

P.4 SCHEME OF WORK TERM 1 2025

ENGLISH

W K	P D	T O P I C	Sub / TOP	SKILLS	ASPE CT	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND. OF L.S.V	INST. MAT.	REF	RE M
1	1	Describing people and objects	Describing people	Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> good, kind, bad, tall Grammar- Opposites of adjectives good –bad kind - unkind tall - short <u>Structure and tense work</u> Tense: Present simple tense I am..... <u>Examples</u> 1. I am a tall boy. (tall) 2. Sarah is a short girl. (short)	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Gives the opposites of the adjectives - Uses the given structure correctly using the appropriate tense.	Whole word Whole sentence Guided discovery Listen Say and Use Group work	Reading Pronoun cing Spelling Writing Construc ting sentenc es Answerin g oral ques tion s	Confid ence Fluency Articula tion Cooper ation	Word cards Dictio nary Flash cards	St. Ben page 152 Mk book 4 page 1-7	
1	2			Listening Speaking Reading Writing		<u>Vocabulary</u> Smart, short, beautiful, ugly Grammar – Opposites of adjectives smart - shabby short - tall beautiful - ugly Structure and tense work Tense: Present Simple Tense	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the	Whole word Whole sentence Guided discovery	Reading Pronoun cing Spelling Writing	Confid ence Fluency Articula tion Cooper	Word cards Dictio nary	St. Ben page 7 and 8	

			Describing people		How does..... Examples 1. How does Birungi look? Birungi is tall and beautiful. 2. How does this woman look? This woman is ugly and sad.	present simple tense. - Gives the opposites of adjectives - Uses the given structure correctly using the appropriate tense.	Listen Say and Use	Constructing sentences Demonstrating meaning of words	ation			
1	3	Describing people and objects	Describing people	Listening Speaking Reading Writing	Grammar <u>Vocabulary</u> Long, smooth, hard, rough Grammar – Opposites of adjectives long - short smooth - rough hard - soft <u>Structure and tense work</u> Tense: present simple tense Bothand.....are..... Example 1. Tom is short. Kawamara is short. Both Tom and Kawamara are short. 2. Okoth is shy. Tadeo is also shy. Both Okoth and Tadeo are shy.	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Gives the opposites of adjectives. - Uses the given structure correctly using the appropriate tense.	Guided discussion Explanation Whole sentence Whole word Group work	Reading Pronouncing Spelling Writing Constructing sentences Demonstrating meaning of words	Articulation Sharing Respect Appreciation Confidence	Dictionary Flash cards	St. Ben page 4 Mk Eng. Book 4 page 5	
2	1			Listening Speaking Reading Writing	<u>Vocabulary</u> Thin, heavy, light, soft Grammar – Opposites of adjectives thin - fat heavy - light soft - hard	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using	Guided discussion Explanation	Reading Pronouncing Spelling	Using appropriate lang. Sharing	Word cards Sentence cards	Mk Eng. Book 4 page 5	

					<u>Structure and tense work</u> <u>Tense: Present Simple Tense</u> Some.....are.....and others are.... Example 1. Some boys are short and others are tall. 2. Some women are thin and others are fat.	the given vocabulary in the present simple tense. - Gives the opposites of adjectives. - Uses the given structure correctly using the appropriate tense.	Whole sentence Whole word	Writing Constructing sentences Demonstrating meaning of words.	Respect Articulation			
2	2	Describing people and objects	Describing people	Listening Speaking Reading Writing	Grammar <u>Vocabulary</u> rectangular, triangular, cylindrical, circular Grammar <u>Formation of adjectives</u> rectangle - rectangular triangle - triangular circle - circular cylinder - cylindrical <u>Structure and tense work.</u> <u>Tense: Present Simple Tense</u> The.....is/are..... Yes/ No, Example 1. The pot is round. Is the pot oval? No, the pot is not oval. It is round.	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Forms adjectives - Uses the given structure	Guided discussion Explanation Whole sentence Whole word	Reading Pronouncing Spelling Writing Constructing sentences	Using appropriate language Sharing Respect Thanking	Dictionary Flash cards	St. Ben page 29	
2	3	people and objects	Describing objects	Listening Speaking	<u>Vocabulary</u> black, brown, round, oval Grammar Structure and tense work	The learner; - reads, pronounces, spells and demonstrate	Guided discussion Explanation	Reading Pronouncing	Sharing Confide	Sentence cards	St. Ben Page 29	

				Reading Writing	Grammar	<p>Tense: Present Simple Tense</p> <p>Are.....?</p> <p>Yes, the.....</p> <p>No, the.....</p> <p><u>Examples</u></p> <p>1. Are the bags heavy?</p> <p>Yes, the bags are heavy.</p> <p>2. Are the boxes light?</p> <p>No, the boxes are not light.</p>	<p>meaning of words.</p> <p>- Constructs sentences using the given vocabulary in the present simple tense.</p> <p>- Uses the given structure correctly using the appropriate tense.</p>	<p>on</p> <p>Whole sentence</p> <p>Whole word</p> <p>Listen say and use</p>	<p>Spelling</p> <p>Writing</p> <p>Constructing sentences</p>	<p>nce</p> <p>Articulation</p>	<p>Word cards</p> <p>Dictionary</p>		
3	1		Describing objects	Listening Speaking Reading Writing	Grammar	<p>Vocabulary</p> <p>square, flat, smooth, colour</p> <p>Grammar</p> <p>Structure and tense work</p> <p>Tense: Present Simple Tense</p> <p>Theis/are.....</p> <p><u>Examples</u></p> <p>1. The teacher's table is flat.</p> <p>2. The car's tyres are round.</p>	<p>The learner;</p> <p>- reads, pronounces, spells and demonstrate meaning of words.</p> <p>- Constructs sentences using the given vocabulary in the present simple tense.</p> <p>- Uses the given structure correctly.</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Whole sentence</p> <p>Whole word</p>	<p>Reading</p> <p>Pronouncing</p> <p>Spelling</p> <p>Writing</p>	<p>Sharing</p> <p>Co-operation</p> <p>Use of appropriate lang.</p> <p>Patience</p>	<p>Flash cards</p> <p>Dictionary</p>	<p>St. Ben page 176</p>	

