

GRADE FOUR

ENGLISH ACTIVITIES SCHEMES OF WORK

TERM ONE YEAR SCHOOL

Week	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessmen t methods	Ref l
1	1	Listening and speaking (THE FAMILY)	Pronunciation and vocabulary (Listening comprehension)	<ul style="list-style-type: none"> ▪ By the end of the sub strand the learner should be able to: ▪ Pronounce sounds and words correctly for effective oral communication. ▪ Use vocabulary in sentences for effective oral communication. 	<ul style="list-style-type: none"> • Why should we pronounce sounds and words correctly? • Which words have confusing sounds? 	<ul style="list-style-type: none"> • Say tongue twisters with words containing learnt sounds (/t/ /d/ /f/ /v/ and the digraph /tw/). • Repeat minimal pairs with the sounds /t/ /d/ /f/ /v/ and the digraph /tw/ from teacher or audio recording in pairs or groups. • Match words that have the same sounds. • Construct sentences using vocabulary related to the theme. • Listen to an audio text and answer questions based on the text • Play language games with words containing sounds (/t/ /d/ /f/ /v/ and the digraph /tw/) 	Course book Magazines Journals Charts and realia Dictionary	Oral reading or recitations	
	2		Pronunciation and vocabulary (Listening comprehension)	<ul style="list-style-type: none"> ▪ Listen attentively for information and comprehension ▪ Play language games for listening comprehension 	<ul style="list-style-type: none"> • Why should we pronounce sounds and words correctly? • Which words have confusing sounds? 	<ul style="list-style-type: none"> • Search for words related to the theme on the internet in pairs or groups and use them in sentences. • Find out the correct pronunciation of words and sentences from electronic or print dictionaries. 	Course book Magazines Journals Charts and realia Dictionary	Oral reading or recitations	

3	Reading	Extensive Reading (Reference materials)	<ul style="list-style-type: none"> ▪ Use the dictionary to find out the meaning and spelling of words for lifelong learning. ▪ Read the junior encyclopedia to obtain information for the lifelong learning. ▪ Appreciate the use of the dictionary and encyclopedia to obtain information 	<ul style="list-style-type: none"> • Why is it important to spell words correctly? • How does a dictionary help us to learn? • What do you do if the meaning of a word is unknown to you? 	<ul style="list-style-type: none"> • Identify words and check their meaning and spelling from electronic or print dictionaries. • Look up the meaning of words from a dictionary in pairs. • Read a grade appropriate text, write down unfamiliar words and check their meaning. • In groups, discuss how words are organised in a dictionary. • Obtain information from references such as junior encyclopaedia among others. • Arrange words alphabetically or according to related areas. 	Course book Magazines Journals Charts and realia Dictionary	Question and answers Teacher made tests dictation	
4		Extensive Reading (Reference materials)	<ul style="list-style-type: none"> ▪ Use the dictionary to find out the meaning and spelling of words for lifelong learning. ▪ Read the junior encyclopedia to obtain information for the lifelong learning. ▪ Appreciate the use of the dictionary and encyclopedia to obtain information 	<ul style="list-style-type: none"> • Why is it important to spell words correctly? • How does a dictionary help us to learn? • What do you do if the meaning of a word is unknown to you? 		Course book Magazines Journals Charts and realia Dictionary	Question and answers Teacher made tests dictation	

1	Grammar	Determiners Articles	<ul style="list-style-type: none"> ▪ Identify definite and indefinite articles in a written text for effective communication. ▪ Appreciate the use of definite and indefinite articles in oral and written context for self-expression. 	<ul style="list-style-type: none"> • What things can you see in your school compound? • What things are there in your local market or town? 	<ul style="list-style-type: none"> • Identify definite and indefinite articles (a, an, and the) in a text. • Use the definite and indefinite articles with various words • Practise using the definite and indefinite articles before nouns individually and in pairs. • Match the definite and indefinite articles with a given list of nouns. • View a video related to the theme in which the definite and indefinite articles are used. • Search for lists of words and phrases on a newspaper, magazine or internet where articles are used correctly. • Create a list of sentences where articles are used, type it on a digital device and share it with friends or family via mobile phone, email, computer printouts among others. 	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer Role play	
2		Determiners Articles	<ul style="list-style-type: none"> ▪ Use definite and indefinite articles in a variety of contexts for effective communication ▪ Appreciate the use of definite and indefinite articles in oral and written context for self-expression. 	<ul style="list-style-type: none"> • What things can you see in your school compound? • What things are there in your local market or town? 	<ul style="list-style-type: none"> • Identify definite and indefinite articles (a, an, and the) in a text. • Use the definite and indefinite articles with various words • Practise using the definite and indefinite articles before nouns individually and in pairs. • Match the definite and indefinite articles with a given list of nouns. • View a video related to the theme in which the definite and indefinite articles are used. • Search for lists of words and phrases on a newspaper, magazine or internet where articles are used correctly. • Create a list of sentences where articles are used, type it on a digital device and share it with friends or family via mobile phone, email, computer printouts among others. 	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer Role play	
3	Writing	Guided composition Filling forms	<ul style="list-style-type: none"> ▪ Identify the required information to be filled in forms for different purposes. ▪ Appreciate the importance of filling in forms correctly for effective communication. 	<ul style="list-style-type: none"> ▪ Why should one be careful when filling in forms? ▪ What information is found on your birth certificate? 		Course book Magazines Journals Charts and realia Dictionary	Peer assessment Teacher made test	

