



ENGLISH SCHEME OF WORK GRADE 4 TERM 2

NAME	
TSC NO.	
SCHOOL	

School	Grade	Learning Area	Term	Year
	4	English Activities	2	

Week	Lsn	Strand/The me	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Writing	Creative Writing: <i>Narrative Compositions</i>	By the end of the sub strand, the learner should be able to: Create a narrative composition of about 60-80 words for self-expression Appreciate the role of creativity in writing for different purposes	How can you write an interesting composition?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	
	2	Listening and Speaking	Pronunciation and Vocabulary: <i>Stress/I notation</i>	By the end of the sub strand, the learner should be able to: Identify correct stress and	Why do we vary our voice when asking questions?	Listen to audio-visual recordings of words featuring the sounds /o/ /u/ /f/ /v/	Course books Story books Charts Video clips Audio-visual	Oral reading or dictation recitations Role play Debates Oral interviews	

				intonation in 'WH' questions, other questions and statements for clarity in speech			resources Other web resources	Dialogues Oral discussions Oral presentations	
3	Listening and Speaking	Pronunciation and Vocabulary: <i>Stress/Intonation</i>	By the end of the sub strand, the learner should be able to: Use correct stress and intonation in questions and statements to communicate clearly Appreciate the importance of varying intonation in communication.	How does good pronunciation of words and sounds help us?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions Oral presentations		
4	Reading	Intensive Reading: <i>Dialogue</i>	By the end of the sub strand, the learner should be able to: Read a variety of dialogues related to email and internet for comprehension	How can we obtain information from texts?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Reading aloud Dictation Oral interviews Question and answer Teacher-made tests Learner summaries of what they read		

2	1	Reading	Intensive Reading: <i>Dialogue ue</i>	Apply appropriate intensive reading skills to obtain specific factual and inferential information for lifelong learning Appreciate reading for purposes of comprehension and information.	What stories or books have you read?	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 books Story books Charts Video clips Audio-visual resources Other web resources	Reading aloud Dictation Oral interviews Question and answer Teacher-made tests Learner summaries of what they read	
	2	Grammar	Language Patterns: <i>Quantifiers</i>	By the end of the sub strand, the learner should be able to: Select appropriate quantifiers to use in relation to the type of noun for effective communication	What things do we count What things cannot be counted?	Name, in pairs or small groups, countable and uncountable nouns	Course books Story books Charts Video clips Audio-visual resources Other web resources Word wheels Word puzzles	Tasks such as multiple choice Discrimination Gap-filling Short-answer	
	3	Grammar	Language Patterns: <i>Quantifiers</i>	Use quantifiers in sentences correctly for communication clarity	Which words do we use to show the quantity of countable and	Use the quantifiers (<i>much, many, some and any</i>) correctly with nouns and construct sentences in pairs	Course books Story books Charts Video clips Audio-	Tasks such as multiple choice Discrimination Gap-filling Short-answer	

				Appreciate the correct use of quantifiers in everyday communication	uncountable nouns?		visual resources Other web resources Word wheels Word puzzles		
	4	Writing	Guided Writing: <i>Pictorial Compositions</i>	By the end of the sub strand, the learner should be able to: Write a pictorial composition of about 60-80 words on varied topics for effective communication	Which words do we use to describe a picture?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	
3	1	Writing	Guided Writing: <i>Pictorial Compositions</i>	By the end of the sub strand, the learner should be able to: Use a variety of pictures and clues to write pictorial compositions of about 60-80 words for effective communication	How do pictures make you feel?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	

						to make their compositions interesting.			
2	Writing	Guided Writing: <i>Pictorial Compositions</i>	Appreciate the use of a wide range of pictures to write pictorial compositions of about 60-80 words on different topics for communication.	What are some of the things we can write about the pictures we see?	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	Course books Story books Charts Video clips Audio-visual resources Other web resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests		
3	Listening and Speaking	Pronunciation and Vocabulary: <i>Interactive Listening</i>	By the end of the sub strand, the learner should be able to: Participate actively in a two-way conversation (turn taking) in various settings for self-expression.	Why should you listen to others when they are speaking?	Listen for the sounds /εə/ /j/ /dʒ//ʒ/ from an ab text and then say them in pairs. Listen to a dialogue introduction and predict what they think they will hear	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions Oral presentations		
4	Listening and Speaking	Pronunciation and Vocabulary: <i>Interactive Listening</i>	By the end of the sub strand, the learner should be able to: Apply	Why should we wait for our turn to speak?	Engage in a dialogue featuring words with the sounds /εə/ /j/ /dʒ//ʒ/ and pay attention to what le other person says.	Course books Story books Charts Video clips Audio-	Oral reading or dictation recitations Role play Debates		

