

**PRIMARY FIVE ENGLISH SCHEME OF WORK TERM III 2023**

| TOPIC   | S/TOPIC     | SKILLS                                      | ASPECTS  | COMPETENCES  | CONTENT   | METHODS  | L/ACTIVITIES   | L/SKILLS   | L/AI DS                      | REF                                     | RM K |
|---------|-------------|---|--|--|---|--|--|--|------------------------------|---|------|
| Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Vocabulary<br>Ugandan, Tanzania, Sudanese, German, French, English, Scottish, Indian, Brazilian, Ghanaian   | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Word cards<br>Map Dictionary | Abridged Curr.5 Pg 17 St. Benard Pg 134 |      |
| Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | I am .....<br>I come from China<br>I am a Chinese<br>I come from Ghana<br>I come from France<br>I am a French<br>We come from Sudan<br>We are Sudanese  | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Word cards<br>Map Dictionary | Abridged Curr.5 Pg 17 St. Benard Pg 138 |      |
| Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | ..... not a ... but ...<br>Singo comes from Uganda<br>She doesn't come from Kenya<br>Singo is a Ugandan not a Kenyan<br>Ramesh is an Indian. He is not a Scottish<br>Ramesh is an Indian but not a scottish | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Word cards<br>Map Dictionary | Abridged Curr.5 Pg 17 St. Benard Pg 138 |      |
| Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Come from<br>Egyptians come from Egypt<br>Tanzanians come from Tanzania<br>Ghanaians come from Ghana<br>English come from England   | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Word cards<br>Map Dictionary | Abridged Curr.5 Pg 17 St. Benard Pg 139 |      |

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|   |         |             |   |  | Americans come from America  |  |  |  |  |  |   |   |
| 5 | Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Adjectives</b><br>The doctor from Cuba treated me.<br>The Cuban doctor treated me<br>He wears shoes made in Italy<br>He wears Italian shoes<br>She likes music from South Africa<br>She likes South African Music | Guided discovery<br>Question and answer<br>Explanation   | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency           | Word cards<br>Map<br>Dictionary                      | Abridged Curr.5<br>Pg 17<br>St. Benard Pg 135               |   |
| 6 | Culture | Nationality | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Prepositions</b><br>Proud of<br>Made in/ from<br>Depend on<br>Good at<br>Come from<br>Travel by<br>Abstain from<br>Live in<br>Arrive at/ in<br>Add more ....  | Guided discovery<br>Question and answer<br>Explanation   | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency           | Word cards<br>Map<br>Dictionary                      | Abridged Curr.5<br>Pg 17<br>Detailed Eng. Grammar Vol. 2 Pg |   |
| 7 | Culture | Languages   | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Vocabulary</b><br>Luganda, Runyakitara, Luo, Kiswahili, French, English, German, Latin, Lingala, Kinyarwanda  | Guided discovery<br>Question and answer<br>Explanation   | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency           | Word cards<br>Map<br>Dictionary                      | Abridged Curr.5<br>Pg 18<br>St. Benard Pg 144               |   |
| 2 | 1       | Culture     | Languages                                   | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly   | If 2<br>In if 2, the if clauses is past simple while main clause is future past<br>If I get money I will go to England.<br>If I got money, I would go to England<br>If she spoke Kiswahili | Guided discovery<br>Question and answer<br>Explanation         | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Creative thinking<br>Problem solving                        | Abridged Curr.5<br>Pg 18<br>St. Benard Pg 150 |

