

SCHEME OF WORK FOR PRIMARY SIX ENGLISH

FIRST TERM

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills	Suggested activity	Instructional material	References	Remarks
1	5pds	Punctuation / punctuation marks <ul style="list-style-type: none"> • Capital letters (A, B, C.....) • Full stop(.) • Question mark (?) • Exclamation mark (!) • Apostrophe (') • Comma (,) • Semi colon (;) • Hyphen (-) • Quotation marks (" ") 	Learner I.Uses the punctuation marks in the sentences correctly. II.Punctuates the sentences correctly.	<ul style="list-style-type: none"> • Discussion through questions and answers. • Explanation 	Listening Speaking Reading Writing	Punctuate the given sentences	A chart showing punctuation marks and how they are used.	Essential Eng. Pgs 40, 55, 56. Detailed Eng. Grammar pgs 1-10	
1	3pds	Comprehension safety on the road. <ul style="list-style-type: none"> • Traffic dangers Vocabulary- bend crossroads, cyclist, first aid, hand signal, junction, motorist, pedestrians, pavement, roundabout, side path, traffic, traffic police, zebra crossing. <ul style="list-style-type: none"> • Structural patterns usingas soon as...becausemust..... Where mustshould not.... • Dialogue Crossing the road Poem Safety on the road.	Learner: <ul style="list-style-type: none"> • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written sentences correctly. • Uses the oral structural patterns in oral and written sentences correctly . • Reads the given texts and answers the oral and written questions correctly. 	<ul style="list-style-type: none"> • Discussion through questions and answer • Explanation 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writings 	Reading the given texts Construct oral and written sentences.	Pupils' text books.	MK Primary English pps. Bk 6 pgs 1-13	
2	4pds	COMPREHENSION	Learner:	• Discussion	• Listening	• Reading given	MK Pri Eng	PPS text bks.	

		<ul style="list-style-type: none"> • Traffic dangers • A visit by the traffic officer. • Guided composition • Composition writing 	<ul style="list-style-type: none"> • Reads the passage and answers questions about it. • Writes sentences about the pictures. • Writes a letter to the traffic officer about causes of road accidents. 	through questions and answers. <ul style="list-style-type: none"> • Explanation 	<ul style="list-style-type: none"> • Speaking • Reading • Writing 	texts <ul style="list-style-type: none"> • Write a composition about road accidents. • Write a letter to the traffic officer. 	PPS Bk 6 1 - 13		
2	4pds	Nouns <u>Types of nouns</u> <ul style="list-style-type: none"> • Common nouns e.g pen, book etc. • Proper nouns e.g Kampala, Tom etc. • Collective nouns e.g herd of cattle. • Abstract nouns e.g poor – poverty. 	Learner : <ul style="list-style-type: none"> • Defines nouns • Classifies nouns • Uses the given nouns in sentences correctly. • Forms abstract nouns correctly. 	<ul style="list-style-type: none"> • Explanation • Discussion through questions and answers. 	Listening Speaking Reading Writing	Classifying nouns Do the given texts	A chart showing kinds of nouns and examples.	Detailed Eng. Grammar pgs 79 – 103	
3	2pds	NOUNS Singulars and plurals <ul style="list-style-type: none"> • How plurals are formed • By adding “s” “es” “ies” • By changing “f” to “v” add “es” • Nouns which have the same form for both singular and plural e.g fish, deer. 	Learners: <ul style="list-style-type: none"> • Differentiates btn singular and plural. • Forms plurals of nouns using s, es,ies or ves. • Completes given exercise. 	<ul style="list-style-type: none"> • Discussion through question and answer. • Explanation 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Differentiates btn singular and plural. • Forming plurals of nouns as guided. • Changing from singular to plural and vice versa. 	A chart showing formation of plurals of nouns.	Essential Eng. Work book Pgs 4 – 6. Junior Eng. Rev Edition pgs 12 -16	
4	4pds	COMPREHENSION <ul style="list-style-type: none"> • Traffic dangers • Vocabulary – structural patterns. • Dialogue. “Dangers on the road” • Passage – Guided comp. • Composition writing 	Learner : <ul style="list-style-type: none"> • Uses the vocabulary in correct constructions. • Answers the comprehension questions correctly. • Writes the composition about 	<ul style="list-style-type: none"> • Discussion through question and answer • Dramatisation • Demonstration 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Constructing oral and written sentences. • Answering comprehension questions. • Dramatising poem • Do revision exercises. 	Pupils’ textbooks. Chalkboard	Mk Pri. Eng. Pps. Bk6 pgs 19 -35	

