ENGLISH SCHEME OF WORK CLASS 4 TERM 1 2019

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 1 | 1 – 3 |  REVISION  |
| 4 - 5 | MEASUREMENT | Theme | By the end of the unit, the learner should be able to:**a)** listen and respond to instructions and sentences appropriately**b)** use vocabulary and sentence structures correctly**c)** read instructions/ texts relating to measurement and answer oral questions.d) Acquire vocabulary and sentence structures relating to measurement and use them appropriately. | a) Practicing a conversation in pairs. b)Pronouncing new words.c)Explaining meanings of new words.  |  | Tape measure.Ruler.String/ropesSand |  |
| 2 | 1 - 3 | MEASUREMENT | Language content and patterns | By the end of the unit, the learner should be able to:Use same + nominal + ase-g-My pen is the same length as yours.That tank is the same height as this one.Use of more or less thane.g.There are more sacks of maize than potatoes in the store. | a)Constructing sentencesb)Asking and answering oral and written questions.c) Outline points. |  | Text bookCharts Flash cardsSentence cards |  |
| 4 - 5 | MEASUREMENT | Language content and patterns | By the end of the unit, the learner should be able to:a)Simple past passive e.g. The water was treated.b) How much + comparatives ending in - er e.g. How much longer is it? | a)Constructing sentencesb)Asking and answering oral and written questions. |  | Text bookCharts Flash cardsSentence cards |  |
| 3 | 1 - 3 | CHILDREN`S RIGHTS AND RESPONSIBILITIES | Theme | By the end of the unit, the learner should be able to:a)Talk about own experiences using appropriate vocabulary and sentence structuresb) describe experiences/eventsc) tell stories read passages/texts on the topic | a)State some of the rights and responsibilities of children.b)Asking and answering questions |  | Text books,Charts of children`s rights and responsibilities. |  |
| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
|  | 4 - 5 | CHILDREN`S RIGHTS AND RESPONSIBILITIES | Theme | By the end of the unit, the learner should be able to:a) Responsibilities answer oral and written.b) Write sentences from substitution tablesC) write guided compositionsd) write legibly and neatly. | a)Write guided compositionsb)Write legibly and neatly.C)Asking and answering oral and written questions |  | Text books,Charts of children`s rights and responsibilities. |  |
| 4 | 1 - 3 | CHILDREN`S RIGHTS AND RESPONSIBILITIES | Language content and pattern | By the end of the unit, the learner should be able to:Use :a)Enough + nominal + informative e.g. Children should have enough food to eatb)When clauses with present tense showing future intentions, e.g. - When I grow up, I will become a children’s officer | a)Constructing sentences.b)Asking and answering questions.c)Reading the passages on the text books |  | Text books,Charts of children`s rights and responsibilities. |  |
| 4 - 5 | CHILDREN`S RIGHTS AND RESPONSIBILITIES | Language content and pattern | By the end of the unit, the learner should be able to:Use:a)Conditionals + would/could e.g. If all people practiced children’s rights there would be no children in the.b)Use the vocabulary words appropriately | a)Asking and answering both oral and written questions.b)Constructing sentences using the vocabulary words. |  | Text books,Charts of children`s rights and responsibilities. |  |
| 5 | 1 -3 | TRANSPORT | Theme | By the end of the unit, the learner should be able to:a)Listen and respond to vocabulary and sentence structures related to transport.b)Use vocabulary and sentence structures correctlyc)Read texts relating to transport and answer oral questions read for pleasure | a)Identifying some of the pictures of drawings related to transport.b)Asking and answering both oral and written questions.c)Drawing and labeling Drawings related to transport |  | Charts drawn and labeled diagrams of transport systems.Text booksFlash cards |  |
| 4 – 5  | TRANSPORT | Theme | By the end of the unit, the learner should be able to:a) answer written comprehension questionsbased on the texts.b) Read and write a guided friendly letterc)compile an experience book/personal diary. | a)Asking and answering questions.b)Reading the passages c)Answering the comprehension questions appropriately. |  | Text books.ChartsFlash cards |  |