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| 2 | Culture | Languages | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | well, she would live in Kenya.<br><br><b>If 2</b><br>I am not a Nigerian. I am not rich<br>I were a Nigerian, I would be rich.<br>I am not a cow. I don't eat grass.<br>If I were a cow I, would not eat grass.<br>If he was a teacher, he wouldn't beat children.<br>NB: For likely things use 'was' and unlikely, we use 'were' | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Creative thinking<br>Problem solving                                 | Abridged Curr.5 Pg 18 St. Benard Pg 150 |
| 3 | Culture | Languages | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | ... as .....<br>Kinyarwanda is for Rwandans as Lingala is for Congolese.<br>Luganda is for Bganda as Lukiga is for Bakiga<br>Haliano is for Hilians as French is for French   | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Abridged Curr.5 Pg 18 St. Benard Pg 151                              |   |
| 4 | Culture | Languages | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Passive voice in present Simple tense<br>Musa speaks good English<br>Good English is spoken by Musa<br>She fetches water.<br>Water is fetched<br>Obbo wears Italian shoes.<br>Halian shoes are worn by Obbo   | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Self awareness<br>Effective communication<br>Fluency | Abridged Curr.5 Pg 19 St. Benard Pg 147 Detailed Eng Grammar Vol. Pg |   |
| 5 | Culture | Languages | Listening<br>Speaking                       | Sentence construction<br>Spelling                                | The learner:<br>Reads words and sentences  | Passive in present continuous tense<br>Joan is speaking   | Guided discovery<br>Question                           | Reading words and sentences<br>Naming                          | Self awareness                                       | Creative thinking  |   |
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|   |         |           | g<br>Reading<br>Writing                             | Comprehensi<br>on<br>Vocabulary   | Constructs<br>sentence<br>Writes words and<br>sentences correctly   | Germany.<br>Germany is being<br>spoken by Joan<br>We are playing<br>American music<br>American music is<br>being spoken by Joan<br>Nigerian Pastors are<br>being played  | and answer<br>Explanation                                    | people and<br>their origins   | Effective<br>communic<br>ation<br>Fluency                          | ng<br>Probl<br>em<br>solvi<br>ng                           | St.<br>Benard<br>Pg 147<br>Detailed<br>Eng<br>Gramm<br>ar Vol.<br>Pg                                 |  |
| 6 | Culture | Languages | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly | <b>Passive in present<br/>past tense</b><br>Jonan has spoken<br>Chinese<br>Chinese has been<br>spoken by Jonan<br>She has visited Asia.<br>Asia has been visited<br>Indians have sold<br>expired drugs.<br>Expired drugs has<br>been sold by Indians   | Guided<br>discovery<br>Question<br>and answer<br>Explanation | Reading words<br>and sentences<br>Naming<br>people and<br>their origins | Self<br>awarenes<br>s<br>Effective<br>communic<br>ation<br>Fluency | Creat<br>ive<br>thinki<br>ng<br>Probl<br>em<br>solvi<br>ng | Abridge<br>d Curr.5<br>Pg 19<br>St.<br>Benard<br>Pg 147<br>Detailed<br>Eng<br>Gramm<br>ar Vol.<br>Pg |  |
| 7 | Culture | Languages | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly | <b>Passive in past<br/>simple</b><br>Baganda danced a<br>nice traditional dance<br>A nice traditional<br>dance was danced by<br>Baganda.<br>They wore nice suits at<br>the ceremony.<br>Nice suits were worn<br>at the ceremony<br>All journalists reported<br>fake news about the<br>King<br>Fake news about the<br>King was reported by<br>the journalists | Guided<br>discovery<br>Question<br>and answer<br>Explanation | Reading words<br>and sentences<br>Naming<br>people and<br>their origins | Self<br>awarenes<br>s<br>Effective<br>communic<br>ation<br>Fluency | Creat<br>ive<br>thinki<br>ng<br>Probl<br>em<br>solvi<br>ng | Abridge<br>d Curr.5<br>Pg 19<br>St.<br>Benard<br>Pg 147<br>Detailed<br>Eng<br>Gramm<br>ar Vol.<br>Pg |  |
| 1 | Culture | Languages | Listenin  | Sentence  | The learner:  | Passage: Language  | Guided   | Reading words   | Self   | Text   | St.  |  |

