

P.4 ENGLISH SCHEME OF WORK FOR TERM 1

W K	P D	TOPIC	S/ TOPIC	COMPETENCES	CONTENT	METHODS	L/ ACTIVITIES	IMS	LIFE SKILLS	REF
1	1	PUNCTUATION MARKS	Capital letters	The learner, 1) Uses capital letters when beginning the sentence. 2) Uses capital letters when beginning a proper noun.	Capital letters A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, Z Use of capital letters <ul style="list-style-type: none">• When beginning a sentence• Beginning a proper noun. e.g. Names of cities e.t.c.• Writing initials e.g. J.K, K.H.D	<ul style="list-style-type: none">• Explanation• Discussion	<ul style="list-style-type: none">• Using capital letters	<ul style="list-style-type: none">• c/b illustration	<ul style="list-style-type: none">• Effective communication	Tr's collection
	2		Full stop	The learner, 1) Uses the full stop at the end of a sentence 2) Uses it when writing initials 3) Uses it when writing the abbreviations	Full stop (.) Uses of a full stop <ul style="list-style-type: none">• It is used at the end of a sentence.• It is used when writing initials e.g. J.K		<ul style="list-style-type: none">• Using a full stop			
			Question mark	The learner, 1) Uses a question mark at the end of the interrogative sentences 2) Uses it at the end of question tags.	Question mark (?) Uses of a question mark <ul style="list-style-type: none">• It is used at the end of a question tag.• It is used at the end of an interrogative sentence. e.g. What is your name?		<ul style="list-style-type: none">• Using the punctuations marks		<ul style="list-style-type: none">• Effective communication• Critical thinking	
			Comma	The learner, 1) Uses the comma in the question tags 2) Use it when writing addresses	Comma (,) Uses of a comma <ul style="list-style-type: none">• It is used in question tags to separate the main clause from the question tag.• It is used when writing figures					

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1	3	PUNCTUATION MARKS	Exclamation mark	The learner, 1) Uses it in exclamatory sentences 2) Uses it in exclamatory words	Exclamation mark (!) Uses of exclamation mark <ul style="list-style-type: none"> It is used in exclamatory sentences What and ugly nose he has! It is used with exclamatory words e.g. Ah! Oh! 	<ul style="list-style-type: none"> Explanation Discussion 	<ul style="list-style-type: none"> Using the exclamation mark 	<ul style="list-style-type: none"> c/b illustration 	<ul style="list-style-type: none"> Effective communication Critical thinking 	Tr's collection
	4		Apostrophe (')	The learner, 1) Uses an apostrophe to show possession in nouns 2) Uses it when writing contractions	Apostrophe (') Uses of apostrophe. <ul style="list-style-type: none"> It is used in showing possession in nouns. e.g. Alfred's shirt It is used when writing e.g. shan't 		<ul style="list-style-type: none"> Using an apostrophe 			
	5	NOUNS	Common nouns	The learner, 1) Defines a noun 2) Gives types of nouns 3) Defines common nouns	Nouns A noun is a naming word. Examples of nouns cat, dog, Mukono, Fairfield, John e.t.c. Types of nouns Common nouns Collective nouns Proper nouns Common nouns These are names given to people, places, birds, e.t.c. of the same kind. Examples man, school, market, ostrich, dog e.t.c.		<ul style="list-style-type: none"> Defining a noun Giving types of nouns 	<ul style="list-style-type: none"> Real objects 		

