

# SMILE EDUCATION CONSULTANCY BUSUNJU

## P.5 ENGLISH SCHEME OF WORK TERM I

WK	PD	TOPIC / SUB TOPIC	COMPETENCES	CONTENT	METHODS	LIFE SKILLS	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS	REFERENCE
1	6pds	PUNCTUATION	The learner; <ul style="list-style-type: none"> <li>Uses the taught punctuation marks correctly.</li> <li>Writes well punctuated sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stop</li> <li>Inverted commas</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Apostrophe</li> <li>Comma</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look and say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Taking decision</li> </ul>	<ul style="list-style-type: none"> <li>Punctuating the given sentences correctly</li> </ul>		<ul style="list-style-type: none"> <li>Tenses and parts of speech</li> <li>Detailed English Grammar PP 8-10</li> <li>MK precise</li> </ul>
	4pds	NOUNS	Learners should be able to:- <ul style="list-style-type: none"> <li>Identifies types of nouns</li> <li>Construct correct sentences using the nouns</li> </ul>	<ul style="list-style-type: none"> <li>Proper nouns</li> <li>Common nouns</li> <li>Collective nouns</li> <li>Abstract nouns</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question &amp; answer</li> <li>Discussion approach</li> </ul>		<ul style="list-style-type: none"> <li>Underlining nouns in given sentences</li> <li>Completing sentences using the given nouns</li> </ul>		<ul style="list-style-type: none"> <li>Revision English be R. Forrest PP 138-146</li> <li>PLE revision notes by A.</li> <li>PLE guide by Baraza</li> </ul>
	8pds	<ul style="list-style-type: none"> <li>Vehicle repair and maintenance</li> </ul>	Learners should be able to:- (i) Use the given vocabulary to construct oral sentences (ii) Pronounces the words correctly. (iii) Use the structures given to make oral and written sentences. (iv) Answers the questions about the passage correctly.	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Engine, tyre, steering wheel, windscreen, boot, mirror, seat belt, wiper, head lamp, indicators, spokes, bakes bell, peddle</li> <li>Structural patterns</li> <li>Comprehension</li> <li>Guided composition</li> <li>Revision exercises</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look and say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Identifying common parts of vehicle</li> <li>Describing parts of a vehicle</li> <li>Constructing sentences about parts of a vehicle</li> <li>Creating stories about parts of a vehicle</li> <li>Using vocabulary in structures</li> <li>Spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Picture of a car engine</li> <li>Old tyre</li> <li>Old steering wheel</li> <li>Picture of a wind screen</li> <li>Picture of a car boot</li> </ul>	P.5 Eng syllabus P.6 Advanced learner's dictionary
	10pds	<ul style="list-style-type: none"> <li>Nouns (singular &amp; singular</li> </ul>	The learner; Forms plurals of given nouns correctly Constructs sentences in plural form	<ul style="list-style-type: none"> <li>Nouns that take 's'</li> <li>Nouns that take 'es'</li> <li>Nouns that end with 'y' and change the 'y' to 'i' and add 'es'</li> <li>Nouns that end with 'y'</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question and answer</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences</li> <li>Reading sentences</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Pens</li> <li>Rulers</li> <li>Pieces of chalk</li> <li>Tomatoes</li> </ul>	DEG PP 90 – 96