						<ul style="list-style-type: none"> Fill in forms provided by the teacher by supplying specific details in pairs or small groups such as: Personal details Name _____ Grade _____ Date of Birth _____ School Details Name _____ Address _____ Name of Class Teacher _____ Name of Head teacher _____ Read instructions on filling in forms in pairs and small groups. Record the required information related to the theme in the forms in pairs and in groups. Fill in forms in digital or print format in pairs and display them. Download online forms in pairs and fill in information with guidance from the teacher. 			
	4		<p>Guided composition Filling forms</p> <ul style="list-style-type: none"> Fill in forms correctly for self-expression and advancement. Appreciate the importance of filling in forms correctly for effective communication. 	<ul style="list-style-type: none"> Why should one be careful when filling in forms? What information is found on your birth certificate? 	<ul style="list-style-type: none"> Fill in forms provided by the teacher by supplying specific details in pairs or small groups such as: Personal details Name _____ Grade _____ Date of Birth _____ School Details Name _____ Address _____ Name of Class Teacher _____ Name of Head teacher _____ Read instructions on filling in forms in pairs and small groups. Record the required information related to the theme in the forms in pairs and in groups. Fill in forms in digital or print format in pairs and display them. Download online forms in pairs and fill in information with guidance from the teacher. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Peer assessment Teacher made test</p>		
3	1	<p>Listening and speaking (FAMILY CELEBRATIONS)</p>	<p>Pronunciation and vocabulary (Verb with two subjects)</p> <ul style="list-style-type: none"> Discriminate sounds and words in language sample for listening comprehension. Pronounce words containing sounds related to the theme accurately for effective communication. 	<ul style="list-style-type: none"> Why should you pronounce sounds and words correctly? Which words are used as subjects in a sentence? 		<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Role play Debates Oral discussions</p>		

				<ul style="list-style-type: none"> ▪ Appreciate the importance of accurate pronunciation for effective communication 		<ul style="list-style-type: none"> • Listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/), words and expressions related to the theme. • Listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/ sounds. • Watch a video in groups and write words and expressions related to the theme. • Recite poems and rhymes. • Use word wheels • Use the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/ to form new words such as load, road, boy, toy • Construct oral sentences using the language patterns; <i>plural verbs with two or more subjects.</i> • Watch a video from the web offline or online and identify learnt sounds and words. • Role play and create a video in groups where they are using the learnt sounds and words. 		
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2		Pronunciation and vocabulary (Verb with more subjects)	<ul style="list-style-type: none"> ▪ Use vocabulary related to the theme to construct a variety of sentences for effective communication ▪ Appreciate the importance of accurate pronunciation for effective communication 	<ul style="list-style-type: none"> ▪ Why should you pronounce sounds and words correctly? ▪ Which words are used as subjects in a sentence? 	<ul style="list-style-type: none"> • Listen to a variety of audio materials and identify sounds (/ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/), words and expressions related to the theme. • Listen to a passages or dialogue read by the teacher and identify the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/ sounds. • Watch a video in groups and write words and expressions related to the theme. • Recite poems and rhymes. • Use word wheels • Use the sounds /ɜ:/ /ɑ:/ /ɔ:/ /a:/ /ʌ/ /ɪ/ to form new words such as load, road, boy, toy • Construct oral sentences using the language patterns; <i>plural verbs with two or more subjects.</i> • Watch a video from the web offline or online and identify learnt sounds and words. • Role play and create a video in groups where they are using the learnt sounds and words. 	Course book Magazines Journals Charts and realia Dictionary	Role play Debates Oral discussions	
3	Reading	Intensive Reading :Poems/Stories	<ul style="list-style-type: none"> ▪ Read poems and stories related to the theme for comprehension. ▪ Appreciate the importance of reading comprehension for lifelong learning. 	<ul style="list-style-type: none"> ▪ Why should we read the titles and pictures in a story? ▪ What is your favourite poem, song or story? 	<ul style="list-style-type: none"> • Talk about pictures and the title of a poem and story (featuring similes and sayings) in small groups. • Find new words and similes in a poem or story in pairs. • Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. • Recite the poem in pairs. • Answer oral questions from poems, songs and stories (featuring similes and sayings). • Attempt a written exercise individually. • Identify events in a story for logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video related to the theme for specific information. • Participate in a readers' theatre in small groups. 	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Dictation	

4			Intensive Reading :Poems/Stories	<ul style="list-style-type: none"> ▪ Apply appropriate reading techniques to answer direct and indirect questions based on a poem or story for self-expression. ▪ Appreciate the importance of reading comprehension for lifelong learning. 	<ul style="list-style-type: none"> ▪ Why should we read the titles and pictures in a story? ▪ What is your favourite poem, song or story? 	<ul style="list-style-type: none"> • Talk about pictures and the title of a poem and story (featuring similes and sayings) in small groups. • Find new words and similes in a poem or story in pairs. • Read a poem or story (featuring similes and sayings) in print and non-print texts related to the theme for comprehension. • Recite the poem in pairs. • Answer oral questions from poems, songs and stories (featuring similes and sayings). • Attempt a written exercise individually. • Identify events in a story for logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video related to the theme for specific information. • Participate in a readers' theatre in small groups. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Reading aloud Dictation</p>	
4	1	Grammar	Parts of speech :Regular Nouns	<ul style="list-style-type: none"> ▪ Identify plurals of regular and irregular nouns for effective communication. ▪ Appreciate the use of regular and irregular nouns in communication 	<ul style="list-style-type: none"> ▪ How do you show the number of things you have? ▪ Which things do we have in our classroom? 	<ul style="list-style-type: none"> • Give examples of regular and irregular nouns. • Discuss the difference between regular and irregular nouns. • Pick out and write plurals of regular and irregular nouns from audio recording. • Construct sentences in pairs using regular and irregular nouns in their plural forms. • Look up regular and irregular nouns on the internet and write them down. • Create a puzzle using a list of regular and irregular nouns on a digital device or exercise book in pairs or groups. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Role play Short answers</p>	

