



**SCHEME OF WORK FOR PRIMARY SIX ENGLISH
FIRST TERM**

| Wk | Pd | Topic/ subtopic | Competence | Methods | Skills/Values | 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 <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Listening Speaking Reading Writing Critical thinking Effective communication | 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..... | 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. | <ul style="list-style-type: none"> Discussion through questions and answer Explanation | <ul style="list-style-type: none"> Listening Speaking Reading Writings Creative thinking Problem solving | Reading the given texts Construct oral and written sentences. | Pupils' text books. | MK Primary English pps. Bk 6 pgs 1-13 | |

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| | | Where mustshould not.... • Dialogue Crossing the road • Poem Safety on the road. | • Reads the given texts and answers the oral and written questions correctly. | | | | | | |
| 2 | 4pds | COMPREHENSION • Traffic dangers • A visit by the traffic officer. • Guided composition • Composition writing • Poem (traffic dangers) • Passage (narrow escape) | Learner: • 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. | • Discussion through questions and answers. • Explanation | • Listening • Speaking • Reading • Writing • Critical thinking • Problem solving | • Reading given texts • Write a composition about road accidents. • Write a letter to the traffic officer. | MK Pri Eng PPS Bk 6 1 -13 | PPS text bks. | |
| 2 | 4pds | Nouns <u>Types of nouns</u> • Proper nouns e.g Kampala, Tom • Common nouns e.g. pen, book • Collective nouns e.g. herd of cattle. • Abstract nouns e.g. poor – poverty. • Formation of abstract nouns | Learner : • Defines nouns • Classifies nouns • Uses the given nouns in sentences correctly. • Forms abstract nouns correctly. | • 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 • 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. • Irregular formations • Compound nouns • Uncountable nouns | Learners: • Differentiates b/n singular and plural. • Forms plurals of nouns using s, es,ies or ves. • Completes given exercise. | • Discussion through question and answer. • Explanation | • Listening • Speaking • Reading • Writing • Critical thinking • Effective communication | • Differentiates b/n 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 | |
| | 1 pd | Nouns Use of article "a" "an" "the" 'some' 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. | • Discussion through questions and answers. • Explanation | • Listening • Speaking • Reading • Writing | • 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. | |

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| | 2 pds | GENDER <u>Classification of nouns by sex.</u> <ul style="list-style-type: none"> • Masculine – denoting males. • Feminine – denoting females. • Common – of either sex • Neuter – of neither sex | Learner : <ul style="list-style-type: none"> • Tells what gender means • Classifies nouns by sex. • Mentions the main classes of gender • Completes given exercises. | <ul style="list-style-type: none"> • Discussion • Explanation | <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing | <ul style="list-style-type: none"> • Defining gender • Classifying nouns by gender. • Mentioning the main classes of gender. | Chart showing gender types. | The new first aid in Eng. Pg 9. | |
| 4 | 4pds | COMPREHENSION <ul style="list-style-type: none"> • Traffic dangers • Vocabulary – structural patterns. • Dialogue. "Dangers on the road" • Passage – Guided comp. • Composition writing • Jumbled story | Learner : <ul style="list-style-type: none"> • Uses the vocabulary in correct constructions. • Answers the comprehension questions correctly. • Writes the composition about traffic dangers | <ul style="list-style-type: none"> • Discussion through question and answer • Dramatisation • Demonstration | Listening Speaking Reading Writing Effective communication | <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 | |
| | 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 • 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. <ul style="list-style-type: none"> • Plurals of pronouns. | 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 | |
| | 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 Critical thinking | 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. | |
| | 6pds | VERBS AND TENSES <ul style="list-style-type: none"> • Present simple tense e.g. He teaches us English. | Learner: | <ul style="list-style-type: none"> • Explanation • Discussion | <ul style="list-style-type: none"> • Listening • Speaking • Reading | <ul style="list-style-type: none"> • Writing | <ul style="list-style-type: none"> • charts | Jr. Eng. Comp and Grammar by J.A | |

