

TERM TWO – PRIMARY THREE ENGLISH GRAMMAR SCHEME

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY THREE TERM TWO

WK	DP	THEME	SUB THEME	CONTENT	COMPETENCES	METHODS	L/AIDS	ACTIVITIES	LIFE SKILLS & VALUES	REF	RMK
1	1	Living things (Animals)	Animals and their young ones.	<u>Animal Young ones</u> Cow Calf Goat Kid Dog Puppy Cat Kitten Lion cub Sheep lamb Elephant calf Pig Piglet Hen chick Fish fry Goose gosling Bird nestling Eagle eaglet Woman baby Monkey baby	The learner, -Reads animals and their young ones. -Spells the words both orally and written -Answers oral and written questions.	-Brain storming -Questions and answer.	A chart showing animals and their young ones	-Naming the animals and their young ones. -Spelling the words -Answering the oral and written questions.	-Effective communication. -Self awareness.		
2	2		Animals and their homes	<u>AnimalHome</u> Cow Kraal byre Goat Pen Sheep Fold Pig Sty Dog kennel Lion den Bee hive Pigeon cage Horse stable Bird nest Rabbit hutch Snake burrow Spider Web Man house Parrot cage	-Pronounces the animals and their homes. -Answers the oral and written questions. -Names animals and their homes.	-Explanation. -Questions and answer.	A chart showing animals and their homes	-Naming the animals and their homes. -Answering the oral and written questions.	-Love -Care -Responsibility		
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	3	Living things (Animals)	Animals and their sounds	<u>Animal Sound</u> Cow lows Bull bellows Dog barks Cat purrs/mews Donkey brays Pig grunts Monkey chatters Lion roars Elephant trumpets Sheep bleats Goat bleats Snake hisses Horse neighs Turkey gobbles Rat squeals Rabbit squeals	-Reads the animals and their sounds -Names different animals and sounds. -Answers oral and written questions.	-Question and answer. -Guided discovery	A chart showing animals and their sounds	-Naming the animals and their sounds. -Reading the given words. -Answering oral and written questions.	-Creative thinking -Self awareness.		
2	1		Animals and their meat	<u>Animal Meat</u> Sheep mutton Cow beef Pig pork/bacon Hen chicken Goat goat meat Calf veal Fish fillet	-Names animals and their meat. -Reads the words. -Answers both oral and written questions.	-Explanation -Chalk and talk.	A chart showing animals and their meat	Reading the animals and their meat	Co-operation - Responsibility.		
	2		Gender (Animals)	<u>What is gender?</u> Gender is the division of animals into male and female.	-Names different animals according to their gender	-Question and answer	A chart showing opposites of gender	Naming different animals according to their gender.	-Creative thinking -Care -Love		

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			THEME						& VALUES		
				Animals <u>MaleFemale</u> Bull cow Dog bitch Lion lioness Billy-goat nanny-goat Fox vixen Tiger tigress Boar sow Ram ewe Gander goose Birds <u>Male Female</u> Cock hen Drake duck Peacock peahen Cockerel pullet Gander goose	-Reads the given words -Answers the oral and written questions	-Discussion -Guided discovery		-Reading the given words. -Answering oral and written questions			
	3		Gender of people	<u>Male Female</u> Boy girl Man woman Brother sister Father mother Bridegroom bride Bachelor spinster Widower widow Mr. Mrs. Son daughter King queen Nephew niece	-Names the different human gender and gives their opposites. -Answers the oral and written questions.	-Explanation -Chalk and talk	-do-	-Naming the human gender and give their opposites -Answering the given questions.	-Belonging -Self awareness -Co-operation.		
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3	1		Adjectives	<p>What are adjectives? An adjective is a word that describes / explains a noun.</p> <p>Examples. 1. That is a <u>good</u> flower. 2. It is a <u>big</u> house. 3. I have a <u>new</u> book. 4. Tom has a <u>sweet</u> orange. 5. Daddy bought an <u>old</u> car. 6. Tonny is a <u>tall</u> boy. 7. I saw an <u>ugly</u> man. 8. She is a <u>thin</u> girl. We have a <u>nice</u> desk. 10. I drank <u>cold</u> water.</p>	<p>-Defines an adjective.</p> <p>-Mentions different adjectives.</p> <p>-Uses different adjectives in sentences.</p> <p>-Answers oral and written questions.</p> <p>-Identifies adjectives.</p>	<p>-Guided discovery</p> <p>-Question and answer</p>	-Real objects	<p>-Defining the term “adjective”</p> <p>-Mentioning different adjectives.</p> <p>-Identifying adjectives in sentences.</p>	<p>-Self awareness</p> <p>-Co-operation</p> <p>-Sharing</p>		
	2		Comparison of adjectives	<p>They are three degrees of adjectives namely:</p> <p>i. Positive degree ii. Comparative degree iii. Superlative degree.</p> <p><u>Positive degree</u> It is used when talking about one noun. E.g 1. A kello is a tall girl.</p> <p><u>Comparative degree.</u> It is used when two objects are compared. E.g 1. Adikin is taller than Akello.</p>	<p>-Mentions the three degree of adjectives.</p> <p>-Applies them in oral questions.</p> <p>-Reads the given sentences.</p> <p>-Answers the oral and written questions.</p>	<p>-Guided discovery.</p> <p>-Explanation</p> <p>-Question and answer</p>	<p>-real objects</p> <p>A chart showing the three degree of adjective.</p>	<p>-mentioning the three degrees of adjectives.</p> <p>Constructing sentences in the different degrees of adjectives.</p> <p>Answering the given questions.</p>	<p>-Critical thinking</p> <p>-Effective communication</p> <p>-self awareness</p>		