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2	1	NOUNS	Common nouns	The learner, 1) Mentions plurals of nouns that add - s	Plurals of nouns Nouns that add - s e.g. book - books pen - pens	<ul style="list-style-type: none"> • Explanation • Discussion 	<ul style="list-style-type: none"> • Defining a noun • Giving types of nouns 	<ul style="list-style-type: none"> • Real objects 	<ul style="list-style-type: none"> • Effective communication • Critical thinking 	Tr's collection
				The learner, 1) Mentions plurals of nouns that add - es	Nouns that end with 'ch' coach - coaches church - churches Nouns that end with 'sh' dish - dishes rash - rashes Nouns that end with 'o' mango - mangoes tomato - tomatoes Nouns that end with 'x' box - boxes fox - foxes except ox - oxen Short forms of long words photo - photos rhino - rhinos		<ul style="list-style-type: none"> • Mentioning plurals of nouns 			
2	2		Plurals	The learner, 1) Gives the plurals of words which are not English 2) Mentions the plurals of words that end with 'y' 3) Gives the plurals of words that end with 'y' 4) Gives the plural of words that add 'ves'	Words which are not English radio - radios studio - studios Nouns that drop 'y' proceeded by a consonant add - ies baby - babies lorry - lorries		<ul style="list-style-type: none"> • Giving plurals 	<ul style="list-style-type: none"> • c/b illustration 	<ul style="list-style-type: none"> • Effective communication • Self esteem 	

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2	2	NOUNS	Plurals		Nouns that end in 'y' proceeded by a vowel simply add - s key - keys chimney - chimneys Nouns that end in 'f' or 'fe' drop 'f' or 'fe' before adding -ves wolf - wolves knife - knives loaf - loaves	<ul style="list-style-type: none"> • Explanation • Discussion 	•	•	<ul style="list-style-type: none"> • Effective communication • Self esteem 	
	3			The learner, Mentions plurals of nouns that; 1) Change the vowel letters 2) Change 'us' to 'i' 3) Change 'um' to 'a'	Nouns that change the vowel letter to form their plurals man - men woman - women louse - lice Nouns ending in 'us' change 'us' to 'i' syllabus - syllabi radius - radii Nouns ending in 'um' change 'um' to 'a' stadium - stadia bacterium - bacteria Nouns that do not change a) countable nouns sheep - sheep deer - deer		• Giving plurals	• c/b illustration		
	4		Uncountable nouns	The learner, 1) Defines uncountable nouns 2) Gives examples of uncountable nouns	Uncountable nouns These are nouns that cannot be counted. Examples water, soil, hair, land, sand, air		• Defining giving	• Real objects	• Self esteem	

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2	5	NOUNS	Uncountable nouns	The learner, 1) Changes uncountable nouns into plurals	Changing uncountable nouns into plurals a cup of tea - cups of tea a liter of milk - litres of milk a plot of land - plots of land a unit of blood - units of blood	<ul style="list-style-type: none"> • Explanation • Discussion 	<ul style="list-style-type: none"> • Changing 	<ul style="list-style-type: none"> • c/b illustrati on • Real objects 	<ul style="list-style-type: none"> • Self esteem 	
3	1		Compound nouns	The learner, 1) Gives plurals of the compound nouns	Compound nouns Examples school boy - school boys ashtray - ashtrays housemaid - housemaids Plurals of compound nouns that change the first word. head of state - heads of state passer-by - passers-by piece of advice - pieces of advice		<ul style="list-style-type: none"> • Giving plurals 	<ul style="list-style-type: none"> • c/b illustrati on 		
	2				Compound nouns that change the second word man friend - men friend man servant - men servants					
	3		Collective nouns	The learner, 1) Defines collective nouns 2) Gives examples of group names given to people, animals	Collective nouns These are nouns that name collections of people, animals, objects or things. Examples Group names given to people. a group of thieves - a gang a group of servants - a staff		<ul style="list-style-type: none"> • Defining 		<ul style="list-style-type: none"> • Self esteem • Critical thinking 	

