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| **WK** | **PD** | **TOPIC** | **SUB-TOPIC** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITIES** | **SKILLS &VALUES**  **INDICATORS OF LEARNING** | **INST. MATERIALS** | **REFERENCES** | **REMARKS** |
| 1 |  | **HOLIDAY WORK** | **HOLIDAY WORK** | GOING THROUGH HOLIDAY WORK |  |  |  |  |  |  |  |
| 2 | 1 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | **a)Vocabulary**  Zebra-crossing,pedestrian,traffic,motorist,signal,traffic jam,black spot,helmet,seat belt,pavement,rider,junction,sign post,traffic police,first aid,roundabout,traffic lights  **b)Sentence construction using the above vocabulary**  **b)Use the correct form of the words in brackets.**  1.The policeman arrested a \_\_\_\_\_\_\_\_yesterday. (cycle)  2.Mrs. Kanyike always drives her car\_\_\_\_\_\_ . (care)  3.We learnt about \_\_\_\_\_ on the road last week.(safe) | **The learner:**  -uses the language related to Safety on the road.  -describes how to use the road safely.  -distinguishes between ‘I’ and ‘r’ sounds.  -constructs the sentences related to Safety on the road both orally and written.  -spells and pronounces the vocabulary correctly. | -Demonstration  -Observation  -Explanation  -Guided discovery  Nature walk | -spelling  pronouncing words correctly  -constructing sentences orally & written | Effective communication  Decision making  **Values**  patience  endurance  responsibility | Road traffic signs | P.6 Curriculum pp 13-14  The Sure Key to Success Primary English course pupil’s book 6 pages 1-3    A Master Guide in an Integrated English Course for p.6 pages 1-6 |  |
|  | 2 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | d)**Give the plural forms of the following.**  i)pavement  ii)cyclist  iii)traffic  iv)policeman  v)seat belt  vi)sign post  **e)Rewrite the following sentences giving one word for the underlined group of words.**  1. There was a **sudden happening** caused by reckless driving.  2. Her uncle **passed away** in an accident.  **f)Fill in the blank spaces with a suitable word or group of words.**  i) All drivers must\_\_\_\_by the traffic rules.  ii) That is the boy\_\_\_\_father passed away yesterday.  iii)Jane was knocked\_\_\_\_ by a taxi. | **The learner:**  -identifies the guidelines followed when changing the word to their plural forms.  gives the plural forms of some words.  Rewrites the sentences giving one word for the underlined words.  -fills in the blanks with a suitable word. | -Demonstration  -Observation  -Explanation  -Guided discovery  Nature walk | -spelling  pronouncing words correctly  Giving the plural forms of the words.  Filling in the gaps. | Effective communication  Decision making  **Values**  patience  endurance  responsibility | A chart showing the formation of plurals. | P.6 Curriculum pp 13-14  The Sure Key to Success Primary English course pupil’s book 6 pages 1-3 |  |
| 3 | SAFETY ON THE ROAD | **SAFETY ON THE ROAD** | **LANGUAGE STRUCTURES**  **The use of ‘’As soon as………’’**   1. **At the beginning of a sentence** 2. The driver lost control. The brakes failed.   -As soon as the brakes failed,the driver lost control.   1. He jumped off the bus. It reached the humps.   -As soon as the bus reached the humps, he jumped off it.   1. **Being placed in the middle of the sentence**   1.The passengers got an accident. They were taken to the hospital.  -The passengers were taken to the hospital as soon as they got an accident.  2.Alice saw an accident. She screamed.  -Alice screamed as soon as she saw an accident. | **The learner:**  -joins the sentences using ‘’as soon as.’’  Rewites the sentences using ‘’ as soon as,’’ ‘’just as,’’ ‘’immediately’’ and ‘’the moment’’ | Guided discovery  Question and answer    Explanation | Rewriting the sentences using:  -as soon as  -immediately  -just as  -the moment  Answering questions | Decision making  Effective communication  **Values:**  Patience  Responsibility  Endurance | A chart showing the use of ‘’as soon as’’ | P.6 Curriculum pp 13-14  The Sure Key to Success Primary English course pupil’s book 6 page 4    St.Bernard English Pupil’s Book 6 pages 9-10 |  |