3	2		Describing objects	Listening Speaking Reading Writing	Grammar	Vocabulary smart, short, kind, tall Grammar Comparison of adjectives <table><tr><td>Positive</td><td>Comparative</td><td>Superlative</td></tr><tr><td>smart</td><td>smarter</td><td>smartest</td></tr><tr><td>short</td><td>shorter</td><td>shortest</td></tr><tr><td>kind</td><td>kinder</td><td>kindest</td></tr><tr><td>tall</td><td>taller</td><td>tallest</td></tr></table> Structure and tense work Tense: Present Simple Tenseis the.....of the..... Examples 1. Agaba is the smartest of all the pupils in P.4.	Positive	Comparative	Superlative	smart	smarter	smartest	short	shorter	shortest	kind	kinder	kindest	tall	taller	tallest	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Compares adjectives - Uses the given structure correctly	Guided discussion Explanation Whole sentence Whole word Listen say and use	Reading Pronouncing Spelling Writing Constructing sentences Answering oral questions	Confidence Articulation Fluency	Dictionary	Word cards	St. Bern page 12-13
Positive	Comparative	Superlative																										
smart	smarter	smartest																										
short	shorter	shortest																										
kind	kinder	kindest																										
tall	taller	tallest																										
3	3		Listening Speaking Reading Writing	Vocabulary heavy, light, new, big Grammar Comparison of adjectives <table><tr><td>Positive</td><td>Comparative</td><td>Superlative</td></tr><tr><td>heavy</td><td>heavier</td><td>heaviest</td></tr><tr><td>light</td><td>lighter</td><td>lightest</td></tr><tr><td>new</td><td>newer</td><td>newest</td></tr><tr><td>big</td><td>bigger</td><td>biggest</td></tr></table> Structure and tense work Tense: Present Simple Tense Thethan..... 1. A ball is <u>bigger</u> than an egg. (big) 2. The is older <u>shorter</u> than the trousers. (short)	Positive	Comparative	Superlative	heavy	heavier	heaviest	light	lighter	lightest	new	newer	newest	big	bigger	biggest	The learner; - reads, pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Compares adjectives -Uses the given structure.	Guided discussion Explanation Whole sentence Whole word	Reading Pronouncing Spelling Writing Answering oral questions	Confidence Articulation Fluency					
Positive	Comparative	Superlative																										
heavy	heavier	heaviest																										
light	lighter	lightest																										
new	newer	newest																										
big	bigger	biggest																										

4	1	Giving Directions	Directing people to places	Listening	Grammar	Vocabulary far, near, in front, behind Grammar Opposites of adjectives far - near in front - behind Structure and tense work Tense: Present Simple Tense The.....is..... Example 1. The pot is near the table. 2. The bicycle is in front of the kitchen.	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Gives the opposites of adjectives. - Uses the given structure correctly.	LSU	Reading	Fluency	Flash cards	St. Bern book 4 page 29
				Speaking				Whole word	Spelling			
			Reading					Whole sentence	Pronouncing			
			Writing					Explanation	Writing			
								Guided discussion	Constructing sentences			
	2	Giving Directions	Directing people to places	Listening		Vocabulary before, after, left hand side, right hand side Grammar Opposites of adjectives before - after right hand side - left hand side Structure and tense work Tense: Present Simple Tense The.....is on the..... Example 1. The ball is the left hand side. 2. The table is on the right hand side. 3. The church is after the junction.	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. - Constructs sentences using the given vocabulary. - Gives the opposites of adjectives. - Uses the given structure correctly.	LSU	Reading, spelling, writing and pronouncing words	Fluency	Flash cards	St. Bern book 4 page 4
				Speaking				Whole word	Articulation	Sentence cards		
			Reading					Whole sentence		Confidence		
			Writing					Discussion	Constructing sentences	Appreciation		
								Explanation				

4	3	Giving Directions	Directing people to places	Listening Speaking Reading Writing	Grammar	Vocabulary mosque, signpost, hospital, round about <u>Grammar</u> Plurals of common nouns mosque - mosques signpost - signposts hospital - hospitals roundabout – roundabouts Structure and tense work Tense: Present Simple Tense The.....is..... 1. The mosque is near the hospital. 2. The church is near the roundabout.	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - Gives the plurals of common nouns - uses the given structure correctly.	Discussio n Guided discovery Explanati on Question and answer	Reading words and sentences Spelling Pronoun cing Writing	Fluency Articula tion Confid ence Apprec iation	Word cards Sente nce cards Flash cards	St. Bern book 4 page 48	
5	1	Giving Directions	Directing people to places	Listening Speaking Reading Writing	Grammar	Vocabulary next to, across, opposite to, far from Grammar The learner constructs sentences using the words. - The boy is next to the car. - Our school is not far from here. Structure and tense work Tense: Present Simple Tense First.....to.....and then.....	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentences Spelling Pronoun cing Writing	Apprec iation Articula tion Confid ence Fluency	Sente nce cards Flash cards Dictio nary	St. Bern book 4 page 50	

5	2	Giving Directions	Directing people to places	Listening Speaking Reading Writing	Grammar	Vocabulary Close turn, middle, junction, corner Grammar Structure and tense work Tense: Present Simple Tense First.....to.....and then.....	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Fluency Apprec iation Articula tion Confid ence	Word cards Sente nce cards Flash cards	St. Bern book 4 page 50	
	3	What I like and how I feel	What I like	Listening Speaking Reading Writing	Grammar	Vocabulary Fruit, food, drink, juice Grammar Plurals of non-count nouns fruit - fruits food - food drink - drinks juice - juice Structure and tense work Tense: Present Simple Tense I like..... / I don't like..... Example a) I like drinking milk. b) I don't drinking juice. c) I like eating food.	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - Gives the plurals of non-count nouns - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Apprec iation Articula tion Confid ence	Sente nce cards Flash cards	St. Bern book 4 page 59	

6	1	What I like and how I feel	What I like	Listening Speaking Reading Writing	Grammar	Vocabulary soda, meat, water, football grammar Plurals of non-count nouns soda - sodas meat – meat water - water football – footballs Structure and tense work Tense: Present Simple Tenselike/likes Examples 1. She likes eating meat. 2. They like drinking sodas.	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary in the present simple tense. - Gives the plurals of non-count nouns. - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Apprec iation Articula tion Confid ence	Flash cards																	
6	2	What I like and how I feel	What I like	Listening Speaking Reading Writing	Grammar	Vocabulary singing, reading, cooking, playing Grammar Tenses of verbs <table><tr><td>verbs</td><td>Present continous</td><td>Past simple</td></tr><tr><td>sing</td><td>singing</td><td>sang</td></tr><tr><td>read</td><td>reading</td><td>read</td></tr><tr><td>cook</td><td>cooking</td><td>cooked</td></tr><tr><td>play</td><td>playing</td><td>played</td></tr></table> Structure and tense work Tense: Present Simple Tenseprefer.....to.... Example 1. I prefer playing to reading. 2. She prefers cooking to playing.	verbs	Present continous	Past simple	sing	singing	sang	read	reading	read	cook	cooking	cooked	play	playing	played	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - Forms tenses of the verbs - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading Pronoun cing Spelling Writing Construc ting sentences Answerin g oral question s	Love Apprec iation Articula tion Confid ence	Dictio nary Flash cards	St. Bern book 4 page 63	
verbs	Present continous	Past simple																										
sing	singing	sang																										
read	reading	read																										
cook	cooking	cooked																										
play	playing	played																										