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3		NOUNS	Collective nouns		Group names given to animals a group of lions - a pride a group of birds - a flock	<ul style="list-style-type: none"> • Explanation • Discussion 	•	•	•	
	4			The learner, 1) Gives examples of group names given to things.	Group names given to things a group of ships - a fleet a group of stars - a galaxy		• Giving examples	• c/b illustration	<ul style="list-style-type: none"> • Self esteem • Critical thinking 	Tr's collection
	5		Proper nouns	The learner, 1) Defines proper nouns 2) Gives examples of proper nouns.	Proper nouns These are particular names given to people, places of physical features, months of the year, days of the week e.t.c. Examples Jane, Ali, Alex, Ms. Hellen, Mr. Mukisa e.t.c.		<ul style="list-style-type: none"> • Defining • Giving examples 			
4	1	PRONOUNS	Types of pronouns	The learner, 1) Defines pronouns 2) Gives types of pronouns 3) Gives examples of possessive pronouns	Pronouns A pronoun is a word that can be used in a place of a noun. Types of pronouns <ul style="list-style-type: none"> • Personal pronouns • Possessive pronouns • Reflexive pronouns • Relative pronouns 					
			Types of pronouns		Possessive pronouns These are pronouns that show ownership. e.g. mine, his, here e.t.c. Example That is Akello's pen. That is her pen. Personal pronouns e.g. I, You, He, She, It					

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4		PRONOUNS	Types of pronouns		Example I came to school yesterday. She is absent.	•	•	•	•	
	2			The learner, 1) Defines reflexive and adjective pronouns 2) Gives their examples	Reflexive and adjective pronouns Adjective pronouns These are pronouns used as adjectives e.g. my, yours, his e.t.c.	• Explanation • Discussion	• Defining • Giving	• c/b illustration	• Self esteem	Tr's collection
					Reflexive pronouns These are pronouns formed by adding 'self' or selves on most of the adjective pronouns. e.g. myself, himself, herself, oneself e.t.c.					
	3	ADJECTIVES	Comparison of adjectives	The learner, 1) Defines relative pronouns 2) Gives their examples 3) Defines an adjective 4) Gives examples	Relative pronouns These are pronouns used in clauses which are related. e.g. who, which, whose, whom, when Adjectives An adjective is a word that describes a noun. Examples smart, big, tall, happy	• Explanation • Discussion	• Mentioning		• Effective communication	
	3				Comparison of adjectives Adjectives ending with the vowel 'e' add 'r' and 'st' respectively. Positive Comparative superlative large larger largest nice nicer nicest					

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4	4	ADJECTIVES	Comparison of adjectives	<p>The learner,</p> <p>1) Mentions adjectives that add 'er' and 'est'</p> <p>2) Gives adjectives that double the last letter</p>	<p>Adjectives that add 'er' and 'est' respectively</p> <p>Positive Comparative superlative</p> <p>bright brighter brightest</p> <p>tall taller tallest</p> <p>Adjectives that double the last letter.</p> <p>Positive Comparative superlative</p> <p>thin thinner thinnest</p> <p>slim slimmer slimmest</p> <p>hot hotter hottest</p>	<ul style="list-style-type: none"> • Explanation • Discussion 	<ul style="list-style-type: none"> • Mentioning 	<ul style="list-style-type: none"> • c/b illustration 	<ul style="list-style-type: none"> • Effective communication 	Tr's collection
	5			<p>The learner,</p> <p>1) Gives adjectives that add 'ier' and 'iest'</p> <p>2) Mentions irregular adjectives</p>	<p>Adjectives which end with y usually change 'y' to 'i' and then add 'er' or 'est'</p> <p>busy busier busiest</p> <p>heavy heavier heaviest</p> <p>Irregular adjectives</p> <p>good better best</p> <p>well better best</p> <p>Adjectives with more than one syllable take more and most respectively.</p> <p>delicious more most</p> <p>delicious delicious</p> <p>useful more most</p> <p>useful useful</p>		<ul style="list-style-type: none"> • Giving adjectives • Mentioning 			