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				<u>Superlative degree</u> It is used when comparing more than two objects e.g Ritah is the tallest girl in our class.																																		
3			Comparis on of adjective.	Adjectives that take ‘er’ or ‘est’ in the comparative. And superlative degree.	-Mention different adjectives in their degrees. -Reads the given adjectives. -Fills the left gaps with the correct answers both orally and written.	-Chalk and talk -Question and answer -Quided discovery	A chart showing the three degrees of adjectives	-Mentioning the different adjectives in the different degrees. -reading the given adjectives. -Answering the oral and written questions.	-Co- operation - responsibili ty -Critical thinking.																													
				<table><tr><th>Posi- tive</th><th>Compa- rative</th><th>Super- lative</th></tr><tr><td>Tall</td><td>taller</td><td>tallest</td></tr><tr><td>Short</td><td>shorter</td><td>shortest</td></tr><tr><td>High</td><td>higher</td><td>highest</td></tr><tr><td>Clean</td><td>cleaner</td><td>cleanest</td></tr><tr><td>Hard</td><td>harder</td><td>hardest</td></tr><tr><td>Rich</td><td>richer</td><td>richest</td></tr><tr><td>Poor</td><td>poorer</td><td>poorest</td></tr><tr><td>Weak</td><td>weaker</td><td>weakest</td></tr></table>								Posi- tive	Compa- rative	Super- lative	Tall	taller	tallest	Short	shorter	shortest	High	higher	highest	Clean	cleaner	cleanest	Hard	harder	hardest	Rich	richer	richest	Poor	poorer	poorest	Weak	weaker	weakest
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				<div>Those that double the last consonant.</div> <table><tr><td>Posi tive</td><td>Compa rative</td><td>super lative</td></tr><tr><td>Big Thin Fat Hot Red Wet</td><td>bigger thinner fatter hotter redder wetter</td><td>biggest thinnest fattest hottest reddest wettest</td></tr></table>	Posi tive	Compa rative	super lative	Big Thin Fat Hot Red Wet	bigger thinner fatter hotter redder wetter	biggest thinnest fattest hottest reddest wettest												
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Big Thin Fat Hot Red Wet	bigger thinner fatter hotter redder wetter	biggest thinnest fattest hottest reddest wettest																				
4	1		<div><u>Adjectives that change ‘y’ to ‘i’ and take ‘er’ and ‘est’</u></div> <table><tr><td>Posi tive</td><td>Compa rative</td><td>super lative</td></tr><tr><td>Heavy Easy Ugly Dry Busy Dirty Happy Early Lazy</td><td>heavier easier uglier drier busier dirtier happier earlier lazier</td><td>heaviest easiest ugliest drier busiest dirtiest happiest earliest laziest</td></tr></table> <div>Adjectives that end with ‘e’ take ‘er’ and ‘est’</div> <table><tr><td>Posi tive</td><td>Compa rative</td><td>super lative</td></tr><tr><td>Safe</td><td>safer</td><td>safest</td></tr></table>	Posi tive	Compa rative	super lative	Heavy Easy Ugly Dry Busy Dirty Happy Early Lazy	heavier easier uglier drier busier dirtier happier earlier lazier	heaviest easiest ugliest drier busiest dirtiest happiest earliest laziest	Posi tive	Compa rative	super lative	Safe	safer	safest	-do-	Explanation	-do-	-do-	Self awareness		
		Posi tive	Compa rative	super lative																		
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				Rude Wide Pure Brave Large	ruder wider purer braver larger	rudest widest purest bravest largest	-do-	-do-	-do-	-do-	-do-		
2				Adjectives that change completely.			-Mentions different adjectives according to their degrees. -Answers the oral and written questions	-Explanation -Question and answer	A chart showing adjectives in different degrees	-Reading the chart -Answering the oral and written questions.	-Self awareness -Creative thinking.		
				Posi tive	Compa rative	super lative							