6	3	What I like and how I feel	What I like	Listening Speaking Reading Writing	Grammar	Vocabulary dancing, sewing, riding, eating Grammar Tenses of verbs <table><tr><th>verbs</th><th>Present continuous</th><th>Past simple</th></tr><tr><td>dance</td><td>dancing</td><td>danced</td></tr><tr><td>sew</td><td>sewing</td><td>sewed</td></tr><tr><td>ride</td><td>riding</td><td>rode</td></tr><tr><td>eat</td><td>eating</td><td>ate</td></tr></table> Structure and tense work Tense: Present Simple Tense Do you prefer.....to.....? Examples a) Do you prefer reading to playing? (Yes) Yes, I prefer reading to playing. b) Do you prefer cooking to digging? (No) No, I prefer digging to cooking.	verbs	Present continuous	Past simple	dance	dancing	danced	sew	sewing	sewed	ride	riding	rode	eat	eating	ate	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary -Forms tenses of verbs - uses the given structure correctly.	Discussion Guided discovery Explanation Whole sentence Whole word	Reading Pronouncing Spelling Writing Constructing sentences Answering oral questions	Use of appropriate lang. Love Sharing Self-expression Articulation	Dictionary Flash cards Chart	St. Bern book 4 page 64
verbs	Present continuous	Past simple																									
dance	dancing	danced																									
sew	sewing	sewed																									
ride	riding	rode																									
eat	eating	ate																									
7	1		What I like	Listening Speaking Reading Writing	Grammar	Vocabulary desires, enjoy, prefer, like Grammar- Tenses of Verbs <table><tr><th>verbs</th><th>Present continuous</th><th>Past simple</th></tr><tr><td>desire</td><td>desiring</td><td>desired</td></tr><tr><td>enjoy</td><td>enjoying</td><td>enjoyed</td></tr><tr><td>prefer</td><td>preferring</td><td>preferred</td></tr><tr><td>like</td><td>liking</td><td>liked</td></tr></table> <u>Structure and tense work</u> Tense: Present Simple Tense	verbs	Present continuous	Past simple	desire	desiring	desired	enjoy	enjoying	enjoyed	prefer	preferring	preferred	like	liking	liked	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	Reading Writing Constructing sentence Answering oral and	Use of appropriate lang. Love Sharing Self-expression	A chart	
verbs	Present continuous	Past simple																									
desire	desiring	desired																									
enjoy	enjoying	enjoyed																									
prefer	preferring	preferred																									
like	liking	liked																									

					enjoy/enjoys..... Example a) He enjoys reading his books. b) My friends enjoy eating apples.		Whole word	written activity				
7	2	What I like and how I feel	How I feel	Listening Speaking Reading Writing	Grammar	Vocabulary sad, happy, angry, thirsty <u>Grammar</u> Opposites of adjectives sad - glad happy - unhappy <u>Structure and tense work</u> Tense: Present Simple Tensefeels..... Examples a) He feels hungry now. b) We feel tired after working	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. -Constructs sentences using the given vocabulary. - Gives the opposites of adjectives. - Uses the given structure correctly.	Discussion Guided discovery Explanation Question and answer	Reading Pronouncing Spelling Writing Constructing sentences Answering oral questions	Use of appropriate lang. Love Sharing Self-expression Articulation	Dictionary Flash cards	St. Bern book page 74	
	3		How I feel	Listening Speaking Reading Writing	Grammar	Vocabulary cold, hot, ill, lazy <u>Grammar</u> Opposites of adjectives cold - hot ill - well lazy - hardworking hot - cold <u>Structure and tense work</u> Tense: Present Simple Tensewhen..... Example	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. -Constructs sentences using the given vocabulary. - Gives the opposites of	Discussion Guided discovery Explanation Question and answer	Reading Pronouncing Spelling Writing Constructing sentences	Love Appreciation Articulation Confidence	Dictionary Flash cards	St. Bern book page 75	

						a) I feel sad when I am ill. b) I feel happy when I get a gift.	adjectives. - Uses the given structure correctly.		Answering oral questions																
8	1	What I like and how I feel	How I feel	Listening Speaking Reading Writing	Grammar	Vocabulary tired, worried, scared, frightened Grammar- Tenses of Verbs <table><tr><th>verbs</th><th>Present continuous</th><th>Past simple</th></tr><tr><td>worry</td><td>worrying</td><td>Worried</td></tr><tr><td>scare</td><td>scaring</td><td>Scared</td></tr><tr><td>frighten</td><td>frightening</td><td>frightened</td></tr></table> <u>Structure and tense work</u> Tense: Present Simple Tense because Examples 1. I am happy because my father won the car race.	verbs	Present continuous	Past simple	worry	worrying	Worried	scare	scaring	Scared	frighten	frightening	frightened	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words. -Constructs sentences using the given vocabulary. - Gives the opposites of adjectives. - Uses the given structure correctly	Discussion Guided discovery Explanation Question and answer	Reading Pronouncing Spelling Writing Constructing sentences Answering oral questions	Love Appreciation Articulation Confidence	Dictionary Flash cards	St. Bern book page 76	
verbs	Present continuous	Past simple																							
worry	worrying	Worried																							
scare	scaring	Scared																							
frighten	frightening	frightened																							

P.4 SCHEME OF WORK TERM 2 2025

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 Iplease? Yes/No, <u>Example</u> 1. May I use your pen, please? Yes, you may use my pen. 2. May I use your ruler, please? No, I am sorry. I am going to use it.	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																