| 4 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | **The use of : ‘’Must’’**  i)It is good for drivers to signal at the junctions.  Drivers must signal the junctions.  **Activity**  **Rewrite the following sentences using:...must…**  1.Cars should have indicators.  2.Pedestrians ought to walk on pavements. | **The learner:**  -constructs the sentences using ‘must.’  -uses must not/mustn’t in sentences. | Guided discovery  Question and answer  Explanation | Rewriting using…must…  Rewriting sentences using …must…unless… | Decision making  Effective communication  **Values:**  Patience  Responsibility  Endurance | Chalkboard illustration | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 pages 4-5  St.Bernard English Pupil’s Book 6 pages 10 &12-13 |  |
| 3 | 5 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | **The use of:..must not…unless….**  **Example**  a)You should not cross the road if it is not clear.  -You must not cross the road unless it is clear.  **Rewrite the following sentences using:..must not….unless….**  1.Paul should not go to school if he doesn’t know how to cross the road.  2.You should not drive a car if it is not in good mechanical conditions. | **The learner:**  -constructs the sentences using ..must not..unless…  -rewrites the sentences using …must not…unless… |  |
| 6 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | **The use of ‘’…should not ……**  **Example**  1.The traffic police should not mistreat the motorist.  2.Children should not play football on the road.  Activity  **Make eight sentences from the table below.**   |  |  |  | | --- | --- | --- | | School children  Pedestrians  Cyclist  Vehicles  Roads  Motorists | should not | Play along the road.  ride while drunk.  be narrow.  be overloaded.  throw stones.  drive recklessly. | | **The learner:**  -interprets the table.  -makes corrects sentences from the table.  -reads the sentences correctly. | Observation  Guided discovery  Question and answer approach  Think pair share | Making correct sentences from the table  Reading  Answering questions in full sentences  Completing the dialogue wisely.  Rearranging sentences | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance | textbooks | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 5  St.Bernard English Pupil’s Book 6 page 11 |  |
| 7  8  1  2 | **SAFETY ON THE ROAD** | **SAFETY ON THE ROAD** | **COMPREHENSION AND COMPOSITION**  a)A notice that appeared in the people’s voice Newspaper (To be extracted from The Sure Key to Success book 6 page 7)  b)A poem (A Master Guide in an Integrated English Course P.6 page 10)  c)Guided dialogue (The Sure Key to Success pupil’s book 6 page 6)  The jumbled story (St. Bernard pupil’s book 6 page 17) | **The learner:**  -reads the poem carefully.  -answers the questions in full sentences after interpreting it carefully.  -reads, interprets and completes the dialogue.  -reads, interprets and rearranges the sentences to make a good story. | Printed pieces of work | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 7  A Master Guide in an Integrated English Course P.6 page 10  The Sure Key to Success pupil’s book 6 page 6  St.Bernard English Pupil’s Book 6 page 17 |  |
| 3 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **a)Vocabulary**  crossroads,bend,road humps,accident,careless,carelessly, careful,Highway Code,roundabout  **b)Sentence construction using the words below.**  roundabout, careless, careful, first aid, accident, junction, traffic lights, bend | **The learner:**  -explains the Highway Code.  -applies the Highway Code to use the road safely.  -describes the words related to the features on the road.  -uses the vocabulary words in sentences. | Observation  Explanation  Guided discovery  Question and answer approach  Discussion | Reading and spelling words correctly | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 11  St.Bernard English Pupil’s Book 6 page 23 |  |
|  | 4 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **c)Rearranging jumbled letters to make correct words.**  nebd ador selscrae  umphs gthils edntacci  **d)Fill in the blank spaces with the most suitable word.**  1.We should \_\_\_left,look right, left again before crossing the road.  2.Cyclists should always be \_\_\_to avoid accidents.  3.Teachers should always \_\_\_\_\_\_ about traffic dangers. | **The learner:**  **-**rearranges the letters to form meaningful words.  -fills in the blank spaces with the most suitable word. | Observation  Explanation  Guided discovery  Question and answer approach  Discussion | Reading and spelling words correctly  Rearranging letters.  Completing | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 12 |  |