2		Parts of speech :irregular Nouns	<ul style="list-style-type: none"> ▪ Use plurals of regular and irregular nouns correctly in spoken and written language for communication clarity. ▪ Appreciate the use of regular and irregular nouns in communication 	<ul style="list-style-type: none"> ▪ How do you show the number of things you have? ▪ Which things do we have in our classroom? 	<ul style="list-style-type: none"> • Give examples of regular and irregular nouns. • Discuss the difference between regular and irregular nouns. • Pick out and write plurals of regular and irregular nouns from audio recording. • Construct sentences in pairs using regular and irregular nouns in their plural forms. • Look up regular and irregular nouns on the internet and write them down. • Create a puzzle using a list of regular and irregular nouns on a digital device or exercise book in pairs or groups. 	Course book Magazines Journals Charts and realia Dictionary	Role play Short answers	
3	Writing	Guided writing :Open ended compositions	<ul style="list-style-type: none"> ▪ Express ideas on a given topic relevantly for effective communication. ▪ Appreciate the importance of creativity in writing for effective communication 	<ul style="list-style-type: none"> ▪ Why is it necessary to express thoughts and feelings clearly? ▪ How can you make your story interesting? 	<ul style="list-style-type: none"> • Discuss how to write a story on a given topic in small groups. • Discuss the possible order of events in the story in small groups. • Write the first paragraph of a composition in pairs while observing the correct punctuation and spelling. • Write the whole composition legibly and neatly. • Proof-read their compositions in pairs. • Share their completed stories in small groups. • Search and read written compositions online or offline. 	Course book Magazines Journals Charts and realia Dictionary	Self-assessment learner	
4		Guided writing :Open ended compositions	<ul style="list-style-type: none"> ▪ Write and open-ended composition creatively for self-expression ▪ Appreciate the importance of creativity in writing for effective communication 	<ul style="list-style-type: none"> ▪ Why is it necessary to express thoughts and feelings clearly? ▪ How can you make your story interesting? 	<ul style="list-style-type: none"> • Discuss how to write a story on a given topic in small groups. • Discuss the possible order of events in the story in small groups. • Write the first paragraph of a composition in pairs while observing the correct punctuation and spelling. • Write the whole composition legibly and neatly. • Proof-read their compositions in pairs. • Share their completed stories in small groups. • Search and read written compositions online or offline. 	Course book Magazines Journals Charts and realia Dictionary	Self-assessment learner	

5	1	Listening and Speaking (ETIQUETTE)	Pronunciation and Vocabulary: Polite words and phrases	<ul style="list-style-type: none"> Identify polite words and phrases in conversations for communication clarity. Pronounce and phrases containing sounds related to etiquette accurately for effective communication. 	<ul style="list-style-type: none"> Why should we pronounce sounds and words clearly? Which words do we use to show politeness? 	<ul style="list-style-type: none"> Identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/. Use tongue twisters to practise the sounds /e/, /ei/, /p/ and /b/. Listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, /p/ and /b/ from a digital device. Practise saying words and phrases containing the sounds /e/, /ei/, /p/ and /b/. Use a word puzzle to find words and phrases containing the sounds learnt, in small groups. Say words and phrases related to the theme correctly. Construct simple sentences using words related to the theme. Write dictated words related to etiquette correctly. Write words containing the sounds /e/, /ei/, /p/ and /b/ from a dictation in small groups. Recite a poem featuring words related to etiquette, in groups. 	Course book Magazines Journals Charts and realia Dictionary	Oral presentations Public speaking	
	2		Pronunciation and Vocabulary: Polite words and phrases	<ul style="list-style-type: none"> Use appropriate words and phrases to show politeness in different context. Appreciate the importance of using polite words and phrases in different contexts. 	<ul style="list-style-type: none"> Why should we pronounce sounds and words clearly? Which words do we use to show politeness? 	<ul style="list-style-type: none"> Identify words and phrases containing the sounds /e/, /ei/, /p/ and /b/. Use tongue twisters to practise the sounds /e/, /ei/, /p/ and /b/. Listen to correct pronunciation of words and phrases related to etiquette and containing the sounds /e/, /ei/, /p/ and /b/ from a digital device. Practise saying words and phrases containing the sounds /e/, /ei/, /p/ and /b/. Use a word puzzle to find words and phrases containing the sounds learnt, in small groups. Say words and phrases related to the theme correctly. Construct simple sentences using words related to the theme. Write dictated words related to etiquette correctly. Write words containing the sounds /e/, /ei/, /p/ and /b/ from a dictation in small groups. Recite a poem featuring words related to etiquette, in groups. 	Course book Magazines Journals Charts and realia Dictionary	Oral presentations Public speaking	