			BEHAVIOUR	Good Behaviour			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		BEHAVIOUR	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 continuous</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 continuous	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 Pronouncing Spelling Writing Constructing sentences Answering oral questions	Using appropriate language Sharing Respect Thanking	A table of tenses Word cards Sentence cards	P.4 curr page 10-11 St. Ben page 91	
verbs	Present continuous	Past simple																											
borrow	borrowing	borrowed																											
thank	thanking	thanked																											
lend	lending	Lent																											
forgive	forgiving	forgave																											
2	1				Listening Speaking Reading	Grammar	<u>Vocabulary</u> excuse, please, sorry	The learner; - reads, pronounces,	Guided discussion	Reading Pronoun	Using appropriate	Word cards	P.4 curr page																

					Writing		<u>Structure and tense work</u> Tense: Present Simple Tense Using: Canplease? 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.	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.	Explanati- on Whole sentence Whole word	cing Spelling Writing Construc ting sentences Answerin g oral question S	langua ge Sharing Respect Thanking	Sente nce cards	10-11 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..... Example 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 Explanati- on Whole sentence Whole word	Reading Pronoun cing Spelling Writing Construc ting sentences	Using approp riate langua ge Sharing Respect Thanking	A table of tenses Word cards Sente nce 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-Interjections</u> <u>Structure and tense work</u> Tense: Present Simple Tense Using: Please forgive me for..... <u>Example</u> 1. Please forgive me for <u>breaking</u> the chair. (break) 2. Please forgive me <u>for tearing</u> your book. (tear)	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 Listen say and use	Reading Pronoun cing Spelling Writing Construc ting sentences	Sharing Co-operatio n Use of approp riate lang.	Sente nce cards Word cards	St . Ben Page 95	
3	1			Listening Speaking Reading Writing	Grammar	Present Simple Tense We use this tense to talk about actions that happen every day/every time. We add- 's' , 'es' or 'ies' to the main verb when using with singular subjects. Singular Plural and pronoun I She } borrows They } borrow He } lends We } lend It } forgives You } forgive John } carries I } carry	The learner; - uses present simple tense with singular and plural subjects. -Constrcuts sentences in present simple tense.	Guided discussion Explanation Whole sentence Whole word	Reading Pronoun cing Spelling Writing	Sharing Co-operatio n Use of approp riate lang.	A chart showi ng differ ent verbs and their tense s	St. Ben page 87 P.4 curr page 10-11	
3	2		Bood Behavi	Listening Speaking	Grammar	Vocabulary fight, steal, disobey, hit	The learner; - reads,	Guided discussion	Reading	Use of approp	Word cards	St. Bern	

					Reading Writing		<u>Grammar</u> -Tenses of Verbs <table><tr><th>verbs</th><th>Present continous</th><th>Past simple</th></tr><tr><td>fight</td><td>fighting</td><td>fought</td></tr><tr><td>steal</td><td>stealing</td><td>stole</td></tr><tr><td>Hit</td><td>hitting</td><td>hit</td></tr><tr><td>disobey</td><td>disobeying</td><td>disobeyed</td></tr></table> Structure and tense work Tense: Present Simple Tense Using: It is bad to..... <u>Example</u> It is bad to steal. It is bad to fight.	verbs	Present continous	Past simple	fight	fighting	fought	steal	stealing	stole	Hit	hitting	hit	disobey	disobeying	disobeyed	pronounces, spells and demonstrate meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly	Explanati- on Whole sentence Whole word Listen say and use	Pronoun cing Spelling Writing Construc ting sentenc es Answerin g oral question S	riate lang. Sharing Togeth erness Apprec iation	Sente nce cards Dictionary	page 104	
verbs	Present continous	Past simple																											
fight	fighting	fought																											
steal	stealing	stole																											
Hit	hitting	hit																											
disobey	disobeying	disobeyed																											
3	3				Listening Speaking Reading Writing	Grammar	Vocabulary damage, burn, abuse, cheat Grammar - Tenses of Verbs <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> Structure and tense work Tense: Present Simple Tense Using: You /He/ She must not..... <u>Example</u> 1. You must not disobey your teachers.	verbs	Present continous	Past simple	damage	damaging	damaged	burn	burning	burnt	abuse	abusing	abused	cheat	cheat	cheated	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	
verbs	Present continous	Past simple																											
damage	damaging	damaged																											
burn	burning	burnt																											
abuse	abusing	abused																											
cheat	cheat	cheated																											
4	1				Listening	Grammar	Vocabulary	The learner;	LSU	Reading	Use of	Flash	St.																

				Speaking Reading Writing		<div>quarrel, lie, dodge, fight <u>Grammar</u>-Tenses of verbs</div> <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> <div>Structure and tense work Tense: 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.</div>	verbs	Present continous	Past simple	quarrel	quarreling	quarreled	lie	lying	lied	dodge	dodging	dodged	fight	fighting	fought	- 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.	Whole word Whole sentence Explanati on Guided discussion	Spelling Pronoun cing Writing Construc ting sentenc es	appropri ate langua ge Sharing Cooper ation Thankin g	cards Sente nce cards A table of tense s	Bern book p.4 page 106	
verbs	Present continous	Past simple																										
quarrel	quarreling	quarreled																										
lie	lying	lied																										
dodge	dodging	dodged																										
fight	fighting	fought																										
	2			Listening Speaking Reading Writing	Grammar	Vocabulary 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 Discussio n Explanati on	Reading, spelling, writing and pronoun cing words Construc ting sentenc es	Use of appropri ate langua ge Sharing Cooper ation	Flash cards Sente nce cards	St. Bern book p.4 page 106																
4	3			Listening	Grammar	Vocabulary	The learner;	Discussio	Reading	Accura	Word	St.																

						Speaking Reading Writing		Kilogramme, bar, litre, metre <u>Grammar –Plurals of nouns</u> Singular Plural kilogramme kilogrammes bar bars litre litres metre metres <u>structure and tense work</u> Tense: Present simple Using: How much.....? How much is a kilogramme of sugar?	-pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	n Guided discovery Explanation Whole sentence Whole word	words and sentences Spelling Pronouncing Writing	cy Negotiation Use of polite lang. Self-expressi on	cards Sente nce cards Flash cards chart	Bern book page 117-118												
5	1				Grammar	Listening Speaking Reading Writing	Vocabulary Some, few, cheap, expensive <u>Grammar –Comparison of adjectives.</u> <table border="1"><tr><td>Opposite</td><td>Comp.</td><td>Super.</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> <u>structure and tense work</u> Tense: 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.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Accura cy Negoti ation Use of polite lang. Self-expressi on	Word cards Sente nce 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				Grammar		Vocabulary packet, price, item, cost	The learner; -pronounces,	Discussio n	Reading words	Accura cy	Word cards	St. Bern													

