



ENGLISH LANGUAGE SCHEME OF WORK FOR PRIMARY FOUR TERM I-III

Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
1		Describing people and	Describing	Listening	Grammar	vocabulary Dark, skinned, kind, bad, good, polite, short, light, skinned, tall, smart, beautiful, ugly, fat, thin.	The learner; - Describes self using present tense. - Describes what other people look like using present tense. Listens and identifies a person from a description.	L.S.U - Direct method - Discussion - Whole world/ sentence	Reading words. Sentences Spelling words. Constructing sentences	Appreciation - Articulation Confidence	Flash cards - Chart showing present simple tense.	Mk. Primary English Book 4 page 1
				Speaking Reading Writing								

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	3					<p>Adjectives An adjective is a word that describes a noun. Examples. ugly, shabby, good, bright, short, clean. Comparison of adjective Adjectives are compared in three degrees i.e.</p> <p>Positive degree Comparative degree Superlative degree</p>						Precise English Grammar
2	1	Describing people	Describing people	listening	Grammar	<p>Structures 1.is....tha.... Example Okot is taller than okello. 2. is the... of the Example Murungi is the most beautiful of all.</p>	<p>The learner; Constructs sentences using the given structures correctly. Compares the appearance of two or more people in terms of looks.</p>	<p>Direct method Discussion whole word / sentence</p>	<p>Constructing sentences. Comparing objects.</p>	<p>Appreciation. Confidence. Co-operation</p>	<p>A chart showing. Comparisons Adjectives</p>	<p>Mk. Primary book 4 Page 10 Back to revision</p>
	Speaking			Reading Writing								

3	3					Forms of sentences Examples 1. Some people eat meat (aff) 2. Some people don't eat meat (neg) Do some people eat meat?	Forms sentences in the present. Simple tense. - Identifies the affirmative, negative and interrogative Sentences.					
	1					Passive and active voices of the present simple tense. 1. John eats food every day. Food is eaten by John every day.	Changes sentences from active to passive voice in the present simple tense.					
	2			Listening Speaking Reading Writing	Grammar	Vocabulary big, huge, long, rough, smooth, wide, deep, shallow, rectangular, circular etc.	The learner; Describes objects according to the appearance. Reads the given words correctly. Uses learnt words with structures correctly.	Direct method L.S.U Oral approach	Describing objects	Accuracy Verbal expression Fluency Logical expression	Flash cards Ruler book	Mk. Primary English book 4
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
3	2					Structures: 1. ...some are ... and others are.... 2.is the ... of the						Mk. Primary English book 4

	3					Opposites of adjectives. Adjectives oppos big small smooth rough ugly beautiful narrow wide shallow deep	Gives the opposites of the given adjective.					
4	1	Giving direction	Directing people to places.	Listening & Speaking & Reading & Writing		Vocabulary far, near, next, to, across, in front, behind, roundabout, signpost, after, before, junction, corner, close to etc. Structures 1.is near...	The learner: Reads the given words correctly. directs people to specific places. Locates different places using directions to familiar places.					
	2			Listening & Speaking & Reading & writing	Gramm ar	The post office is near the health centre. Theis..... Example Kampala is not far from Jinja. ...close....to.... The bus is parked close to the taxi.	The learner: Interprets directions to specific places. Estimates distance to specific places.	Explanation Questions and answer. Individual & group practice.	Accuracy Fluency Articulation			St. Bernard book 4 page 39
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
4	3	Giving direction	Directing people to places.			Preposition Definition Examples; of, to, against, at, on, behind, in front, for etc.	Defines prepositions correctly. matches words with related prepositions. Completes sentences filling in correct prepositions.		Giving specific prepositions of words.		A chart showing preposition	