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|                          |                       |   | g<br>Speakin<br>g<br>Reading<br>Writing                                 | construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary   | Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly  | clubs (St. Benard Bk5<br>Pg 152-153)                           | discovery<br>Question<br>and answer<br>Explanation                      | and sentences<br>Naming<br>people and<br>their origins                                | awarenes<br>s<br>Effective<br>communic<br>ation<br>Fluency         | book<br>s<br>Chart  | Benard<br>Bk5<br>Pg152-<br>153     |  |
| 2                        | Culture               | Languages   | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing                     | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary   | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly  | Time table (St.<br>Benard Bk5 Pg 154)                          | Guided<br>discovery<br>Question<br>and answer<br>Explanation            | Reading words<br>and sentences<br>Naming<br>people and<br>their origins               | Self<br>awarenes<br>s<br>Effective<br>communic<br>ation<br>Fluency | Text<br>book<br>s<br>Chart                                      | St.<br>Benard<br>Bk5 Pg<br>154     |  |
| 1                        | Culture               | Languages   | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing                     | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary   | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly  | Revision exercise St:<br>Benard Bk5 Pg 158-<br>165<br>No. 1-15 | Guided<br>discovery<br>Question<br>and answer<br>Explanation            | Reading words<br>and sentences<br>Naming<br>people and<br>their origins               | Self<br>awarenes<br>s<br>Effective<br>communic<br>ation<br>Fluency | Text<br>book<br>s<br>Chart                                      | St.<br>Benard<br>Bk5 Pg<br>158-159 |  |
| Peace<br>and<br>security | Peace and<br>security | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly | Vocabulary<br>Peace, security, judge,<br>court magistrate<br>report, statement<br>offend, offence, hand<br>cuffs, crime, cell,<br>arrest, case witness,<br>defense, barracks   | Guided<br>discovery<br>Question<br>and answer<br>Explanation   | Reading words<br>and sentences<br>Naming<br>people and<br>their origins | Effective<br>communic<br>ation<br>Fluency<br>Audibility<br>Care<br>Responsi<br>bility | Word<br>and<br>sente<br>nce<br>cards                               | Abridge<br>d Curr.5<br>Pg 20<br>St.<br>Benard<br>Bk 5 Pg<br>164 |                                    |  |
| Peace<br>and<br>security | Peace and<br>security | Listenin<br>g<br>Speakin<br>g<br>Reading<br>Writing | Sentence<br>construction<br>Spelling<br>Comprehensi<br>on<br>Vocabulary | The learner:<br>Reads words and<br>sentences<br>Constructs<br>sentence<br>Writes words and<br>sentences correctly | So... that .....<br><br>The village has very<br>many thieves. It has<br>no peace. It has no<br>peace.<br><br>The village has so<br>many thieves that it<br>has no peace.<br><br>The judge was so<br>angry that he<br>sentenced the criminal<br>to life imprisonment.<br><br>The witness was so | Guided<br>discovery<br>Question<br>and answer<br>Explanation   | Reading words<br>and sentences<br>Naming<br>people and<br>their origins | Effective<br>communic<br>ation<br>Fluency<br>Audibility<br>Care<br>Responsi<br>bility | Word<br>and<br>sente<br>nce<br>cards                               | Abridge<br>d Curr.5<br>Pg 20<br>St.<br>Benard<br>Bk 5 Pg<br>168 |                                    |  |

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|   |                    |                    |                                    |   | scared that he dint talk in court  |   |  |   |  |                         |  |
| 5 | Peace and security | Peace and security | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>About ...</b><br>The witness have given statement concerning their case. The witness has give statement about the case.<br>We have learnt about peace and security, The judge has warned the witness about lying | Guided discovery Question and answer Explanation | Reading words and sentences Naming people and their origins | Effective communication Fluency Audibility Care Responsibility | Word and sentence cards | Abridged Curr.5 Pg 20 St. Benard Bk 5 Pg 170         |
| 6 | Peace and security | Peace and security | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Homophones</b><br>Are words with similar pronunciation but different meanings and spellings.<br>Piece<br>Peace<br>Court<br>Coat<br>Still<br>Steal  | Guided discovery Question and answer Explanation | Reading words and sentences Naming people and their origins | Effective communication Fluency Audibility Care Responsibility | Word and sentence cards | Abridged Curr.5 Pg 20 St. Benard Bk 5 Pg 165         |
| 7 | Peace and security | Peace and security | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Present perfect tense</b><br>The judge has sentenced him to five years<br>The army has killed ten rebels<br>Wave arrest all thieves<br>The barracks has caught fire  | Guided discovery Question and answer Explanation | Reading words and sentences Naming people and their origins | Effective communication Fluency Audibility Care Responsibility | Word and sentence cards | Abridged Curr.5 Pg 20 Detailed Eng Grammar Vol. 1 Pg |
| 1 | Peace and security | Peace and security | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Past simple tense</b><br>The policeman arrested the thieves. She stole many dresses from the markets<br>We lacked peace for so many years.   | Guided discovery Question and answer Explanation | Reading words and sentences Naming people and their origins | Effective communication Fluency Audibility Care Responsibility | Word and sentence cards | Abridged Curr.5 Pg 20 Detailed Eng Grammar Vol. 1 Pg |