				Listening Speaking Reading Writing		<div>Grammar –Plurals of nouns</div> <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> <div>structure and tense work Tense: Present simple Using:some..... Example 1. May I have some sugar, please? Yes, you may.</div>	Singular	Plural	packet	packets	price	prices	item	items	cost	costs	reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Guided discovery Explanati on Whole sentence Whole word	and sentenc es Spelling Pronoun cing Writing	Negoti ation Use of polite lang. Self-expressi on	Sente nce cards Flash cards chart	book page 121	
Singular	Plural																						
packet	packets																						
price	prices																						
item	items																						
cost	costs																						
	3	SHOPPING	Buying and selling	Listening Speaking Reading Writing	Grammar	<div>Vocabulary Kilogramme, bar, litre, metre</div> <div>Grammar –Plurals of nouns</div> <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>kilogramme</td><td>kilogrammes</td></tr><tr><td>bar</td><td>bars</td></tr><tr><td>litre</td><td>litres</td></tr><tr><td>metre</td><td>metres</td></tr></table> <div>structure and tense work Tense: Present simple Using:is/are.....shillings Example 1. A bar of soap is two thousand shillings.</div>	Singular	Plural	kilogramme	kilogrammes	bar	bars	litre	litres	metre	metres	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Accura cy Negoti ation Use of polite lang. Self-expressi on	Word cards Sente nce cards Flash cards char	St. Bern book page 118- 119	
Singular	Plural																						
kilogramme	kilogrammes																						
bar	bars																						
litre	litres																						
metre	metres																						
6	1			Listening Speaking	Grammar	<div>Vocabulary Some, few, cheap, expensive</div> <div>Grammar –Comparison of adjectives.</div> <table><tr><th>Opposite</th><th>Comp.</th><th>Super.</th></tr><tr><td></td><td></td><td></td></tr></table>	Opposite	Comp.	Super.				The learner; -pronounces, reads, spells, writes and demonstrates	Discussio n Guided discovery	Reading words and sentenc es Negoti ation	Accura cy Negoti ation	Word cards Sente nce	St. Bern book page 123					
Opposite	Comp.	Super.																					

					Reading Writing	<table><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> <p>structure and tense work Tense: Present simple Using:is/are buying/selling.... Example 1. Tina is buying some salt. 2. They are buying some sugar.</p>	few	fewer	fewest	cheap	cheaper	cheapest	expensive	more expensive	most expensive	meaning of words. - constructs sentences using the given vocabulary in the present simple tense. - uses the given structure correctly.	Explanati on Whole sentence Whole word	Spelling Pronoun cing Writing	Use of polite lang. Self-expressi on	cards Flash cards char			
few	fewer	fewest																					
cheap	cheaper	cheapest																					
expensive	more expensive	most expensive																					
6	2	SHOPPING Buying and selling	Listening Speaking Reading Writing	Grammar	<p>Vocabulary packet, price, item, cost Grammar –Plurals of nouns</p> <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> <p>structure and tense work Tense: Present simple Using:any..... Example 1. Is there any salt, please?</p>	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.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading Pronoun cing Spelling Writing Construc ting sentences Answerin g oral question S	Using approp riate langua ge Sharing Respec t Respon ding approp riately	Word cards Sente nce cards Dictio nary A chart	St. Bern book page 123 Mk book 4 P.4 curr page s 14-15.		
Singular	Plural																						
packet	packets																						
price	prices																						
item	items																						
cost	costs																						
6	3		Listening Speaking Reading	Grammar	<p>Use of 'some' and 'any' '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.</p>	The learner; - Describe /explains the use of some and any. - Reads, writes	Explanati on Discussion Guided discovery	Reading Writing Construc ting	Use of approp riate lang. Love	A chart with the use of	St. Bern book page 117												

				Writing		<p><u>Any-</u> is used in negative sentences and questions. Examples 1. We bought some mangoes yesterday. (positive) 2. There isn't any cooking oil in the bottle. (negative)</p>	and demonstrates meaning. - Reads sentences - Constructs sentences using 'any' and 'some'		sentence	Sharing Self-expression	'some' and 'any'		
7	1	SHOPPING	Buying and selling	Listening Speaking Reading Writing	Grammar	<p>Use of 'much' and 'many' - 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. Examples 1. She did not buy <u>much</u> milk yesterday. 2. He did not buy <u>many</u> pens yesterday.</p>	The learner; -Explains the use of 'much' and 'many' -Use 'much' and 'many' in sentences correctly.	Explanation Discussion Guided discovery	Reading Writing Constructing sentence Answering oral and written activity	Use of appropriate lang. Love Sharing Self-expression	A chart	St. Bern book page 116	
7	2	Time		Listening Speaking Reading	Grammar	<p>Vocabulary morning, evening, night, afternoon <u>Grammar –Opposites</u> morning - afternoon night - day <u>structure and tense work</u></p>	The learner; - Reads, pronounces, spells, writes and demonstrates meaning of words.	LSU Whole word Whole sentence	Reading words and sentences Spelling	Use of appropriate lang. Love Sharing	Word cards Sentence cards Flash	P.4 curr page 17-18 St. Bern book	

			Time	Past Simple Tense	Writing		Tense: 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.	Explanati on Guided discussion	Pronoun cing Writing	Self-expressi on	cards chart	page 133	
7	3				Listening Speaking Reading Writing	Grammar	Vocabulary break time, lunch time, midday, yesterday Grammar –Opposite midday- midnight yesterday – today <u>Structure and tense work</u> Tense : Past Simple Tense Using:do before/after Examples 1. What did you do after lunch time? I attended lessons after lunch time. 2. What did John do at break time? John played football at break time.	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 appropri ate lang. Love Sharing Self-expressi on	Word cards Sente nce cards Flash cards chart	P.4 curr page 17-18 St. Bern book page 134	
8	1				Listening Speaking Reading	Grammar	Vocabulary Late, early, before, after <u>Grammar</u> Opposites late – early	The learner; - Reads, pronounces, spells, writes and demonstrates	LSU Whole word	Reading words and sentenc es	Use of appropri ate lang. Love	Word cards Sente nce	P.4 curr page 17-18	