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5	1					Alphabetical order. examples - dormitory, kitchen, church, post office,	Read the given words. Arranges words in order of alphabet using first letter, second and third etc.		Arranging words in alphabetical order.			English Aid by Patel.
	2					Nouns: A noun is a naming word. Types of nouns. - Proper nouns. - Abstract nouns. - Common nouns. - Collective nouns	Defines a noun. Identifies the types of nouns. Gives correct examples of the different types of nouns.		Defining Identifying types of nouns. Giving example.			
	3			Listening Speaking Reading Writing	Grammar	Forming plural forms of countable nouns. - By adding 's', 'es' - Some nouns that end with 'y'; preceded by a consonant, lose the 'y'; and take 'ies'. - those preceded by a vowel just add 's'	The learner; - Forms the plural of the given countable nouns. - Fills in the plural form of the given words.	Explanation Discussion - Questions and answer.	Reading. Filling in the plural forms.	Fluency Articulation	A chart showing nouns and their plural forms.	Back to lesson notes.
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref

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9	1	Giving direction	Directing people to places.		<p>Nouns that change 'F' or 'Fe' to 'u' then 'es' is added.</p> <ul style="list-style-type: none"> - Nouns that form their plural by changing the internal vowel. - Nouns that do not change even in plural. - Some nouns are called plural countable nouns because they are in plural. They are instead made plural by putting a pair of... e.g. A pair of trousers. Pairs of trousers 					
	2				<p>Plural forms of compound nouns. examples</p> <ul style="list-style-type: none"> - Head of state – heads of state. - Loaf of bread – Loaves of bread. 					
	3			<p>Listening Speaking Reading Writing</p>	<p>Grammar</p>	<p>Gender of common nouns. Definition Formation of gender Examples. drake - duck buck - doe nephew - niece lion - lioness</p>	<p>The learner;</p> <ul style="list-style-type: none"> - Defines gender. - Forms gender of the given common nouns. - Reads the given words correctly. 	<p>Discussion</p>	<p>Defining Reading</p>	<p>Accuracy</p>

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7	1	What I like and how I feel	What I like			Vocabulary Food, drinks, dancing fruits, singing, prefer, soda, enjoy, like riding. Structure: 1. ...prefer.. to ... Examples 2. ...like ... more than.... e.g. she likes Posho more than rice. She enjoys cooking more than playing.	The learner, - Says what they like. - Compares different people's like. - Expresses likes. - Uses the given structures correctly.	L.S.U Direct method whole sentences	reading comparing constructing sentences	Fluency Articulation		St. Bernard page 52
	2					Verbs and tenses - Present continuous tense - Forms of sentences. Examples -They are playing (aff) - They are not playing (neg) Are they playing? (int)	Constructs sentences in the present continuous. - Changes sentences into different forms.			Chalkboard illustration		

	3					Active and passive voices. Examples: She is playing football. Football is being played. Questions tags. They are playing, football, aren't they?	The learner; - Changes given sentences from active to passive voice. - Supplies suitable \ question tags.	Discussion Explanation	Completing sentences Giving question tags.			
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
8	1	What I like and how I feel	How I Feel	Listening Speaking Reading Writing	Grammar	Vocabulary Sad, happy, angry, thirsty, tired, cold, worried, scared, lazy, sick, ill, unhappy. Structures. 1-because.... Example I came late because I was sick.	Express how they feel. Joins sentences using because.....	Demonstration	Joining sentences	Fluency Accuracy	Flash cards	St. Bernard book page 63

						<p>2. but..... He was hungry but he did not eat food.</p> <p>3. enjoys..... She enjoys rice more than posho...</p> <p>4. When I am thirsty, I drink water.</p> <p>5.feels..... She feels happy when she sees her mum.</p>	<p>Joins sentences using..... but.....</p> <p>Rewrites sentences using enjoys....</p> <p>Joins sentences using when</p>		Re- write given sentences		Sentences strips.	
	2	Behavior	Good behaviour			Vocabulary Excuse, thank, sorry, forgive, lend, borrow, please, etc.	Reading the given words. Spelling given words correctly.				Flash cards	English syllabus
	3					Structures: - May I.....please? May I use your ruler? - Usingsome & 'any'	The learner; -Use structures with learnt words. - Uses 'some' and any correctly.	Explanation Discussion	Using 'some' or 'any' filling in.			
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref