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| 2                  | Peace and security | Peace and security                          | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | He recorded the statement yesterday<br><br>Dialogue: The work of police (St. Benard Bks Pg 165-166) | Guided discovery<br>Question and answer<br>Explanation         | Reading words and sentences<br>Naming people and their origins             | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text book s Chart      | St. Benard Bk 5 Pg 165-166 |
| 3                  |                    |   |  |  |  |   |  |  |  |                        |                            |
| 4                  | Peace and security | Peace and security                          | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Passage: The work of the police (St. Benard Bks Pg 171-172)   | Guided discovery<br>Question and answer<br>Explanation         | Reading words and sentences<br>Naming people and their origins             | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text book s Chart      | St. Benard Bk 5 Pg 171-172 |
| 5                  |                    |   |  |  |  |   |  |  |  |                        |                            |
| 6                  | Peace and security | Peace and security                          | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | The police Report: (St. Benard Bk Pg 174)   | Guided discovery<br>Question and answer<br>Explanation         | Reading words and sentences<br>Naming people and their origins             | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text book s Chart      | St. Benard Bk 5 Pg 173     |
| 7                  |                    |   |  |  |  |   |  |  |  |                        |                            |
| 1                  | Peace and security | Peace and security                          | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Picture composition (St. Benard Bk 5 Pg 174)  | Guided discovery<br>Question and answer<br>Explanation         | Reading words and sentences<br>Naming people and their origins             | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text book s Chart      | St. Benard Bk 5 Pg 174     |
| 2                  |                    |   |  |  |  |   |  |  |  |                        |                            |
| Peace and security | Peace and security | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Compositing writing<br>Jumbled story<br>St Benard Bk5 Pg 174   | Guided discovery<br>Question and answer<br>Explanation  | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text book s Chart  | St. Benard Bk 5 Pg 175 |                            |

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| 4 | Peace and security | Peace and security | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Revision exercise<br>A: Nos 1-10<br>B Nos- 1-8   | Guided discovery Question and answer Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | St. Benard Bk 5 Pg 175-6                   |
| 5 |                    |                    |                                    |   |  |  |  |  |  |                  |  |
| 6 | Services           | Banking            | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Vocabulary<br>Bank, bank manager, account, passbook, teller, cheque, cashier, withdraw form, deposit form, ATM card, savings, money, machine bounce  | Guided discovery Question and answer Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr Pg 21 St. Benard Bk 5 Pg 179 |
| 7 |                    |                    |                                    |   |  |  |  |  |  |                  |  |
| 1 | Services           | Banking            | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Neither ... nor ....<br>Musa is not a cashier.<br>Tom is not a cashier<br>Neither Musa nor Tom is a cashier<br>Centenary doesn't give loans. Stanbic doesn't give loans<br>Neither Centenary nor Stanbic gives loans                           | Guided discovery Question and answer Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr Pg 21 St. Benard Bk 5 Pg 182 |
|   |                    |                    |                                    |   |  |  |  |  |  |                  |  |
|   | Services           | Banking            | Listening Speaking Reading Writing | Sentence construction Spelling Comprehension Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | ..... neither ... nor...<br>He will not deposit money. He will not withdraw money<br>He will neither deposit nor withdraw money.<br>The robbers dint take the money. They dint take the car.<br>The robbers took neither the money nor the car | Guided discovery Question and answer Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr Pg 21 St. Benard Bk 5 Pg 182 |
|   |                    |                    |                                    |   |  |  |  |  |  |                  |  |