			traffic dangers						
	6	PRONOUNS <u>Types of pronouns</u> <ul style="list-style-type: none"> • Subjective pronouns e.g I, we, she, He. • Objective pronouns e.g me, us, her, him <ul style="list-style-type: none"> • Adjective pronouns e.g my, our, her, his. • Possessive pronouns e.g mine, ours, theirs. • Reflexive pronouns e.g myself, ourselves. • Relative pronouns e.g who, whom, which. 	Learner: <ul style="list-style-type: none"> • Defines pronouns • Classifies pronouns • Uses pronouns in sentence correctly. • Draws the table showing these pronouns 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Mention pronouns • Identify pronouns . • Draw a table showing pronouns . • Construct sentences using pronouns 	Chart showing pronouns	Junior Eng. Revised by Haydn Richards. Brighter Grammar book	
	1 pd	Nouns Use of article “a” “an” “the” A book, a chair, etc. An umbrella, an egg etc the world, the poor.	Learner: Uses the articles correctly in sentence construction. Completes given exercises.	<ul style="list-style-type: none"> • Discussion through questions and answers. • Explanation 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructing sentences • Completing oral and written exercises. 	Real objects Chalkboards	Essential Eng. Workbook for P.6 Pg 4 Rev. Eng by Forrest Pgs 71 -78.	
	4pds	FORMATION OF NOUNS (abstact nouns) <ul style="list-style-type: none"> • Nouns can be formed from verbs and adjectives. • Using suffixes – ment, ing, ness, tion, ty, sion, ssion. 	Learner; <ul style="list-style-type: none"> • Forms nouns from verbs and adjectives. • Mentions the different suffixes used in noun formation. • Completes given exercises 	<ul style="list-style-type: none"> • Explanation • Discussion through question and answer. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Forming nouns from verbs and adjectives. Completing exercises on noun formation 	Chart showing noun formation	Detailed Eng. Grammar bk 1 pgs 79 – 103 JuniOR Eng Rev Pgs 30- 32	
	2 pds	GENDER <u>Classification of nouns by sex.</u>	Learner : <ul style="list-style-type: none"> • Tells what gender means 	<ul style="list-style-type: none"> • Discussion • Explanation 	<ul style="list-style-type: none"> • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Defining gender • Classifying 	Chart showing gender types.	The new first aid in Eng. Pg 9.	

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		<ul style="list-style-type: none"> • Masculine – denoting males. • Feminine – denoting females. • Common – of either sex • Neuter – of neither sex 	<ul style="list-style-type: none"> • Classifies nouns by sex. • Mentions the main classes of gender • Completes given exercises. 		<ul style="list-style-type: none"> • Writing 	nouns by gender. Mentioning the main classes of gender.			
	2pds	Abbreviations and contractions e.g. exempli gratia, For example etc. et cetera, and so forth i.e. id est, that is can't – can not shan't – shall not won't – will not	Learner : <ul style="list-style-type: none"> • Writes abbreviations in full. • Writes the contraction in full. 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer • Illustration 	Listening Speaking Reading Writing	Write abbreviations and contractions in full. Write short forms of the given words.	A chart showing words and abbreviations	The New First Aid in Eng Pgs 50 – 53.	
	2 pds	COMPREHENSION <ul style="list-style-type: none"> • Traffic dangers • Write a story about traffic dangers. • Draw pictures to illustrate traffic accident 	Learner; Writes interesting story using correct grammar. Draws and answers questions about the pictures.	<ul style="list-style-type: none"> • Discussion through question and answer • Illustration • Explanation • Demonstration 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	A chart showing traffic road		MK Pri. Eng PPS Bk. 6 Pgs 36 – 41	
		COMPREHENSION <u>Traffic dangers</u> <ul style="list-style-type: none"> • Guided composition • Jumbled story • Articles to the News paper Editor 	Learner: I. Writes interesting story using correct grammar II. Draws and answers questions about the pictures.	<ul style="list-style-type: none"> • Discussion through question and answer. • Illustration • Explanation 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Read and answer questions orally. • Reciting the poems. • Arrange the jumbled sentences. 	<ul style="list-style-type: none"> • PPS text books • News papers 	MK. Pri Eng PPS Bk 6 pgs 42 - 50	
	6pds	VERBS AND TENSES <ul style="list-style-type: none"> • Present simple tense e.g He teaches us English. Negative and interrogative Active and passive voice. Peter kicks stones everyday. Stones are kicked by Peter everyday. Question tags	Learner: i. Constructs sentences in the present simple tense. ii. Changes sentences from affirmative to negative and interrogative.	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Writing • Sentences in present simple tense. 	<ul style="list-style-type: none"> • charts 	Jr. Eng. Comp and Grammar by J.A Bright Rev. Eng Pgs 29 -33	