3	Reading	Intensive Reading : Skimming	<ul style="list-style-type: none"> ▪ Read a text of about 300 words for comprehension. ▪ Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information. ▪ Appreciate the importance of intensive reading in their day-to- day life. 	<ul style="list-style-type: none"> ▪ Why do we read? ▪ How can we read faster? 	<ul style="list-style-type: none"> • Read a variety of print and non-print texts of about 300 words for comprehension. • Answer factual and inferential questions from a variety of texts of about 300 words. • Infer the meaning of new words. • Retell stories related to the theme in pairs or groups. • Identify events in a story or a passage of about 300 words with logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video on etiquette for specific information. • Skim or scan a comic, magazine, newspaper or age appropriate reader. • Scan for information such as words and answer questions from print or digital text. • Skim through a digital text of about 300 words focusing mainly on the title and illustrations. 	Course book Magazines Journals Charts and realia Dictionary	Learner journals Peer assesment	
4		Intensive Reading : scanning	<ul style="list-style-type: none"> ▪ Read a text of about 300 words for comprehension. ▪ Apply appropriate reading skills when reading a text of about 300 words to obtain both factual and inferential information. ▪ Appreciate the importance of intensive reading in their day-to- day life. 	<ul style="list-style-type: none"> ▪ Why do we read? ▪ How can we read faster? 	<ul style="list-style-type: none"> • Read a variety of print and non-print texts of about 300 words for comprehension. • Answer factual and inferential questions from a variety of texts of about 300 words. • Infer the meaning of new words. • Retell stories related to the theme in pairs or groups. • Identify events in a story or a passage of about 300 words with logical and fluent flow. • Discuss and role play events in a text based on the theme. • Watch a video on etiquette for specific information. • Skim or scan a comic, magazine, newspaper or age appropriate reader. • Scan for information such as words and answer questions from print or digital text. • Skim through a digital text of about 300 words focusing mainly on the title and illustrations. 	Course book Magazines Journals Charts and realia Dictionary	Learner journals Peer assesment	

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1	Grammar	Language pattern: Enough + Nominal + Infinitive/A lot/a lot of...	<ul style="list-style-type: none"> ▪ Use language pattern correctly for fluency in speech. ▪ Appreciate the importance of language structures for effective communication 	<ul style="list-style-type: none"> ▪ Why should we use correct sentences in our speech or writing? ▪ How can we write correct sentences? 	<ul style="list-style-type: none"> • Recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme in small groups. • Identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of.... • Construct sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... in pairs. • Complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of... 	Course book Magazines Journals Charts and realia Dictionary	Word games Writing tests	
2		Language pattern: Enough + Nominal + Infinitive/A lot/a lot of...	<ul style="list-style-type: none"> ▪ Respond correctly to questions on the language patterns in written communication ▪ Appreciate the importance of language structures for effective communication 	<ul style="list-style-type: none"> ▪ Why should we use correct sentences in our speech or writing? ▪ How can we write correct sentences? 	<ul style="list-style-type: none"> • Recite a poem with the pattern enough + nominal + infinitive and a lot/a lot of... related to the theme in small groups. • Identify lines from the poem that have the language patterns enough + nominal + infinitive and a lot/a lot of.... • Construct sentences related to the theme using the language patterns enough + nominal + infinitive and a lot/a lot of... in pairs. • Complete a written exercise based on the language patterns enough + nominal + infinitive and a lot/a lot of... 	Course book Magazines Journals Charts and realia Dictionary	Word games Writing tests	

3	Writing	Handwriting :Legibility and Neatness	<ul style="list-style-type: none"> ▪ Write legibly and neatly in print script for clarity of communication. ▪ Apply the use of accurate and consistent spelling in a variety of print scripts for effective communication. 	<ul style="list-style-type: none"> ▪ How does being unable to read other people' s work make you feel? ▪ Why should you ensure your written work is easy to read? ▪ What can make it hard for others to read your work? 	<ul style="list-style-type: none"> • Use appropriate writing instruments (pencil first and then a pen). • Print lower and upper case letters neatly and legibly paying attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like 'd and 'b. • Write silent letters in words and phrases such as 'please listen' 'I beg your pardon', 'may I borrow your watch' • Look up words in online dictionaries such as in pairs. • Consistently use the correct spelling of words with blends and double consonants. 	Course book Magazines Journals Charts and realia Dictionary	Writing tests	
4		Handwriting :Legibility and Neatness	<ul style="list-style-type: none"> ▪ Apply accurate and consistent spelling in print script for writing fluency ▪ Apply the use of accurate and consistent spelling in a variety of print scripts for effective communication. 	<ul style="list-style-type: none"> ▪ How does being unable to read other people' s work make you feel? ▪ Why should you ensure your written work is easy to read? ▪ What can make it hard for others to read your work? 	<ul style="list-style-type: none"> • Use appropriate writing instruments (pencil first and then a pen). • Print lower and upper case letters neatly and legibly paying attention to consistent letter size and height, direction of strokes such as dots, tails, crossbars, curves and differences in letter orientation like 'd and 'b. • Write silent letters in words and phrases such as 'please listen' 'I beg your pardon', 'may I borrow your watch' • Look up words in online dictionaries such as in pairs. • Consistently use the correct spelling of words with blends and double consonants. 	Course book Magazines Journals Charts and realia Dictionary	Writing tests	