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| 6 | 1 – 3 | TRANSPORT | Language content and patterns | By the end of the unit, the learner should be able to:a)Use of nominal + verb + adverbs The train leaves the station at six o’clock.The mechanic opens the garage early in the morning.b)Use of nearer/farther away than e.g.Kisumu is farther away from Nairobi thanNakuru is. | a)Asking and answering both oral and written questions.B)Constructing sentences correctly.c)Reading the passage in the text book and answering the comprehension questions correctly. |  | Text books.Charts.Flash cards |  |
| 4 – 5 | TRANSPORT | Language content and patterns | By the end of the unit, the learner should be able to:Use:a)Present passive e.g. The ticket is bought inthe office.b)Past perfect tense + when clauses When Naserian got to the bus stop, the bus had left. | a)Asking and answering questions appropriately. b)Constructing sentences in present passive form and past perfect tense |  | Text books.ChartsSentence cards |  |
| 7 | 1 – 3 | OCCUPATIONS | Theme | By the end of the unit, the learner should be able to:a)Listen and respond to vocabulary items andsentence structures relating to various occupationsb) make correct sentences using vocabulary based on various occupations | a)Asking and answering questions correctlyb)Constructing sentences with occupational vocabularies.c)Asking each other questions about occupation. |  | Text booksCharts Sentence cards. |  |
| 4 - 5 | OCCUPATIONS | Theme | By the end of the unit, the learner should be able to:a) Read texts relating to various occupations**b)** Read for pleasure **c)** Write a guided composition**d)** Compile an experience book/personal diary | a)Read and write various texts on occupation.b)Asking and answering both oral and written questions.c)Discussion among the students on various occupations(especially their parents` occupations) |  | Text books.Charts written various occupations Sentence cards. |  |

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| 8 | 1 - 3 | OCCUPATIONS | Language content and pattern | By the end of the unit, the learner should be able to:Use:a)Pretend to be + nominal e.g. Odera is pretending to be a judge.Asha is pretending to be a driver**b)**When clauses + present tense showing future intentions e.g. When I grow up, I willbecome an engineer | a)Asking and answering both oral and written questions.b)Reading the texts on the text books loudly.c)Answering comprehension questions appropriately.Discussions amongst the students. |  | Text books.Charts |  |
| 4 - 5 | OCCUPATIONS | Language content and pattern | By the end of the unit, the learner should be able to use:a)Would like + infinitive e.g. Wafula would like to be a doctor.**b)** Built of/made of e.g. The carpenter’s house is built of stone.c) Vocabulary taught in this unit appropriately. | a)Constructing Sentences using the vocabularies.b)Asking and answering questions,c)Reading the passages loudly and answering their questions |  | a)Text booksb)Charts on words mainly on occupations.c)Sentence cards |  |
| 9 | 1 – 3 | THE FARM | Theme | By the end of the unit, the learner should be able to:**a)** Listen and respond to vocabulary items andsentence structures relating to the local environmentb)Describe experiences, places and objectsc)Use the given vocabulary and language structures in correct sentences | a)Reading the vocabulary words correctly.b)Asking and answering questions correctly.c)Constructing sentences related to the farm appropriately.d)Discussions amongst the students. |  | Text booksCharts.Sentence cards |  |
| 4 - 5 | THE FARM | Theme | By the end of the unit, the learner should be able to:a)Read texts and passages on the farm and answer oral questionsb)Read for pleasure write answers to comprehension questionsc)Write guided compositions.d)Ask questions on the farm | a)Reading the passages on the farm and answering the comprehension questions.b)Discussions amongst the students.c)Asking and answering both oral and written questions. |  | ChartsSentence cards.Text books. |  |
| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 10 | 1 - 3 | THE FARM | Language content and pattern | By the end of the unit, the learner should be able to use:a)very + but e.g. The farmer was very tired but he continued working.b) possessive pronouns e.g. This farm is ours.This bucket is his, That tractor is minec) Belong to. to indicate possession e.g. This house belongs to Wekesa | a)Reading of the vocabulary words.b)Constructing sentences.c)Discussion amongst the students.d)Asking and answering both oral and written questions. |  | Text booksChartsSentence cards. |  |