		<ul style="list-style-type: none">• Present continuous tense Negative and interrogative statements. Active and passive voice Question tags <ul style="list-style-type: none">• Present perfect tense Negative and Interrogative statements. Active and passive voice. Question tags The use of “since” and “for”	iii.Changes sentences from active to passive form. iv.Supply the suitable question tags						
	6 pds	VERBS AND TENSES <ul style="list-style-type: none">• Present perfect continous Negative and Interrogative statement. Active and passive voice. <ul style="list-style-type: none">• Past continous tense Negaive and Interrogative statement. Active and passive voice. The use of “when” and “while” and “as” Question tags	Learner: <ul style="list-style-type: none">• Constructs sentences in present perfect continuous tense.• Changes sentences from affirmative to negative and interrogative.• Changes sentences rom active to passive.• Supplies the suitable question tags	<ul style="list-style-type: none">• Illustration• Explanation• Discussion	<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing	<ul style="list-style-type: none">• Constructing sentences in present perfect tense.• Past cont. tense.• Do the given exercises by changing sentences from affirmative to negative and interrogative• Change the sentences to passive voice.• Supply a suitable question tag	<ul style="list-style-type: none">• chart	Jr. Eng. Comp. and Grammar by JA Bright Pgs 29 – 33	
	4 pds	PROVERBS	Learner: <ul style="list-style-type: none">• Completes the gven proverbs correctly.• Gives meanings of common proverbs.	<ul style="list-style-type: none">• Explanation• Discussion through question and answer	<ul style="list-style-type: none">• Listening• Speaking• Reading• Writing	<ul style="list-style-type: none">• Complete the given proverbs• Read the meaning and write its proverb	<ul style="list-style-type: none">• A chart showing proverbs	Mk precise students comprehension	
	3 pds	ADJECTIVES Types of adjectives	Learner; <ul style="list-style-type: none">• Defines	<ul style="list-style-type: none">• question and answer	<ul style="list-style-type: none">• Listening• Speaking	<ul style="list-style-type: none">• A chart showing	<ul style="list-style-type: none">• Real objects	Jr. Eng Rev. 46-55.	

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		<ul style="list-style-type: none"> Descriptive Adjectives Proper adjectives Color adjectives Formation of adjectives By adding suffixes e.g ful/ less, ours, able, ly etc. 	adjectives <ul style="list-style-type: none"> Uses adjectives in sentences correctly. Forms adjectives using suffixes Ours, ful, less etc. 	<ul style="list-style-type: none"> Explanation Discussion 	<ul style="list-style-type: none"> Reading Writing 	adjectives	e.g book stick, pen	Detailed Eng. G P. 5- 7	
	6pds	<u>ADJECTIVES</u> <u>Comparison of adjectives.</u> By adding “er” for comparatives and “st” for superlatives degree. e.g. narrow, narrower, narrowest. Adjectives end in “y” change “y” to “i” add “er” or “est” e.g heavy, heavier, heaviest. Irregular adjectives e.g. good, better, best. Using “more” or “most”	Learner; <ul style="list-style-type: none"> Forms the comparative and superlative degrees. Uses the comparative and superlative degrees in sentences correctly. 	<ul style="list-style-type: none"> Demonstration Explanation Discussion Question and answer 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Real objects e.g. books, sticks, cups, clothes 	<ul style="list-style-type: none"> complete the sentences by using the correct degree of adjectives 	Jr. Eng. Revised Detailed Eng. Grammar P.5 - 7	
	2 pds	<u>ADJECTIVES</u> Order of Adjectives <ul style="list-style-type: none"> Adjectives of size Adjectives of colour Adjectives from nouns e.g. some oil (cooking fresh) some fresh cooking oil. 	Learner: Arranges adjectives in order correctly.	<ul style="list-style-type: none"> Discussion through question and answer Explanation 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Arrange the adjectives in the correct order 	A chart showing order of adjectives.	Rev. Eng. by Ronald Forrest Pg 105	
	2 pds	<u>ADJECTIVES</u> <u>Double comparatives</u> The higher you go, the cooler it becomes.	Learner : Forms the double comparatives	<ul style="list-style-type: none"> Discussion through question and answer. Explanation 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Work out the given exercise. 		Rev. Eng by Ronald Forest pg 105	
	2 pds	COMPREHENSION Vocabulary Argue, audience, debate, motion opinion, oppose structural patterns using “I thin” In my opinion	Learner; I. Reads and pronounces the vocabulary II. Uses the vocabulary words in	<ul style="list-style-type: none"> Demonstration Explanation Situation approach 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Debating Reading the answering comprehension questions. 	<ul style="list-style-type: none"> Pupils’ textbooks 	Mk. Pri Eng. Pupils Bk 6 pgs 53- 64.	

