GRADE FOUR
ENGLISH ACTIVITIES SCHEMES OF WORK
TERM ___THREE_____ YEAR _____ SCHOOL _____

Week	Lsn	Strand/ Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Ref l
1	1		Language patterns: Interrogatives	▪ Respond to a variety of questions based on interrogatives for effective communication	▪ Why do we ask questions? ▪ Which words do we use for asking questions?	• Identify the interrogatives *when, where, whose, who* and *what* in a variety of texts. • Construct sentences with interrogatives (*when, where, whose, who* and *what*) in pairs or small groups. • Answer questions based on interrogatives (*when, where, whose, who* and *what*). • Identify interrogatives (*when, where, whose, who* and *what*) from online texts and use them to make own sentences. • View videos, cartoons or pictures and ask one another questions, in pairs or small groups. • Read a newspaper, magazine, brochures or any other authentic texts and identify the interrogative *(when, where, whose, who* and *what)* sentences. *They could also write them in their exercise books or type key them in on a word processor in pairs or groups.*	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer	
	2		Language patterns: Interrogatives	▪ Appreciate the importance of interrogatives in communication.	▪ Why do we ask questions? ▪ Which words do we use for asking questions?	• Identify the interrogatives *when, where, whose, who* and *what* in a variety of texts. • Construct sentences with interrogatives (*when, where, whose, who* and *what*) in pairs or small groups. • Answer questions based on interrogatives (*when, where, whose, who* and *what*). • Identify interrogatives (*when, where, whose, who* and *what*) from online texts and use them to make own sentences. • View videos, cartoons or pictures and ask one another questions, in pairs or small groups. • Read a newspaper, magazine, brochures or any other authentic texts and identify the interrogative *(when, where, whose, who* and *what)* sentences. *They could also write them in their exercise books or type key them in on a word processor in pairs or groups.*	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer	

	3	**Writing**	Spelling: **Commonly misspelt words**	▪ Identify commonly misspelt words in oral and written contexts.	▪ Why is it difficult to spell some words correctly? ▪ How can we become better at spelling words?	• Listen to and write commonly misspelt words. • Listen to a dictation and spell selected words and sentences. • Search for commonly misspelt words and create a word puzzle in pairs or groups. • Copy the words correctly in their vocabulary book. • Construct sentences using commonly misspelt words. • Form commonly misspelt words from jumbled up letters.	Course book Magazines Journals Charts and realia Dictionary	Teacher made test Writing tests	
	4		Spelling: **Commonly misspelt words**	▪ Write commonly misspelt correctly for communication clarity ▪ Appreciate the importance of writing words clearly and correctly in communication	▪ Why is it difficult to spell some words correctly? ▪ How can we become better at spelling words?	• Listen to and write commonly misspelt words. • Listen to a dictation and spell selected words and sentences. • Search for commonly misspelt words and create a word puzzle in pairs or groups. • Copy the words correctly in their vocabulary book. • Construct sentences using commonly misspelt words. • Form commonly misspelt words from jumbled up letters.	Course book Magazines Journals Charts and realia Dictionary	Teacher made test Writing tests	
2	1	**Listening and speaking (CLEAN ENVIRONMENT)**	Pronunciation and vocabulary : **Speaking fluency**	▪ Speak accurately, with expression and at the right speed (minimal hesitation) for fluency.	▪ Why should you speak at the right speed? ▪ How can you make others feel what you are saying?	• Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text. • Construct sentences that require a yes or no response using the vocabulary. • Listen to oral presentations such as **poems** and **topical issues** from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations. • Respond to questions on given texts confidently in pairs and groups. • Repeat oral texts without hesitation and at a reasonable speed. • Make **three-minute speeches** on environment in groups. • Make short speeches accurately, at the right speed and with expression. • Use non verbal cues when speaking. • Speak expressively on a variety of topics. • Recite poems related to the theme.	Course book Magazines Journals Charts and realia Dictionary	Oral interviews Dialogues Oral discussion	