| 4 – 5 | THE FARM | Language content and pattern | By the end of the unit, the learner should be able to use:a)Already with past perfect e.g. - When the rains came ,the farmer had already plantedb)Use of vocabulary words in the topic correctly | a)Constructing sentences using the vocabulary words in the topic.b)Asking and answering oral and written questions.c)Reading the passages in the pupil`s book and answering the oral questions appropriately. |  | Text booksChartsSentence cards |  |
| 11 | 1 – 3 | HEALTH | Theme | By the end of the unit, the learner should be able to :**a)** listen and respond to vocabulary items andsentence structures related to health appropriately.**b)** make correct sentences based on vocabulary and sentence structures relating to healthc) describe experiences/eventsd) read texts based on health. | a)Listening, reading and respond to vocabulary words.b)Constructing sentences with vocabulary words related to health.c)Describe the events and personal experiences. |  | Text books.Sentence cardscharts |  |
| 4 – 5 | HEALTH | Theme | By the end of the unit, the learner should be able to :a)Read for pleasure**b)W**rite answers to comprehension questions**c) W**rite guided compositions based on health**d)W**rite informal letters (guided)**e)S**tate ways in which diseases get into our bodies. | a)Reading texts related to health. b)Asking and answering questions related to health.c)Sharing their personal experiences.d)Discussions |  | ChartsText books |  |

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| 12 | 1 – 3 | HEALTH | Language content and patterns | By the end of the unit, the learner should be able to use:a) Pretend + infinitive + nominal e.g. Kiki is only pretending to have a headache.**b)**Superlative with most e.g. It is the mostexpensive.**c)**How many questions + present perfect e.g. How many tablets hasthe patient taken? | a)Asking and answering oral and written questions.b)Discussions in classroomb)Constructing sentences correctly.c)Using vocabulary words on constructed sentences. |  | ChartsSentence cardsText books |  |
| 4 – 5 | HEALTH | Language content and patterns | By the end of the unit, the learner should be able to use:a)Pretend to have + nominal e.g. She is pretending to have a cough.**b)**Use of prepositions e.g. above, below, by, with,into, over, through e.g. AIDS can get into ourbodies through open wounds.**c)**Comparatives with more + adjective + than e.g . Malaria is more dangerous than a cold | a)Practicing the vocabulary words by reading them loudly.b)Asking and answering questions correctly.c)Discussions amongst the students. |  | Charts Sentence cardsText books |  |
| 13 | 1 – 3 | CELEBRATIONS | Themes | By the end of the unit, the learner should be able to:a)Listen and respond to vocabulary items andsentence structures appropriately.b)Use correct vocabulary and sentence structuresc)Read texts relating to celebrations and answercomprehension questionsd)Read for pleasure | a)Discussions amongst themselves.b)Asking and answering questions correctly.c)Practicing the vocabularies.d) Constructing sentences. |  | ChartsSentence cardsText books |  |
| 4 - 5 | CELEBRATIONS | Themes | By the end of the unit, the learner should be able to:a)Write answers to comprehension questionsb)Write informal letters compile an experiencebook/personal diaryc)Describe experiences/events | a)Discussionsb)Asking and answering questions.c)Reading the passage and answering the comprehension questions |  | ChartsSentence cardsText books. |  |
| 14 |  REVISION,END OF TERM ONE EXAMS AND CLOSING  |

ENGLISH SCHEMES OF WORK CLASS 4 TERM 2

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 1 | 1 – 3 |  REVISION |
| 4 – 5 | CELEBRATIONS | Language content and pattern | By the end of the unit, the learner should be able to use:a)Conditionals + will + simple present tense e.g.I will come to your party if you invite me.I will teach you the song if you like.b)Verb + noun gerund e.g. They like dancing.c)Use of for/since in sentences e.g. They have been dancing since the bride arrived.d) Use of too + adjective e.g. -That dance is too slow | a)Asking and answering questions.b)Discussionsc)Constructing sentences correctly.d)Reading the vocabularies loudly |  | Text books.Charts.Sentence cards |  |