			sentences correctly. II. Uses the structural patterns in sentences correctly.						
		<u>COMPREHENSION</u> <ul style="list-style-type: none"> • Debate – Life in urban areas is better than life in rural areas. • Dialogue • Comprehension – children's rights • Guided composition (picture). • A memorable day 	Learner; I. Reads the notice and answers questions about it. II. Reads the dialogue and answer questions II. Reads the passage and answers questions	<ul style="list-style-type: none"> • Explanation • Discussion through question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Debating • Reading the answering comprehension questions. 	<ul style="list-style-type: none"> • Pupils' textbooks 	Mk. Pri Eng. Pupils Bk 6 pgs 53- 64.	
		<ul style="list-style-type: none"> • Jumbled Composition • Jumbled composition • Revision exercise • Composition writing 	Studies he pictures and answer questions Re- arranges the sentences to write good composition. Does the given exercises correctly.	•	•	•	•		
	8	VERBS / TENSES Past simple tense <ul style="list-style-type: none"> • Negative and Interrogative • Active and Passive voices. • Question tags 	Learner: I. Constructs sentences in the past simple tense. II. Forms the past form (tense) of verbs by adding -ed, ied. II. Changes sentences from affirmative into negative and interrogative statements. V. Change	<ul style="list-style-type: none"> • Explanation • Discussion • Situation approach 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructs sentences • Formation of verbs in the past tense. • Writing sentences. 	<ul style="list-style-type: none"> • A chart showing tenses. 	Jr. Eng Composition Grammar by J.A Bright Junior Eng. Revised Pg. 34 -42.	

			sentences from active to passive voice. V. Supplies a suitable question tag.						
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TERM TWO

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills	Suggested activity	Instructional material	References	Remarks
1	4 pds	<ul style="list-style-type: none"> Adverbs Types of Adverbs Adverbs of manner. Adverbs of place Adverbs of time Adverbs of frequency <u>Formation of adverbs</u> by adding – “y” Irregular formation of adverbs. 	Learner; <ul style="list-style-type: none"> Defines adverbs Uses the adjectives in sentences correctly. Clasifies adverbs. Forms adverbs by adding “ly” Irregular formations 	<ul style="list-style-type: none"> Explanation Question and answer Discussion 	Listening Speaking Reading Writing	Classify adverbs Forming adverbs from verbs	Chart showing formation of adverbs.	PLE Gude Bk in Eng Pg 71 – 72. Junior Eng. Revised Detailed Eng. Grammar	
	3 pds	ADVERBS Comparison of Adverbs <ul style="list-style-type: none"> By adding “er” and “est” Use of “more” and “most” 	Learner: <ul style="list-style-type: none"> Gives examples Forms the comparative and superlative degrees. Uses the 	Explanation Question and answer	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Form the comparative and superlative degrees. Completeing sentences by using the omperative and 	Real objects	Rev. Eng by Forrest Jr. Eng. Rev.	