| 5 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **e)Use the correct form of the words in brackets to complete the sentences.**  1.The passengers were \_\_\_\_\_\_\_\_hurt.(bad)  2.A car is \_\_\_\_\_than a motorcycle.(fast)  3.It is \_\_\_\_\_\_\_to travel alone at night.(risk)  **Give one word for the underlined group of words.**  i)Peter met a stranger at a **place where two or more roads meet.**  ii)The motorists drove **without care.**  iii)The accident victim was given **the first help** before he was taken to the hospital. | **The learner:**  -uses the correct forms of the words.    -gives one word for the underlined group of words. | Observation  Explanation  Guided discovery  Question and answer approach  Discussion | Completing  Identifying a single word to replace many words. | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 12 |  |
|  | 6 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **LANGUAGE STRUCTURES**  **The use of:……..may………**  **Examples**  a)You may cause an accident if you don’t drive carefully.  b)Jane may miss the plane if she wakes up late.  **Activity**  **Rewrite the following sentences using:……may……**  1.Paul will go to Kamwenge on by bus.  2.You will get an accident.  Sherinah can board a taxi to town. | **The learner:**  -reads and interprets the sentences.  -joins the sentences using …may…  -rewrites the sentences using …may… | Explanation  Question and answer | Rewriting sentences using ….may…  Reading sentences | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 12  St.Bernard English Pupil’s Book 6 page 27 |  |
| 7 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **The use of:…..so….that……….**  **Examples**  i)The motorist drove recklessly. He knocked a pupil.  ii)The motorist drove so recklessly that he knocked down a pupil.  **Activity**  **Join the sentences using:…so …that…**  1.The road was very muddy.  The vehicle couldn’t move fast.  2.You are young. You can’t be allowed to drive a car.  3.The road is narrow. Big vehicles can’t use it. | **The learner:**  -joins the sentences using …so..that…  -constructs correct sentences using..so…that… | Explanation  Question and answer | Joining sentences using …so…that…  Reading sentences | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 13  St.Bernard English Pupil’s Book 6 page 26 |  |
|  | 8 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **The use of:……so………..**  **Examples**  a)It became dark. He turned on the lights.  b)It became dark so he turned on the lights.  c)The driver was careless.He caused an accident.  d)The driver was careless so he caused an accident.  **Activity**  **Rewrite and join the sentences using:…….so…….**  1.He wanted to see clearly at night. He switched on the head lamps.  2.Our car broke down. We walked to town.  3.The boy crossed the road carelessly. The vehicle knocked him down. | **The learner:**  -joins the sentences using ..so…  -reads the sentences and pronounces the words correctly. | Explanation  Question and answer | Joining sentences using…so…  Constructing sentences orally | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 14  St.Bernard English Pupil’s Book 6 pages 26-27 |  |
| 4 | 1 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **The use of:……because………….**  **Examples**  i)The traffic police officer stopped the car. It had been overloaded.  ii)The traffic police officer stopped the car because it had been overloaded.  **Activity**  **Join the following sentences using :…because…**  1.The driver drank a lot of water. He was thirsty.  2.The old man could not drive his car.  He was sick. | **The learner:**  **-**joins the sentences using …because…  -constructs correct sentences using …because… | Guided discovery  Explanation  Question and answer | Listening to explanations  Reading structures  Joining sentences  Writing sentences  Answering questions | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance | Chalkboard  Illustration | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 13  St.Bernard English Pupil’s Book 6 page25 |  |