					Writing		after – before Structure and tense work <u>Tense</u> : Past Simple Tense Using:because..... Example 1. Why did Timothy run away? (afraid) Timothy ran away because he was afraid.	meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly.	Whole sentence Explanation Guided discussion	Spelling Pronouncing Writing	Sharing Self-expression	cards Flash cards chart	St. Bern book page 135											
8	2	Time	Past Continuous Tense	Listening Speaking Reading Writing	Grammar	Vocabulary Spent, continue, bite Grammar Tenses of verbs	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 19 St. Bern book page 142-143												
	<table><tr><td>infinitive</td><td>Past continous (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 continous (was/were)	Past Simple	spend	spending	spent	continue	continuing	continued	bite	biting	bit
infinitive	Past continous (was/were)					Past Simple																		
spend	spending					spent																		
continue	continuing					continued																		
bite	biting	bit																						
	Structure and tense work <u>Tense</u> : Past Continuous Tense Using: While..... Example 1. I was going home. A big tree fell down. While I was going home, a big tree.																							
8	3			Listening	Grammar	Vocabulary eat, swing, read, spent	The learner; - Reads,	LSU	Reading words	Use of approp	Word cards	P.4 curr												

				Speaking Reading Writing		Grammar- Tenses of verbs. <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> Structure and tense work <u>Tense:</u> Past Continous Tense <u>Using:</u> When..... 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	pronounces, spells, writes and demonstrates meaning of words. - Constructs sentences using the given vocabulary in the present simple tense. - Uses the given structure correctly.	Whole word Whole sentence Explanati on Guided discussion	and sentenc es Spelling Pronoun cing Writing	riate lang. Love Sharing Self-expressi on Narratin g past experie nces	Sente nce cards Flash cards chart	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 Writing	Grammar	Vocabulary off, hold, hide, read Grammar-Tenses of verbs <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><tr><td>read</td><td>reading</td><td>read</td></tr></table> Structure and tense work As..... Example 1. As I was going to school, I met the local council chairperson.	infinitive	Past continous (was/were)	Past Simple	hold	holding	held	hide	hiding	hid	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.	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 19 St. Bern book page 142-144	
infinitive	Past continous (was/were)	Past Simple																							
hold	holding	held																							
hide	hiding	hid																							
read	reading	read																							

P.4 SCHEME OF WORK TERM 3 2025

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		Expression of the future Expression of the future	Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> shall not, will not, next year, arrive <u>Grammar- Contractions</u> shall not – shan't will not – won't <u>Structure and tense work</u> Tense: Future simple tense Using: Shall we.....tomorrow/next week? Yes/ No,..... <u>Examples</u> 1. Shall we visit the patient tomorrow? Yes, we shall visit the patient tomorrow.	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	Confid ence Fluency Articula tion Cooper ation	Word cards Dictio nary	P.4 curr. Page 20-21 St. Ben page 152 Mk book 4 page 144	
1	2			Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> tomorrow, next Monday, next week, next month Grammar – Adverbs of time tomorrow – yesterday	The learner; - reads, pronounces, spells and demonstrate meaning of	Whole word Whole sentence	Reading Pronoun cing Spelling	Confid ence Fluency Articula	Word cards Dictio nary	P.4 curr. Page 21	

			Good Behaviour			next week – last week next Monday – last Monday next month – last month structure and tense work Tense: Future Simple Tense Using: will and shall Example 1. Ronald will pass this test. 2. I shall do my test next week.	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 Demonstrating meaning of words	tion Cooperation		St. Ben page 152	
1	3	Expression of the future	Expression of the future	Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> diary, date, day, month Grammar – Plurals of nouns <u>Singular</u> <u>Plural</u> diary - diaries date - dates day - days month - months <u>Structure and tense work</u> Tense: present simple tensewill....on..... Example 1. When will Aida clean the toilets? Aida will clean the toilets on Tuesday.	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 Pronouncing Spelling Writing Constructing sentences Demonstrating meaning of words	Articulation Sharing Respect Appreciation	A table of tenses Word cards Sentence cards	P.4 curr page 21 St. Ben page 152 Mk Eng. Book 4 page 144	
2	1			Listening Speaking Reading Writing	Grammar	<u>Vocabulary</u> calendar, year, time, note Grammar – Plurals of nouns	The learner; - reads, pronounces, spells and	Guided discussion	Reading Pronouncing	Using appropriate lang.	Word cards	P.4 curr page 21	

						<div>Singular Plural</div> <div>calendar - calendars</div> <div>year - years</div> <div>note - notes</div> <div>time - times</div> <div>Structure and tense work</div> <div>Tense: Future Simple Tense</div> <div>Will.....? Yes/No,will.....</div> <div>Example</div> <div>1. Will Joan write a letter next week?</div> <div>Yes, Joan will write a letter next week.</div>	<div>demonstrate meaning of words.</div> <div>- Constructs sentences using the given vocabulary in the present simple tense.</div> <div>- Uses the given structure correctly using the appropriate tense.</div>	<div>Explanati-on</div> <div>Whole sentence</div> <div>Whole word</div>	<div>Spelling</div> <div>Writing</div> <div>Construc-ting sentences</div> <div>Demonst-rating meaning of words.</div>	<div>Sharing</div> <div>Respect</div> <div>Articula-tion</div>	<div>Sente-nce cards</div>	<div>St. Bern page 157</div>															
2	2	Expression of the future	Using study time	<div>Listening</div> <div>Speaking</div> <div>Reading</div> <div>Writing</div>	<div>Grammar</div> <div>Vocabulary</div> <div>borrow, read, lend, revise</div> <div>Grammar- Tenses of Verbs</div> <table><tr><th>verbs</th><th>Present continous</th><th>Past simple</th></tr><tr><td>borrow</td><td>borrowing</td><td>borrowed</td></tr><tr><td>read</td><td>reading</td><td>read</td></tr><tr><td>lend</td><td>lending</td><td>lent</td></tr><tr><td>revise</td><td>revising</td><td>revised</td></tr></table> <div>Structure and tense work</div> <div>.....Usually.....</div> <div>Example</div> <div>1. She usually visits during holidays.</div>	verbs	Present continous	Past simple	borrow	borrowing	borrowed	read	reading	read	lend	lending	lent	revise	revising	revised	<div>The learner;</div> <div>- reads, pronounces, spells and demonstrate meaning of words.</div> <div>- Constructs sentences using the given vocabulary in the present simple tense.</div> <div>- Uses the given structure</div>	<div>Guided discussion</div> <div>Explanati-on</div> <div>Whole sentence</div> <div>Whole word</div>	<div>Reading</div> <div>Pronoun-cing</div> <div>Spelling</div> <div>Writing</div> <div>Construc-ting sentences</div>	<div>Using approp-riate langua-ge</div> <div>Sharing</div> <div>Respect</div> <div>Thanking</div>	<div>A table of tenses</div> <div>Word cards</div> <div>Sente-nce card</div>	<div>P.4 curr page 23</div> <div>St. Ben page 157</div> <div>MK book 4 page 163</div>	
verbs	Present continous	Past simple																									
borrow	borrowing	borrowed																									
read	reading	read																									
lend	lending	lent																									
revise	revising	revised																									