			comparative and superlative degrees in sentences correctly.			superlative degrees			
	2 pds	ADVERBS Order of adverbs Manner + place + time	Learner : • Give the correct order of adverbs e.g. manner + place + time. • Use the correct order of the given adverbs in the sentences provided.	<ul style="list-style-type: none"> • Explanation • Discussion • Illustration • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructng sentences (orally and written) • Order of adverbs • Arrange adverbs in sentences 	A chart showing order of adverbs	Rev. Eng by Forrest Detailed Eng. Grammar P.5 – 7 pgs 1-80	
		COMPREHENSION Family relationships • Vocabulary practice e.g. afraid of, aunt, half sister, look after, nephew, cousin, niece, siblings. Structures ...too...to...so....that....such....that....who.....just..... • Play / poem Guided composition (jumbled story) • Picture composition “A happy family” Revision exercises.	Learner: • Reads, pronounces and uses the vocabulary words in sentences. • Constructs sentences using the given structures correctly. • Reads the given texts and answer oral and written questions.	<ul style="list-style-type: none"> • Explanation • Discussion through question and answer. • Illustration 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructing sentences • Writing composition • Answering oral and written questions 	Pupils' text books	Mk.	
		VERBS AND	Constructs	• Illustration	• Listening	• constructing	A chart		

		TENSES Future simple Tense Negative and Interrogative statements. Active and passive voice.	sentences using negative and interrogative statements in the given sentences	<ul style="list-style-type: none"> • Explanation • Discussion through group work. 	<ul style="list-style-type: none"> • Speaking • Reading • Writing 	oral and wrtten sentences	showing the necessary transformatio n in sentences as per given tenses.		
		<ul style="list-style-type: none"> • Future continuous tense Negative and Interrogative statements ; Active & Passive <ul style="list-style-type: none"> • Future perfect tense Negative and Interrogative Active and Passive Question tags.	<ul style="list-style-type: none"> • Changes sentences from passive to active. • Uses “going” to as a future tense. • Forms correct question tags to the given statements with the given tense. 	<ul style="list-style-type: none"> • Illustration • Explanation • Discussion through group work 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Costructing oral and wriiten sentences 	A chart showing the necessary transformatio n in sentences as per the given tense.		
	9 pds	Conditional sentences Use of If 1 If 2 If 3 If + present tense + future tense If you hurry, you will find the bus. If + past tense + would If I won the money, I would buy a house. If + past perfect + would, should , could, might have. If I had had a gun, I	Learner: <ul style="list-style-type: none"> • Tells what conditional sentences are • Gives examples of conditional sentences. • Constructs sentences in each condition as guided. • Constructs sentences in 	<ul style="list-style-type: none"> • Demonstratti on • Explanation • Question and answer 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Discussion / answering oral questions. • Writng conditional sentences. 	Chalkboard illustrations	JEC and Grammar Rev. Eng Detailed Eng. Grammar	

		would have killed him. <u>Had</u> Had I seen him, I would have told him.	ach condition using given conditions and results. • Completes written exercises. • Changes from one conditional form to another. • Changes to ...unless..						
6 pds	COMPREHENSION CARPENTRY Vocabulary practise e.g Carpenter, drill, furniture, glue, varnish, plane, saw etc. Structual patterns e.g. “what is .. used for?” “What so we need..?” “...beside....” “First .. next.. then.. • Poem “I am a carpenter” • Play • Comprehension • “Furniture For Mr. Osekenyi” • Guided composition • Jumbled story • Revision exercises	Learner : • Reads pronounces and writes the vocabulary words correctly. • Uses the given structual patterns in oral and written sentences correctly. • Reads the given texts and answers the oral and written questions about them in full	• Explanation • Discussion	• Listening • Speaking • Reading • Writing	• Constructing sentences • Reading the given texts. • Answering oral and written comprehensio n questions.	Pupils’ text books Real objects e.g. glue, saw, varnish etc.			