| 2 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **The use of:….should always…..**  **Examples**  a)We need to teach children the Highway Code.  b)We should always children the Highway Code.  **Activity**  **Rewrite the sentences using :…should always….**  1.We need to be aware of the Highway Code.  2.We must learn how to cross a busy road.  3.Mugumya ought to drive his car carefully. | **The learner:**  **-**constructs the sentences using …should always…  -rewrites the sentences using …should always…. | Guided discovery  Explanation  Question and answer | Listening to explanations  Reading structures  Making sentences  Writing sentences  Answering questions | Critical thinking  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 14  St.Bernard English Pupil’s Book 6 pages 28-29 |  |
| 3 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **The use of: First ….,next…,then….**  **Examples**  a)What should you do before crossing the road?  First look left,next look right,then left again before you cross the road.  **Write ten sentences using: First---,next---then---** | **The learner:**  **-**makes oral sentences using the three words.  -writes correct sentences using the three words in context to Safety on the road. | Guided discovery  Explanation  Demonstration |  |  |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 page 14  St.Bernard English Pupil’s Book 6 pages 29-30 |  |
| 5 | 4  5 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **COMPREHENSION**  i)A poem (The Sure Key to Success book 6 page 15)  ii)Pie-charts | **The learner:**  -reads, recites and interprets the poem.  -answers the questions about the poem in full sentences.  -studies the pie-charts carefully.  -answers the questions about the pie- charts in full sentences. | Guided discovery  Explanation  Demonstration  Question and answer | Reading texts  Answering questions in full sentences  Studying the pie-charts and answering questions about them. | Effective communication  Decision making  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 pages 15-18 |  |
| 7  8  1 | SAFETY ON THE ROAD | **TRAFFIC DANGERS** | **COMPOSITION**  ii)A guided composition (The Sure Key to Success book 6 page 18  iii)Picture composition(The Sure Key to Success book 6 page 17)  **Composition writing**  iv)In not more than 150words, write a composition about an accidentthat happened at your school.  **Or**  Write a fatal accident you have ever encountered in your life. | **The learner:**  **-**reads the texts related to traffic dangers on the road.  -fills in the guided composition correctly.  -interprets and writes correct sentences about the picture composition.  -writes a nice composition related to traffic dangers on the road. | Guided discovery  Explanation  Demonstration  Question and answer | Reading  Answering questions correctly by telling a story in a picture composition  Writing composition | Effective communication  Decision making  Accepting advice  Clarity  **Values:**  Patience  Responsibility  Endurance |  | Primary six Curriculum pages 13-14  The Sure Key to Success Primary English Course book 6 pages 15-18 |  |
|  | 2  3  4 | **DEBATING** | **DEBATING** | **Vocabulary**  debate, chairperson, conclude, motion, proposer, opposer, audience, speaker, opinion, inquire, point of order, previous speaker, point of inquiry etc.  Construct correct and meaningful sentences using the above vocabulary.  **Unjumble the letters below to make correct words.**  otnimo crsetryae  inpot repeketmei  etabde rrucent    **Write the plural form of the given words.**  timekeeper motion  chairperson proposer  speaker opposer  secretary opinion  audience point of inquiry  ***Fill in the blank space with a suitable word.***  1.\_\_\_\_\_\_\_the boys nor the girls won the debate.  2.The debate started \_\_\_\_hour ago.  Girls are\_\_\_\_than boys.  ***Use the correct form of the word given in the brackets to complete the sentences.***  1.We held an \_\_\_\_debate last month.(educate)  2.The speakers argued among\_\_\_\_\_\_.(self)  3.The last speaker made a good \_\_\_\_\_.(conclude) | **The learner:**  **-**uses the vocabulary in sentences.  -responds to arguments appropriately.  -rearranges the letters to make meaningful words.  -gives the plural forms of the words.  -fills in the blank spaces.  -uses the correct forms of the words. | Role play  Demonstration  Guided discovery  Explanation  Question and answer | Listening  Reading  Constructing sentences  Completing sentences | Fluency    Articulation  Audibility  Expressing likes and dislikes  **Values:**  Appreciation  Respect | Flash cards  A chart showing vocabulary words | Primary six Curriculum pages 18  The Sure Key to Success Primary English Course book 6 pages 20-21  St.Bernard English Pupil’s Book 6 pages 37-38 |  |