				<ul style="list-style-type: none"> <li>and add 's'</li> <li>Nouns that end with 'o' and add 'es'</li> <li>Nouns that end with 'o' and take 's'</li> <li>Nouns that end with 'f' or 'fe' change 'f' to v and add 'es'</li> <li>Nouns that are exceptional e.g. cloth, dwarf</li> <li>Nouns that change their vowels e.g. man – men</li> </ul>				<ul style="list-style-type: none"> <li>A chart with different nouns in singular and plural form</li> </ul>	
	4pds	▪	<p>The learner; Pronounces the words correctly Writes the correct form of the abbreviated and contracted words. Writes the correct opposites of words</p>	<b>JUNIOR ENGLISH</b> <ul style="list-style-type: none"> <li>Opposites of words</li> <li>Abbreviations and contractions</li> <li>Synonyms and homophones</li> <li>Analogies</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Discussion</li> </ul>	▪	▪	▪	
		<b>FORMATION OF ABSTRACT NOUNS</b>	<p>Learners should be able to:-</p> <ul style="list-style-type: none"> <li>Form abstract nouns from the given nouns</li> <li>Use the nouns in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Formation of abstract nouns:</li> <li>By adding suffixes e.g. ness, ess, tion, ment, sion</li> <li>Exceptional abstract nouns ending with 't' 'cy' etc</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>Forming abstract nouns</li> <li>Pronouncing the words correctly</li> </ul>	▪	Tenses and parts of speech by M Kateregga DEG pg 84 – 88
		<b>Print media</b>	<p>The learner; Uses the given vocabulary in sentences Constructs sentences using the appropriate structures</p>	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article editorial, columnist, editor, journalist, column crossword, media, brochure, pullout, newsletter</li> <li>Advertisement</li> <li>Passage</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look &amp; say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Critical thinking</li> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Talking about different items related to print media</li> <li>Reading different texts related to print media</li> <li>Writing articles adverts and stories</li> <li>Asking and answering questions</li> <li>Spelling words</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers</li> <li>Simple story books</li> <li>Puzzles</li> <li>Magazines</li> </ul>	Pupils' English course books Advanced learners' dictionary

				<ul style="list-style-type: none"> <li>▪ Guided composition</li> <li>▪ Revisions exercises</li> </ul>			correctly		
	4pds	GENDER	Learners should be able to:- <ul style="list-style-type: none"> <li>▪ Identify the types of gender</li> <li>▪ Give the opposite of the different gender</li> <li>▪ Name the young ones of gender nouns</li> </ul>	<b>Types of gender</b> <ul style="list-style-type: none"> <li>▪ Masculine</li> <li>▪ Feminine</li> <li>▪ Common</li> <li>▪ Neuter</li> <li>▪ Young ones of gender nouns</li> <li>▪ Opposite of gender nouns</li> </ul>			<ul style="list-style-type: none"> <li>▪ Naming types of gender</li> <li>▪ Giving opposites of gender nouns</li> <li>▪ Giving young ones of gender nouns</li> </ul>	<ul style="list-style-type: none"> <li>▪ The New First Aid in English PP 9-14</li> <li>▪ Detailed English Grammar Teachers' collection</li> </ul>	
	10pds	ADJECTIVES	Learners should be able to:- <ul style="list-style-type: none"> <li>▪ Define adjectives correctly</li> <li>▪ Identify adjectives in sentences</li> <li>▪ Make the correct comparative and superlative degrees of adjectives</li> <li>▪ Construct correct sentences using as.....as</li> <li>▪ Construct sentences correctly using the adjectival qualifiers</li> <li>▪ Arrange the adjectives in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Comparison of adjectives</li> <li>▪ Kinds of adjectives</li> <li>▪ Formation of adjectives</li> <li>▪ Comparison of adjectives e.g. big – bigger – biggest</li> <li>▪ The use of positive degree with <i>as....as</i>, <i>not so .....as</i></li> <li>▪ The comparative degree <i>with ....than</i></li> <li>▪ Adjectival qualifiers e.g <i>.....very.....</i>, <i>....enough to etc</i></li> <li>▪ Order of adjectives (NOPSHACOM)</li> </ul>			<ul style="list-style-type: none"> <li>▪ Constructing sentences using adjective</li> <li>▪ Using the given degrees to construct sentences correctly</li> <li>▪ Arranging the adjectives in correct order</li> </ul>		<ul style="list-style-type: none"> <li>▪ Detailed English Grammar PP 123-134</li> <li>▪ Revision English by R. Forrest PP 104-105</li> <li>▪ Complete PLE guide by Akabway PP 44-45</li> </ul> The new First Aid in English PP 70-71
		SIMILES PROVERBS	The learner; Compares things which are alike Completes popular sayings correctly	<ul style="list-style-type: none"> <li>▪ Similes</li> <li>▪ Proverbs</li> </ul>	▪	▪	<ul style="list-style-type: none"> <li>▪ Reading the given similes and proverbs</li> <li>▪ Completing similes and proverbs correctly</li> </ul>	▪	The new first aid in Eng pg 112 – 113, 22 – 23 Essential Engbk 6 pg 66
		TRAVELING	<ul style="list-style-type: none"> <li>▪ The learner;</li> <li>▪ Describes different means of travel using the given vocabulary</li> <li>▪ Uses the vocabulary given to construct sentences</li> <li>▪ Constructs own structures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Vocabulary further about fare, conductor, ticket, seat, cycle speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by</li> <li>▪ Dialogue</li> </ul>	Look and say Brainstorming Direct method Question and answer	Effective communication Assertiveness Decision making	<ul style="list-style-type: none"> <li>▪ Acting dialogues on travelling</li> <li>▪ Reading texts on traveling</li> <li>▪ Asking and answering questions on travel charts</li> <li>▪ Writing</li> </ul>		Advanced learners' dictionary Pupils' English course books p.5 Eng syllabus