	2		Pronunciation and vocabulary : **Speaking fluency**	▪ Use nonverbal cues appropriately for self-expression.	▪ Why should you speak at the right speed? ▪ How can you make others feel what you are saying?	• Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text. • Construct sentences that require a yes or no response using the vocabulary. • Listen to oral presentations such as **poems** and **topical issues** from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations. • Respond to questions on given texts confidently in pairs and groups. • Repeat oral texts without hesitation and at a reasonable speed. • Make **three-minute speeches** on environment in groups. • Make short speeches accurately, at the right speed and with expression. • Use non verbal cues when speaking. • Speak expressively on a variety of topics. • Recite poems related to the theme.	Course book Magazines Journals Charts and realia Dictionary	Oral interviews Dialogues Oral discussion	
	3		Pronunciation and vocabulary : **Speaking fluency**	▪ Use vocabulary related to the theme in a variety of contexts for effective communication ▪ Appreciate the importance of fluency in speech	▪ Why should you speak at the right speed? ▪ How can you make others feel what you are saying?	• Say words containing the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' correctly. • Select words with the the sounds /ʌ/ /ɔ:/ and the consonant clusters 'br' 'sw' 'pr' 'cl' 'gr' from an oral text. • Construct sentences that require a yes or no response using the vocabulary. • Listen to oral presentations such as **poems** and **topical issues** from audio recordings related to the theme in pairs or groups. • Repeat oral texts from the teacher or an audio recording without hesitations. • Respond to questions on given texts confidently in pairs and groups. • Repeat oral texts without hesitation and at a reasonable speed. • Make **three-minute speeches** on environment in groups. • Make short speeches accurately, at the right speed and with expression. • Use non verbal cues when speaking. • Speak expressively on a variety of topics. • Recite poems related to the theme.	Course book Magazines Journals Charts and realia Dictionary	Oral interviews Dialogues Oral discussion	
	4	**Reading**	Intensive Reading : **Poems**	▪ Read a poem song or passage containing proverbs with expression for effective communication	▪ Why do we enjoy reading poems? ▪ How poems are different form stories?	• Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage. • Identify events in a poem, song or passage logically. • Discuss and role play events in a passage containing proverbs, poem or a song based on the theme. • Watch a recitation of a poem on video and identify specific details. • Identify proverbs used in a passage	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Teacher made tests	

3	1		Intensive Reading : **Songs**	▪ Apply basic stress and rhythm when reading a poem, song or passage containing proverbs for self-expression.	▪ Why do we enjoy reading poems? ▪ How poems are different form stories?	• Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage. • Identify events in a poem, song or passage logically. • Discuss and role play events in a passage containing proverbs, poem or a song based on the theme. • Watch a recitation of a poem on video and identify specific details. • Identify proverbs used in a passage	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Teacher made tests	
	2		Intensive Reading : **Proverbs**	▪ Respond to questions based on a poem, song or passage containing proverbs for comprehension ▪ Appreciate the importance of intensive reading in day-to-day communication	▪ Why do we enjoy reading poems? ▪ How poems are different form stories?	• Apply stress and rhythm when reciting a poem, passage that incorporates proverbs or singing a song. • Read a poem, song or passage that incorporates proverbs related to the theme and answer questions. • Answer factual and inferential questions from a given poem, song or passage. • Identify events in a poem, song or passage logically. • Discuss and role play events in a passage containing proverbs, poem or a song based on the theme. • Watch a recitation of a poem on video and identify specific details. • Identify proverbs used in a passage	Course book Magazines Journals Charts and realia Dictionary	Reading aloud Teacher made tests	
	3	**Grammar**	Tense : **Present and past perfect**	▪ Identify the present and perfect tense in varied texts for effective communication.	▪ How do we show the time when an action took place? ▪ How do we show that an action has been completed?	• Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups. • Identify present perfect and past perfect tenses in sentences. Use games to form sentences in the present perfect and past perfect with given verbs. • Repeat sentences containing present perfect and past perfect tenses from a story or poem. • Create a list of sentences in the present perfect and past perfect on a computer or tablet. • Construct sentences using the present perfect and past perfect tenses in groups. • Sing songs containing the present perfect and past perfect tenses.	Course book Magazines Journals Charts and realia Dictionary	Discrimination Gap filling Short answer	