| 5 | **DEBATING** | **DEBATING** | **LANGUAGE STRUCTURE**  **The use of: Although and Even though……….**  **Examples**  1.The teacher was sick. The pupils organised a debate.  -Although the teacher was sick,the pupils organised the debate.  -Even though the teacher was sick,the pupils organised the debate.  **Activity**  **Join the following sentences using:**  **Although………**  **Even though…….**  1.She was shy. She gave good points.  2.Tom has plenty of good ideas.  He doesn’t like debating.  3.My sister was the chairperson. She didn’t choose me. | **The learner:**  -uses the language structures in sentences.  -rewrites the sentences using the language structures at the beginning. | Guided discovery  Explanation  Question and answer | Reading and joining sentences using ‘’although’’ and ‘’even though’’ at the beginning of the sentence. | Effective communication  Self esteem  Assertiveness  Expressing one’s point of view  **Values:**  Appreciation  Respect | Chalkboard illustration | Primary six Curriculum pages 18  The Sure Key to Success Primary English Course book 6 page 22  St.Bernard English Pupil’s Book 6 page 44-45 |  |
| 6 |  |  | **Using ……although……**  **Examples**  a)The teacher was sick. The pupils organised the debate.  -The pupils organised a debate although the teacher was sick.  -The pupils organised a debate even though the teacher was sick.  **Activity**  **Join the following sentences using:**  **….…..although………**  **..……even though…….**  1.She was shy. She gave good points.  2.Tom has plenty of good ideas.  He doesn’t like debating.  3.My sister was the chairperson. She didn’t choose me. | **The learner:**  -uses the language structures in sentences.  -rewrites the sentences using the language structures in the middle. | Guided discovery  Explanation  Question and answer | Reading and joining sentences using ‘’although’’ and ‘’even though’’ in the middle of the sentence. | Effective communication  Self esteem  Assertiveness  Expressing one’s point of view  **Values:**  Appreciation  Respect | Chalkboard illustration | Primary six Curriculum pages 18  The Sure Key to Success Primary English Course book 6 page 22  St.Bernard English Pupil’s Book 6 page 44-45 |  |
|  | 7 | **DEBATING** | **DEBATING** | **The use of: ……whereas……**  **Examples**  a)Akiki was the secretary. Amooti was the timekeeper.  -Whereas Akiki was the secretary,Amooti was the timekeeper.  **In the middle**  -Akiki was the secretary whereas Amooti was the timekeeper.  **Construct the sentences using**   1. **Whereas………** 2. **....whereas….** | **The learner:**  -joins sentences using ‘’whereas’’ both at the beginning and in the middle of the sentence.  -constructs other five sentences following the instructions. | Guided discovery  Explanation  Question and answer | Reading and joining sentences using ‘’whereas’’ both at the beginning and in the middle of the sentence. | Effective communication  Self esteem  Assertiveness  Expressing one’s point of view  **Values:**  Appreciation  Respect | Chalkboard illustration | Primary six Curriculum pages 18  The Sure Key to Success Primary English Course book 6 pages 22-23  St.Bernard English Pupil’s Book 6 page 47 |  |
| 8 | **DEBATING** | **DEBATING** | **CONDITIONAL CLAUSES**  **If I clause**  **Examples**  i)If we invite him, he will attend the debate.  ii)The teacher will punish us if we don’t participate in the debate.  **Activity**  **Rewrite the following sentences using ‘if’ at the beginning and in the middle of the sentences.**  1.He will get the motion early. He will look for points.  2.He will make research. He be confident.  Tom will win the debate competition. He will debate well. | **The learner:**  **-**uses if I clause in the sentences.    -rewrites the sentences using ‘if’ at the beginning and in the middle of the sentences. | Guided discovery  Explanation  Question and answer | Reading the sentences  Rewriting sentences using the ‘’If clause’’ | Effective communication  Self esteem  Assertiveness  **Values:**  Appreciation  Respect | A chart showing ‘’If clauses’’ | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 46-47  The Sure Key to Success Primary English Course book 6 page 25 |  |
