

P.6 ENGLISH SCHEME (GRAMMAR) TERM 1

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/SKILLS	T/AIDS	REF	REM
1	1	Verbs and Tenses	Grammar	Listening	Verbs A verb is a doing word Identifying verbs in sentences -Dogs <u>eat</u> meat -Paul <u>was</u> here	The learner:- Defines a verb Gives examples of verbs Identifies verbs in given sentences	Explanation	Defining a verb Identifying verbs in sentences Completing tables of verb transformation	Effective communication Self esteem	Chalk board illustration Test books	Grammar and Composition Handbook by Glencoe page 107	
	2			Speaking	Forms of verbs -Regular verb transformation -Irregular verb transformation Examples of verb usage Present :They <u>watch</u> football on TV. Past : They watched football on TV. Future: They will watch football on TV.	Completes the table of verb transformation for both regular and irregular verbs	Guided discussion	Using an assessment of verbs in present, past and future tenses	Self awareness	Charts showing verb transformation	Revision English by Ronald forest page 1	
	3			Reading	Tenses There are three major tenses, each of which has four sub-tenses Table showing the twelve sub-tenses. Completing the table with given examples	The learner:- Identifies the three major tenses Completes the table of tenses	Look and say	Naming the three major tenses Identifying the four sub-tenses under each Completing the table of tenses			E nglish Grammar in Use page 292	
2	1			Writing	Verbs often confused - Borrow and lend - Reach and arrive - Win and beat / defeat - Wear and put on - Deny and refuse - Lie, lay and lie - Steal and rob	The learner:- Uses borrow and lend in sentences interchangeably Uses all the given verbs interchangeably in their correct form	Question and answer	Using the given pairs of words interchangeably Completing given sentences by choosing the correct alternative			Revision English page 55	
	2											
	3											

					<p>The present perfect with since and for</p> <ul style="list-style-type: none"> - She has been a teacher since 2004. - She has worked as a teacher for nine years. <p>The present perfect continuous with since and for</p>	<p>The learner:-</p> <p>Constructs sentences in the present perfect tense</p> <p>Makes sentences using “since and “for”</p>		<p>Making sentences in the present perfect tense.</p> <p>Constructing sentences in the present perfect continuous tenses.</p> <p>Using since and far in the sentences</p>			English Grammar in use Page 24	
3	1	Verbs and Tenses	Grammar	Listening	<p>The future perfect with ‘by the time’</p> <p>By the time we reach school, the gate keeper will have closed the gate.</p>	<p>The learner:-</p> <p>Makes sentences in the future perfect tense</p>	Guided discussion	<p>Rephrasing both oral and written sentences using by the time.</p>	Effective communication		English Grammar in use page 240	
	2				<p>The past perfect with ‘by the time’</p> <p>By the time we reached school, the gate keeper had closed the gate.</p>	<p>Constructs sentences involving by the time</p>		<p>Constructing sentences with before and after</p>	Fluency			
	3			Speaking	<p>Before, after and by the time</p> <p>The bell was rung before I finished the work.</p>	<p>Use before and after interchangeably.</p>	Look and say	<p>Using before and after interchangeable</p>				
				Reading	<p>By the time the bell was rung, I had not finished the work.</p> <p>I got to the party after most of the other guests had left.</p> <p>By the time I got to the party, most of the other guests had left.</p>	<p>Use before after and by the time interchangeably</p>	Question and answer	<p>Rephrasing sentences with before and after with the time</p>	Self – esteem			

4	1				The passive <u>The present simple (passive)</u> The police truck makes a siren. A siren is made by the police truck.	The learner:- Makes sentences in the active voice in the given tenses		Making sentences in the active voice in the present, past and future tenses.	Self awareness		English Grammar in use page 84	
	2			Writing	<u>The present Continuous (passive)</u> Tr. Josey is writing a book A book is being written by Tr. Josey.	Changes sentences from active to passive voice.		Changing sentences in present, past and future tenses from active to passive voice.				
	3				<u>Past present Perfect (passive)</u> The cat has drunk the baby's milk. The baby's milk has been drunk by the	Changes sentences involving indefinite pronouns into the passive.		Changing sentences involving indefinite pronouns into the passive.				
					<u>Past tenses – Passive</u> <u>Future tenses – passive</u> The passive with indefinite pronouns and pronouns referring to people in general <u>Somebody is cleaning our room</u> Our room is being cleaned							
5	1	Verbs and tenses	Grammar	Listening	<u>Present participial phrases</u> Being my friend, Joseph forgave me. Not knowing the local language, Cate has trouble communicating	The learner:- Constructs past participial phrases	Guided discussion	Reading present participial. Joining sentences to form present participial.	Self esteem	Hand outs	Revision English page 42	
	2			Speaking			Question and answer	Splitting preset participial	Fluency	Chalkboard illustration		
	3			Reading	<u>Past participial phrases</u> Having lived in Paris for a long time, he spoke French with ease.	The learner:- Makes sentences in the past participial construction	Explanation	Reading past participial Joining sentences to form past participial. Attempting mixed exercises about participial phrases	Effective communication		English Grammar in use page 136	
				Writing			Recitation		Self awareness			