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1	Listening and speaking (ACCIDENTS:FIRST AID)	Pronunciation and vocabulary :Word stress	<ul style="list-style-type: none"> ▪ Identify word stress in an oral or written context for effective communication. ▪ Pronounce words related to the theme using the correct stress for effective communication 	<ul style="list-style-type: none"> ▪ Why should we learn new words? ▪ How can we say sounds and words correctly? 	<ul style="list-style-type: none"> • Listen to and recite short rhythmic poems. • Say tongue twisters to practise the sounds /b/ eɪ/ /aɪ/ and the consonant clusters 'sn' 'tr' 'st' • Identify words containing the sounds /b/ eɪ//aɪ/ and the consonant clusters 'sn' 'tr' 'st' • Say words related to the theme using the correct stress in pairs or small groups. ('object, ob'ject) • Construct sentences with words whose meaning may be distinguished through word stress, in small groups. • Construct sentences using vocabulary related to the theme. • Listen to the correct pronunciation of words whose meaning is contrasted by stress from an audio or phone recordings. • Record themselves in pairs/small groups and present the recording to the whole class. • Play a listening game on contrast using word stress. • Organise a reader's theatre and enjoy reading and reciting poems. 	Course book Magazines Journals Charts and realia Dictionary	Public speaking Role play	
2		Pronunciation and vocabulary :Word stress	<ul style="list-style-type: none"> ▪ Use vocabulary related to the theme in a variety of context for speech clarity. ▪ Appreciate the use of stress in a variety of context for effective communication 	<ul style="list-style-type: none"> ▪ Why should we learn new words? ▪ How can we say sounds and words correctly? 	<ul style="list-style-type: none"> • Listen to and recite short rhythmic poems. • Say tongue twisters to practise the sounds /b/ eɪ/ /aɪ/ and the consonant clusters 'sn' 'tr' 'st' • Identify words containing the sounds /b/ eɪ//aɪ/ and the consonant clusters 'sn' 'tr' 'st' • Say words related to the theme using the correct stress in pairs or small groups. ('object, ob'ject) • Construct sentences with words whose meaning may be distinguished through word stress, in small groups. • Construct sentences using vocabulary related to the theme. • Listen to the correct pronunciation of words whose meaning is contrasted by stress from an audio or phone recordings. • Record themselves in pairs/small groups and present the recording to the whole class. • Play a listening game on contrast using word stress. • Organise a reader's theatre and enjoy reading and reciting poems. 	Course book Magazines Journals Charts and realia Dictionary	Public speaking Role play	

3	Reading	Intensive Reading :Visuals	<ul style="list-style-type: none"> ▪ Read visuals in print and digital formats for information ▪ Integrate visual information such as maps, photographs and videos with other information in print and digital texts for comprehension 	<ul style="list-style-type: none"> ▪ Why is it important to interpret visuals correctly? ▪ How do visuals like photos and videos enhance our understanding of a text? ▪ What information do we obtain from visual media such as photos and videos 	<ul style="list-style-type: none"> • Read age appropriate digital texts in different formats such as audio texts, video texts and animated stories. • Interpret visuals in pairs. • View cartoons, mimes, pictures, photographs, comics among others and discuss them in pairs or small groups. • Predict happenings in cartoons or comics and write down their thoughts. • Conduct virtual tours on google maps and find the direction of various places on the map in groups. • Use google maps, digital maps and printed maps to give directions. • Locate information from a simple map and make short sentences using terms like north, south, east and west. For example, 'The sun rises in the east.' • View visuals such as photographs and videos. <ul style="list-style-type: none"> - Write one word that they associate with each image or video. - Identify a song that comes to mind for one or more of the images. - Describe what all the images have in common. - Compare answers with classmates. 	Course book Magazines Journals Charts and realia Dictionary	Dictation Learner summaries	
4		Intensive Reading :Visuals	<ul style="list-style-type: none"> ▪ Interpret visual media appropriately for lifelong learning. ▪ Appreciate the importance of visual media in lifelong learning. 	<ul style="list-style-type: none"> ▪ Why is it important to interpret visuals correctly? ▪ How do visuals like photos and videos enhance our understanding of a text? ▪ What information do we obtain from visual media such as photos and videos 		Course book Magazines Journals Charts and realia Dictionary	Dictation Learner summaries	

						<ul style="list-style-type: none"> • Read age appropriate digital texts in different formats such as audio texts, video texts and animated stories. • Interpret visuals in pairs. • View cartoons, mimes, pictures, photographs, comics among others and discuss them in pairs or small groups. • Predict happenings in cartoons or comics and write down their thoughts. • Conduct virtual tours on google maps and find the direction of various places on the map in groups. • Use google maps, digital maps and printed maps to give directions. • Locate information from a simple map and make short sentences using terms like north, south, east and west. For example, 'The sun rises in the east.' • View visuals such as photographs and videos. <ul style="list-style-type: none"> - Write one word that they associate with each image or video. - Identify a song that comes to mind for one or more of the images. - Describe what all the images have in common. - Compare answers with classmates. 			
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HALF TERM

9	1	Grammar	Pronouns :Personal Pronouns	<ul style="list-style-type: none"> ▪ Identify personal and possessive pronouns used as subjects and objects for communication clarity. ▪ Appreciate the importance of personal and possessive pronouns in communication 	<ul style="list-style-type: none"> ▪ Which words replace names of people or things in sentences? ▪ Which words do we use to show that something belongs to us? 		Course book Magazines Journals Charts and realia Dictionary	Short answer Dialogue completion	
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						<ul style="list-style-type: none"> • Identify personal and possessive pronouns used as subjects and objects in sentences individually, in pairs or groups. • Construct sentences orally using personal and possessive pronouns as subjects and objects in small groups. • Write sentences using personal and possessive pronouns individually. • Practise using personal and possessive pronouns in pairs or groups. • Watch a video where personal and possessive pronouns have been used. • Read a newspaper, magazine, poem among others; identify personal and possessive pronouns and type them on a word processor, mobile device or tablet. • Create a list of sentences containing pronouns, and key them in on a digital device; share with friends via email, or printed pages. 			
2		Possessive pronouns	<ul style="list-style-type: none"> ▪ Use personal and possessive pronouns correctly as subject and object for self-expression. ▪ Appreciate the importance of personal and possessive pronouns in communication 	<ul style="list-style-type: none"> ▪ Which words replace names of people or things in sentences? ▪ Which words do we use to show that something belongs to us? 	<ul style="list-style-type: none"> • Identify personal and possessive pronouns used as subjects and objects in sentences individually, in pairs or groups. • Construct sentences orally using personal and possessive pronouns as subjects and objects in small groups. • Write sentences using personal and possessive pronouns individually. • Practise using personal and possessive pronouns in pairs or groups. • Watch a video where personal and possessive pronouns have been used. • Read a newspaper, magazine, poem among others; identify personal and possessive pronouns and type them on a word processor, mobile device or tablet. • Create a list of sentences containing pronouns, and key them in on a digital device; share with friends via email, or printed pages. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Short answer Dialogue completion</p>		
3	Writing	Guided Composition :Friendly Letter	<ul style="list-style-type: none"> ▪ Identify the key parts of a friendly letter in preparation for writing ▪ Write a friendly letter using the correct format for effective communication. 	<ul style="list-style-type: none"> ▪ Why do you pass information to others? ▪ How do you pass information to your friends? 		<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Peer assessment Teacher made tests</p>		