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9	1	Good&* of bad behavior	bad behavior	Listenin as Speakin as Reading writing	Gramm ar	Vocabulary Rude, fight, damage, steal, disobey, unkind, careless, hit, damage, burn, abuse, cheat, quarrel, lie, damage. Structures. Use of 'must' and 'should'	Reads the given words correctly. Spells the words correctly. Answers questions using the new words correctly.	Demonstration L.S.U	Reading Spelling Answeri ng question s	Love care	Flash cards	The English syllabus P.4 page 18
	2	Shopping	Buying & selling			Vocabulary Lend, bank, bank note, item, expensive, much, enough, litre, packet. cost, bar, afford price, purse, shillings, loan, money, cheap, borrow	- Read the given words correctly. - Differentiate between bank notes and coins.	Direct method Whole word	Reading Constructi ng sentences.	Empathy Appreciat ion	Coins bank notes	
	3					Structures 1. How much....islare...? example How much is a litre of cooking oil? It is three thousand shillings.	Use the structures with learnt words.	Whole sentences	Constructi ng sentences			
10	1					Is / Are.. cheaper/ more expensive than ? Yes/No, ... Islare cheaper/ more expensive than....				Confiden ce		

Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
10	2					Use of 'much' & many Much is used with uncountable nouns e.g. Moses did not give me much money for shopping. - Many is used with countable nouns e.g. - boys, books. - There weren't many people in the market.	Constructs sentences using 'much' & 'many'	explanation Question & answer	Constructing sentences Completing sentences	Confidence Fluency	Water sugar book pencils	
	3					Affirmative negative & interrogative 1. Affirmative sentences (positive) express agreement. 2. Negative sentences are sentences which express disagreements, refusal or denial. 3. Interrogative sentences are sentences which ask questions.	Defines affirmative negative & interrogative sentences. - gives examples of affirmative, negative and interrogative sentences. - Changes sentences from affirmative to negative and interrogative	Discussion	Defining Giving example Asking and answering questions	Accuracy Fluency		

11	1		Buying & selling	listening speaking Reading writing	Grammar	<p>Pronouns These are words used in place of nouns.</p> <p>Types of pronouns: i) Personal pronouns. ii) Possessive pronouns iii) Adjective pronouns iv) Demonstrative pronouns</p>	Define reflexive and adjective pronouns. - Form reflexive pronouns.	Demonstration Explanation Discussion	Defining Joining sentences			Back to lesson notes.
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
	2					Reflexive and adjective pronouns. Adjective reflexive my - myself our - ourselves her - herself their - themselves one's - oneself.	Define reflexive & adjective pronouns. - Form reflexive pronouns from adjective pronouns.	Demonstration	Defining			Back to the lesson notes
11	3					Relative pronouns; These are pronouns used in clauses which are related. Examples. who, which, whose, whom, where, e.g. That man is my friend. He was knocked down. that man who was knocked down was my friend	Define relative pronouns. Pronouns to join related clauses.	explanation Discussion	Defining Joining sentences			

12	1	Time		Listening Speaking Reading Writing	Grammar	Vocabulary Morning, break-time, night, yesterday, mid-day, late, early, before, after, afternoon, lunch time.	The learner; - Read the given words correctly. - Pronounces the words correctly. - Constructs sentences using the given words.						
	2					Structures 1. ...do before/ after....? e.g. What did you do after lunch? 2. ... because... E.g. He mended my dress because it was torn.	Use the given structures with learnt words. - Join the given sentences usingbecause.....		Joining sentences				
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref	
	3		The past simple tense.			The past simple tense formation of verbs by adding 'd' 'ed' Regular verbs e.g. cook – cooked pray - prayed etc Irregular verbs e.g. run - ran verbs that don't change e.g. put - put cut - cut	Forming the past tense of regular and irregular verbs.	Oral approach	Constructing sentences		A chart showing verbs in the past simple tense	Back to the lesson notes.	
13	1					Affirmative, negative and interrogative sentences in the past simple tense							

