 curr page s 14- 15.	
item	items																
cost	costs																
6	3			Listening  Speaking  Reading  Writing	Grammar	<b><u>Use of 'some' and 'any'</u></b> 'Some' and 'any' are used to refer to quantity or number. <u>Some</u> - is used in positive sentences to say how much or many we are talking about. <u>Any</u> - is used in negative sentences and questions. <b>Examples</b> 1. We bought some mangoes yesterday. (positive) 2. There isn't any cooking oil in the bottle. (negative)	The learner; - Describe /explains the use of some and any. - Reads, writes and demonstrates meaning. - Reads sentences - Constructs sentences using 'any' and 'some'	Explanati on  Discussion Guided discovery	Reading  Writing  Construc ting sentenc e	Use of appropri ate lang. Love  Sharing  Self-expressi on	A chart with the use of 'som e' and 'any'	St. Bern book page 117					
7	1	SHOPPING  Buying and selling		Listening  Speaking  Reading  Writing	Grammar	<b><u>Use of 'much' and 'many'</u></b> - We use 'many' and 'much' in interrogative and negatives sentences. - 'much' is used with un count nouns and 'many' is used with plural count nouns. <b>Examples</b> 1. She did not buy <u>much</u> milk yesterday.	The learner; -Explains the use of 'much' and 'many'  -Use 'much' and 'many' in sentences correctly.	Explanati on  Discussion  Guided discovery	Reading  Writing  Construc ting sentenc e  Answerin	Use of appropri ate lang. Love  Sharing	A chart	St. Bern book page 116					

						2. He did not buy <u>many pens</u> yesterday.			g oral and written activity	Self-expressi on			
7	2	Time	Past Simple Tense	Listening  Speaking  Reading  Writing	Grammar	<b>Vocabulary</b> morning, evening, night, afternoon <u>Grammar –Opposites</u>  morning - afternoon night - day  <b><u>structure and tense work</u></b> <b>Tense:</b> Past simple Using: before/after Examples 1. John put on his vest after reaching home. 2. Mummy prayed before serving food.	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words.  <b><u>structure and tense work</u></b> <b>Tense:</b> Past simple Using: before/after Examples 1. John put on his vest after reaching home. 2. Mummy prayed before serving food.  - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly.	LSU  Whole word  Whole sentence  Explanati on  Guided discussion	Reading words and sentenc es  Spelling  Pronoun cing  Writing	Use of approp riate lang. Love  Sharing  Self-expressi on	Word cards  Sente nce cards  Flash cards  chart	P.4 curr page 17-18  St. Bern book page 133	
7	3					Grammar	<b>Vocabulary</b> break time, lunch time, midday, yesterday  Grammar –Opposite midday- midnight yesterday – today <b><u>Structure and tense work</u></b> <b>Tense :</b> Past Simple Tense Using: .....do before/after Examples 1. What did you do after lunch	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words.  - Constructs sentences using the given vocabulary in	LSU  Whole word  Whole sentence  Explanati on	Reading words and sentenc es  Spelling  Pronoun cing  Writing	Use of approp riate lang. Love  Sharing  Self-expressi	Word cards  Sente nce cards  Flash cards  chart	P.4 curr page 17-18  St. Bern book page 134