| 6 | 1 | **DEBATING** | **DEBATING** | **If II clause**  **Examples**  1.If I become the chairperson, I will chase Hon. Zaake.  -If I became the chairperson, I would chase Hon. Zaake.  -I would chase Hon. Zaake if I became the chairperson.  **Activity**  **Change the following sentences to ‘If II’**  1.If you debate well, you will get a price.  2.If the first speaker debates well, we shall win the debate. | **The learner:**  **-**uses if II clause in the sentences.  -Changes the sentences to ‘’If II clause’’ | Guided discovery  Explanation  Question and answer | Reading the sentences  Rewriting sentences using the ‘’If clause’’ | Effective communication  Self esteem  Assertiveness  **Values:**  Appreciation  Respect | A chart showing ‘’If clauses’’ | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 46-47  The Sure Key to Success Primary English Course book 6 page 25 |  |
| 2 | **DEBATING** | **DEBATING** | **If III clause**  **Examples**  1.If Juma has many points, we shall win the debate.  -If Juma had had many points, we would have won the debate.  **Or**  -We would have won the debate if Juma had had many points.  **Activity**  **Change the following sentences to ‘’If III clause’’**  1.If the teacher comes , we shall hold a debate.  2.Tumukunde will win that argument if he gives good opinions. | **The learner:**  **-**uses if III clause in the sentences.  -Changes the sentences to ‘’If III clause’’ |  | Reading the sentences  Rewriting sentences using the ‘’If clause’’ | Effective communication  Self esteem  Assertiveness  **Values:**  Appreciation  Respect | A chart showing ‘’If clauses’’ | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 46-47  The Sure Key to Success Primary English Course book 6 page 26 |  |
|  | 3 | **DEBATING** | **DEBATING** | **The use of: Unless…….**  **Examples**  1.If Mr.Kintu gives us a motion, we shall have a debate.  -Unless Mr. Kintu gives us a motion, we shall not have a debate.  -We shall not have a debate unless Mr. Kintu gives us a motion.   1. If she doesn’t participate in debates, she will not develop her confidence.   Unless she participates in debates, she will not develop her confidence.  She will not develop her confidence unless she participates in debates.  **Activity**  ***Rewrite the following sentences using : Unless……/….unless….***  1.If they don’t debate, the teacher will punish them.  2.If Anitah misses the debate, she will cry.  3.Juma will get a visa if she debates well. | **The learner:**  **-**uses ‘’unless’’ appropriately in the sentences both at the beginning and in the middle.  -rewrite the sentences both at the beginning and in the middle. | Question and answer approach  Guided discovery  Explanation | Reading  Answering questions  Constructing sentences using ‘’unless’’ | Effective communication  Assertiveness  Self esteem | Chalkboard illustration | Primary six Curriculum pages 18  The Sure Key to Success Primary English Course book 6 page 24 |  |
| 4 | **DEBATING** | **DEBATING** | **THE DIRECT AND INDIRECT SPEECH**  **Direct speech**  This is when the exact words of the speaker are said or written.  **Guidelines**  Only the words of the speaker are enclosed in the quotation marks. E.g  Peter said,’’I bought a pen yesterday.’’  **Note:** After the opening quotation marks,the first word begins with a capital letter. E.g  ‘’Don’t go out now,’’ said my father. | **The learner:**  -states the rules followed when changing sentences from direct to indirect speech.  -changes sentences from direct to indirect speech. | Guided discovery  Question and answer | Reading  Listening  Answering questions | Effective communication  Assertiveness  Self-esteem  **Values:**  Appreciation  Respect | Fountain English textbooks | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 page 40 |  |