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5	1	ADJECTIVES	Comparison of adjectives	The learner, 1) Joins sentences usingas.....as.....	Usingas....as..... and not asas The food is as hot as fire	<ul style="list-style-type: none">• Explanation• Discussion	<ul style="list-style-type: none">• Joining sentences	<ul style="list-style-type: none">• c/b illustration	<ul style="list-style-type: none">• Effective communication• Self esteem	Tr's collection
				The learner, 1) Joins sentences using not asas.....	Using not asas..... Jane is not as tall as Mary					
	2			The learner, 1) Compares usingthan..... 2) Joins sentences usingis the.....	Usingis.....than..... e.g. Tamale is shorter than Opondo. Peter is smarter than Paul. Usingis theof the e.g. Apio is the shortest of the three. Ben is the biggest of the boys in our class.		<ul style="list-style-type: none">• Comparing• Joining sentences			P.4 Eng Syllabus pg 3
	3	DESCRIBING PEOPLE AND OBJECTS	Describing people	The learner, 1) Pronounces 2) Reads 3) Spells and writes the vocabulary 4) Uses learnt word in the sentences.	Vocabulary black, brown, bad, good, polite, short, tall, smart, beautiful, ugly, thin		<ul style="list-style-type: none">• Pronouncing• Reading• Spelling• Writing			<ul style="list-style-type: none">• Flash cards
	4			The learner, 1) Constructs sentences using Bothand.....are.....	Using Both...and....are.... e.g. Tom and Tim are short. Both Tom and Tim are short.		<ul style="list-style-type: none">• Constructing sentences			<ul style="list-style-type: none">• c/b illustration

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5	5	DESCRIBING PEOPLE AND OBJECTS	Describing people	The learner, 1) Reads the passage 2) Answers questions about it.	MALE MARRIES A RICH MAN'S DAUGHTER	<ul style="list-style-type: none">• Explanation• Discussion• Question and answer	<ul style="list-style-type: none">• Reading• Answering questions	<ul style="list-style-type: none">• Printed work on paper	<ul style="list-style-type: none">• Effective communication• Self esteem	MK Pri MTC Eng bk 4 pg 9
6	1			The learner, 1) Reads the passage 2) Answers questions about it.	THE BLACK BEAUTY QUEEN		<ul style="list-style-type: none">• Reading• Answering• Questions			St. Bernard bk 4 pg 18
	2		Describing objects	The learner, 1) Reads, pronounces and spells the vocabulary 2) Uses the learnt words in sentences	Vocabulary long, short, smooth, hard, rough, heavy, light, colour, round, rectangular, oval, triangular, square, flat, soft		<ul style="list-style-type: none">• Reading• Pronouncing• Spelling• Using learnt words	<ul style="list-style-type: none">• Word cards		P.4 Eng syllabus
	3			The learner, 1) Constructs questions 2) Answers the questions effectively.	Using is the....? Yes/No, theis..... Example Is the rope long? Yes, the rope is long. No, the rope is short.		<ul style="list-style-type: none">• Constructing and answering questions	<ul style="list-style-type: none">• c/b illustration		
	4			The learner, 1) Asks the questions 2) Answers the questions.	Using Is.....your/his/her Maria's book/bag.....? No...../Yes..... e.g. Is your friends bag beautiful? Yes, my friends bag is beautiful. No, my friends bag is not beautiful.		<ul style="list-style-type: none">• Asking the questions• Answering the questions			

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6	5	DESCRIBING PEOPLE AND OBJECTS	Describing objects	The learner, 1) Asks the questions 2) Answers the questions	Using Whoseis? That is e.g. Whose bottle is this? That is Musa's bottle. It is his bottle. It is his.	<ul style="list-style-type: none"> • Explanation • Discussion • 	<ul style="list-style-type: none"> • Asking the questions • Answering the questions 	<ul style="list-style-type: none"> • c/b illustration 	<ul style="list-style-type: none"> • Effective communication • Self esteem 	P.4 Eng syllabus pg 3
7	1			The learner, 1) Reads the dialogue 2) Acts the dialogue 3) Answers the questions about the dialogue	Dialogue		<ul style="list-style-type: none"> • Reading • Acting • Answering 	<ul style="list-style-type: none"> • Printed work on paper 		MK Pri Eng bk 4 pg 23
	2			The learner, 1) Reads the passage 2) Answers the passage	THE PRICE FOR CHICKENS		<ul style="list-style-type: none"> • Reading • Answering 			pg 24
	3			The learner, 1) Studies the puzzle 2) Fills in the puzzle	PUZZLE		<ul style="list-style-type: none"> • Explanation 	<ul style="list-style-type: none"> • Studying the puzzle • Filling in the puzzle 	<ul style="list-style-type: none"> • Printed work on paper 	MK Pri Eng bk 4 pg 26