				<ul style="list-style-type: none"> <li>▪ Passage</li> <li>▪ Travel chart</li> <li>▪ Composition writing</li> </ul>			<ul style="list-style-type: none"> <li>▪ imaginative compositions on traveling</li> <li>▪ Spelling words correctly</li> </ul>		
		Tenses	<p>The learner'</p> <p>Constructs sentences in present simple tense correctly.</p> <p>Constructs sentences in present continuous tense</p> <p>Changes sentences from present simple to past simple tense</p> <p>Constructs sentences in negative affirmative and interrogative form</p> <p>Writes the active and passive voices</p> <p>Supplies the question tags to the given statements</p>	<p>Present simple tense</p> <p>Present continuous tense</p> <p>Past simple tense</p>	<ul style="list-style-type: none"> <li>▪ Brainstorming</li> <li>▪ Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Effective communication</li> <li>▪ Assertiveness</li> <li>▪ Using passive language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Text books</li> </ul>	<p>Eng. Aid Bk 5</p> <p>DEG pg 17</p> <p>Basic working grammar pg 20 – 24</p>

**TERM TWO**

<b>1</b>	<b>8 Pds</b>	<b>LETTER WRITING</b>	<ul style="list-style-type: none"> <li>♣ The learner;</li> <li>♣ Identifies components of a personal letter using the given vocabulary</li> <li>♣ Writes letters using the acceptable grammar rules</li> <li>♣ Answers questions about the given letter</li> </ul>	<ul style="list-style-type: none"> <li>♣ Vocabulary invite letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender., receiver, writer, friend, reply,</li> <li>♣ Writing letters</li> <li>♣ Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>♣ Observation</li> <li>♣ Look and say</li> <li>♣ Dramatization</li> </ul>	<p>Effective communication</p> <p>Creative thinking</p> <p>Critical thinking</p>	<p>Asking and answering questions on personal letters</p> <p>Writing personal letters</p> <p>Spelling words correctly</p> <p>Reading text related to letter writing</p>	<p>Real objects</p> <p>Envelops,</p> <p>invitation cards</p> <p>Text books</p>	<p>Advanced learners' dictionary</p> <p>Pupils' English course book</p>
	<b>12 Pds</b>	<b>TENSES:</b>	<p>Learners should be able to:-</p> <ul style="list-style-type: none"> <li>♣ Construct sentences using the given tense.</li> <li>♣ Construct sentences in negative, interrogative and affirmative form.</li> <li>♣ Write the active and passive voices of the tenses.</li> <li>♣ Supply question tags to the given statements.</li> </ul>	<ul style="list-style-type: none"> <li>♣ Present perfect tense.</li> <li>♣ Future Simple.</li> <li>♣ Past continuous.</li> <li>♣ Future continuous.</li> <li>♣</li> </ul>	<ul style="list-style-type: none"> <li>♣ Explanation</li> <li>♣ Question and answer</li> <li>♣ Brainstorming</li> </ul>	<p>Effective communication</p>	<p>Constructing oral and written sentences</p>		<p>Tenses and parts of speech</p> <p>Detailed English Grammar book.</p>