				vocabulary related to the theme in different settings for clarity of speech.		Act out a dialogue in pairs. Construct sentences using present and past tense. Listen to a poem, story or song and answer questions orally.	visual resources Other web resources	Oral interviews Dialogues Oral discussions Oral presentations	
4	1	Listening and Speaking	Pronunciation and Vocabulary: <i>Interactive Listening</i>	By the end of the sub strand, the learner should be able to: Use the present and past tense correctly in a two way dialogue for communication clarity. Appreciate the importance of turn taking in oral communication	How do we show when an action took place?	Participate in a debate, interview and discussion on social media focusing on cyber safety. Apply facial expressions and gestures appropriately while reciting choral verses in pairs and groups	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions Oral presentations	
	2	Reading	<i>Narratives/Poems</i>	By the end of the sub strand, the learner should be able to: Read a variety of	Why should we read different types of	Select appropriate and high- interest reading print and electronic materials related such as narratives, poems and graded readers	Course books Story books Charts Video clips Audio-	Reading aloud Dictation Oral interviews Question and answer Teacher-made	

				materials (narratives, poems, graded readers) for lifelong learning	materials?		visual resources Other web resources	tests Learner summaries of what they read	
	3	Reading	<i>Narratives/Poems</i>	By the end of the sub strand, the learner should be able to: Demonstrate independent reading of a variety of materials (narratives, poems, graded readers) for information	What kind of materials do you enjoy reading?	Select and read graded readers independently for pleasure. Set up an after school club where they meet on a regular basis to read extensively	Course books Story books Charts Video clips Audio-visual resources Other web resources	Reading aloud Dictation Oral interviews Question and answer Teacher-made tests Learner summaries of what they read	
	4	Reading	<i>Narratives/Poems</i>	Appreciate the importance of independent reading in a variety of contexts for enjoyment	What can you do to remember what you read	Retell the stories they have read in pairs or groups. Share opinions and reflections on the texts they have read. Identify and discuss proverbs used in graded readers.	Course books Story books Charts Video clips Audio-visual resources Other web resources	Reading aloud Dictation Oral interviews Question and answer Teacher-made tests Learner summaries of what they read	
5	1	Grammar	<i>Present and Past Continuous Tense</i>	By the end of the sub strand, the learner should be able to:	Why is it important to show when	Listen to a radio or TV programme and identify the present and past	Course books Story books Charts	Tasks such as multiple choice Discrimination Gap-filling	

				Identify the present and past continuous forms of the verb in oral and written texts for communication clarity	something happened?	continuous forms. Give examples of actions in the present and past continuous tense.	Video clips Audio-visual resources Other web resources	Short-answer	
	2	Grammar	<i>Present and Past Continuous Tense</i>	By the end of the sub strand, the learner should be able to: Use the present and past continuous tense correctly in oral and written contexts for self-expression. Appreciate the role of the present and past continuous tense in communication	How do we tell an action i or was happening?	Use a given list of verbs to form sentences in the present and past continuous tense in pairs or groups	Course books Story books Charts Video clips Audio-visual resources Other web resources	Tasks such as multiple choice Discrimination Gap-filling Short-answer	
	3	Writing	Punctuation	By the end of the sub strand, the learner should be able to: Identify commonly used punctuation	Why do you use punctuation marks?	Identify proper nouns such as names of people, places and features like mountains and rivers	Course books Story books Charts Video clips Audio-visual resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio	

				marks in written texts for effective communication			Other web resources	dictation Standardised writing tests	
	4	Writing	Punctuation	Use full stops and capital letters correctly in written texts for communication clarity Appreciate the role of punctuation marks in various contexts for writing fluency.	Which punctuation marks do you use when writing?	Design drawings or illustrations of the full stop and capital letters in cards and display them in class. Use punctuation cards to arrange or make coherent sentences and paragraphs in pairs or groups. Write well-punctuated sentences dictated by a teacher, peer or digital device	Course books Story books Charts Video clips Audio-visual resources Other web resources	Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	
6	1	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: Articulate sounds accurately for clarity of speech.	Why should you say words clearly?	Recognise the vowels sounds and diphthongs (sounds /ʊə/ /v/ /w/ /s/ /t/) from audio mtb Use words and sentences containing vowel sounds and consonants in a conversation	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions Oral presentations	
	2	Listening and Speaking	Pronunciation and Vocabulary	Select sounds correctly from a language sample to improve listening comprehension	What should you do to say words correctly?	Create a tongue twister using words with the target sounds in small groups.	Course books Story books Charts Video clips	Oral reading or dictation recitations Role play	