	4		Tense : **Present and past perfect**	▪ Use present perfect and past perfect tense to form correct sentences for effective communication ▪ Appreciate the importance of tense in everyday communication	▪ How do we show the time when an action took place? ▪ How do we show that an action has been completed?	• Respond to questions on activities they have just completed depicting the present and past perfect tenses in pairs or small groups. • Identify present perfect and past perfect tenses in sentences. Use games to form sentences in the present perfect and past perfect with given verbs. • Repeat sentences containing present perfect and past perfect tenses from a story or poem. • Create a list of sentences in the present perfect and past perfect on a computer or tablet. • Construct sentences using the present perfect and past perfect tenses in groups. • Sing songs containing the present perfect and past perfect tenses.	Course book Magazines Journals Charts and realia Dictionary	Discrimination Gap filling Short answer	
4	1	**Writing**	Guided composition : **Personal diary**	▪ Identify the components of a personal diary for effective writing	▪ Why should we keep a record of what we do? ▪ What information do we record?	• Identify components of a diary in small groups. • View samples of diaries and discuss them in pairs and small groups. • Write a diary using the right format. • Search for information on how to write personal diaries from electronic devices or printed sources. • In groups, write a diary and display it to the rest of the class members.	Course book Magazines Journals Charts and realia Dictionary	Teacher made tests Learner journals	
	2		Guided composition : **Personal diary**	▪ Write a personal diary in the right format for effective communication ▪ Appreciate the role of diaries in our day today life.	▪ Why should we keep a record of what we do? ▪ What information do we record?	• Identify components of a diary in small groups. • View samples of diaries and discuss them in pairs and small groups. • Write a diary using the right format. • Search for information on how to write personal diaries from electronic devices or printed sources. • In groups, write a diary and display it to the rest of the class members.	Course book Magazines Journals Charts and realia Dictionary	Teacher made tests Learner journals	

	3	Listening and speaking (MONEY)	**Pronunciation and vocabulary:** Intensive listening pattern	▪ Listen intensively for specific sounds, words, phrases or sentences for fluency. ▪ Select silent letters in words from an oral text for listening fluency.	▪ Why should we listen carefully? ▪ How can we learn the meaning of a new word?	• Identify the sounds /k/ in letter x as well as the sounds /m/ /n/ /ŋ// from an oral text. • Identify the silent letters in words such as honest, park, debt among others. • To play the game: *Last one standing: listening for specific words. Choose a favorite word from this box and write it in big letters on a piece of paper.* *pay buy loss tax sell fee profit bank* *Now listen to the song or poem. When you hear your word stand up. If you hear it again, sit down. Last one standing wins!* • Listen to stories related to the theme from a teacher or audio recordings. • Listen to three words, phrases among others and filling in the blanks on an exercise book or a worksheet. • Listen to stories related to the theme from a teacher or audio recordings. • Listen to three words, phrases among others and filling in the blanks on an exercise book or a worksheet. • Play the telephone game: *Let the children sit in rows. Whisper a word or phrase in the first child's ear (write it down on a piece of paper). The child whispers what they heard to the next pupil and so on. The last pupil runs and writes the word on the board. The closest to the original wins. To make it more interesting, you could start a sentence on both ends of the line.* • Guess the meaning of a word or phrase after listening to a brief text. • Answer oral questions based on a text. • Identify the relevant language pattern in a text. • Listen to a story and retell it in pairs or small groups. • Use vocabulary learnt to construct sentences and compose a poem featuring the language pattern. • Discuss the use of the language pattern 'very…but…' in sentences.	Course book Magazines Journals Charts and realia Dictionary	Role play Dialogues	
	4		**Pronunciation and vocabulary:** Riddles	▪ Use the language pattern 'very…but…' correctly for effective	▪ Why should we listen carefully? ▪ How can we learn the meaning of a new word?		Course book Magazines Journals Charts and realia Dictionary	Role play Dialogues	
5	1		**Pronunciation and vocabulary:** Tongue twisters	▪ Use vocabulary to construct sentences	▪ Why should we listen carefully?		Course book Magazines Journals	Role play Dialogues	