| 2 | 1 – 3 | ENVIRONMEINT | Themes | By the end of the unit, the learner should be able to:a)Talk about their environment**b)** state ways of conserving the environmentc)Use correct sentence structuresd)Read passages/texts on the environment | a)Discussions.b) Asking and answering questions.c)Constructing questions.d)Going round the school compound discussing on some aspects of the environment. |  | Text booksChartsSamples of some of the environment aspects. |  |
| 4 – 5 | ENVIRONMEINT | Theme | By the end of the unit, the learner should be able to:a) Record information b)Answer comprehension questionsC)Write guided compositionsd) Acquire vocabulary and sentence structures relating to their environment.e) Realize the need to conserve the environment. | a)Discussionsb)Asking and answering questions.c)Construct sentences using the vocabularies of the environment.c)Reading the passages. |  | Text booksCharts.Environmental aspects` samples. |  |

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| 3 | 1 – 3 | ENVIRONMEINT | Language content and patterns | By the end of the unit, the learner should be able to use:a)Look/feel/sound + like + nominal e.g.This tree looks like anumbrella.b) Use of next to + opposite/across e.g. They live across the river.c) The use of as ......... as e.g. Manga is as tall as his father. | a)Asking and answering questions.b)Discussions.c)Constructing sentences.d)Reading comprehensions loudly.Reading the vocabularies loudly. |  | ChartsSentence cardsText books |  |
| 4 - 5 | ENVIRONMEINT | Language content and patterns | By the end of the unit, the learner should be able to use:a)Verb + noun gerund e.g. Naliaka likes watering the seedbed.**b)**Would like + infinitive e.g. Wanga would like to be a game ranger**c)**Need + nominal + infinitive e.g. I need a panga to cut the bush | a)Asking and answering questions.b)Discussions.c)Constructing sentences using the vocabulary words correctly |  | ChartsText booksSentence cards |  |
| 4 | 1 – 3 | PEOPLE IN THECOMMUNITY | Theme | By the end of the unit, the learner should be able to :a) listen and respond to vocabulary and sentence structures that relate to peopleb)Use vocabulary and sentence structures correctlyc)Read texts/passages based on people and answer oral comprehension questionsd)Read for pleasure | a)Asking and answering questions.b)Discussions.c)Reading the passages and answering their comprehension questions correctly.d)Constructing sentences using vocabulary words |  | ChartsText booksSentence cards. |  |
| 4 – 5 | PEOPLE IN THECOMMUNITY | Theme | By the end of the unit, the learner should be able to :a)Answer written comprehension questionsb)Write compositions from pictures.c)Write informal letters d)Describe events/people/places. | a)Discussions amongst studentsb)Reading the passages and answering the comprehension questions.c)Reading the vocabulary words loudly |  | ChartsText booksSentence cards. |  |

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| 5 | 1 – 3 | PEOPLE IN THECOMMUNITY | Language content and pattern | By the end of the unit, the learner should be able to use: :a)Like for comparison e-g- A good neighbor is like a relative.b) The use of very + but/and e.g. The people were very poor but they lived together happilyc) The day was very clear and the children wentout to play. | a)Discussionsb)Reading the passagesc)Asking and answering questions.d)Answering comprehension questions |  | ChartsText booksSentence cards. |  |
| 4 – 5 | PEOPLE IN THECOMMUNITY | Language content and pattern | By the end of the unit, the learner should be able to use: :a) Nominal + qualifier + is called e.g. A person who lives next to you is called a neighborb)Vocabulary words such as community, neighbor, human being, relative, clan, boundary, border, child, province, district. | a)Discussions.b)Ask and answer questions.c)Construct sentences using the vocabulary words. |  | ChartsText booksSentence cards. |  |
| 6 | 1 – 3 | POLITE LANGUAGE | Theme | By the end of the unit, the learner should be able to :a) listen and respond to instructions and requestsb)Using polite language c)Use polite language in sentences appropriatelyD)Read passages relating to the use of polite language and answer oral questionse)Read for pleasure | a)Discussions.b)Reading the passages loudlyc)Speak using polite language as an example.d)Reading the passages quietly and answering the comprehension questions correctly |  | Charts.Text books |  |