2	3	Expression of the future	Using study time	Listening	Grammar	<u>Vocabulary</u> library, note , note book, text book	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	Reading	Sharing	Sente nce cards	St. Ben Page 171														
	Speaking			Grammar – Plurals of nouns <u>Singular</u> <u>Plural</u> library – libraries note - notes note book – note books text book - text books <u>Structure and tense work</u> Tense: Future Simple Tensesometimes..... Example 1. I sometimes write my work in the note book.		Explanati-on							Pronoun cing	Co-operatio n	P.4 curr page 14											
	Reading			Writing				Whole sentence	Spelling	Use of approp riate lang.	Word cards															
								Whole word	Writing	Articula tion																
								Listen say and use	Construc ting sentences																	
3	1	Democracy	Games and Sports	Listening	Grammar	Vocabulary high, long, happy, short	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.	Guided discussion	Reading	Sharing	A chart showi ng differ ent verbs and their tense s	St. Ben page 176														
	Speaking			Grammar Comparison of adjectives		Explanati-on							Pronoun cing	Co-operatio n												
	Reading			Writing		<table><tr><th>Opposite</th><th>Comp.</th><th>Super.</th></tr><tr><td>high</td><td>higher</td><td>highest</td></tr><tr><td>long</td><td>longer</td><td>longest</td></tr><tr><td>happy</td><td>happier</td><td>happiest</td></tr><tr><td>short</td><td>shorter</td><td>shortest</td></tr></table> <u>Structure and tense work</u> Tense: Past Simple Tense Why was....the.....? Example 1. Why was Irumba the first? Irumba was the first because he had good speed.	Opposite	Comp.	Super.	high	higher	highest	long	longer	longest	happy	happier	happiest	short	shorter	shortest		Whole sentence	Spelling	Use of approp riate lang.	
Opposite	Comp.	Super.																								
high	higher	highest																								
long	longer	longest																								
happy	happier	happiest																								
short	shorter	shortest																								
								Whole word	Writing	Patience																

3	2		Games and Sports	Listening Speaking Reading Writing	Grammar	Vocabulary Umpire, coach, referee, game Grammar –Plurals of nouns <u>Singular</u> <u>Plural</u> umpire umpires coach coaches referee referees games games Structure and tense work Tense: Past Simple Tense Who was the.....? Example 1. Who was the first? David was the first.	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	Guided discussion Explanation Whole sentence Whole word Listen say and use	Reading Pronouncing Spelling Writing Constructing sentences Answering oral questions	Use of appropriate lang. Sharing Togetherness Confidence Endurance	Word cards Sentence cards Dictionary	St. Bern page 182 P.4 Curr page 24-25															
3	3	Democracy	Games and Sports	Listening Speaking Reading Writing	Grammar	Vocabulary win, clap, support, watch Grammar- Tenses of Verbs <table><tr><td>verbs</td><td>Present continous</td><td>Past simple</td></tr><tr><td>win</td><td>winning</td><td>won</td></tr><tr><td>clap</td><td>clapping</td><td>clapped</td></tr><tr><td>support</td><td>supporting</td><td>supported</td></tr><tr><td>watch</td><td>watching</td><td>watched</td></tr></table> Structure and tense work Tense: Future Simple Tense What will.....do? Example 1. What will Okello do? Okello will kick the ball.	verbs	Present continous	Past simple	win	winning	won	clap	clapping	clapped	support	supporting	supported	watch	watching	watched	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 Answering oral questions	Use of appropriate lang. Sharing Togetherness Endurance	Word cards Sentence cards Dictionary	St. Bern page 181
verbs	Present continous	Past simple																									
win	winning	won																									
clap	clapping	clapped																									
support	supporting	supported																									
watch	watching	watched																									

4	1	Democracy	Listening Speaking Reading Writing	Grammar	Vocabulary football, netball, player, volleyball Grammar- Plurals of nouns <u>Singular</u> <u>Plural</u> Player - players <u>Structure and tense work</u> Tense: Future Simple Tensewant(s)....when..... <u>Example</u> 1. I want to play volleyball when I join P.5.	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 Spelling Pronouncing Writing Constructing sentences	Sharing Fluency Cooperation Confidence Appreciation	Flash cards Sentence cards A table of tenses	St. Bern book p.4 page 184 MK book 4 page 152 P.4 Curr page 25															
	2	Democracy Games and Sports	Listening Speaking Reading Writing	Grammar	Vocabulary run, skip, jump, play Grammar- Tenses of Verbs <table><tr><td>verbs</td><td>Present continuous</td><td>Past simple</td></tr><tr><td>run</td><td>running</td><td>ran</td></tr><tr><td>skip</td><td>skipping</td><td>skipped</td></tr><tr><td>jump</td><td>jumping</td><td>jumped</td></tr><tr><td>play</td><td>playing</td><td>played</td></tr></table> <u>Structure and tense work</u> Tense: Past Simple Tense Why was.....? 1. Why was John the first? John was the first because he had good speed.	verbs	Present continuous	Past simple	run	running	ran	skip	skipping	skipped	jump	jumping	jumped	play	playing	played	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	Sharing Fluency Cooperation Confidence Appreciation	Flash cards Sentence cards	St. Bern book p.4
verbs	Present continuous	Past simple																								
run	running	ran																								
skip	skipping	skipped																								
jump	jumping	jumped																								
play	playing	played																								