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|---|----------|---------|---|--|--|---|--|--|--|------------------|---|--|
| 3 | Services | Banking | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>As soon as .....</b><br>As soon as he read his account, number, the manager told him his balance.<br>As soon as he reached the counter, the teller asked him his identity card.<br>As soon as she got the money, she shared it to her children | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr Pg 21 St. Benard Bk 5 Pg 184        |  |
| 4 | Services | Banking | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>... as soon as .....</b><br>He signed the cheque as soon as the cahier called him<br>The security guard closed the bank as soon as time reached<br>He deposit his money on the account as soon as he was paid                                  | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr Pg 21 St. Benard Bk 5 Pg 184        |  |
| 5 | Services | Banking | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | <b>Present simple tense</b><br>We Plural verb/<br>You Verb doesn't change<br>They<br><br>He<br>She Singular verb/<br>It Verb add 's' or 'es'<br>He deposits money every Monday<br>The guard checks every person that enters the bank              | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books Chart | Abridged Curr 5 Pg 21 Detailed Eng Grammr ar 1 Pg |  |
| 6 | Services | Banking | Listening<br>Speaking<br>Reading            | Sentence construction<br>Spelling<br>Comprehension               | The learner:<br>Reads words and sentences<br>Constructs sentence   | <b>Future simple tense</b><br>We shall borrow some money form the bank<br>The manager will teach you how to fill a  | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility                           | Text books Chart | Abridged Curr 5 Pg 21 Detailed Eng                |  |

|   |          |          | Writing                                     | Vocabulary   | Writes words and sentences correctly   | deposit slip<br>She will deposit some money on her account   |   |  | Care Responsiblity   |  | Grammar 1 Pg                 |                            |  |
|---|----------|----------|---|--|--|--|---|--|--|--|------------------------------|----------------------------|--|
| 7 | Services | Banking  | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Story reading:<br>Knowledge is power (St. Benard Bk 5 Pg 186)  | Guided discovery Question and answer Explanation  | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care Responsiblity | Text books   | St. Benard Bk 5 Pg 186       |                            |  |
| 7 | 2        | Services | Banking                                     | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | A deposit slip  | Guided discovery Question and answer Explanation               | Reading words and sentences<br>Naming people and their origins         | Effective communication<br>Fluency<br>Audibility<br>Care Responsiblity | Text books                   | Trs collection             |  |
| 7 | 3        |          |   |  |  |  |   |  |  |  |                              |                            |  |
| 4 | 5        | Services | Banking                                     | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Withdraw form (St. Benard Bk 5 Pg 188-89)   | Guided discovery Question and answer Explanation               | Reading words and sentences<br>Naming people and their origins         | Effective communication<br>Fluency<br>Audibility<br>Care Responsiblity | Withdraw forms<br>Text books | St. Benard Bk 5 Pg 188-9   |  |
| 6 | 7        | Services | Banking                                     | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Short forms<br>A/C Account<br>ATM Automated Teller Machine<br>No. Number<br>Tel: Telephone number | Guided discovery Question and answer Explanation               | Reading words and sentences<br>Naming people and their origins         | Effective communication<br>Fluency<br>Audibility<br>Care Responsiblity | Withdraw forms<br>Text books | St. Benard Bk 5 Pg 188-9   |  |
| 1 | 2        | Services | Banking                                     | Listening<br>Speaking<br>Reading<br>Writing                      | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary   | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Bank daily duty Rosta (St. Benard Bk5 Pg 192-193)   | Guided discovery Question and answer Explanation               | Reading words and sentences<br>Naming people and their origins         | Effective communication<br>Fluency<br>Audibility<br>Care               | Chart                        | St. Benard Bk 5 Pg 192-193 |  |

|        |          |         |   |  |  |   |  |  |  |             |                           |  |
|--------|----------|---------|---|--|--|---|--|--|--|-------------|---------------------------|--|
|        |          |         |   |  | sentences correctly  |   |  |  | Responsibility   |             |                           |  |
| 3<br>4 | Services | Banking | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Picture Story<br>(St. Benard Bk 5 Pg 191)   | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Text books  | St. Benard Bk 5 Pg 191    |  |
| 5<br>6 | Services | Banking | Listening<br>Speaking<br>Reading<br>Writing | Sentence construction<br>Spelling<br>Comprehension<br>Vocabulary | The learner:<br>Reads words and sentences<br>Constructs sentence<br>Writes words and sentences correctly | Revision exercise<br>(St.Benard Bk5 Pg 192-193)<br>Exercise<br>A: Nos 1-10<br>B: Nos 1-10 | Guided discovery<br>Question and answer<br>Explanation | Reading words and sentences<br>Naming people and their origins | Effective communication<br>Fluency<br>Audibility<br>Care<br>Responsibility | Chalk board | St. Benard Bk5 Pg 192-193 |  |