| 4 - 5 | POLITE LANGUAGE | Theme | By the end of the unit, the learner should be able to:a)Read for pleasureb)Role play situations /experiencesc)Write guided compositionsRead and write the vocabulary words  | a)Reading the passages loudlyb)Asking and answering questions correctly.c)Discussion amongst the pupils.Read the passages silently. |  | ChartsText books. |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 7 | 1 – 3 | POLITE LANGUAGE | Language content and pattern | By the end of the unit, the learner should be able to use:a) Use of May and Can I to make requests,e.g. May I use your pen. Yes, you may. No, you can’t.**b)**Conditionals with could and would e.g. If 1 had a lot of food, I could give some to the poor. | a)Constructing sentences.b)Asking and answering questions.Reading the passage and answering the comprehension qu0estions correctly |  | ChartsSentence cardsText books |  |
| 4 – 5 | POLITE LANGUAGE | Language content and pattern | By the end of the unit, the learner should be able to use:VOCABULARY e.g.Sony, excuse me, thank you,welcome, please, may I, polite,politeness, can I appropriately | a)Asking and answering questions.b)Constructing sentences using the vocabulary words.c)Reading the vocabulary words loudly. |  | ChartsSentence cardsText books |  |
| 8 | 1 – 3 | WORKSHOP | Theme | By the end of the unit, the learner should be able to:a)Listen and respond to instructions relating to the workshop appropriately.**b)U**se vocabulary and sentence structures correctly**c)R**ead instructions and passages based on theworkshop and answer oral questions | a)Ask and answer questions.b)Discussions amongst the students.c)Constructing sentences using the vocabulary words |  | ChartsText books |  |
| 4 – 5 | WORKSHOP | Theme | By the end of the unit, the learner should be able to:a) Read for pleasure**b)W**rite answers to comprehensions questionsc)Write guided compositions**d) D**escribe objects/processes | a)Describing objects/processes.b)Writing guided composition.c)Asking and answering questions.d)Reading the passage loudly. |  | ChartsText books |  |
| 9 | 1 - 3 | WORKSHOP | Language content and pattern | By the end of the unit, the learner should be able to use:a) Remember + where/ what/ who e.g. The carpenter remembered where she had kept thehammer, He couldn’t remember what the doctor had said. | a)Asking and answering questions.b)Discussionsc)Constructing sentences |  | ChartsSentence cardsText books |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
|  |  |  |  | b) Use of called and used for This is called a wheel spanner.It is used for tighteningnuts. |  |  |  |  |
| 4 – 5 | WORKSHOP | Language content and pattern | By the end of the unit, the learner should be able to Use:a) Comparatives with more + adverb + them e.g. Nyongesa worked more quickly than Amo.**b)**Present tense clause with unless e.g. 1 cannot make a bench unless I have wood | a)Asking and answering questions.b)Constructing sentences.c)Discussions.d)Reading the vocabulary words loudly and constructing sentences using the words. |  | ChartsSentence cardsText books |  |
| 10 | 1 – 3 | ADMINISTRATION | Theme | By the end of the unit, the learner should be able to:a) listen and respond to vocabulary items andsentence structures correctly**b)** use vocabulary and sentence structures correctly**c)** Read instructions/texts/passages and answer oral questions | a)Discussionsb)Stating the structures of the area administration.c)Reading the passages and answering their comprehension questions |  | Text booksCharts |  |
| 4 - 5 | ADMINISTRATION | Theme | By the end of the unit, the learner should be able to:a)Read for pleasure**b))** Write answers to comprehension questions**c)W**rite guided compositions**d)** Describe places/give directions in role play. | a)Discuss the area administration stating their roles.b) Ask and answer questions correctly.c)Reading the passages loudlyd)Answering the comprehension questions correctly. |  | Text booksCharts |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 11 | 1 – 3 | ADMINISTRATION | Language content and pattern | By the end of the unit, the learner should be able to Use:a)Use of for/since + present perfect tense e.g.This officer has worked here for four years.She has been an Education Officer since last year.She has lived here since she was bornb) Use of know/show/ tell/remember + how +infinitive e.g. -1 know how to use a computer. | a)Asking and answering questions.b)Discussions.c)Constructing sentencesd)Reading passages.c)Answering the comprehension sentences. |  | ChartsText booksSentence cards |  |
