

SUBJECT: ENGLISH COMPREHENSION CLASS: PRIMARY FOUR
TERM TWO YEAR 2016

WK	PDS	ASPECT/ TOPIC	SUB TOPIC CONTENT	SKILLS	ASPECT	COMPETENCES	CONTENT	METHODS/ TECHNIQUES	ACTIVITIES	LIFE SKILLS AND INDICATORS	REF	R M
2	2	BEHAVIOUR	GOOD BEHAVIOUR	Listening Speaking Reading writing	-Vocabulary -Sentence construction. Substitutional table. -Structures -Passage	The learner: -Greets people around using appropriate language. -Expresses gratitude according to different situations. -Uses courteous words appropriately. -Asks and answers questions about good behaviour.	<u>Vocabulary</u> Excuse,thank, sorry,forgive Behave,lend Behaviour, obey,borrow Please, Structure -May I..... please? -Yes,you may... -No,I am sorry you may not. -Please lend me.... -Will you please....? passage	-Direct method. -Look and say Demonstration	-Using the vocabulary and structure orally to make correct sentences. -Identifying courteous words and using them. -Reading dialogues and passages related to good behaviour.	-Using appropriate language. -Resolving issues without fighting. -Sharing -Requesting -Apologising -Thanking	MK BK 4 PG 43	

BEHAVIOUR

BAD BEHAVIOUR

Listening	-	-Identifies words that describe bad behaviour.	<u>Vocabulary</u>	-Direct method.	-Listening to short simple stories and identifying words describing bad behaviour.	Non-violent conflict resolution
Speaking	Vocabulary		Rude, fight, steal,disobey, unkind,damage, burn,abuse, cheat,quarrel ,lie,dodge	-Look and say		-using appropriate language.
Reading	-Sentence construction	-Describes bad behaviour.	<u>Structures.</u>	- Demonstration		-Resolving issues without fighting.
writing	-Structures -Using correct form of the word. -dialogue -passage	-Explains the effects of bad behaviour.	-It is bad to..... -You must not.... -He/She/They must not.... You/He/She should not ...		-Practicing using vocabulary and structures describing bad behaviour.	Friendship formation
		-Reads words,sentences and short stories about bad behaviour				-Sharing
		-Comments on behaviour of different people.	-We/He/She should not..... because..... a dialogue a passage		-Giving opposites of words.	-Working in groups
					-Reading the passage and answering	-Using polite language

4	2	SHOPPING	SELLING AND BUYING	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>writing</p>	<p>Vocabulary</p> <p>-Sentences construction</p> <p>-Using words in brackets correctly.</p> <p>-Structures</p> <p>-Dialogue</p> <p>-Passage</p>	<p>The learner:</p> <p>-Identifies different items in a shop.</p> <p>-Uses appropriate vocabulary and structures during shopping.</p> <p>-Identifies categories of items (i.e countable and uncountable)</p> <p>-Identifies units used in shopping.</p> <p>-Reads sentences and texts related to shopping</p>	<p>Vocabulary</p> <p>a few, a bar expensive,cheap kilogramme, some, a litre, metre,item, cost ,packet, price</p> <p>-Structures</p> <p>-How much is....?</p> <p>-Do you have some....?</p> <p>-I don't have any.....</p> <p>-A bar of soap is cheaper than...</p> <p>-Sugar is more expensive than...</p> <p>Dialogue passage</p>	<p>Direct method</p> <p>Look and say</p> <p>Demonstration</p>	<p>-Asking and answering questions about buying and selling items.</p> <p>-Reading simple texts about shopping.</p> <p>Reading prices of different items and answering questions.</p>	<p>Effective communication</p> <p>-accuracy</p> <p>Self esteem</p> <p>-self expression</p> <p>Self awareness</p> <p>-making choices</p> <p>DECISION MAKING</p> <p>-telling consequences of their decisions</p>		
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5	2	TIME	PAST SIMPLE TENSE	Listening	-Vocabulary	-Asks questions on past events	Vocabulary Morning,time, breaktime,afternoon, night,, yesterday, midday,late, early, before,after,s pent, evening,lunch	Direct methods	Using vocabulary and structures in the past simple tense correctly	Effective communication	
				Speaking	-Sentence construction -Structures	-Reports on past events					
				Reading	- Substitutional table	-Reads simple texts in the past events		Look and say	Reading text in the past simple tense	-verbal expression	
				writing	-A passage		Structures -What did you do before/after...? -The cobbler mended my shoe because it was torn.	Demonstration Discussion		-Confidence -Sequencing ideas. Copying with stress -Narrating past experiences	
										Interpersonal relationship -interacting freely with others	
										Teacher's own collection	4

6	2	TIME	PAST CONTINUOUS TENSE	Listening	-vocabulary		Vocabulary -continue,bite off,while,hold,eat , swing,read,hide	-whole class discussion	Using vocabulary and structures in the past continuous tense correctly	Effective communication	TEACHER' OWN COLLECTION	
				Speaking	-sentence construction	-Asks and answers questions on past events using the past continuous tense.	Structures -While..... (a) While I was playing football,I fell down. -....while.... (b) I fell down while I was playing. - When - -When we were going to school,we saw a mad man. when.... -We saw a mad man when we were going to school.	Look and say		-verbal expression		
				Reading	-structures	-Describes events in past continuous tense.		-Story telling	Reading text in the past continuous tense	-Confidence		
				writing	-substitutional table -a passage	-Reports events using the past continuous tense. -Read simple texts in the past continuous tense.				-Sequencing ideas. Copying with stress -Narrating past experiences Interpersonal relationship -interacting freely with others		

7	2	INTERPRETING CALENDARS		<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>writing</p>	<p>Vocabulary</p> <p>Sentence construction</p> <p>Using words correctly</p> <p>Filling gaps correctly</p> <p>Calendar</p>	<p>The learner: Interprets the calendar and answers questions correctly.</p> <p>-Use the vocabulary to construct meaningful sentences.</p> <p>-Spell words correctly.</p>	<p>Vocabulary</p> <p>Calendar daily leap year yearly etc</p>	<p>Direct method.</p> <p>Look and say</p> <p>Demonstration</p>	<p>Using the vocabulary to construct correct sentences.</p> <p>Studying the calendar and answering questions.</p>	<p>Effective communication</p> <p>Self esteem</p> <p><u>Values</u></p> <p>Appreciation patience</p>	TEACHER'S OWN COLLECTION	
8	2	INTERPRETING TABLES		<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>writing</p>	<p>Vocabulary</p> <p>Sentence construction</p> <p>Substitutional table</p> <p>Table about John's family</p> <p>Table</p>	<p>The learner interprets the table clearly and appropriately.</p> <p>-Spells words correctly</p> <p>-Uses vocabulary in sentence construction.</p>	<p>Vocabulary job, farmer mechanic measure nurse</p>	<p>Direct method.</p> <p>Look and say</p> <p>Demonstration</p>	<p>-Using the vocabulary in the present tense.</p> <p>-Studying the table and answering questions.</p>	<p>Effective communication.</p> <p>Self esteem</p> <p>Values</p> <p>-Love -patience</p>	TEACHER'S OWN COLLECTION	