				good bad much many ill little well far	better worse more more worse less better farther	best worst most most worst least best farther							
3			Conjunction using..... than.....	Using..... than..... It used when comparing two objects. Examples 1.Sam is taller than John. 2.A lion is big. An elephant is bigger. An elephant is bigger than a lion. 3. Musoke is bright. Kintu is brighter Kintu is brighter than Musoke.			-Applies “than” in oral sentences. -Joins two sentences using “than” both orally and written.	-Questions and answer -Guided discovery -Explanation	-Real objectives	-Constructing oral questions using “than” -Answering oral and written questions.	-Co-operation. -Self esteem -Responsibility.		
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5	1		Conjunction using..... as.....as...	We use as.....as to show the equality of objects being compared. <u>Examples.</u> 1.Musa is tall. John is tall. <i>Musa is as tall as John.</i> 2.She is 12 metres. Jane is 12 metres. <i>She is as tall as Jane.</i> 3.Mark is weak. Joseph is also weak. <i>Mark is as weak as Joseph.</i>	-Gets the meaning of ..as..as.. -Uses ..as...as in both oral and written sentences. -Answers the raised questions.	-Explanation -Question and answer	Real objects	Joining sentences using..as..as both orally and written	Self awareness Co-operation Responsibility.		
		2	Opposites of adjectives	AdjectiveOpposites Ugly beautiful / handsome Easy difficult Dry wet Hot cold Smooth rough Proud humble Wide narrow Heavy light Bright dull Rich poor	-Mentions different adjectives and gives their opposites. -Spells the different adjectives -Answers the oral and written questions.	-Question and answer. -Look and say -Explanation	A chart showing opposites of adjectives	-Reading the given opposites of adjectives -Answering oral and written questions	-Critical thinking -Care -Self awareness		
		3	Adverbs	What is an adverb? An adverb is a word that describes a verb. <u>Examples</u> Loudly, quickly, immediately, badly, well etc. Sentences. 1.Peter talks <u>loudly</u> .	-Defines an “adverb” -Mentions different adverbs -Constructs both oral and written sentences using different adverbs	-Guided discovery Explanation	A chart showing different adverbs	-defining adverbs -Mentioning different adverbs .	-Self esteem - Responsibility		
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				2.Lydia sings <u>well</u> . 3.Musa beat his wife <u>badly</u> . 4.It rained <u>heavily</u> .				Using adverbs in oral and written sentences.	Creative thinking.		
6	1		Formation of Adverbs	<u>Adverbs formed by adding 'ly'</u> <u>Adjective Adverbs</u> Clear clearly Proud proudly Quick quickly Slow slowly Poor poorly Cheap cheaply Equal equally Fair fairly Plain plainly Hopeful hopefully Expensive expensively Careful carefully Mental mentally Light lightly Polite politely	-Mentions the different adverbs that are formed by adding 'ly' -Reads the given adverbs. -Uses the adverbs in both oral and written sentences.	-Guided discovery -Explanation -Demonstration	A chart showing different adverbs	-Reading the adverbs on the chart. - Demonstrating -Answering oral and written sentences	-Effective communication. Self awareness Belonging.		
	2			<u>Adverbs formed by changing 'y' to 'I' and adding 'ly'</u> <u>AdjectiveAdverb</u> Angry angrily Lucky luckily Easy easily Heavy heavily Lazy lazily Happy happily Hungry hungrily Angry angrily Shabby shabbily	-Reads the adverbs formed by removing 'y' and adding 'ly' -Constructs both oral and written sentences with different adverbs.	-Guided discovery -Demonstration -Explanation	-Real objects -A chart with adverbs	-Reading the given adverbs. - Constructing sentences with the adverbs -Answering the given	-Critical thinking -Self esteem		