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| | | <p>Negative and interrogative Active and passive voice. Peter kicks stones every day. Stones are kicked by Peter every day. Question tags</p> <ul style="list-style-type: none"> • Present continuous tense <p>Negative and interrogative statements. Active and passive voice Question tags</p> <ul style="list-style-type: none"> • Present perfect tense <p>Negative and Interrogative statements. Active and passive voice. Question tags The use of "since" and "for"</p> | <p>i. Constructs sentences in the present simple tense. ii. Changes sentences from affirmative to negative and interrogative. iii. Changes sentences from active to passive form. iv. Supply the suitable question tags</p> | <ul style="list-style-type: none"> • Question and answer | <ul style="list-style-type: none"> • Writing • Effective communication • Critical thinking | <ul style="list-style-type: none"> • Sentences in present simple tense. | | Bright Rev. Eng Pgs 29 -33 | |
| | 6 pds | <p>VERBS AND TENSES</p> <ul style="list-style-type: none"> • Present perfect continuous Negative and Interrogative statement. Active and passive voice. • Past continuous tense Negative and Interrogative statement. Active and passive voice. • The use of "when" and "while" and "as" • Question tags | <p>Learner:</p> <ul style="list-style-type: none"> • Constructs sentences in present perfect continuous tense. • Changes sentences from affirmative to negative and interrogative. • Changes sentences from 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 • Effective communication | <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 | |
| | 3 pds | <p>ADJECTIVES</p> <p>Types of adjectives</p> <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. | <p>Learner;</p> <ul style="list-style-type: none"> • Defines adjectives • Uses adjectives in sentences correctly. • Forms adjectives using suffixes • Ours, ful, less etc. | <ul style="list-style-type: none"> • question and answer • Explanation • Discussion | <ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Critical thinking | <ul style="list-style-type: none"> • Describing objects • Comparing objects | <ul style="list-style-type: none"> • Real objects e.g book stick, pen | Jr. Eng Rev. 46- 55. Detailed Eng. G P. 5- 7 | |

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|-------|--|--|---|--|---|---|---|--|
| 6pds | ADJECTIVES <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 Critical thinking | <ul style="list-style-type: none"> Comparing objects using the correct degree | <ul style="list-style-type: none"> Real objects | Jr. Eng. Revised Detailed Eng. Grammar P.5 - 7 | |
| 2 pds | ADJECTIVES 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 Critical thinking | <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 | ADJECTIVES <u>Double comparatives</u> The higher you go, the cooler it becomes. Compound adjectives | 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 | |
| | Comprehension Debating Vocabulary Argue, audience, debate, motion, opinion, oppose Structural patterns Using "I think...., In my opinion, Even though, Although, If, Whereas | Learner; Reads and pronounces the vocabulary Uses the vocabulary words in sentences correctly. Uses the structural patterns in sentences correctly | <ul style="list-style-type: none"> Demonstration Explanation Situation approach | <ul style="list-style-type: none"> Listening Speaking Reading Writing Effective communication | <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. | |
| 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. III. Changes sentences from affirmative into negative and | <ul style="list-style-type: none"> Explanation Discussion Situation approach | <ul style="list-style-type: none"> Listening Speaking Reading Writing Effective communication | <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. | |

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| | | | interrogative statements. IV. Change sentences from active to passive voice. V. Supplies a suitable question tag. | | | | | | |
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TERM II

| Wk | Pd | Topic/ subtopic | Competence | Methods | Skills/Values | Suggested activity | Instructional material | References | Remarks |
|----|-------|--|---|--|--|--|-------------------------------------|--|---------|
| 1 | 4 pds | Adverbs <ul style="list-style-type: none"> Types of Adverbs Adverbs of manner. Adverbs of place Adverbs of time Adverbs of frequency | Learner; <ul style="list-style-type: none"> Defines adverbs Uses the adjectives in sentences correctly. | <ul style="list-style-type: none"> Explanation Question and answer Discussion | Listening Speaking Reading Writing Critical thinking | 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 | |

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| | | <ul style="list-style-type: none"> Just and already <u>Formation of adverbs</u> <ul style="list-style-type: none"> by adding – “y” Irregular formation of adverbs. | <ul style="list-style-type: none"> Classifies adverbs. Forms adverbs by adding “ly” Irregular formations | | | | | | |
| | 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 comparative and superlative degrees in sentences correctly. | Explanation Question and answer | <ul style="list-style-type: none"> Listening Speaking Reading Writing Effective communication | <ul style="list-style-type: none"> Form the comparative and superlative degrees. Completing sentences by using the comparative and superlative degrees | Real objects | Rev. Eng by Forrest Jr. Eng. Rev. | |
| | 2 pds | ADVERBS Order of adverbs Manner + place + time | Learner : <ul style="list-style-type: none"> 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"> Constructing 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 <ul style="list-style-type: none"> Vocabulary practice e.g. afraid of, aunt, half-sister, look after, nephew, cousin, niece, siblings. Structures ...too...to..., ...so...that..., ...such...that..., ...just..., rather than..., ...but..., <ul style="list-style-type: none"> Play / poem Family tree Guided composition (jumbled story) Passage | Learner: <ul style="list-style-type: none"> 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 Critical thinking Effective Communication | <ul style="list-style-type: none"> Constructing sentences Writing composition Answering oral and written questions | Pupils' text books | Mk. | |