	2					Active & passive voice. examples - She climbed a tree. - Tom ate a mango. - A mango was eaten by Tom.	The learner; Changes sentences from active to passive voice in the past simple tense.	Discussion		Fluency	Chalkboard	
	3					Question tags in the past simple tense. e.g. Pamela went to church, didn't she? Rose did not go to school, did she?	Giving suitable questions tags to given statements	Question and answer	Giving suitable question tags.	Articulation		
14	1		The past continuous tense			The past continuous tense. Vocabulary - Continue, bite off, while, eat, swing, read, and write.	Reads the given words correctly. - Spells given words correctly.	Direct method. L.S.U	Reading Spelling	Fluency		
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
	2		The past continuous tense	Listening Speaking Reading Writing	Grammar	Structures 1. Using ...while... examples I saw a woman driving a tractor while I was cutting a tree. 2. Using while.... While I was cutting a tree, I saw a woman driving a tractor.	Uses learnt words with the structures.	Whole sentences	Constructing sentences			

	3					Structures (when) 1. When Peter was climbing a tree, he saw a snake. 2. ..when.. e.g. Peter was climbing a tree when he saw a snake.	The learner; - Asks questions on past events. - Describes events in the past continuous tense. - Writes short simple texts.	Discussion Questions & answer	Asking questions			Back to lesson notes.
15	1		Adverbs			Adverbs An adverb is a word that gives more meaning (modifies) a verb. Type of adverbs: - Adverbs of time Adverbs of manner - Adverbs of place - Adverbs of degree - Adverbs of No. - Adverbs of interrogation - Adverbs of frequency	- Defines adverbs - Identifies different types of adverbs.	Guided discovery	defining Giving types of adverbs		A chart showing formation of adverbs	
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
	2					Formation of adverbs. Most adverbs are formed by adding 'ly' examples quick – quickly slow - slowly quiet - quietly hurry - hurriedly etc	Forms adverbs in different ways; - completes sentences by forming adverbs from the words in brackets.	Explanation	Forming adverbs Completing sentences			

	3		Expression of the future	Listening Speaking Reading Writing	Grammar	Vocabulary Tomorrow, next week, next month, shall not, will not, arrive, next year. Structures 1. I/We shall Example We shall go to town tomorrow. 2. You/She/They/ He will Example Alice will go to school tomorrow.	The learner; - talks about future - Explain what will happen. Respond to questions appropriately.	Discussion	Talking about the future. Responding to questions.	Self awareness	Flash cards	The P.4 English syllabus.
16	1		The future simple tense			The future simple tense. The helping verbs used are 'will' and 'shall' I } we } you } she } will He } They } It } Affirmative, negative and interrogative sentences.	- Identify the future simple tense. - Use 'shall' and 'will' correctly.	Demonstration.	Identifying the future simple tense			
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	L/Aids	Ref
16	2					Examples i. Atim will visit the zoo next term (aff) Atim will not visit the zoo next year. (negative) Will Atim visit the zoo next year?	- Change sentences from affirmative to negative and interrogative sentences in the future simple tense					