					<u>Forms of statements</u> Positive: Pedestrians always walk on the pavement. Negative: Pedestrians do not always walk on the pavement. Question: Do pedestrians always walk on the pavement?	The learner:- Reads the three forms of statements Constructs his own statements. Changes statements from one form to another.		Reading the three forms of statements Constructing original sentences in the three forms. Changing oral and written statements from one form to another			Junior English and Composition	
6	1				<u>Some, any and their compounds.</u> There is some water in the jug. There isn't any water in the jug. Is there any water in the jug?	The learner:- Makes sentences involving some and any. Changes the sentences into the three forms		Making sentences involving some and any Changing sentences from one form to another			Revision English page 81	
	2											
	3											
					<u>Far, along way / long a long time</u> Our school is a long way from home Our school is not far from home. Is our school far from home?	The learner:- Makes sentences using far and a long way. Challenges given sentences in all three forms		Constructing sentences using long and a long time Changing given sentences into all the three forms			Junior English and Composition	
					<u>Long and a long time</u> It is a long time since I last visited the theatre. It is not long since..... Is it long since?	The learner:- Makes sentences using long and a long time Changes given sentences in all three forms		Constructing sentences using long and a long way Changing given sentences into all the three forms Attempting a mixed exercise				

7	1 2 3	Verbs and Tenses	Grammar	Listening	Near negative There is some water in the jug. <u>There is hardly any water in the jug.</u>	The learner:- Constructs sentences using hardly any.	Guided discussion	Making sentences involving near negatives.	Fluency	Chalk board illustration	MK English book 6 page 6	
				Speaking	hardly, scarcely, barely and no sooner Immediately, as soon as, the moment	Uses hardly ...when to make sentences Uses no sooner ...than to make sentences	Question and answer	Using hardly, scarcely, barely and no sooner in sentences. Using the adverbs immediately as soon as and the moment.				
				Reading	Question and answer tags Peculiar question tags	The learner:- Reads the statements Completes the statements by giving the correct question tags	Explanation Recitation	Completing oral and written statements with the correct question tags				
				Writing	If – clauses If I go to France, I will learn French. If I went to France, I would learn French. If I had gone to France, I would have learnt French.	The learner:- Makes correct sentences in the three If-clauses Changes given sentences into the three If –clauses		Making oral and written sentences in the three If-clauses Changing given statements into the three If-clauses				
					Unless..... Had I known Making If-2 and If 3 from one or two original sentences I cannot buy this radio because I don't have enough money. <u>If I had enough money, I would buy this radio.</u> The driver was careless. He caused an accident. <u>If the driver had not been careless, he would not have caused an accident.</u>	The learner:- ably makes sentences using unless and Had I known. Rephrases given sentences to form If-2 sentences		Constructing sentences using "unless" and "Had I known" Making If-2 sentences from present tense sentences. Phrasing If-3 sentences from past tense sentences Attempting mixed exercises involving If-2 and If-3 sentences	Self awareness self esteem	Hand outs	Revision English page 60	
										English Grammar In use page 76		
											English Grammar in use page 81	

9	1	Verbs and Tenses	Grammar	Listening	<u>Direct and reported speech</u>	The learner:- Demonstrates consolidated ability to punctuate direct speech. Observes changes in tenses as they change from direct to indirect speech. Changes statements direct to speech Changes indirect speech to direct speech.	Guided discovery	Punctuating direct speech	Fluency	Hand outs	Revision English page 65 – 68 English Grammar in use page 94 – 97	
	2			Speaking	Tense changes Demonstrative adjective changes Adverb changes			Positioning the speech tag in the three places i.e. beginning, in the course and at the end				
	3			Reading	Changing commands Changing questions Changing exclamations			Changing statements from direct to indirect speech.				
				Writing	Sentences involving “must”		Explanation	Changing sentences from reported to direct speech.	Self awareness Self esteem			

ADDITIONAL SCHEME OF WORK FOR P.6 TERM ONE 2020 - GRAMMAR

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/SKILLS	T/AIDS	REF	REM
1	1	Adjectives	Grammar	Listening	Definition of “adjective” –a word that gives more information about a noun.	The learner:- Composes adjective phrases	Guided discussion	Composing adjective phrases	Fluency	Charts showing forms of adjectives	Grammar and Composition Hand book page 110 An integrated English course book 6 page 142 Grammar and Composition hand book page 115	
	2			Speaking	Examples of adjective phrases i) a black cat ii) a nice cup iii) a shopping bag iv) football game	Identifies adjectives in given sentences	Brain storming	Identifying adjectives in given sentences	Effective communication			
	3											
2	1			Reading		Puts given adjectives in the correct order	Question and answer	Using more than one adjective by following the order of adjectives	Self esteem			
	2			Writing	Using more than one adjective in an adjective phrase(order of adjectives) i) a nice new house ii) two fierce spotted cats	Writes all the three forms of adjectives from proper nouns	Project method	Changing adjectives from one form to another – both regular and irregular adjectives.				
	3				Positive, comparative and Superlative forms of adjective -regular adjectives smart smarter smartest big bigger biggest heavy heavier heaviest e.t.c.	Uses positive adjectives in all the given structures.	Guided discussion	Using given structures with adjectives				
					Using adjectives in the positive form i) asas..... ii) not as.....as..... iii)equally + adjective. iv).....too.....to..... v).....enough.....to..... vi).....so.....that..... vii).....such.....that.....			Writing proper adjectives from proper nouns.				
					Proper adjectives Uganda – Ugandan China – Chinese Rwanda – Rwandan Ghana – Ghanaian			Using comparative and superlative forms of the adjective correctly.				