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| | | <ul style="list-style-type: none"> Picture composition Debate Revision exercises. | | | | | | | |
| | | VERBS AND TENSES Future simple Tense Negative and Interrogative statements. Active and passive voice. | Constructs sentences using negative and interrogative statements in the given sentences | <ul style="list-style-type: none"> Illustration Explanation Discussion through group work. | <ul style="list-style-type: none"> Listening Speaking Reading Writing | <ul style="list-style-type: none"> constructing oral and written sentences | A chart showing the necessary transformation in sentences as per given tenses. | | |
| | | <ul style="list-style-type: none"> Future continuous tense Negative and Interrogative statements ; Active & Passive 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"> Constructing oral and written sentences | A chart showing the necessary transformation 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 would have killed him. <u>Had</u> Had I seen him, I would have told him. | 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 each condition using given conditions and results. Completes written exercises. Changes from one conditional form to another. Changes to ...unless.. | <ul style="list-style-type: none"> Demonstration Explanation Question and answer | Listening Speaking Reading Writing | <ul style="list-style-type: none"> Discussion / answering oral questions. Writing conditional sentences. | Chalkboard illustrations | JEC and Grammar Rev. Eng Detailed Eng. Grammar | |
| | 6 pds | COMPREHENSION CARPENTRY | Learner : | <ul style="list-style-type: none"> Explanation Discussion | <ul style="list-style-type: none"> Listening Speaking | <ul style="list-style-type: none"> Constructing sentences | Pupils' text books | | |

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|--|-------|---|--|--|--|---|--|--|--|
| | | Vocabulary practice e.g. Carpenter, drill, furniture, glue, varnish, plane, saw etc. Structural patterns e.g. "what is .. used for?" "What so we need..?" Use of though "...besides..." "First .. next.. then.. Poem – "I am a carpenter" Dialogue Passage Comprehension <ul style="list-style-type: none"> "Furniture For Mr. Osekenyi" Guided composition Jumbled story Revision exercises | <ul style="list-style-type: none"> Reads pronounces and writes the vocabulary words correctly. Uses the given structural patterns in oral and written sentences correctly. Reads the given texts and answers the oral and written questions about them in full sentences. | | <ul style="list-style-type: none"> Reading Writing Effective communication | <ul style="list-style-type: none"> Reading the given texts. Answering oral and written comprehension questions. | Real objects e.g. glue, saw, varnish etc. | | |
| | 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 Critical thinking | <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 CLAUSES 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. Joins simple sentences using the structure. Uses the relative pronouns to construct sentences. | <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. | |

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| | | | <ul style="list-style-type: none"> Re- writes as instructed in the brackets using the relative pronouns. | | | | | | |
| | | COMPREHENSION TAILORING Vocabulary practice Tailor, material, tape, button, needle, design, weave, scissors, sewing, knitting, seamstress, hemming garment. | Learner: <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"> Explanation Discussion Question and answer | Listening Speaking Reading Writing Effective communication | <ul style="list-style-type: none"> Oral practice constructing sentences Naming tools used in tailoring. Reading and writing texts about tailoring Writing compositions about tailoring | Real objects Text books | | |
| | | ADJECTIVAL QUALIFIERS Use of Enough to Prefer 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 Critical thinking | <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 Describes processes involved in baking Interprets recipes for baking. | <ul style="list-style-type: none"> Explanation Discussion Question and answer | <ul style="list-style-type: none"> Listening Speaking Reading Writing Effective communication | <ul style="list-style-type: none"> Constructing sentences using the given vocabulary Acting dialogues Writing guided and free composition Identifying and sorting different bakery products Read texts and answering questions related to baking. | Real objects | | |