						<p>Listen to selected sounds (consonants, diphthongs and vowels) from audio materials, for example, sounds /ʊə/ /v/ /w/ /s//ʃ/.</p> <p>Say tongue twisters with the (words containing the sounds /ʊə/ /v/ /w/ /s//ʃ/) individually, in pairs or groups.</p>	<p>Audio-visual resources Other web resources</p>	<p>Debates Oral interviews Dialogues Oral discussions Oral presentations</p>	
3	Listening and Speaking	Pronunciation and Vocabulary	<p>Use vocabulary items related to the theme in a variety of contexts for effective communication. Appreciate the role of correct pronunciation in speech for communication clarity</p>	<p>What should you do to say words correctly?</p>	<p>Repeat tongue twisters with the words containing the sounds /ʊə/ /v/ /w/ /s//ʃ/ from an audio/digital recording individually, in pairs or groups. Select words containing vowels and diphthongs and consonants from a tongue twister, passage, a poem, a song or a story. Practise clear pronunciation by listening to a video,</p>	<p>Course books Story books Charts Video clips Audio-visual resources Other web resources</p>	<p>Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions Oral presentations</p>		

						online dictionaries and recordings. Say vocabulary items correctly and match them with their meanings			
	4	Reading	Reading Fluency	By the end of the sub strand, the learners should be able to: Read a text of about 300 words accurately, at the right speed and with expression for effective communication	Why is it important to read at a reasonable speed?	Listen and follow along with audio recordings. Perform a reader's theater by taking turns reading their parts from a script and bring the text alive through their voices. <i>(a reader's theater does not need any set or costumes and It is excellent for building fluency)</i> Do paired reading and read to each other. <i>(More fluent readers should be paired with less fluent ones. They take turns reading by sentence, paragraph, or page.)</i>	Course books Story books Charts Video clips Audio-visual resources Other web resources	Reading aloud Dictation Oral interviews Question and answer Teacher-made tests Learner summaries of what they read	
7	1	Reading	Reading Fluency	Use fluency strategies to read a text of about	How can yo read a text fast?	Respond to oral questions that require inferences	Course books Story books	Reading aloud Dictation Oral interviews	

				300 words related to the theme to enhance comprehension Appreciate the importance of fluency in reading for comprehension.		in pairs and small groups from a text of about 300 words. Write correct answers to direct and indirect questions that require inferences.	Charts Video clips Audio-visual resources Other web resources	Question and answer Teacher-made tests Learner summaries of what they read	
	2	Grammar	Parts of Speech: <i>Contracted Verb Forms</i>	By the end of the sub strand, the learner should be able to: Use contracted forms of verbs correctly for effective communication	How can you read a text fast?	Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to rhythm	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap 	
	3	Grammar	Parts of Speech: <i>Contracted Verb Forms</i>	Use positive and negative statements correctly for effective	Why do we use words like cannot to can't?	Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, 	

						rhythm		infor matio n gap	
	4	Grammar	Parts of Speech: <i>Contracted Verb Forms</i>	Appreciate the importance of correct sentence structures in communication.	What answer do you give to a question?	Listen to audio-visual recordings of songs and poems; and repeat them. Read and sing lyrics of relevant English songs. Read poems and rhymes while paying attention to rhythm	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap 	
8	1	Writing	Creative Writing	By the end of the sub strand, the learner should be able to: Describe the parts of a narrative composition in preparation for writing	Why do you enjoy listening to and reading stories?	Rearrange jumbled up sentences from an oral narrative into a coherent paragraph. Listen to a narrative on radio and rewrite it in their own words	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals • Peer assessment • Self-assessment learner • Portfolio dictation Standardised writing tests	
	2	Writing	Creative Writing	Organise thoughts fluently, clearly and precisely in	Why do you enjoy listening to and reading	Plan a narrative composition in pairs or small groups.	Course books Story books Charts	<ul style="list-style-type: none"> • Teacher-made tests • Learner journals 	

				a coherent paragraph for self-expression.	stories?	Use similes to make the narrative interesting. Write a narrative composition for self-expression.	Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	
3	Writing	Creative Writing	Create a narrative composition of about 60-80 words for self-expression. Appreciate the role of creativity in writing for different purposes.	Which is the most interesting story you have ever heard or read?	Watch and dramatise a story from a digital device. Visit a farm and write a narrative composition about their experience	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests		
4	Listening and Speaking	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: Speak fluently and confidently on a given topic to enhance oral skills	Why should you speak accurately?	Listen to oral presentations such as poems and topical issues from audio recordings with words containing the sounds /s/ /z/ /h/ /f/ and digraph 'gh'. <ul style="list-style-type: none"> Identify similes with target sounds from an oral text. 	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations Role play Debates Oral interviews Dialogues Oral discussions		