				for effective communication ▪ Appreciate the importance of listening to a variety of texts for information and enjoyment	▪ How can we learn the meaning of a new word?		Charts and realia Dictionary		
	2	Reading	Extensive reading : Newspapers	▪ Read a variety of grade appropriate digital and print texts such as newspapers and magazines for lifelong learning	▪ Why is it important to read newspapers and magazines? ▪ How do we choose the materials we read? ▪ When do we read?	• Visit a library and find out the articles, magazines and newspapers they have. • Read newspapers, magazines and articles. • Select and read age appropriate and high- interest materials from print and electronic sources related to the theme. • Infer the meaning of words related to the theme. • Retell the stories they have read in groups. • Share opinions and reflect on the materials they have read. • Set up an after school club where they meet on a regular basis to read books and do extensive reading activities. • Read online newspapers, magazines or articles.	Course book Magazines Journals Charts and realia Dictionary	Learner journals	
	3		Extensive reading : Magazines	▪ Demonstrate independent reading of grade appropriate digital and print texts such as newspapers, magazines and articles for information and enjoyment ▪ Appreciate the importance of independent reading in lifelong learning	▪ Why is it important to read newspapers and magazines? ▪ How do we choose the materials we read? ▪ When do we read?	• Visit a library and find out the articles, magazines and newspapers they have. • Read newspapers, magazines and articles. • Select and read age appropriate and high- interest materials from print and electronic sources related to the theme. • Infer the meaning of words related to the theme. • Retell the stories they have read in groups. • Share opinions and reflect on the materials they have read. • Set up an after school club where they meet on a regular basis to read books and do extensive reading activities. • Read online newspapers, magazines or articles.	Course book Magazines Journals Charts and realia Dictionary	Learner journals	

	4	Grammar	Parts of speech : Prepositions	▪ Identify prepositions of position and direction in sentences	▪ Why should we tell others exactly where people and things are? ▪ Which words show the position of people and things?	• Identify prepositions in samples of oral or written texts sentences. • Play grade appropriate preposition games online or offline. • Construct sentences using prepositions. • Complete gaps in sentences, matching prepositions with pictures. • Complete substitution exercises on various prepositions. • Watch videos, visit web pages and other online resources and pick out prepositions in pairs or in groups. • Use prepositions in a role play or simulation of people paying tax. • Create and display preposition charts.	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer	
6	1		Parts of speech : Prepositions	▪ Use prepositions correctly in oral and written context for effective communication. ▪ Appreciate the importance of prepositions for clarity in communications.	▪ Why should we tell others exactly where people and things are? ▪ Which words show the position of people and things?	• Identify prepositions in samples of oral or written texts sentences. • Play grade appropriate preposition games online or offline. • Construct sentences using prepositions. • Complete gaps in sentences, matching prepositions with pictures. • Complete substitution exercises on various prepositions. • Watch videos, visit web pages and other online resources and pick out prepositions in pairs or in groups. • Use prepositions in a role play or simulation of people paying tax. • Create and display preposition charts.	Course book Magazines Journals Charts and realia Dictionary	Gap filling Short answer	
	2	Writing	Spelling: Double word consonants	▪ Spell words with double consonants correctly for clarity of writing	▪ Why is it important to write words correctly? ▪ How can we improve our spelling?	• Listen to the teacher or an audio recording and write words with double consonants. • Construct sentences using words with double consonants. • Watch a video and write various words in pairs. • Use jigsaw puzzle to form words with double consonants. • Make words with double consonants from jumbled up letters. • Write words and sentences as dictated by a peer in groups and in pairs.	Course book Magazines Journals Charts and realia Dictionary	Teacher made tests Learner journals Self-assessment	

	3		**Spelling:** Double word consonants	▪ Construct correct sentences using words with double consonants for cohesive writing ▪ Appreciate the importance of writing words clearly and correctly in communication.	▪ Why is it important to write words correctly? ▪ How can we improve our spelling?	• Listen to the teacher or an audio recording and write words with double consonants. • Construct sentences using words with double consonants. • Watch a video and write various words in pairs. • Use jigsaw puzzle to form words with double consonants. • Make words with double consonants from jumbled up letters. • Write words and sentences as dictated by a peer in groups and in pairs.	Course book Magazines Journals Charts and realia Dictionary	Teacher made tests Learner journals Self-assessment	
	4		END YEAR EXAMS/ASSESMENT/CLOSING						
7-8									