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7	4	PARTS OF SPEECH	Tenses	The learner, 1) Defines the tense 2) Mentions kinds of tenses	Tenses Kinds of tenses <ul style="list-style-type: none">• Present simple tense• Present continuous tense• Present perfect tense• Past simple tense• Past continuous tense• Past perfect tense• Future simple tense• Future continuous tense• Future perfect tense.	<ul style="list-style-type: none">• Explanation• Discussion	<ul style="list-style-type: none">• Defining tenses• Mentioning kinds of tenses	<ul style="list-style-type: none">• c/b illustration	<ul style="list-style-type: none">• Effective communication• Self esteem	P.4 Eng syllabus 1
				The learner, 1) Gives examples in particular tenses	Present simple tense Examples milks, plays, flies, cries Present continuous tense (Now tense) milking, flying, playing, crying Present perfect tense beaten, milked, cried, eaten, written		<ul style="list-style-type: none">• Giving examples			Tr's collection
	5				Past simple tense Examples bought, cooked, ate, cried, played Past continuous tense Examples was ringing, was dancing, were eating					
					The learner, 1) Gives examples of the tenses in past perfect tense		Past perfect tense Examples had eaten, had gone, had died			

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8	1	PARTS OF SPEECH	Tenses	The learner, 1) Gives examples of tenses in particular	Future simple tense e.g. will see, will eat, will play, will laugh, shall dance Future continuous tense will be seeing, will be eating, shall be playing Future perfect tense	<ul style="list-style-type: none"> • Explanation • Discussion 	<ul style="list-style-type: none"> • Giving examples 	<ul style="list-style-type: none"> • c/b illustration 	<ul style="list-style-type: none"> • Effective communication • Self esteem 	Tr's collection
	2	GIVING DIRECTIONS	Directing people to places	The learner, 1) Reads, pronounces, spells and writes the new word. 2) Uses the new word in the sentence	Vocabulary Far, near, next to, across, behind, roundabout, after, before, junction, corner, close to.	<ul style="list-style-type: none"> • Demonstration 	<ul style="list-style-type: none"> • Reading • Pronouncing • Spelling • Writing 	<ul style="list-style-type: none"> • Word cards 	<ul style="list-style-type: none"> • Assertiveness • Decision making 	P.4 Eng syllabus pg 7
	3			The learner, 1) Constructs sentences using the structures	Using The is....., It is..... Examples The school is near the mosque. It is near the mosque. Using The.....is in front of/behind..... e.g. The taxi is behind the motorcycle. The bike is in front of the house.	<ul style="list-style-type: none"> • Explanation • Demonstration 	<ul style="list-style-type: none"> • Constructing sentences 	<ul style="list-style-type: none"> • c/b and illustration. 		

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8	4	GIVING DIRECTIONS	Directing people to places	The learner, 1) Constructs sentences using the structures.	Using Theis next to/across the..... It is..... e.g. The boat is across the river. The tree is next to the studio. Using The is before/after/ close to/opposite the.....It is.... e.g. The borehole is close to the clinic. It is close to the clinic.	• Explanation	• Constructing sentences	• c/b illustration	• Assertiveness • Decision making	P.4 Eng syllabus pg 6
	5			The learner, 1) Constructing sentences using the structures	Using The is on the It is on the e.g. The signpost is on the left hand side of the road. It is on the left hand side of the road.					
				The learner, 1) Constructs sentences using the structures.	Using Theis nearer to the.....than to the e.g. The school is nearer to the market than the church.					
9	1			The learner, 1) Reads the dialogue 2) Answers questions about it.	Dialogue	• Role play • Explanation	• Reading • Answering questions	• Printed work on paper	• Effective communication	MK Eng bk 4 pg 39
	2			The learner, 1) Reads the poem 2) Answers the poem	Poem PETRA LEARNT A LESSON					pg 40