		<b>COMMUNICATION</b> <b>THE POST OFFICE</b> <b>THE TELEPHONE</b>	<ul style="list-style-type: none"> <li>♣ The learner;</li> <li>♣ Use given vocabulary in sentence construction</li> <li>♣ Answers questions about the given texts about communication</li> <li>♣ Writes composition on communication</li> </ul>	<b>The post office</b> Vocabulary post, stamp, letter, box, directory, package, money, order, private box, parcel, telegram, mail, aerogram, post office box, box rental office, registered letter. Dialogue Passage Guided composition <b>The telephone</b> Vocabulary Telephone, mobile, telephone, teleface, airtime, landline, fixed line, receiver, handset, network, mast, toxins, telephone, directory, dial, airtime card, call, subscriber's identification, module (sim) card, load Passage Composition <b>The internet</b> Vocabulary email, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explorer, search engine.	<ul style="list-style-type: none"> <li>♣ Observation</li> <li>♣ Look &amp; say</li> <li>♣ Brainstorming</li> <li>♣ Question and answer</li> <li>♣ Dramatization</li> <li>♣ Discussion</li> </ul>	Effective communication Critical thinking	Role playing Telephone activities Demonstrating how to use a telephone Reading texts about using a telephone Writing texts related to telephone Spelling words correctly	Envelops Stamps	Advanced learners' dictionary  Pupils' English course book
				<ul style="list-style-type: none"> <li>♣ Brainstorming</li> <li>♣ Look and say</li> <li>♣ Explanation</li> <li>♣ Observation</li> <li>♣ Question and answer</li> </ul>	Effective communication Critical thinking	Effective communication Critical thinking	Role playing Telephone activities Demonstrating how to use a telephone Reading texts about using a telephone Writing texts related to telephone Spelling words correctly	Mobile phones Airtime cards Coins Pay phones	Pupils' English course book Simple story books
				<ul style="list-style-type: none"> <li>♣ Direct method</li> <li>♣ Look and say</li> <li>♣ Brainstorming</li> <li>♣ Observation</li> </ul>	Effective communication Critical thinking	Effective communication Critical thinking	Acting dialogues and conversations on suing the internet Reading email messages Asking and answering questions Writing email messages Spelling words correctly		Advanced learners' dictionary Pupils' English course book  P.5 English syllabus
12 pds		<b>ADVERBS:</b>	Learners should be able to:- <ul style="list-style-type: none"> <li>♣ Define and give examples of adverbs.</li> <li>♣ Use given adverbs in sentence construction.</li> <li>♣ Use adjectival qualifiers in sentences correctly.</li> </ul>	Define adverbs Types of adverbs Formation of adverbs by adding '..y' Irregular formation of adverbs The use of adjectival qualifiers e.g. so ....that, such a ... that, too ....to..	<ul style="list-style-type: none"> <li>♣ Explanation</li> <li>♣ Question and answer</li> <li>♣ Discussion</li> </ul>	Do	Using adverbs correctly in oral and written sentences Forming adverbs		Tenses and parts of speech PP 86.  A first Aid in English series PP 72. Detailed English Grammar bk II.  PLE Guide

									PP 71.
	8 pds	Culture Nationalities Languages	The learner; Use the vocabulary in sentences Reads different texts related to culture Answers questions about given texts related to culture Writes compositions about culture	<b>Nationalities</b> Vocabulary Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American Guided composition Passage  <b>Languages</b> Vocabulary Luganda, lumasaka, runyakitara, luo, iteso, Kiswahili, French, latin, ibo, lingala, kinyrwanda Passage Guided composition Dialogue	Observation Look and say Brainstorming Direct method Dramatization  Observation Brainstorming Explanation Dramatization	Self awareness Friendship formation Assertiveness  Self awareness Friendship formation Assertiveness	Acting situation games related to nationalities Reading and answering questions on nationalities Writing guided composition on nationalities Completing sentences on nationalities  Reading different texts related to languages. Writing imaginative compositions Writing sentence transformations Spelling words correctly Completing the structures	Pictures showing different cultural wear Simple story books	P.5 English syllabus Advanced learners' dictionary Pupils' English course book
	10 Pds	<b>CONJUNCTIONS.</b>	Learners should be able to:- ♣ Construct sentences correctly using the given conjunctions.	<b>The use of:</b> both ..... and Either .....or..... Neither..... nor..... .....and so..... Although and neither..... ....but.....	♣ Explanation. ♣ Question and answer.	Effective communication	Constructing oral and written sentences correctly.		Tenses and parts of speech pg. 100. PLE Guide by Baraza pg. 113 First Aid in English series PP. 89.
	8 pds	<b>CONDITIONALS (ifs)</b> ♣	Learners should be able to:- ♣ Construct sentences using "If 1." ♣ Construct sentences using "If II." ♣ Use "Unless" in the place of "if clause."	♣ If I ♣ If II ♣ Unless	♣ Explanation. ♣ Question and answer. ♣ Discussion.	- Effective communication Critical thinking	Constructing oral and written sentences correctly. - Using 'unless' in place of 'If' correctly.		MK Precise Grammar. Junior English Composition and Grammar.  Revision English by RonaldForest PP. 20 – 22.
1		<b>MODAL VERBS:</b>	Learners should be able to:- ♣ Construct oral and sentences correctly using modal verbs. ♣ Use the verbs in	♣ . can ♣ could ♣ may ♣ might	♣ Question and answer. ♣ Explanation.	Effective communication	Construction of oral and written sentences correctly.		Oxford Dictionary.