4	3	Democracy	Games and Sports	Listening Speaking Reading Writing	Grammar	Vocabulary race, throw, kick, lose Grammar- Tenses of Verbs <table><tr><td>verbs</td><td>Present continous</td><td>Past simple</td></tr><tr><td>race</td><td>racing</td><td>raced</td></tr><tr><td>throw</td><td>throwing</td><td>threw</td></tr><tr><td>kick</td><td>kicking</td><td>kicked</td></tr><tr><td>lose</td><td>losing</td><td>lost</td></tr></table> <u>Structure and tense work</u> Tense: Past Simple Tense Who was the.....? 1. Who was the second? Johnson was the second.	verbs	Present continous	Past simple	race	racing	raced	throw	throwing	threw	kick	kicking	kicked	lose	losing	lost	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Sharing Fluency Cooper ation Confid ence Apprec iation	Word cards Sente nce cards Flash cards chart	St. Bern book page 182
verbs	Present continous	Past simple																									
race	racing	raced																									
throw	throwing	threw																									
kick	kicking	kicked																									
lose	losing	lost																									
5	1	Democracy	Music Dance and Drama	Listening Speaking Reading Writing	Grammar	Vocabulary Conductor, costume, actor, actress Grammar –Plurals of nouns conductor conductors costume costumes actress actresses actor actors <u>Structure and tense work</u> Tense: Past Continous Tensewhen..... Example 1. We acted a play. Our parents came. We acted a play when our parents came.	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Love Apprec iation Articula tion Confid ence	Word cards Sente nce cards Flash cards chart	St. Bern book page 195															

5	2	Democracy Music Dance and Drama	Listening Speaking Reading Writing	Grammar	Vocabulary festival, rhyme, instrument, choir Grammar –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>festival</td><td>festivals</td></tr><tr><td>rhyme</td><td>rhymes</td></tr><tr><td>instrument</td><td>instruments</td></tr><tr><td>choirs</td><td>choirs</td></tr></table> Structure and tense work Tense: Future simple Whichwill..... Example 1. Which song will Mark sing? Mark will sing a traditional song.	Singular	Plural	festival	festivals	rhyme	rhymes	instrument	instruments	choirs	choirs	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Love Apprec iation Articula tion Confid ence	Word cards Sente nce cards Flash cards chart	St. Bern book page 196
Singular	Plural																				
festival	festivals																				
rhyme	rhymes																				
instrument	instruments																				
choirs	choirs																				
	3	Democracy Music Dance and Drama	Listening Speaking Reading Writing	Grammar	Vocabulary Concert, drama, sing, Grammar –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>drama</td><td>dramas</td></tr><tr><td>concert</td><td>concerts</td></tr></table> structure and tense work Tense: Past Continous Tensewhen..... Example 1. My sister danced. The drums were playing. My sister danced when the drums were playing.	Singular	Plural	drama	dramas	concert	concerts	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Love Apprec iation Articula tion Confid ence	Word cards Sente nce cards Flash cards char	St. Bern book page 195				
Singular	Plural																				
drama	dramas																				
concert	concerts																				

6	1	Democracy	Elections	Listening Speaking Reading Writing	Grammar	Vocabulary prefect, voter, ballot paper, election Grammar –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>prefect</td><td>prefects</td></tr><tr><td>voter</td><td>voters</td></tr><tr><td>ballot paper</td><td>ballot papers</td></tr><tr><td>election</td><td>elections</td></tr></table> Structure and tense work Tense: Present Continous Tense Whom.....? Example 1. Whom are you electing as the food prefect?	Singular	Plural	prefect	prefects	voter	voters	ballot paper	ballot papers	election	elections	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.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading words and sentenc es Spelling Pronoun cing Writing	Love Apprec iation Articula tion Confid ence	Word cards Sente nce cards Flash cards char	St. Bern book page 205- 206	
Singular	Plural																						
prefect	prefects																						
voter	voters																						
ballot paper	ballot papers																						
election	elections																						
6	2	Democracy	Elections	Listening Speaking Reading Writing	Grammar	Vocabulary head girl, head boy, monitor, candidate Grammar –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>head girl</td><td>head girls</td></tr><tr><td>head boy</td><td>head boys</td></tr><tr><td>monitor</td><td>monitors</td></tr><tr><td>candidate</td><td>candidates</td></tr></table> Structure and tense work Tense: Present simple Isstanding for the post of? Yes/No,..... Example Is Sharon standing for the post of head girl? Yes, Sharon is standing for the post of head girl.	Singular	Plural	head girl	head girls	head boy	head boys	monitor	monitors	candidate	candidates	The learner; -pronounces, reads, spells, writes and demonstrates meaning of words. - constructs sentences using the given vocabulary - uses the given structure correctly.	Discussio n Guided discovery Explanati on Whole sentence Whole word	Reading Pronoun cing Spelling Writing Construc ting sentences Answerin g oral question S	Love Apprec iation Articula tion Confid ence	Word cards Sente nce cards Dictio nary A chart	St. Bern book page 206 Mk book 4 P.4 curr page s 14- 15.	
Singular	Plural																						
head girl	head girls																						
head boy	head boys																						
monitor	monitors																						
candidate	candidates																						

6	3	Democracy	Listening Speaking Reading Writing	Grammar	Vocabulary Vote, leader, captain, voter Grammar –Plurals of nouns <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>vote</td><td>votes</td></tr><tr><td>leader</td><td>leaders</td></tr><tr><td>captain</td><td>captains</td></tr><tr><td>voter</td><td>voters</td></tr></table> Structure and tense work Tense: Present Simple Tensewho..... 1. Allen is the girl. She won the elections. Allen is the girl who won the elections.	Singular	Plural	vote	votes	leader	leaders	captain	captains	voter	voters	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 Pronouncing Spelling Writing Constructing sentences Answering oral questions	Use of appropriate lang. Love Sharing Self-expression	A chart with the use of 'some' and 'any'	St. Bern book page 204					
Singular	Plural																									
vote	votes																									
leader	leaders																									
captain	captains																									
voter	voters																									
7	1	Democracy Elections	Listening Speaking Reading Writing	Grammar	Vocabulary stand, campaign, post, rig Grammar- Tenses of Verbs <table><tr><th>verbs</th><th>Present continuous</th><th>Past simple</th></tr><tr><td>stand</td><td>standing</td><td>Stood</td></tr><tr><td>campaign</td><td>Campaigning</td><td>Campaigned</td></tr><tr><td>post</td><td>posting</td><td>Posted</td></tr><tr><td>rig</td><td>rigging</td><td>rigged</td></tr></table> Structure and tense work Tense: Future Simple Tensewill...on/in..... Example 1. They will elect Mpaka on Monday.	verbs	Present continuous	Past simple	stand	standing	Stood	campaign	Campaigning	Campaigned	post	posting	Posted	rig	rigging	rigged	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 Writing Constructing sentence Answering oral and written activity	Use of appropriate lang. Love Sharing Self-expression	A chart	St. Bern book page 116
verbs	Present continuous	Past simple																								
stand	standing	Stood																								
campaign	Campaigning	Campaigned																								
post	posting	Posted																								
rig	rigging	rigged																								