			sentences.						
	4pds	PREPOSITIONS What is a preposition? Kinds of preposition e.g. which show direction, movement means transport, time etc.	Learner: <ul style="list-style-type: none"> Tells what a preposition is Tells ways in which prepositions are used. Uses prepositions with nouns, verbs and adjectives. Completes the given exercises on the use of prepositions. 	<ul style="list-style-type: none"> Discussion Explanation Question and answer 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Asking and answering questions Written exercises 	Chalkboard	MK Handbook Pg 108. Tenses and past of speech by Kateregga pg 94 P.L.E Guide Bk in Eng pgs 89 – 91	
	6 pds	RELATIVE CLASUES Use of: Who, which, that, whom, whose, when, where Whom } with people Who } Which – with things That - both people and things Whose-to show possession.	Learner: <ul style="list-style-type: none"> Uses the structures in correct sentences. Joinssimple sentences using the structure. Uses the relative pronouns to construct sentences. Re- writes as instructed in the brackets using the relative pronouns. 	<ul style="list-style-type: none"> Explanation Discussion Question and answer 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> Constructing sentences Joining sentences Re-writing as instructed using the relative pronouns 	Chalkboard illustration Real objects	Detailed Eng. Grammar for P.5 – 7 Book one pgs.	
		COMPREHENSION	Learner;	<ul style="list-style-type: none"> Explanation 	Listening	<ul style="list-style-type: none"> Oral practice 	Real objects		

		TAILORING Vocabulary practice Tailor, material, tape, button, needle, design, weave, scissors, sewing, knitting, seamstress, hemming garment.	<ul style="list-style-type: none"> • Uses vocabulary related to tailoring • Writes text related to tailoring. • Describes processes of making different tailoring products. 	<ul style="list-style-type: none"> • Discussion • Question and answer 	Speaking Reading Writing	<ul style="list-style-type: none"> • constructing sentences • Naming tools used in tailoring. • Reading and writing texts about tailoring • Writing compositions about tailoring 	Text books		
		ADJECTIVAL QUALIFIERS Use of Enough to So as So that... In order.... Either ... or...and neither.....and so..... ...in order that.... Either.....	Learner: <ul style="list-style-type: none"> • Constructs sentences using the structures. • Completes the given exercises • Re- writes the given sentences using the structures. • Joins simple sentences using the structures 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> • Constructing sentences • Answering questions (oral and written) • completing given exercises 	Chalkboard illustration	A complete guide to P.L.E by Akabway Mk Precise.	
		COMPREHENSION BAKING Vocabulary Oven, Sugar, yeast, biscuit, knead, wedding cake, pinch – of- salt, ingredients, margarine, cookies, food colour	Learner: <ul style="list-style-type: none"> • Uses vocabulary related to baking • Identifies bakery products 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructing sentences using the given vocabulary • Acting dialogues • Writing 	Real objects		

			<ul style="list-style-type: none"> • Describes processes involved in baking • Interpretes recipes for baking. 			<ul style="list-style-type: none"> guided and free composition • Identifying and sorting different bakery products • Read texts and answering questions related to baking. 			
		ADVERB CLAUSES <u>The use of</u> No sooner Immediately As soon as Just as Hardly Scarcely Barely	Learner: <ul style="list-style-type: none"> • Constructs sentences using the structures. • Joins simple sentences using the structures. • Re- write the given sentences usng the structures. 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Constructing sentences • Completing the given exercises • Answering questions (oral and written) 	Chalkboard illustration	<ul style="list-style-type: none"> • P.L.E Guide Bk in Eng. • Mk precise • Revision English • Detailed English Grammar 	
		COMPREHENSION Keeping animals <u>Vocabulary practice</u> <ul style="list-style-type: none"> • e.g. beef, butcher, dairy, fierce, graze, tame etc. • Gender e.g. hen-cock, nanny goat – billy goat, btch – dog, doe- buck etc. • Young ones e.g. pig 	Learner: <ul style="list-style-type: none"> • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Reading the given texts • Answering oral and written comprehensio n questions 	Pupils text books	<ul style="list-style-type: none"> • MK Primary Eng. Pupils' Bk 6 pgs 65 - 83 	

		<p>– piglet, duck – duckling, sheep – lamb, cow – calf, hen – chick etc</p> <p><u>Structual patterns</u></p> <ul style="list-style-type: none"> • Dialogue Mutebire's farm • Poem – Animal voice • Comprehension Domestic animals • Guided composition Kato's Diary Farm • Revision Exercises 	<p>sentences correctly.</p> <ul style="list-style-type: none"> • Uses the given structural patterns in oral and written sentences correctly. • Reads the given texts and answer the oral and written questions about them in full sentences. 						
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TERM III