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| | | 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 using 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, bitch – dog, doe- buck etc. Young ones e.g. pig – piglet, duck – duckling, sheep – lamb, cow – calf, hen – chick etc <u>Structural patterns</u> <ul style="list-style-type: none"> Dialogue Mutebire's farm Poem – Animal voice Comprehension Domestic animals Guided composition Kato's Diary Farm Revision Exercises | 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 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. | <ul style="list-style-type: none"> Explanation Discussion Question and answer | <ul style="list-style-type: none"> Listening Speaking Reading Writing Effective Communication | <ul style="list-style-type: none"> Reading the given texts Answering oral and written comprehension questions | Pupils text books | <ul style="list-style-type: none"> MK Primary Eng. Pupils' Bk 6 pgs 65 - 83 | |

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TERM III SCHEME OF WORK

| Wk | Pd | Topic/ subtopic | Competence | Methods | Skills | Suggested activity | Instructional material | References | Remarks |
|----|-------|--|--|--|--|---|--|---|---------|
| | 8 pds | COMPREHENSION HOTELS Vocabulary practice e.g. bill, chief, customer, cutlery, dinner, menu, receipt, waiter, supper, serve etc. <ul style="list-style-type: none"> Structural patterns e.g "May I" "could you....?" Dialogue Comprehension "Lunch in Swabula Masaba Restaurant" Guided composition (Jumbled story) Revision exercises | 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 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. | <ul style="list-style-type: none"> Explanation Discussion Question and answer | Listening Speaking Reading Writing Effective communication | <ul style="list-style-type: none"> Constructing oral and written sentences. Re- writing sentences as instructed. | Chalk board illustration | | |
| | 8 pds | SPEECHES <ul style="list-style-type: none"> Direct and Indirect speech | Learner: <ul style="list-style-type: none"> Constructs sentences in both the direct and indirect speech. Identifies the changes made when changing from direct to indirect Changes sentences from | Explanation Discussion | Listening Speaking Reading Writing Effective Communication | <ul style="list-style-type: none"> Constructing sentences. Reading the given texts. Answering oral and writing comprehension questions | Chalkboard illustration Real situations | MK. Pri. English Pps Bk 6 Pg 127 – 140 | |

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| | | | Direct to indirect speech and vice versa. | | | | | | |
| 6 pds | COMPREHENSION "USING A DICTIONARY" Vocabulary practice e.g Abbreviation, alphabet, arrange, define, look up. Structural patterns e.g "we should..." ...check...." Which word comes? Dialogue "Dictionary skills" Comprehension "Learning how to use a dictionary" Guided composition "The first time we used a dictionary" Opposites Revision tests | <ul style="list-style-type: none">• Learner:• Reads, pronounces and writes the vocabulary correctly.• Arranges words in dictionary order.• uses the given structural patterns in oral and written sentences correctly.• Reads the texts given and answer the oral about them in full sentences. | <ul style="list-style-type: none">• Explanation• Discussion• Question and answer | Listening Speaking Reading Writing Critical thinking Effective communication | <ul style="list-style-type: none">• Reading given texts• Answering oral and written comprehension questions | Pupils text books Dictionaries | Mk. Primary English pupils Bk 6 pg 127 – 140 | | |
| 10 pds | ADVERB CLAUSES Use of: In spite Despite Although Even though Never the less Not only ... but also Though However much... No sooner... Hardly Scarcely Barely Immediately ...as soon as... Just as... | <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 | Listening Speaking Reading Writing Creative thinking Effective communication Critical thinking | <ul style="list-style-type: none">• constructing sentences• completing | Chalkboard illustration Real situations | <ul style="list-style-type: none">• P.L.E Guide book in English pgs 113 – 121• Detailed Eng Grammar | | |
| 8 pds | Necessity 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. | <ul style="list-style-type: none">• Explanation• Discussion | Listening Speaking Reading Writing Critical thinking | <ul style="list-style-type: none">• Constructing oral and written sentences. Re – write sentences as instructed. | Chalkboard illustration | <ul style="list-style-type: none">• Junior English composition and Grammar | | |

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| | | | <ul style="list-style-type: none"> Changes from present form to the past form of the modal verbs and vice versa. | | Effective communication | | | <ul style="list-style-type: none"> P.L.E Guide Book in Eng pgs 22, 35,37 | |
|--|--|--|---|--|-------------------------|--|--|---|--|

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