					<ul style="list-style-type: none"> ▪ What kind of information do you give to your friends? 	<ul style="list-style-type: none"> • Discuss how to write an SMS and the correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.) • Write friendly letters using the correct format - such as letters to siblings, parents and friends. • Practise writing friendly letters and SMS in pairs. • Use mobile phones to write friendly letters and SMS to one another on the given theme. 			
	4		<p>Guided Composition :Friendly SMS</p>	<ul style="list-style-type: none"> ▪ Send and SMS correctly for effective communication. ▪ Appreciate the role of friendly letters and SMS in a variety of communication contexts. 	<ul style="list-style-type: none"> ▪ Why do you pass information to others? ▪ How do you pass information to your friends? ▪ What kind of information do you give to your friends? 	<ul style="list-style-type: none"> • Discuss how to write an SMS and the correct format of a friendly letter in pairs (such as address, date, ending, telephone numbers, sender and receiver.) • Write friendly letters using the correct format - such as letters to siblings, parents and friends. • Practise writing friendly letters and SMS in pairs. • Use mobile phones to write friendly letters and SMS to one another on the given theme. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Peer assessment Teacher made tests</p>	
10	1	<p>Listening and Speaking (NUTRITION: BALANCED DIET)</p>	<p>Pronunciation and vocabulary: Listening Comprehension /pattern (Noun phrase + would like to be...)</p>	<ul style="list-style-type: none"> ▪ Listen actively to a variety of texts to gain information. ▪ Apply vocabulary related to the theme in a variety of contexts for effective communication. 	<ul style="list-style-type: none"> ▪ Why should we listen carefully? ▪ How can we improve our pronunciation? 		<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Teacher made tests Dialogue Oral questions</p>	

						<ul style="list-style-type: none"> • Listen to audio-visual recordings of songs, stories and passages featuring the sounds /ʊ/ /u:/ /æ/ /ɛ/ /ɪ/ • Respond to questions from Listening comprehension (story) • Construct sentences related to a story or listening comprehension using the language pattern • (noun phrase + would like to be ...) • Retell a story he or she has listened to in pairs or small group accurately. • Respond correctly to questions based on the text. • Dramatise sections of a story in groups for comprehension. • Discuss in groups and as a whole class the lesson learnt from a story. 			
2		Pronunciation and vocabulary: Listening Comprehension /pattern (Noun phrase + would like to be...)	<ul style="list-style-type: none"> ▪ Use the language pattern correctly for effective oral communication. ▪ Appreciate listening to a variety of texts for information and enjoyment. 	<ul style="list-style-type: none"> ▪ Why should we listen carefully? ▪ How can we improve our pronunciation ? 	<ul style="list-style-type: none"> • Listen to audio-visual recordings of songs, stories and passages featuring the sounds /ʊ/ /u:/ /æ/ /ɛ/ /ɪ/ • Respond to questions from Listening comprehension (story) • Construct sentences related to a story or listening comprehension using the language pattern • (noun phrase + would like to be ...) • Retell a story he or she has listened to in pairs or small group accurately. • Respond correctly to questions based on the text. • Dramatise sections of a story in groups for comprehension. • Discuss in groups and as a whole class the lesson learnt from a story. 	Course book Magazines Journals Charts and realia Dictionary	Teacher made tests Dialogue Oral questions		
3	Reading	Extensive Reading: Independent Reading	<ul style="list-style-type: none"> ▪ Select appropriate reading materials for lifelong learning. ▪ Read a variety of familiar materials independently to build reading speed and fluency. 	<ul style="list-style-type: none"> ▪ Why should we read widely? ▪ What materials do you enjoy reading? 		Course book Magazines Journals Charts and realia Dictionary	Dictation Oral interviews		

						<ul style="list-style-type: none"> • Select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format. • Read independently for pleasure. • Set up an after-school club where they meet on a regular basis and read varied texts. • Retell, in pairs or small groups, the stories they have read. Share opinions and reflections on the texts they have read. • Use materials in the classroom to read extensively. • Read quietly or silently. 			
	4		<p>Extensive Reading: Independent Reading</p>	<ul style="list-style-type: none"> ▪ Apply appropriate strategies to read independently for information and enjoyment. ▪ Appreciate the importance of independent reading in lifelong learning 	<ul style="list-style-type: none"> ▪ Why should we read widely? ▪ What materials do you enjoy reading? 	<ul style="list-style-type: none"> • Select age - appropriate and high- interest reading materials such as narratives, poems, newspapers and magazines in print or electronic format. • Read independently for pleasure. • Set up an after-school club where they meet on a regular basis and read varied texts. • Retell, in pairs or small groups, the stories they have read. Share opinions and reflections on the texts they have read. • Use materials in the classroom to read extensively. • Read quietly or silently. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Dictation Oral interviews</p>	
11	1	Grammar	<p>Parts of speech: Irregular adjectives</p>	<ul style="list-style-type: none"> ▪ Describe items using comparative forms of regular adjectives for effective communication ▪ Appreciate the use of adjectives to talk about family celebrations for effective communication. ▪ Use adjectives of size and shape in the right order for clarity of communication. 	<ul style="list-style-type: none"> ▪ Why should we say the correct shape and size of things? ▪ What are some of the words you use to talk about how someone feels or looks? ▪ How do we describe things? 		<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Gap filling Short answers</p>	