|  | 5 | **DEBATING** | **DEBATING** | **DIRECT SPEECH**  **PUNCTUATING SENTENCES IN A DIRECT SPEECH**  **Examples**  I said, ‘’I am going to be the timekeeper’’  Speech tag Actual words  ‘’We never debated,’’ they said.  Actual words Speech tag  ***Activity***  **Punctuate the following sentences correctly**  1.We shall debate tomorrow said Peter.  2.What are you doing now asked John  3.tom said the debate has ended  don’t go alone said father. | **The learner:**  **-**reads the sentences correctly.  -punctuates the sentences appropriately. | Guided discovery  Question and answer  Explanation | Reading  Listening  Writing  Answering questions  Punctuating | Assertiveness  Self-esteem  Effective communication  Decision making | A chart showing how to punctuate sentences in direct speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 page 40 |  |
| 6 | **DEBATING** | **DEBATING** | **INDIRECT SPEECH**  This is made up of three parts i.e  -The speech tag  -The conjunction  -The actual words  **Examples**  Tom said that he was debating.  **Speech Conjunction Acual words**  **tag**  I said that John had gone back home.  **Speech Conjunction Acual words**  **tag**  **Some changes considered when changing**   |  |  | | --- | --- | | **Direct** | **Indirect** | | now | now | | today | that day | | tomorrow | the following day  or the next day | | yesterday | the previous day  the day before | | may | might | | am/is | was | | our | their | | bring | take | | bring | take | | must | had to | | come | go | | **The learner:**  **-**reads and changes words given from direct to indirect speech. | Guided discovery  Question and answer  Explanation | Reading  Listening  Writing  Answering questions | Assertiveness  Self-esteem  Effective communication  Decision making | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 page 41 |  |
|  | 7 | **DEBATING** | **DEBATING** | **Changes of tenses from direct to indirect speech.**  ***a)The present simple tense changes to the past simple tense.***  i)‘’We do our work,’’ said the pupils.  *-The pupils said that they did their work.*  However, when the speech tag is in a present simple tense, the speech body verb doesn’t change.  **Examples**  i)She says, ‘’ My book is old.’’  -She says that her book is old. | **The learner:**  -changes the tenses appropriately when changing from direct to indirect speech. | Guided discovery  Question and answer | Reading sentences  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 8 | **DEBATING** | **DEBATING** | ***b)The present perfect tense changes changes to the past perfect tense.***  **Examples**  i)Kato said, ‘’We have attended the debate lesson.’’  -Kato said they had attended the debate lesson.  ii)‘’I have got views,’’ said the proposer.  -The proposer said that she/he had got views.  **Activity**  **Change the sentences below to indirect speech.**  1.The secretary said, ‘’I have written all your points.’’  2.The teacher said, ‘’I have informed all the pupils about the debate.’’ | **The learner:**  -changes the tenses appropriately when changing from direct to indirect speech.  -changes the sentences to indirect speech. | Guided discovery  Question and answer | Reading sentences  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 7 | 1 | **DEBATING** | **DEBATING** | ***c)The past simple tense changes to the past perfect tense e.g***  i)‘’I did not debate last week,’’ said Jane.  -Jane said that she had not debated the prevoius week.  ii)Ritah said,’’ I argued a lot yesterday.’’  *-Ritah said that she had argued a lot the previous day/the day before.*  **Activity**  **Change from direct to indirect speech.**  1.‘’He concluded in an amazing manner,’’ said the secretary.  2.Betty said, ‘’You raised an irrelevant point of order.’’ | **The learner:**  -changes the tenses appropriately when changing from direct to indirect speech.  -changes the sentences to indirect speech. | Guided discovery  Question and answer | Reading sentences  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 2 | **DEBATING** | **DEBATING** | ***d)The future simple tense changes to the future tense***  **Examples**  i)The dancer said,’’I will not be part of the audience.’’  *-The dancer said that she/he would not be part of the audience.*  **Activity**  **Change from direct to indirect speech.**  1.‘’I shall discuss the challenges mothers face,’’ said one of the proposers.  2.The boy said, ‘’I shall act as the secretary in the next week’s debate.’’ | **The learner:**  -makes necessary changes when changing sentences from direct to indirect speech.  -changes the sentences to indirect speech. | Guided discovery  Question and answer | Reading sentences  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