10	Pds		negative sentences correctly. ♣ Use the past form of "must" in oral and written sentences correctly.	♣ must ♣ shall ♣ should ♣ will ♣ would					
		<b>PEACE AND SECURITY</b>	The learner' Construct sentences using the given vocabulary Pronounces reads and listens to new words correctly Uses new words in structures Answering questions about dialogue	Vocabulary Peace, security judge, magistrate, report, statement, offence, offend, handcuff, crime, cell, arrest, court, witness, defense, gun, arrows, Passage Dialogue Guided compositions	♣ Observation ♣ Look and say ♣ Explanation ♣ Dramatization ♣ Discussion	Non violent conflict resolution Interpersonal relationships	Acting conversations and dialogues Reading stories Telling and re telling stories Asking and answering questions writing guided composition drawing scenes related to peace and security	Pictures of policemen Guns, arrows, and wrong doers	Pupils' English course books
		<b>(Services )banking</b>	The learner' Pronounces reads and listens to new words correctly	Vocabulary bank, bank manager, bank book, teller, deposit, withdraw, credit, save, safe, balance, account, bank statement, bounce, cashier, withdraw form, deposit form, ATM card, machine, cheque, Dialogue Conversation	♣ Look and say ♣ Observation ♣ Explanation ♣ Question and answer ♣ Dramatization	Decision making Negotiation	Describing the process of playing banking situations Acting dialogues and conversations on banking Reading and interpreting information related to banking	ATM cards Dictionaries Simple story books Text books	Advanced learners' dictionary Pupils' English course book
		<b>Relative pronouns</b>		Relative pronouns Who Which t That Whose Whom Where	♣	Effective communication	Constructing oral and written sentences		Tenses and parts of speech pg 63 – 64 Basic working grammar pg 117 PLE guide by Baraza pg 66
10		<b>Speeches</b>	Learners should be able to:- ♣ Punctuate the sentences in direct speech correctly. ♣ Change adverbs, pronouns and verbs from direct to indirect speech.	♣ Direct and Indirect speech. ♣ Use of: ♣ Present simple tense. ♣ Present continuous tense ♣ Present perfect tense. ♣ Past simple.	♣ Explanation ♣ Discussion ♣ Question and answer	Effective communication	- Identify sentences in direct speech. - Changing adverb, pronouns and verbs from direct to indirect speech. - Changing sentences from direct to indirect		P.L.E Guide in English by Baraza PP. 140 – 145  Writing English composition by Katerega PP. 35 – 45.

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	<b>pds</b>		♠ Change sentences from direct to indirect speech.				speech.		English AID 5 PP. 56 – 60
		<b>PREPOSITIONS</b>	Learners should be able to:- ♠ Identify prepositions in sentences.	Prepositions e.g. against, in, of, over, beside, (s), on, under, across, among, between e.t.c	♠ Explanation ♠ Direct method ♠ Question and answer ♠	Effective communication	Answering oral and written questions.		Tenses and parts of speech PP. 94 – 99. PLE Guide book by Baraza PP. 89 – 90. MK. Precise Grammar.