9	1	Listening and Speaking	Pronunciation and Vocabulary	Articulate sounds accurately for effective communication	How can you speak without unnecessary pauses?	Play games that involve grouping adverbs of manner, time and place	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations <ul style="list-style-type: none"> • Role play • Debates Oral interviews <ul style="list-style-type: none"> • Dialogues Oral discussions	
	2	Listening and Speaking	Pronunciation and Vocabulary	Apply vocabulary related to the theme in a variety of oral presentations for fluency. Appreciate the importance speaking at a reasonable speed and without hesitation in daily life.	How can you speak without unnecessary pauses?	Play games that involve grouping adverbs of manner, time and place	Course books Story books Charts Video clips Audio-visual resources Other web resources	Oral reading or dictation recitations <ul style="list-style-type: none"> • Role play • Debates Oral interviews <ul style="list-style-type: none"> • Dialogues Oral discussions	
	3	Grammar	Parts of Speech	By the end of the sub strand, the learner should be able to: Distinguish adverbs of manner, time and place for	Where do you live? How do you do you work?	Play games that involve grouping adverbs of manner, time and place	Course books Story books Charts Video clips Audio-visual resources Other web	<ul style="list-style-type: none"> • Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer 	

				effective communication			resources		
	4	Grammar	Parts of Speech	Use adverbs of manner, time and place correctly in both oral and written sentences Appreciate the importance of adverbs in oral and written communication.	Where do you live? How do you do you work? When do we come to school	<ul style="list-style-type: none"> Recite poems containing adverbs of manner, time and place. Construct sentences using adverbs 	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> Tasks such as multiple choice Discrimination Gap-filling Short-answer 	
10	1	Writing	Punctuation <i>Comma</i> <i>Question</i> <i>Marks</i>	Use commas and question marks correctly in written texts for clarity of writing. Appreciate the role of punctuation marks for clarity in writing.	How do we use these punctuation marks: comma and full stop	Use punctuation cards to arrange or make coherent sentences and paragraphs featuring the comma and question marks in pairs. Make punctuation cards with different punctuation marks and match them with their names. Make stickers with correctly punctuated sentences and display them at a central place for	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> Teacher-made tests Learner journals Peer assessment Self-assessment learner Portfolio dictation Standardised writing tests	

						everyone to see			
	2	Listening and Speaking	Pronunciation and Vocabulary <i>Interactive Listening/Turn Taking/Riddles</i>	Interrupt a speaker appropriately for politeness in conversation. Speak confidently during an oral interview or debate for self-expression	What do you do when you want to talk and your friend is still talking?	Tell riddles with words containing the sounds /v/, /i/, /s/, /ʃ/ and /əʊ/in pairs or small groups. Interact with a speaker or presenter through verbal and non verbal cues. Engage the audience when making an oral presentation	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions 	
	3	Listening and Speaking	Pronunciation and Vocabulary <i>Interactive Listening/Turn Taking/Riddles</i>	Use vocabulary related to the theme in a variety of contexts for self-expression. Appreciate the importance of turn taking in oral interviews or debates for effective oral communication.	What do you do when you want to talk and your friend is still talking?	Participate in a debate or interview. Listen to a speaker and answer oral questions. Interview one another on a topical issue. Use facial expressions and gestures appropriately when speaking	Course books Story books Charts Video clips Audio-visual resources Other web resources	<ul style="list-style-type: none"> • Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions 	
	4	Reading	Intensive Reading: <i>Factual Texts</i>	By the end of the sub strand, the learner should be able	Why should we read at the right speed?	Read factual texts in print and non-print formats. Infer the meaning of	Course books Story books Charts	<ul style="list-style-type: none"> • Reading aloud • Dictation • Oral 	

				to: Read factual texts of about 320 words related to the theme for comprehension		vocabulary in a text. Answer factual and inferential questions from a variety of texts. Retell stories related to the theme in pairs and groups.	Video clips Audio-visual resources Other web resources	interviews • Question and answer	
11	END OF TERM ASSESSMENT AND CLOSING								