|  | 3 | **DEBATING** | **DEBATING** | ***e)The present continuous tense changes to the past continuous tense.***  **Examples**  i)The boy said, ‘’We are going to the neighbouring school for a debate.’’  *-The boy said that they were going to the neighbouring school for a debate.*  ii)The timekeeper said, ‘’You are running out of time.’’  *-The timekeeper said she/he was running out of time.*  **Activity**  **Change the following into an indirect speech.**  1.‘’You are using the appropriate language,’’ said the chairperson.  2.‘’I am not arguing,’’ said the opposer. | **The learner:**  -makes necessary changes when changing sentences from direct to indirect speech.  -changes the sentences to indirect speech. | Guided discovery  Question and answer | Reading sentences  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 5 | **DEBATING** | **DEBATING** | **REPORTING REQUESTS AND COMMANDS**  -In commands ‘’said’’ changes to ‘’ told’’ and use a preposition ‘’to’’ as conjunction.  We have two kinds of commands;  **i)Positive commands e.g**  1.I said, ‘’Do it now.’’  -I told him /her to it then.  **ii)Negative commands**  a)The teacher said, ‘’Don’t come here.’’  -The teacher told me/him/her/them not to go there.  **Activity**  **Change these commands from direct to indirect speech**  1.‘’Keep quiet, ordered the chairperson.  2.‘’Get out of the room,’’ said the head prefect.  3.The teacher said, ‘’ Opposer the motion.’’    4.Our friend said, ‘’Summarise your points.’’ | **The learner:**  -reads and reports requests and commands correctly.  -changes these commands from direct to indirect speech. | Guided discovery  Question and answer | Changing sentences correctly  Listening carefully  Stating the rules followed when changing from direct to indirect speech.  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem  **Values:**  Appreciation  Respect | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 8 | 6 | **DEBATING** | **DEBATING** | **INDIRECT QUESTIONS**  -These are two kinds of questions i.e  ***a)Questions that begin with helping verbs i.e had,was,are,is,were etc. These ones use ‘’whether’’ or ‘’if’’ as the conjunctions.***  ***Examples***  1.‘’Are you going to the today?’’ Tom asked.  -Tom asked her/him/them if she/he/they was/were going to debate that day.  ***b)Questions that begin with questioning words i.e why, when ,how, where, what, whom etc. These ones use the very questioning words as the conjunction. E.g***  1.‘’Why didn’t you debate?’’ asked Simon.  *-Simon asked him why he had not debated.* | **The learner:**  -reads and interprets the statements so as to change them accordingly. | Guided discovery  Question and answer | Reading  Listening  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem | A chart showing changes made in indirect speech | Primary six Curriculum pages 17-18  St.Bernard English Pupil’s Book 6 pages 41-43 |  |
| 7  8  1  2 | **DEBATING** | **DEBATING** | **COMPREHENSION**  A passage (The Sure Key to Success page 29)  A notice (The Sure Key to Success page 28)  **COMPOSITION**  Jumbled story (The Sure Key to Success page 31)  Guided composition (The Sure Key to Success page 30) | **The learner:**  -reads and interprets the passage carefully.  -answers the questions about the passage correctly.  -reads and interprets the notice carefully.  -answers the questions about the notice in full sentences.  -rearranges the sentences to make a meaningful story.  -fills in the gaps to complete a composition. | Guided discovery  Question and answer  Group discussion | Reading  Writing  Answering questions | Effective communication  Assertiveness  Critical thinking  Self esteem | Typed pieces of work | Primary six Curriculum pages 17-18  The Sure Key to Success pupil’s book 6 pages 29-30  The Sure Key to Success pupil’s book 6 pages 28-29  The Sure Key to Success pupil’s book 6 page 31  The Sure Key to Success pupil’s book 6 page 30 |  |
|  |  |  |  | **REVISION** |  |  |  |  |  |  |  |

**ST.FRANCIS JUNIOR SCHOOL -BUDDO**

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**PRIMARY SIX SCHEME OF WORK**

FOR

ENGLISH TERM I 2024

**LEARNING OUTCOMES:**

***The learner:***

* Practises safe behaviour while on the road.
* Argues out issues fluently,confidently and convincingly on any given topic.