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	3	Expression of the future.	The future simple tense.	Listening speaking reading writing	Grammar	Active and passive voice Examples 1. I } Shall be+verb We } in the past participle. you } They } will be + She } verb in the past He } participle. It } Example. - He will see the doctor. The doctor will be seen. - Paul will sing a nice song. A nice a song will be sung by Paul.	The learner; - narrates events related to future happenings. - writes personal plans. -- explains what will happen. - Changing sentences from active to passive voice.	Discussion	Constructing sentences	Effective communication Self esteem	Chalkboard illustration	Teacher' s own collection.
17	1					Question tags in the future simple tense. Examples 1. He will see the doctor, won't he? 2. We shall not eat pork, shall we?	Completes given statements with correct questions tags.	Question and answer	Completing statements.			
	2		Keeping a diary			Vocabulary diary, read, not, date, month, year, calendar, time	The learner; - talks about activities in the diary. - Reads about events in the diary. Records events in the diary.	Discussion Explanation		Articulation of words.	Flash cards	St. Bernard bk 4
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	3	Expression of the future	Using study time			Vocabulary borrow, lend, library, revise, notes, note, book, textbook, etc. Structures. 1.usually,.. e.g. The teacher usually lends us books to use at home. 2. ...sometimes.... e.g. I sometimes writes down notes after reading a textbook.	The learner; - explains activities done during study time. - reads a study time table. - writes a personal study timetable. - uses usually and sometimes appropriately.	Explanation whole sentences	Explaining Reading	Effective communication	Flash cards	Mk. Primary English book 4 page 139
18	1	Democracy	Games and sports	Listening	Grammar	Vocabulary run, jump, play, football, netball, skip, rope, race, high, kick, player, lose, win, slow, support, quickly, fast, coach, umpire, referee, ordinary, numbers, volleyball, captain, etc.	Identify games and sports played. - uses appropriate vocabulary when describing games & sports. - Sustains simple conversations. - gives and follows simple instructions in a given game or sport.	Direct method Oral approach	Identifying describing games & sports.	Love appreciation Responsibility	Flash cards	The English syllabus.
	Reading											
	Writing											
2					Structures - What will ...do? e.g. What will Akello do? e.g. Who was the first in the race?	Use structures with learnt words.		Constructing sentences				
3			Ordinal & cardinal numbers	Listening speaking Reading Writing	Grammar	Ordinal numbers. These show position e.g. 1 st - first 2 nd - second 3 rd - third 4 th - fourth 5 th - fifth Cardinal numbers.	The learner; - defines ordinal & cardinal numbers. - writes the number names.	1, 2, 3 Rote method Recitation	Defining Reading Writing number names	Logical reasoning Problem solving	A chart showing ordinal numbers.	Teachers' own collection

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18	3					Example 1 – one 2 – two 3 - three etc						
19	1		Music, dance & drama			Vocabulary sing, recite, conductor, costume, rhyme, instrument, drama, best, worst, choir, concert.	- Describes a given music festival. - acts in a given play. - spells selected words correctly. - composes a simple song using the learnt words.	L.S.U Direct method	Spelling Acting	Creative thinking		Musical instrument Refer to the lesson notes.
	2		Elections			Vocabulary perfect, vote, ballot paper, voter, prefect, elect, monitor, candidate, stand, leader, rig, captain, elections etc.	- conducts simple dialogues. - responds to instructions. - reads & interprets simple texts.	Oral approach	Responding to questions reading			
	3		conjunctions & structures	Listening speaking Reading writing	Grammar	Conjunctions & structures. - A conjunction is a word used to join two words to form one sentences.						
20 - 25						Below is the list of commonly used conjunctions. 1.and 2.as..... 3.until..... 4.before..... 5.although.. 6.though.... 7. ...so...that... 8.so that... 9. ...in order to .. 10. ...such that... 11. ...such a that. 12. ...either .or.. 13. ...too...to.... ...as soon as..						