						<ul style="list-style-type: none"> • Identify adjectives from an audio or written text • Talk about various items in the classroom using adjectives. • Describe items using the comparative forms of regular and irregular adjectives, in pairs and groups. • Use adjectives in the correct order in sentences in pairs and small groups. • Write correct sentences using comparative forms of adjectives in the right order. • Write sentences on tablets, computers and other digital resources using adjectives. • Use adjectives to talk about scenes, pictures or comics based on the themes. 		
2		Parts of speech: regular adjectives	<ul style="list-style-type: none"> ▪ Describe items using comparative forms of irregular adjectives for effective communication ▪ Use adjectives of size and shape in the right order for clarity of communication. 	<ul style="list-style-type: none"> ▪ Why should we say the correct shape and size of things? ▪ What are some of the words you use to talk about how someone feels or looks? ▪ How do we describe things? 	<ul style="list-style-type: none"> • Identify adjectives from an audio or written text • Talk about various items in the classroom using adjectives. • Describe items using the comparative forms of regular and irregular adjectives, in pairs and groups. • Use adjectives in the correct order in sentences in pairs and small groups. • Write correct sentences using comparative forms of adjectives in the right order. • Write sentences on tablets, computers and other digital resources using adjectives. • Use adjectives to talk about scenes, pictures or comics based on the themes. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	<p>Gap filling Short answers</p>	

3	Writing	Guided writing :Creative Writing: Narrative compositions	<ul style="list-style-type: none"> ▪ Describe the parts of a narrative composition in preparation for writing. ▪ Organize thoughts clearly, fluently and precisely in a coherent paragraph for self-expression. 	<ul style="list-style-type: none"> ▪ Why do we enjoy listening to stories? ▪ Why is it important to plan our composition? ▪ How can you write an interesting composition? 	<ul style="list-style-type: none"> • Identify similes from an audio visual or printed text in pairs and small groups. • Plan a composition in pairs or small groups, write a draft and present it to the whole class. • Use similes to make their compositions interesting. • Create their own similes and use them in their composition. • Write a narrative composition of about 60-80 words and incorporate. • Rearrange jumbled up sentences from an oral narrative into coherent paragraph. • Listen to a narrative on radio or television and rewrite it in their own words. • Watch and dramatise a story related to the theme (could be from a digital device). • Visit a supermarket, food store or grocery store in the school neighbourhood and write a narrative composition based on that experience. 	Course book Magazines Journals Charts and realia Dictionary	Self- assessment t learner Peer assessment t	
4		Guided writing :Creative Writing: Narrative compositions	<ul style="list-style-type: none"> ▪ Create a narrative composition of about 60 - 80 words for self-expression. ▪ Appreciate the role of creativity in writing for different purposes. 	<ul style="list-style-type: none"> ▪ Why do we enjoy listening to stories? ▪ Why is it important to plan our composition? ▪ How can you write an interesting composition? 	<ul style="list-style-type: none"> • Identify similes from an audio visual or printed text in pairs and small groups. • Plan a composition in pairs or small groups, write a draft and present it to the whole class. • Use similes to make their compositions interesting. • Create their own similes and use them in their composition. • Write a narrative composition of about 60-80 words and incorporate. • Rearrange jumbled up sentences from an oral narrative into coherent paragraph. • Listen to a narrative on radio or television and rewrite it in their own words. • Watch and dramatise a story related to the theme (could be from a digital device). • Visit a supermarket, food store or grocery store in the school neighbourhood and write a narrative composition based on that experience. 	Course book Magazines Journals Charts and realia Dictionary	Self- assessment t learner Peer assessment t	

1	Listening and Speaking (INTERNET - Email)	Pronunciation and vocabulary :Stress	<ul style="list-style-type: none"> ▪ Identify correct stress and intonation in “WH” questions and statements for clarity in speech. ▪ Use correct stress and intonation in questions and statements to communicate clearly. 	<ul style="list-style-type: none"> ▪ Why do we vary our voice when asking questions? ▪ How does good pronunciation of words and sounds help us? ▪ How do we find out what we do not know? 	<ul style="list-style-type: none"> • Listen to audio-visual recordings of words featuring the sounds /ʊ/ /u:/ /ɛ/ /v/ • Listen to correct stress in words such as address, increase among others (whether noun or verb). • Listen to correct intonation in questions and statements to identify a speaker’s feelings. • Express feelings and emotions appropriately through dialogue. • Construct sentences orally in pairs using vocabulary related to the theme. • Recite a poem featuring ‘WH’ questions and declaratives in pairs and in groups. • Make recordings using digital devices and play the recordings to their friends. • Vary intonation when uttering questions and statements. 	Course book Magazines Journals Charts and realia Dictionary	Oral interview Oral discussions Teacher made tests	
2		Pronunciation and vocabulary : Intonation	<ul style="list-style-type: none"> ▪ Use vocabulary related to the theme in a variety of contexts for effective oral communication. ▪ Appreciate the importance of varying intonation in communication 	<ul style="list-style-type: none"> ▪ Why do we vary our voice when asking questions? ▪ How does good pronunciation of words and sounds help us? ▪ How do we find out what we do not know? 	<ul style="list-style-type: none"> • Listen to audio-visual recordings of words featuring the sounds /ʊ/ /u:/ /ɛ/ /v/ • Listen to correct stress in words such as address, increase among others (whether noun or verb). • Listen to correct intonation in questions and statements to identify a speaker’s feelings. • Express feelings and emotions appropriately through dialogue. • Construct sentences orally in pairs using vocabulary related to the theme. • Recite a poem featuring ‘WH’ questions and declaratives in pairs and in groups. • Make recordings using digital devices and play the recordings to their friends. • Vary intonation when uttering questions and statements. 	Course book Magazines Journals Charts and realia Dictionary	Oral interview Oral discussions Teacher made tests	
3	Reading	Intensive Reading :Dialogue	<ul style="list-style-type: none"> ▪ Read a variety of dialogues related to email and internet for comprehension ▪ Appreciate reading for purposes of comprehension and information. 	<ul style="list-style-type: none"> ▪ How can we obtain information from texts? ▪ What stories or books have you read? 	<ul style="list-style-type: none"> • Make predictions from a dialogue about events based on pictures and the title. • Locate new words and sentence structures in a dialogue. • Read a variety of dialogues related to the theme in print and non-print formats. • Answer factual and inferential questions individually, in pairs or groups. • Retell stories related to the theme in pairs and groups • Identify events in a dialogue for logical flow. • Watch a video of a person writing an email. 	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Dictation Oral interviews	