Wk	Pd	Topic/ subtopic	Competence	Methods	Skills	Suggested activity	Instructional material	References	Remarks
	8 pds	<p>COMPREHENSION HOTELS</p> <p>Vocabulary practice e.g. bill, chief, customer, cutlery, dinner, menu, receipt, waiter, supper, serve etc.</p> <ul style="list-style-type: none"> • Structural patterns e.g "May I" "couldyou....?" 	<p>Learner:</p> <ul style="list-style-type: none"> • Reads, pronounces and writes the vocabulary words correctly. • Uses the vocabulary words in oral and written 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<ul style="list-style-type: none"> • Constructing oral and written sentences. • Re- writing sentences as instructed. 	Chalk board illustration		

		<ul style="list-style-type: none"> • Dialogue • Comprehension “Lunch in Swabula Masaba Restaurant” • Guided composition (Jumbled story) • Revision exercises 	<ul style="list-style-type: none"> • sentences correctly. • Uses the given structural patterns in oral and written sentences correctly. • Reads the given texts and answer the oral and written questions about them in full sentences. 						
	8 pds	<ul style="list-style-type: none"> • SPEECHES • Direct and Indirect speech 	<ul style="list-style-type: none"> • Learner: • Constructs sentences in both the direct and indirect speech. • Identifies the changes made when changing from direct to indirect • Changes sentences from Direct to indirect speech and vice versa. 	Explanation Discussion	Listening Speaking Reading <ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Constructing sentences. • Reading the given texts. • Answering oral and writing comprehension questions 	Chalkboard illustration	MK. Pri. English Pps Bk 6 Pg 127 – 140	
	6 pds	COMPREHENSION	<ul style="list-style-type: none"> • Learner: 	<ul style="list-style-type: none"> • Explanation 	Listening	<ul style="list-style-type: none"> • Reading 	Pupils text	Mk. Primary	

		<p>“USING A DICTIONARY</p> <p>Vocabulary practice</p> <p>e.g</p> <p>Abbreviation, alphabet, arrange, define, look up.</p> <p>Structual patterns e.g</p> <p>“we shoud...”</p> <p>...check.....”</p> <p>Which word comes?</p> <p>Dialogue ‘Dictionary skills”</p> <p>Comprehension</p> <p>“Learning how to use a dictionary?</p> <p>Guided composition</p> <p>“The first time we used a dictionary”</p> <p>Revision tests</p>	<ul style="list-style-type: none"> • Reads, pronounces and writes the vocabulary correctly. • Arranges words in dictionary order. • uses the given structual patterns in oral and written senetnces correctly. • Reads the texts given and answer the oral about them in full sentences. 	<ul style="list-style-type: none"> • Discussion • Question and answer 	<p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>given texts</p> <ul style="list-style-type: none"> • Answering oral and written comprehencio n questions 	<p>books</p>	<p>English pupils</p> <p>Bk 6 pg 127 – 140</p>	
	10 pds	<p>ADVERB CLAUSES</p> <p>Use of:</p> <p>In spite</p> <p>Despite</p> <p>Although</p> <p>Even though</p> <p>Never the less</p> <p>Not only ... but also</p> <p>Though</p> <p>However much...</p> <p>No sooner...</p> <p>Hardly</p> <p>Scarcely</p> <p>Barely</p> <p>Immediatey</p> <p>...as soon as...</p>	<ul style="list-style-type: none"> • Learner: • Uses the clauses correctly. • Uses the given structures to construct sentences • Completes the given exercises 	<ul style="list-style-type: none"> • Explanation • Discussion • Question and answer 	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<ul style="list-style-type: none"> • constructing sentences • completing 	<p>Chalkboard illustration</p>	<ul style="list-style-type: none"> • P.L.E Guide book in English pgs 113 – 121 • Detailed Eng Grammar 	

		Just as...							
	8 pds	Neccesity and obligations Must, had to, need, didn't, need to, ought to, ought not, can, may, could, should have to etc.	Learner: <ul style="list-style-type: none"> • Uses the modal verbs in sentences correctly. • Changes from present form to the past form of the modal verbs and vice versa. 	<ul style="list-style-type: none"> • Explanation • Discussion 	Listening Speaking Reading Writing	<ul style="list-style-type: none"> • constructing oral and wrtten sentences. Re – write sentences as instructed. 	Chalkboard illustration	<ul style="list-style-type: none"> • Junior English compositio n and Grammar • P.L.E Guide Book in Eng pgs 22, 35,37 	