						time? I attended lessons after lunch time.  <b>2.</b> What did John do at break time? John played football at break time.	the present simple tense. - Uses the given structure correctly.	Guided discussion		on															
8	1			Listening  Speaking  Reading  Writing	Grammar	<b>Vocabulary</b> Late, early, before, after <u>Grammar</u> Opposites late – early after – before <b>Structure and tense work</b> <u>Tense:</u> Past Simple Tense Using: .....because..... Example 1. Why did Timothy run away? (afraid) Timothy ran away because he was afraid.	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly.	LSU  Whole word  Whole sentence  Explanation  Guided discussion	Reading words and sentences  Spelling  Pronouncing  Writing	Use of appropriate lang. Love  Sharing  Self-expression	Word cards  Sentence cards  Flash cards  chart	P.4 curr page 17-18  St. Bern book page 135													
8	2	<b>Time</b>	Past Continuous Tense	Listening  Speaking  Reading  Writing	Grammar	<b>Vocabulary</b> Spent, continue, bite <u>Grammar</u> Tenses of verbs <table border="1"><tr><td>infinitive</td><td>Past continuous (was/were)</td><td>Past Simple</td></tr><tr><td>spend</td><td>spending</td><td>spent</td></tr><tr><td>continue</td><td>continuing</td><td>continued</td></tr><tr><td>bite</td><td>biting</td><td>bit</td></tr></table>	infinitive	Past continuous (was/were)	Past Simple	spend	spending	spent	continue	continuing	continued	bite	biting	bit	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words.  - Constructs sentences using the given	LSU  Whole word  Whole sentence  Explanation	Reading words and sentences  Spelling  Pronouncing	Use of appropriate lang. Love  Sharing  Self-	Word cards  Sentence cards  Flash cards  chart	P.4 curr page 19  St. Bern book page 142-143	
infinitive	Past continuous (was/were)	Past Simple																							
spend	spending	spent																							
continue	continuing	continued																							
bite	biting	bit																							

						<b>Structure and tense work</b> <u>Tense:</u> Past Continous Tense <b>Using: While.....</b> Example 1. I was going home. A big tree fell down. While I was going home, a big tree.	vocabulary in the present simple tense. - Uses the given structure correctly.	Guided discussion	Writing	expressi on															
8	3		Past Continous Tense	Listening  Speaking  Reading  Writing	Grammar	<b>Vocabulary</b> eat, swing, read, spent <b>Grammar- Tenses of verbs.</b> <table><tr><td>infinitive</td><td>Past continous (was/were</td><td>Past Simple</td></tr><tr><td>eat</td><td>eating</td><td>ate</td></tr><tr><td>swing</td><td>swinging</td><td>swang</td></tr><tr><td>read</td><td>reading</td><td>read</td></tr></table> <b>Structure and tense work</b> <u>Tense:</u> Past Continous Tense <b>Using: When.....</b> Example 1. I was eating food. I saw a monkey. ➤ When I was eating food, I saw a monkey.	infinitive	Past continous (was/were	Past Simple	eat	eating	ate	swing	swinging	swang	read	reading	read	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly.	LSU  Whole word  Whole sentence  Explanati on  Guided discussion	Reading words and sentenc es  Spelling  Pronoun cing  Writing	Use of approp riate lang. Love  Sharing  Self-expressi on  Narratin g past experie nces	Word cards  Sente nce cards  Flash cards  chart	P.4 curr page 19  St. Bern book page 142-143	
infinitive	Past continous (was/were	Past Simple																							
eat	eating	ate																							
swing	swinging	swang																							
read	reading	read																							
9	1			Listening  Speaking  Reading	Grammar	<b>Vocabulary</b> off, hold, hide, read <b>Grammar-Tenses of verbs</b> <table><tr><td>infinitive</td><td>Past continous (was/were</td><td>Past Simple</td></tr><tr><td>hold</td><td>holding</td><td>held</td></tr><tr><td>hide</td><td>hiding</td><td>hid</td></tr></table>	infinitive	Past continous (was/were	Past Simple	hold	holding	held	hide	hiding	hid	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. - Constructs	LSU  Whole word  Whole sentence	Reading words and sentenc es  Spelling	Use of approp riate lang. Love  Sharing	Word cards  Sente nce cards  Flash	P.4 curr page 19  St. Bern book				
infinitive	Past continous (was/were	Past Simple																							
hold	holding	held																							
hide	hiding	hid																							

				Writing		<table><tr><td>read</td><td>reading</td><td>read</td></tr></table> <b>Structure and tense work</b> As..... Example 1. As I was going to school, I met the local council chairperson.	read	reading	read	sentences using the given vocabulary in the present simple tense. - Uses the given structure.	Explanation  Guided discussion	Pronouncing  Writing	Self-expression	cards chart	page 142-144	
read	reading	read														