			Conditionals			Conditionals If I (clause) Example If I go to town, I will buy a new dress.						
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SCHEME OF WORK FOR COMPREHENSION & COMPOSITION PRIMARY FOUR 2016

Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	material	Ref
1	1	Describing people & objects	Describing people	Listening Speaking Reading Writing	Comprehension	The strong man passage.	The learners; - Reads the passage correctly. - pronounces words correctly. - Answers questions correctly.	Grouping Question & answer Explanations	Answering question about the passage.	Confidence articulation	Story book	Mk Primary English book 4 page 12 - 13
	2				Dialogue	Reading a dialogue between Ahabwe and Nyanjira	The learner; - reads the dialogue correctly. - acts in the dialogue in groups - acts in pairs.	Questions & answer. Role play.	Acting in the dialogue. Answering about the dialogue.			
	1					The conversation about the Oval Table Mat.	- Pronounces words correctly. - Acts in groups. - Acts in pairs		Acting in the conversation correctly.	Fluency Accuracy		St. Bernard English pupils bk. 4 page 25
2	2					Guided composition A trip to Entebbe	- Pronounces words correctly. - uses the correct word from the table given. - Reads the story correctly.	Explanations Group work	filling in the book spaces.			Mk. Primary English pupils book 4

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3	1	Giving direction or	Giving direction	Listening Speaking Reading writing	Comprehension	A conversation about Genevive's school	The learner; acts in the conversation. - Answers questions about the conversation.	Role play. Question and answer.	Acting in the conversation. Answering questions about the conversation.	Fluency Accuracy Appreciation	Chart Story bk.	St. Bernard Primary English bk 4
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	material	Ref
	2	Giving directions	Giving direction	Listening Speaking Reading Writing		Studying a map	The learner; - Studies a map carefully. - Answers questions correctly.	Drawing	Answering questions about the map.	Chalk board illustrations.		St. Bernard Primary English bk 4
	1					A passage. - Birungi & the stranger.	The learner; - Reads the passage correctly. - Answers questions about the passage correctly. - Pronounces words correctly.	Questions & answer Group work	Answering questions about the passage.			St. Bernard Primary English bk 4
4	2	What I like and how I feel	What I like and how I feel			A dialogue. How I spend my free time.	The learner; - Acts in the dialogue. - Answers questions about the dialogue correctly.		Answering questions about the dialogue.			St. Bernard Primary English bk 4
5	1				Listening Reading Speaking Writing	Comprehension	Reading the passage Valeria's wedding day.	THE LEARNER; - Reads the passage correctly. - answers questions correctly.	Questions and answer. Group work.	Reading the passage and pronouncing words correctly.	accuracy Fluency	Story book

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	2					Substitutional table. page 21	The learner; - Constructs sentences from the table given.		Forming sentences from the table.	Appreciation	A chart	St. Bernard Primary English Bk 4 page 21
6	1					Re- arranging & jumbles story words to form a correct sentence	The learner; - arranging words correctly. - Forming correct sentences - Punctuating sentences correctly.					
	2	Behaviour	Good & bad behaviour			Substitutional table. page 73					chalk board	
7	1			Listening Speaking Reading writing	Comprehension	Conversation. - Using polite language.	The learner; -Acts in the conversation. - Answers questions correctly.	Role play - Question & answer.	Answering questions about the conversation	Accuracy Fluency	Story book Chart chalk board illustrations	Mk. Primary English p.49
	2					A dialogue. - Disobedient children.	The learner; - acts in the dialogue. - answers questions about the dialogue correctly.	Dramatization Role play. Question & answer.	Acting the dialogue Answering questions about the dialogue.	cooperation		
8	1				poem	A poem: A loving person	The learner; - Acts in the poem. - Answers the questions about the poem.		Answering questions about the poem correctly.			

	2				Comprehension	A passage The disciplined boy	The learner; - Reads the passage correctly. - Pronounces words correctly. - Answers questions correctly.					St. Bernard English book 4.
9	1			Listening Speaking Reading Writing	Comprehension	Story One time Goods friends	The learner' - Reads the story correctly. - Answers questions correctly.	Discussion Explanation Dramatization	Answering questions about the story.	Accuracy Fluency Appreciation	Chart Story book	Mk. English primary pupils book 4 Pg. 50-51
Wk	PD	TOPIC	sub-Topic	skills	Aspect	content	competences	methods	Activities	life skills	material	Ref
9	2											

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