Grade 4 English

Terms 1, 2 and 3 - notes for 52 topics

IN EVERY TOPIC

- What you will learn and the key words.
- Short, clear notes with worked examples.
- Questions to try and a topic test, with the answers at the back.

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Strand 1.0 The family | Term 1

1.1.1 The family: Pronunciation and Vocabulary

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- pronounce sounds and words correctly for effective oral communication
- use vocabulary in sentences for effective oral communication
- listen attentively to an oral text for comprehension

KEY WORDS

family, relative, household, generation, sibling.

1. Pronouncing family-theme vocabulary clearly

Family words

Practise these words clearly: family, relative, household, generation, sibling. The word "sibling" starts with the same sound as "sit"; "generation" is stressed on the third part, like "gen-er-A-tion".

Model sentence: "My family has four people in our household, and I have one sibling."

2. Listening attentively for comprehension

A family description (read aloud by the teacher)

"Mary lives with her mother, father, and two siblings in a small household near Nakuru. Her grandmother, a relative from her father's generation, visits every weekend and tells stories about the past."

Learners listen without reading along, then answer questions from memory.

3. Appreciating accurate pronunciation

Why pronunciation matters

Saying a word incorrectly can genuinely confuse a listener, or even change the meaning of what is said. Clear pronunciation helps a speaker be understood the first time, without needing to repeat themselves.

Practise the family words from this sub-strand one more time, focusing on clarity.

TRY THESE

1. Say the word "sibling" clearly. What does it mean?
2. Use "household" in a sentence of your own.
3. How many siblings does Mary have?
4. Where does Mary's family live?
5. Why should we pronounce sounds and words correctly?
6. Give an example of two words that sound similar but mean different things.

TOPIC TEST

T1. Use three of this lesson's words in one sentence about your own family.

T2. Retell the passage in your own words, from memory.

T3. Teach a family member one of this week's new words and its correct pronunciation.

Strand 1.0 The family | Term 1

1.2.1 The family: Extensive Reading

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify the spelling and meaning of words from the dictionary
- read the junior encyclopaedia to obtain information for lifelong learning
- promote the use of reference materials to obtain information

KEY WORDS

dictionary, encyclopaedia, reference, entry, definition.

1. Using a dictionary to find spelling and meaning

Practical: using a dictionary

Materials: a real dictionary; pairs.

A dictionary lists words in alphabetical order, with each "entry" showing the correct spelling and a "definition" (meaning). Practise finding three family-related words in a real dictionary and reading their definitions aloud.

Dictionaries help us check spelling and meaning quickly and reliably.

2. Reading the junior encyclopaedia for information

Practical: using an encyclopaedia

Materials: a junior encyclopaedia, or printed extracts; pairs.

An encyclopaedia is a reference book with short articles about many different topics, arranged alphabetically or by subject. Look up one topic related to family or community life and read a short passage about it.

Reading reference books like encyclopaedias is a lifelong learning habit useful well beyond school.

3. Promoting reference materials for finding information

Practical: a reference materials poster

Materials: manila paper; groups of four.

In groups, make a simple poster encouraging classmates to use dictionaries and encyclopaedias, listing at least two real reasons why these reference materials are useful.

Present your poster to the class.

TRY THESE

1. What order are words listed in a dictionary?
2. What does a dictionary "entry" show?
3. What is an encyclopaedia?
4. What topic did your pair look up?
5. Name one reference material discussed this sub-strand.
6. Give one real reason to use reference materials, from your poster.

TOPIC TEST

T1. Why is it important to spell words correctly?

T2. Write down one question you would like to research using an encyclopaedia.

T3. If your school library has few reference books, suggest one way learners could still develop the habit of checking their facts.

Strand 1.0 The family | Term 1

1.3.1 Word Classes: Determiners

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify definite and indefinite articles in a written text for effective communication
- use definite and indefinite articles in sentences for effective communication
- acknowledge the use of articles in oral and written contexts for self-expression

KEY WORDS

article, definite, indefinite, determiner.

1. Identifying definite and indefinite articles

Definite and indefinite articles

"A" and "an" are indefinite articles, used for something general or not specific ("a dog" - any dog). "The" is the definite article, used for something specific ("the dog" - a particular dog already known).

Model text: "A family lived near the river. The father worked on a farm, and the children walked to a school nearby."

2. Using articles correctly in sentences

Practising articles

When introducing something for the first time, use "a" or "an". When referring back to it, use "the". Example: "I saw a bird. The bird was blue."

Practise writing your own sentence pairs using this pattern about family members.

3. Acknowledging articles in oral and written contexts

Practical: articles everywhere

Materials: manila paper; pairs.

Articles appear constantly in both spoken and written English, even though we rarely think about them. In pairs, take turns describing your family out loud for one minute, then write down two sentences you said, marking each article used.

Noticing articles in your own natural speech shows how automatic and important they are.

TRY THESE

1. Which two words are indefinite articles?
2. Which word is the definite article?
3. Fill the gap: "I have ___ sister. ___ sister is ten years old."
4. Write a sentence using "an" correctly.
5. Write one sentence you said out loud, marking its articles.
6. How are articles used with nouns?

TOPIC TEST

T1. Why does "the dog" suggest a specific dog, while "a dog" does not?

T2. Write a short, three-sentence story about your family using at least two articles correctly.

T3. Choose one sentence from earlier this week's lessons and explain why each article in it was used correctly.

Strand 1.0 The family | Term 1

1.4.1 The family: Functional writing

WHAT YOU WILL LEARN

By the end of this topic you should be able to:

- identify the required information to be filled in forms for different purposes
- fill information in forms correctly for self-expression
- realise the importance of filling forms correctly for effective communication

KEY WORDS

form, field, details, application.

1. What information forms usually ask for

Common information on forms

Forms are used for many purposes: joining a club, registering for a school event, or a library card. They usually ask for information like your full name, age, class or grade, and address or contact details.

Different forms ask for different information, depending on their purpose.

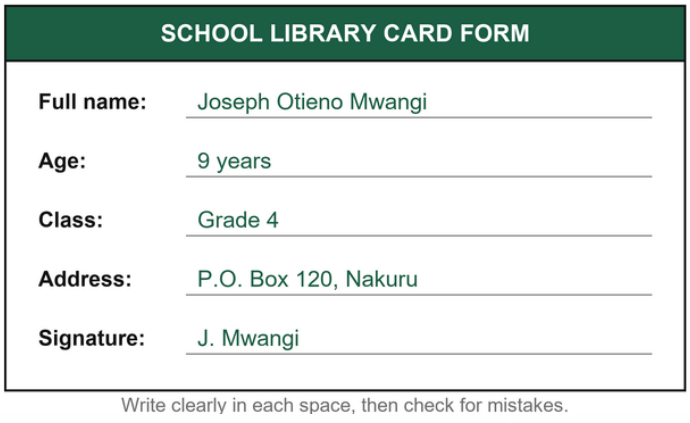
2. Filling in a form correctly

Practical: completing a form

Materials: a simple blank form; individually.

Fill in a simple practice form with your real name, age, class, and address, writing clearly and accurately in each field (blank space).

Check your completed form for any mistakes before considering it finished.



A form filled in clearly

3. Why filling forms correctly matters

The importance of accuracy

A correctly filled form communicates accurate information clearly to whoever reads it, avoiding confusion, delays, or mistakes. Carelessly filled forms can cause real problems, such as being registered incorrectly for an event.

This is a genuinely useful life skill, used far beyond school - for jobs, official documents, and services.