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9	3	GIVING DIRECTIONS	Directing people to places	The learner, 1) Studies the maze 2) Answers questions about it.	A MAZE	• Role play • Explanation	• Reading • Answering questions	• Printed work on paper	• Effective communication	pg 41
	4			The learner, 1) Reads the sentences 2) Arranges them	Jumbled story		• Reading • Arranging			pg 42
	5	PARTS OF SPEECH	Preposition	The learner, 1) Mentions the prepositions	Prepositions count on, amazed at, benefit from, escape from	• Explanation • Demonstration	• Mentioning	• c/b illustration	• Decision making • Assertiveness	Tr's collection
10	1	WHAT I LIKE AND HOW I FEEL	What I like	The learner, 1) Reads, pronounces, spells and writes the words 2) Uses them in sentences	Vocabulary food, drinks, fruits, singing, reading, cooking, sewing, playing, football, riding, enjoy, prefer, soda		• Reading • Pronouncing • Spelling	• Word cards	• Self esteem • Making choices	
	2			The learner, 1) Constructs sentences using learnt structures.	Using I like...../I don't like.... e.g. I like singing. I don't like dancing. Using He/She likes..... We/They like..... He likes soda. We like sweet drinks.		• Constructing sentences	• c/b illustrations	P.4 syllabus pg 8	

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1 0	2	WHAT I LIKE AND HOW I FEEL	What I like	The learner, 1) Constructs sentences using prefer....to and more.....than prefer to e.g. I prefer fish to meat. Anita prefers water to soda. Using I like more than e.g. I prefer fish to meat. I like fish more than meat. Anita prefers water to soda. Anita likes water more than soda.	• Explanatio n • Discussion	• Constructing sentences	• c/b illustrati on	• Choice making • Decision making	P.4 Eng syllab us pg 9
	3			The learner, 1) Studies the puzzle 2) Fills in the puzzle	Puzzle		• Filling in the puzzle	• Printed work on water		MK Eng bk 4 pg 53
	4			The learner, 1) Reads the dialogue 2) Acts the dialogue 3) Answers questions about it.	Dialogue	• Explanatio n • Role play	• Reading • Acting • Answering			MK Eng bk 4 pg 50
				The learner, 1) Reads the passage 2) Answers questions about it.	BIRUNGI AND THE STRANGER					
			5	How I feel	The learner, 1) Reads, pronounces, spells and writes the new words 2) Constructs sentences using learnt words.	Vocabulary sad, happy, angry, thirsty, tired, cold, hot, worried, scared, lazy, sick, ill, unhappy		• Reading • Pronouncing • Spelling		• Word cards

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11	1	WHAT I LIKE AND HOW I FEEL	How I feel	The learner, 1) Constructs sentences using the given structure	Using feel/feels....when.... e.g. Odong feels hot when he sits in the sunshine. Using because.... e.g. Iam tired because I have been working.	<ul style="list-style-type: none"> • Explanati on • Discussion 	<ul style="list-style-type: none"> • Constructing 	<ul style="list-style-type: none"> • c/b illustrati on 	<ul style="list-style-type: none"> • Making choice • Decision making 	P.4 Eng syllab us pg 9
	2									
	3			The learner, 1) Reads the dialogue 2) Acts the dialogue 3) Answers questions about it.	Dialogue	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Reading • Acting • Answering 	<ul style="list-style-type: none"> • Printed work on paper 		MK Eng bk 4 pg 58
	4			The learner, 1) Reads the passage 2) Answers questions about it.	Passage		<ul style="list-style-type: none"> • Reading • Answering 			pg 59
	5			The learner, 1) Fills in the gaps correctly.	Guided composition		<ul style="list-style-type: none"> • Filling in 			