**P.4 ENGLISH SCHEME (COMPOSITION AND COMPREHENSION) TERM 1 2023**

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| **WK** | **PD** | **ASPECT** | **SKILLS** | **TOPIC** | **SUB-TOPIC** | **CONTENT** | **COMPETENCES** | **ACTIVITIES** | **METHODS** | **LEARNING AIDS** | **REF** | **REM** |
| **1** | 1 | Compo. | Listening  Reading  Writing  Speaking | Describing people and objects | Vocabulary Describing people | **New words**  black  short  hard  smart  rough  kind  ugly  thin  **Make correct sentence**  thin  smart  rectangular  polite  oval etc  **Give opposites of these words**  big  dirty  weak  rough  kind | **The Learner:-**   * Reads the new words * Identifies meanings of the new words * Makes correct sentences * Gives opposites * Spells the new words | * Reading the new words * Identifying meanings * Making sentences * Giving opposites | Demonstration  Guided discussion | Descriptive chart |  |  |
|  | 2 |  |  |  | Opposites | Some …are….and others are ……  **Examples**  1.big and small oranges.  Some oranges are big  and others are small.  2.smooth and rough  3. long and short  4. polite and impolite  pupils | * Reads sentences * Compares objects * Uses the structure in sentences | * Reading * Comparing * Using the structure | -Do- | -Do- |  |  |
|  | 3 |  |  |  | Structure | Both …and …..  **Examples**  1.Tamale is short.  Musumba is short.  2. Otim is kind. Ochen is  kind  3. Musa is tall. Isma is tall  4. Opio is bright . Opeta  is bright. | * Reads the given sentences. * Re-writes sentences using the given structure. | * Reading the given sentences * Using the given structure in sentences | -Do- | -Do- |  |  |
| **2** | 1 | Compo. | -Do- | Describing people and objects | Describing people and objects  Comparative adjectives | **Structure**  Using …than…  **Examples**  1. Atuhaire is tall. Mulungi  is taller.  Muhanguzi is taller than  Atuhairwe.  2. Our house is big. Your  house is bigger  Your house is bigger  than ours.  3. Arivuki is fat. Burungu  is fatter.  Burungu is fatter than  Arivuki. | **The learner:-**   * Reads the given structural sentences | * Reading sentences * Forming sentences using the given structure | Demonstration  Explanation | Pupils’ book | MK pupil’s book 4 - Winners book 4 |  |
|  | 2 |  |  |  | Superlative  Adjective | **Structure**  Using.. .is the ….  **Examples**  1. Nakamya is the biggest  girl in the class. (big)  2. Samanya is the  weakest boy in the  school. (weak) | Uses the given structure in sentences | Using the given structure in sentences | -Do- | -Do- |  |  |
|  | 3 |  |  |  | Superlative questions | **Structure**  Using: Is…the…of the …?  **Examples**  1. Is Amina the tallest of  the three girls? (tall)  2. Is John the strongest of  the three boys? (strong)  3. Is Stella the cleverer of  the two girls? (clever) | Uses the given words in superlative form  Punctuates the sentences correctly | Using the given words in superlative  Punctuating sentences | -Do- | -Do- |  |  |
| **3** | 1 | Compo | -Do- | Describing people and objects | Composition writing | Composition writing  Write a story to your best friend  name  age  place  favorite food  Why you chose him/ her | **The learner:-**  Writes the composition with followed steps | Writing a composition | Demonstration | Sample | MK Pupils’ book 4 and winners book 4 |  |
|  | 2 | Compre |  |  | Passage | Passage  The strong man village – Bugembe strength – wisdom (mbiire) | Reads the passage accurately  Answers comprehensive questions correctly | Reading the passage  Answering a comprehensive questions | Demonstration | Passage cutouts |  |  |
|  | 3 | Compre |  |  | Dialogue | Dialogue  A dialogue between Ahabwe and Nyanjura  Related vocabulary | Reads the given dialogue  Recites the given dialogue | Reading reciting answering comprehensive questions | Question and answer recitation | Dialogue out cuts |  |  |
| **4** | 1 | Compo. |  |  | Structure | Structure  Using: the… …is… than the …… one  **Examples**  Which book is bigger?  The red book is bigger than the green book/ one. | Reads the sentences  Identifies and compares between the two items given | Reading  Identifying  Answering | -Do- | Structural chart |  |  |
|  | 2 | Compo |  | Directing people to places | Vocabulary | **New words**  far, near, next to, across, in front of, behind, round, about, sign post, after, before, junction, corner, close to | Reads t5he new reading words  Spells the new words  Uses the new words in sentences | Reading  Spelling | -Do- | Flash cards |  |  |
|  | 3 | Compo | -Do- | Giving directions | Structure | **Structure**  Using. It is …from… to… than to…..  **Examples**  1. Which is nearer from Jinja, Kampala or Iganga?  It is nearer from Jinja to Iganga than to Kampala. | **The learner:-**  Reads the given sentences  Identifies the given distances | Reading sentences  Using the structure in sentences | Demonstration  Explanation | Map of Uganda | Mk. Pupils’ book 4 - Winner book 4 |  |
| **5** | 1 | -Do- |  |  | Structure | Using ……far and a long way/ …… is close to……..  or near to ………..  **Examples**  1. It is a long way from  Kampala to Jinja.  It is not far from  Kampala to Jinja.  2. It is a long way from the  sign post to the bank  It is a long way from the  sign post to the bank  3. It is not far from  signpost to the bank  How far is it from a  town? | Reads the given sentences correctly.  Compares places using far or a long way | Reading sentences  Using far and a long way in sentences | -Do- | Map of Uganda |  |  |