| 3 - 4 | ADMINISTRATION | Language content and pattern | By the end of the unit, the learner should be able to Use:a)Use of know/show/ tell/remember + how +infinitive e.g. -1 know how to use a computer.**-** He could not remember how to get to the policestation.**-** Show me how to use a telephone. **b)**What else questions e.g. What else does a secretary do.c)Use the vocabularies correctly | a)Asking and answering questions.b)Discussionsc)Reading the comprehension questions and answering the comprehension questions |  | ChartsText booksSentence cards |  |
| 12 | 1 – 3 | SHOPPING | Theme | By the end of the unit, the learner should be able to:a)listen and respond to vocabulary and sentencestructures relating to shopping**b)** use vocabulary and sentence structurescorrectly**c)** read passages and answer oral and written comprehension questions**d)** read for pleasure | a)Asking and answering.b)Reading the passages and answering the comprehension questions.c)Discussingd)Constructing sentences. |  | Charts Text books |  |
| 4 – 5 | SHOPPING | Theme | By the end of the unit, the learner should be able to:a)Write guided compositions **B)S**tate ways of expressing honesty and courtesy when shopping**c)**Describe experiences/places**d)** Compile an experience book/personal diary**e)** Role play a shopping experience. | a)Asking and answering questions.b)Reading the passages loudly.c)Answering the comprehension questions.d)Discussions among the students. |  | Charts Text books |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 13 | 1 - 3 | SHOPPING | Language content and pattern | By the end of the unit, the learner should be able to use:a)Use of how much/many + more How much more sugar do we need to buy?How many more packets of milk shall I give you?**b)**Is there any rice in your shop? **-** Yes, there is some. No, there isn’t any | a)Ask and answer questionsb)Discussions.c)Reading the passages and answering the comprehension questionsd)Constructing sentences with the vocabulary words. |  | ChartsText booksSentence cards. |  |
| 4 – 5 | SHOPPING | Language content and pattern | By the end of the unit, the learner should be able to use:a) Conditionals with present tense in both clauses e.g. - If I have money I can buy mangoes.**b)**Use of a pair/pairs of e.g.**-** She bought two pairs of socks.**-** Please give me a pair of scissors.c)Vocabularies related to shopping correctly | a)Asking and answering questions.b)Discussions.c)Construct sentences correctly using the vocabularies related to shopping |  | ChartsText booksSentence cards. |  |
| 14 |  REVISION , END TERM TWO EXAMS AND CLOSING  |

ENGLISH SCHEMES OF WORK TERM THREE

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 1 | 1 - 3 | SCHOOL AND HOME | Theme | By the end of the unit, the learner should be able to:**a)** listen and respond to vocabulary items andsentence structures appropriately**b)** use vocabulary and sentence structurescorrectlyc)Differentiate between the vocabularies of home and school. | a)Asking and answering questions.b)Discussions amongst students.c)Constructing sentences using the vocabulary correctly |  | ChartsSentence cards.Items found in classroom. |  |
| 4 – 5 | SCHOOL AND HOME | Theme | By the end of the unit, the learner should be able to:a)Read passages relating to school and home and answer oral questions**b)** Read for pleasure**c)** Describe places/experiences/objectsd) Write guided compositions**e)** Write sentences from substitution tables. | a)Asking and answering questions.b)Discussions amongst the studentsc)Reading the passages and answering their comprehension questions. |  | ChartsSentence cardsItems found at homes. |  |
| 2 | 1 – 3 | SCHOOL AND HOME | Language content and pattern | By the end of the unit, the learner should be able to Use:a) pretend to be + nominal e.g.**-** Turn is pretending to be ateacher.**b)**Prepositions e.g. on, under, in front, of, behind e.g. The bag is on the desk. | a)Asking and answering questions.b)Discussions.c)Reading the passages and answering comprehension questions.d)Identifying some of the objects in the school. |  | ChartsSentence cardsItems found at homes and school |  |