				Adverbs that drop “e” Adjective adverb Comfortable comfortably Humble humbly Possible possibly Noble nobly Miserable miserably Sensible sensibly Terrible terribly True truly Simple simply Knowledgeable knowledgeably				questions.			
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				Hurry hurriedly Clumsy clumsily Stealthy stealthily							
	3		Homophone	<u>What are homophones?</u> Homophones are words with the same pronunciation but with different meaning and spelling. <u>Examples</u> Bean – been Buy –by, bye Dairy – diary Cut –cat Weak – week Meat – meet Hear – hear Brake – break Sale – cell, sell Sun –son Eat –it There –their Too – to, two	-Defines the term “homophones” -Mentions different homophones. -Uses different homophones to construct both oral and written sentences	-Questions and answer -Demonstration -Guided discovery -Explanation	A chart showing different homophones	-Defining homophones -Mentioning different homophones -Constructing oral and written sentences using different homophones.	-Critical thinking -Self awareness -Problem solving.		

				Nose – knows. Sentences. 1.We eat rice every day. 2.It is shining brightly.							
7	1		Conjunctions using Either..or...	Examples. 1.Ali is my friend. Musa is my friend. <i>Either Ali or Musa is my friend.</i> 2.Aunt went to the zoo. Uncle went to the zoo. <i>Either aunt or uncle went to the zoo.</i>	-Tells when conjunction ‘Either...or’ is used. -Constructs sentences that can be joined using ‘Either..or’	Explanation Guided discovery Question and answer	Real objects	Constructing sentences Joining oral and written sentences beginning Either...or..	Critical thinking Self esteem Responsibility		

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				3.John has killed the lion. Peter has killed the lion. <i>Either John or Peter has killed the lion.</i> 4.The pupils came late. The teacher came late. <i>Either the pupils or the teacher came late.</i>	-Joins sentences using “Either..or” both orally and written						
	2		Conjunction using ‘although’	‘Although can be used either at the beginning or in the middle of a sentence. Examples. 1A.She has a mouth but she can’t talk. B. <u>She can’t talk although she has a mouth.</u> 2A. John is tall. John cannot touch the ceiling. A. <u>Although John is tall, he cannot touch the ceiling.</u> B. John cannot touch the ceiling although he is tall	Tells when the term ‘although’ is applied Construct sentences that can be joined using ‘although’ -Joins sentences using ‘although’ both orally and written	-Questions and answer -I do, you do, we do -Explanation	Real objects	Telling the meaning of ‘although’ Constructing both oral and written sentences using ‘although.	Critical thinking Self esteem Problem solving		

	3		Conjunction using...Pref er..to/likes ...more than	Examples 1.I like Posho more than potatoes. <i>I prefer Posho to potatoes.</i> 2.Tom prefers meat to fish <i>Tom likes meat more than fish.</i> 3.Brenda, prefers splash to soda <i>Brenda likes splash more than soda.</i>	Constructs sentences that can be joined using 'although' Joins oral and written sentences using 'although'	-Guided discovery -Chalk and talk	-Real objects	- Constructin g oral and written sentences using ..prefer...to likes..more than	Creative thinking -Sharing -Co-operation -Self awareness		
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				4.Tracy likes Posho more than Millet. <u>Tracy prefers Posho to millet</u>							
8	1		Joining sentences using 'when and while	<u>"When is used both at the beginning and in the middle of a sentences.</u> Examples. 1.I opened the door. I saw a snake. A. When I opened the door, I saw a snake. B. I saw a snake when I opened the door. While I opened the door I saw a snake. 2.Ali was digging. Isa was washing. A. When Ali was digging, I saw as washing. B. Isa was washing when Ali was digging	Uses the conjunction to make oral and written questions	-Explanation -Demonstration -Guided discovery	Real objects	Constructin g oral and written sentences using 'when'	Co-operation - Responsibil ity -Creative thinking		

	2		Conjunction using.. so..that...	Examples. 1.He was a rich man. He bought the whole village <i>He was such a rich man that he bought the whole village</i> 2. The porridge is very hot. I cannot eat it. <u>The porridge is so hot that I Cannot eat it.</u> 3.The girl is young. She cannot cross the road alone. The girl is so young that she cannot cross the road alone.	-Construct sentences and joins them using the taught conjunction both orally and written	-Discussion -Demonstration -Guided discovery	Real objects	Reading sentences Constructing oral and written sentences using 'when'	Critical thinking Problem solving		
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	3		Conjunction using ...too..to..	Usingtoo.....to... too...to.... Is used in negative sentences and therefore 'not' is not used in the same sentences. Examples 1.Peter is very young. He cannot carry a jerry can of water. <i>Peter is too young to carry a jerrycan of water.</i> 2.The porridge is very hot. The baby cannot eat it <i>The porridge is too hot for the baby to eat.</i>	Applies...too..to. . in both oral and written sentences.	-demonstration -Explanation	Real objects	- Constructing sentences -Joining oral and written sentences using ..too..to...	Critical thinking -Self awareness -Problem solving		