|  | 2 | Compre. |  |  | Passage | Byakika visits his grandmother | Reads the passage correctly.  Answers comprehensive questions correctly | Reading the passage  Answering questions comprehensively | -Do- | Passage cut outs |  |  |
|  | 3 | Compo. |  |  | Guided composition | A trip to Entebbe  **Word bank**  faster, big, small, biggest, happy | Reads the story correctly  Answers the guided composition correctly | Reading the story  Choosing correct words | -Do- | Word cut outs |  |  |
| **6** | 1 | Compo |  | What I like and how I feel | What I like  Vocabulary | **Vocabulary**  food, drinks, dancing, singing, reading, playing, prefer, soda, riding etc.  **Make correct sentences**  Homophones  Brackets | **The learner:-**  Reads the new words  Spells the new words | Reading the new words  Spelling the new words | Explanation  Demonstration | Flash cards  theme chart | Mk and Winner books |  |
|  | 2 |  |  |  | Structure | ….likes….more than…..  **Examples**  1. Bosco likes wearing a  tie more than a coat.  2. Sandra likes eating carrots more than tomatoes.  3. Babra likes reading novels than the bible.  (Re-write as one sentence) | Reads the given sentences  Forms sentences using the given structure | Reading sentences  Forming sentences using the given structure | -Do- | - | -Do- |  |
|  | 3 |  |  |  | Structure | ….prefer…..to………  **Examples**  1. Peter likes riding a bicycle more than driving a car.  Peter prefers riding a bicycle to driving a car.  2.Musicians like singing more than dancing.  Musicians prefer singing to dancing.  3. The carpenter liked making chairs more than coffins.  Preferred | Reads the given sentences  Uses the given structure in sentences | Reading using the structure in sentences | -Do- | -Do- |  |  |
| **7** | 1 | Compre |  |  | Dialogue | A dialogue between Opeto and Opusi | **The learner:-**  Reads the dialogue correctly.  Recites the dialogue correctly | Reading the dialogue  Reciting the dialogue | Explanation  Recitation  Question and answer | Dialogue cut outs |  |  |
|  | 2 | Compo |  |  | Composition writing | A short story about the animal you like most  Why you like its place (where it lives) .  How you feel about it. | Writes correct composition | Writing a composition about the animal you like most. | -Do- | Sample composition |  |  |
|  | 3 | Compre |  |  | Passage | A visit to Owino market  when  who e.t.c. | Reads the passage  Answers comprehensive questions | Reading the passage  Answering questions | -Do- | Passage cut outs |  |  |
| **8** | 1 | Compo |  |  | Guided composition | **Word bank**  cooking  happy  interesting  sits  dislikes  likes  hardworking | Reads the given composition  Chooses the correct word from the word bank | Reading the composition  Choosing the correct word for the word bank | -Do- |  |  |  |
|  | 2 | Compo |  | Feelings and Desires | How I feel | **Vocabulary**  sad, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy  Construct sentences  Re-write giving opposites | **The learner:-**  Reads the given words  Spells the given words correctly  Constructing sentences | Reading words  Spelling words  Constructing sentences | Explanation  Demonstration | Flash cards |  |  |
|  | 3 |  |  |  | Structure | ...feels) when….  **Examples**  1. She walks in a thick forest. She feels frightened.  She feels frightened when she walks in a thick forest.  2. Asaba wears a sweater. He feels warm.  Asaba feels warm when he wears a sweater.  3. They are in a swimming pool. They feel happy.  They fed happy when they are in a swimming pool. | Reads the given sentences correctly.  Re-writes sentences using the given structure | Reading sentences  Using the structure given in sentences | -Do- | -Do- |  |  |
| **9** | 1 | Compo |  | Feelings and Desires | Structure | Structure  Using … because….  **Examples**  1. I have been running. I am tired.  I am tired because I have been running.  2. Buule got a present at school. Buule is happy.  Buule is happy because he got a present at school.  3. The teachers are annoyed. The pupils did not do the work.  The teachers are annoyed because the pupils did not do the work. | **The learner:-**  Reads the given sentences correctly  Uses the given structure in sentences | Reading sentences using the given structure in sentences | Explanation  Demonstration | Structural chart |  |  |
|  | 2 | Compre |  |  | Passage | The different twins (lazy and hardworking)  Babirye and Nakato | Reads the given sentences  Answers questions about the passage | Reading sentences  Answering questions | -Do- | Passage cut outs |  |  |
|  | 3 | Compo |  |  | Free composition writing | Composition writing  Write a short story about your worst day in your life | Writes a composition on worst day in life | Writes a composition | -Do- | Sample composition |  |  |
| **10** | 1 | Compo |  |  |  | **Guided composition**  Re-arrange to form a correct story  1. Mr. Mukisa is a teacher  2. They are always happy because he pays their school fees.  3. He teaches in Jambo Primary school  4. And these are Radin and Reagan  5. He has two sons  **Correct order**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |  |  |  |  | | The learner:-  Re-arranges the sentences in correct order  Reads the given sentences correctly | Reading  Re-arranging | Explanation  Demonstration | Sentence order | MK- Winner book 4 |  |