	4		Intensive Reading :Dialogue	<ul style="list-style-type: none"> ▪ Apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning ▪ Appreciate reading for purposes of comprehension and information. 	<ul style="list-style-type: none"> ▪ How can we obtain information from texts? ▪ What stories or books have you read? 	<ul style="list-style-type: none"> • Make predictions from a dialogue about events based on pictures and the title. • Locate new words and sentence structures in a dialogue. • Read a variety of dialogues related to the theme in print and non-print formats. • Answer factual and inferential questions individually, in pairs or groups. • Retell stories related to the theme in pairs and groups • Identify events in a dialogue for logical flow. • Watch a video of a person writing an email. 	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Dictation Oral interviews	
13	1	Grammar	Language Patterns :Quantifiers	<ul style="list-style-type: none"> ▪ Select appropriate quantifiers to use in relation to the type of noun for effective communication. ▪ Appreciate the correct use of quantifiers in everyday communication. 	<ul style="list-style-type: none"> ▪ What things do we count? ▪ What things cannot be counted? ▪ Which words do we use to show quantity of countable and uncountable nouns? 	<ul style="list-style-type: none"> • Name, in pairs or small groups, countable and uncountable nouns. • Use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences in pairs. • Recite poems and rhymes containing the quantifiers (<i>much, many, some and any</i>) in small groups. • Fill in blank spaces using correct quantifiers. • Use digital devices to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>). • Use the quantifiers (<i>much, many, some and any</i>) in a role play or a dialogue. 	Course book Magazines Journals Charts and realia Dictionary	Gap filling Matching task Short answer	
	2		Language Patterns :Quantifiers	<ul style="list-style-type: none"> ▪ Use quantifiers in sentences correctly for communication clarity. ▪ Appreciate the correct use of quantifiers in everyday communication. 	<ul style="list-style-type: none"> ▪ What things do we count? ▪ What things cannot be counted? ▪ Which words do we use to show quantity of countable and uncountable nouns? 	<ul style="list-style-type: none"> • Name, in pairs or small groups, countable and uncountable nouns. • Use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences in pairs. • Recite poems and rhymes containing the quantifiers (<i>much, many, some and any</i>) in small groups. • Fill in blank spaces using correct quantifiers. • Use digital devices to compose a short poem or a paragraph featuring the quantifiers (<i>much, many, some and any</i>). • Use the quantifiers (<i>much, many, some and any</i>) in a role play or a dialogue. 	Course book Magazines Journals Charts and realia Dictionary	Gap filling Matching task Short answer	

3	Writing	Guided writing: Pictorial compositions	<ul style="list-style-type: none"> ▪ Write a pictorial composition of about 60 - 80 words on varied topics for effective communication ▪ Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 - 80 words on different topics for communications. 	<ul style="list-style-type: none"> ▪ Which words do we use to describe a picture? ▪ How do pictures make you feel? ▪ What are some of the things we can write about pictures we see? 	<ul style="list-style-type: none"> • Identify pictures from online and offline sources. • Identify common sayings from a text in pairs and write them in their exercise books or word processor. • Use a variety of pictures from online and offline sources and write pictorial compositions of 60-80 words based on the theme. • Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words. • Use sayings to make their compositions interesting. • Watch a variety of videos related to the theme and write pictorial compositions. • Generate a wide range of pictures from the internet and write pictorial compositions. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	Teacher made tests Learner journals	
4		Guided writing: Pictorial compositions	<ul style="list-style-type: none"> ▪ Use a variety of pictures and clues to write pictorial compositions of about 60 - 80 words for effective communication. ▪ Appreciate the use of a wide range of pictures to write pictorial compositions of about 60 - 80 words on different topics for communications. 	<ul style="list-style-type: none"> ▪ Which words do we use to describe a picture? ▪ How do pictures make you feel? ▪ What are some of the things we can write about pictures we see? 	<ul style="list-style-type: none"> • Identify pictures from online and offline sources. • Identify common sayings from a text in pairs and write them in their exercise books or word processor. • Use a variety of pictures from online and offline sources and write pictorial compositions of 60-80 words based on the theme. • Discuss different pictures in pairs/groups and write pictorial compositions of about 60-80 words. • Use sayings to make their compositions interesting. • Watch a variety of videos related to the theme and write pictorial compositions. • Generate a wide range of pictures from the internet and write pictorial compositions. 	<p>Course book Magazines Journals Charts and realia Dictionary</p>	Teacher made tests Learner journals	

14 END TERM ONE ASSESMENT/CLOSING