| 4 - 5 | SCHOOL AND HOME | Language content and pattern | By the end of the unit, the learner should be able to Use:a)Comparative adjectives + than e.g. **-** This house is bigger than ours.**-** Your box is smaller than mine.**b)** Nearer/farther away ... than e.g. The school is further away froom my home thanyour home is. | a)Asking and answering questions.b)Reading the comprehension questions loudlyc)Discussions amongst pupils. |  | ChartsSentence cardsItems found at homes and school |  |
| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 3 | 1 – 3 | OFFICE | Theme | By the end of the unit, the learner should be able to:a)Listen to instructions and respond appropriately**b)** Use vocabulary and sentence structures correctly**c)** Read texts /passages and answer oral questions.d)Read the vocabulary words loudly. | a)Asking and answering questions.b)Discussions.c)Listening to instructions and responding appropriately |  | ChartsSentence cardsText books |  |
| 4 – 5 | OFFICE | Theme | By the end of the unit, the learner should be able to:a) read for pleasure**b)** answer comprehension questionsc) describe places/experiences **g)** state ways of expressing desirable behavior in public places**d)** Role play relating experiences | a)Discussionsb)Asking and answering questions.c)Answer and ask comprehension questions.d)Reading the vocabulary and writing them |  | ChartsSentence cardsText books |  |
| 4 | 1 – 3 | OFFICE | Language content and pattern | By the end of the unit, the learner should be able to Use:a)Use of prepositional phrases e.g. up the hill, under the bed, inside the room, on top of the cup board. The messenger went up the hill.b)The paper punch was on the table.c)The meeting was held outside the office.d)The file is on top of the table.e)There was a long queue outside the office. | a)Ask and answer questions.b)Discussionsc)Reading the passages and answering the comprehension questions. |  | ChartsText booksSentence cards. |  |
| 4 – 5 | OFFICE | Language content and pattern | By the end of the unit, the learner should be able to use:a) Use of very contrasted with but e.g. The staff room is very dirty but we can hold the meeting there.**b)**Comparatives of adverbs with -er + them e.g. The messenger arrived earlier than the head teacher. | a)Ask and answer questions.b)Discussionsc)Answering the comprehension questions d)Reading the passages loudly |  | ChartsText booksSentence cards |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 5 | 1 – 3 | ATHLETICS | Theme | By the end of the unit, the learner should be able to:a)use the given vocabulary correctly**b)** use the sentence structure correctly**c)** read the texts relating to athletics and answer oral comprehension questions**d)** answer written comprehension questions**e)** do written exercises on vocabulary, sentencestructures and punctuation marks | a)Ask and answering questionsb)Discussionsb)Reading the passages loudlyc)Answering the comprehension questions correctly |  | ChartsText booksSentence cards. |  |
| 4 – 5 | ATHLETICS | Theme | By the end of the unit, the learner should be able to:a) state the importance of athletics**b)** describe experiences and places**c)** compile an experience book/personal dairy**d)** keep records. | a)Writing composition.b)Demonstrating some of the athleticsc)Asking and answering questions.d)Discussions |  | ChartsText booksSentence cards. |  |
| 6 | 1 – 3 | ATHLETICS | Language content and pattern | By the end of the unit, the learner should be able to use:a)Comparatives of adverbs with -er + than e.g. Kurgatran faster than Wambeti.**b)**Use of very with but e.g. He was very tired but continued to run.**c)**Use of have to and had to e.g. Everyone has to finish the race to get a prize. | a)Discussionsb)Asking and answering questions.c)Reading the vocabulary words loudlyd)Reading the passage loudly |  | ChartsText booksSentence cards. |  |
| 4 - 5 | ATHLETICS | Language content and pattern | By the end of the unit, the learner should be able to use:VOCABULARY e.g.field event, track events, athlete,athletics, compete, competition,sprints, long distance, start,starter, coach, relay, baton, pant(Y), race, Olympics,steeplechase, hurdles, highjump, long jump appropriately | a)Constructing sentences b)using the vocabulary words correctlyc)Pronouncing the vocabulary words correctly |  | ChartsText booksSentence cards. |  |

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| WEEK | LESSON | TOPIC | SUB TOPIC | OBJECTIVES | T/L ACTIVITIES | REFERENCE | T/L AIDS | REM |
| 7 | 1 - 5 |  REVISION OF CLASS 4 WORK |
| 8 |  |  END OF TERM 3 EXAM AND CLOSING |