## SCHEME OF WORK FOR PRIMARY SIX ENGLISH I -III

| Wk | Pd   | Topic/ subtopic  | Competence  | Methods  | Skills/Values   | Suggested activity   | Instructional material                                   | References   | Rema<br>rks |
|----|------|--|---|--|---|--|--|--|-------------|
| 1  | 5pds | Punctuation / punctuation marks 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> <li>Discussion through questions and answers.</li> <li>Explanation</li> </ul> | Listening<br>Speaking<br>Reading<br>Writing<br>Critical thinking<br>Effective<br>communication  | Punctuate the given sentences  | A chart showing punctuation marks and how they are used. | Essential Eng. Pgs 40,<br>55, 56.<br>Detailed Eng. Grammar<br>pgs 1-10 |             |
| 1  | 3pds | Comprehension safety on the road.  Traffic dangers Vocabulary- bend crossroads, cyclist, first aid, hand signal, junction, motorist, pedestrians, pavement, roundabout, side path, traffic, traffic police, zebra crossing.  Structural patterns usingas soon asbecause Where must Where must  Dialogue Crossing the road Poem Safety on the road. | Learner:  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. | Discussion through questions and answer     Explanation                            | 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                                  |             |
| 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                          | <ul> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Critical thinking</li> <li>Problem solving</li> </ul> | <ul> <li>Reading given texts</li> <li>Write a composition about road accidents.</li> <li>Write a letter to the traffic officer.</li> </ul> | MK Pri Eng PPS<br>Bk 6 1 -13                             | PPS text bks.  |             |
| 2  | 4pds | Nouns Types of nouns Proper nouns e.g Kampala, Tom Common nouns e.g. pen, book   | Learner :   | Explanation     Discussion through questions and answers.                          | Listening<br>Speaking<br>Reading<br>Writing   | Classifying nouns Do the given texts   | A chart showing kinds of nouns and examples.             | Detailed Eng. Grammar<br>pgs 79 – 103                                  |             |

| 3 | 2pds  | Collective nouns e.g. herd of cattle.     Abstract nouns e.g. poor – poverty.     Formation of abstract nouns     NOUNS     Singulars and plurals     How plurals are formed   | Uses the given nouns in sentences correctly. Forms abstract nouns correctly. Learners: Differentiates btn singular and plural.                        | Discussion through<br>question and<br>answer.                              | <ul><li>Listening</li><li>Speaking</li></ul>   | Differentiates btn<br>singular and<br>plural.  | A chart showing formation of plurals of nouns. | Essential Eng. Work<br>book Pgs 4 – 6.<br>Junior Eng. Rev Edition             |
|---|-------|--|---|--|--|--|--|---|
|   |       | <ul> <li>How plurars are formed</li> <li>By adding "s" "es" "ies"</li> <li>By changing "f" to "v" add "es"</li> <li>Nouns which have the same form for both singular and plural e.g. fish, deer.</li> <li>Irregular formations</li> <li>Compound nouns</li> <li>Uncountable nouns</li> </ul> | <ul> <li>Forms plurals of nouns using s, es,ies or ves.</li> <li>Completes given exercise.</li> </ul>   | Explanation  | <ul> <li>Reading</li> <li>Writing</li> <li>Critical thinking</li> <li>Effective communication</li> </ul> | <ul> <li>Forming plurals of<br/>nouns as guided.</li> <li>Changing from<br/>singular to plural<br/>and vice versa.</li> </ul>                                      |  | 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                  | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>                             | Constructing sentences     Completing oral and written exercises.  | Real objects<br>Chalkboards                    | Essential Eng.<br>Workbook for P.6 Pg 4<br>Rev. Eng by Forrest<br>Pgs 71 -78. |
|   | 2 pds | GENDER  Classification of nouns by sex.  Masculine – denoting males. Feminine – denoting females. Common – of either sex Neuter – of neither sex   | Learner: Tells what gender means Classifies nouns by sex. Mentions the main classes of gender Completes given exercises.                              | <ul><li>Discussion</li><li>Explanation</li></ul>                           | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>                             | 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 Traffic dangers Vocabulary – structural patterns. Dialogue. "Dangers on the road" Passage – Guided comp. Composition writing Jumbled story   | Learner:  Uses the vocabulary in correct constructions.  Answers the comprehension questions correctly.  Writes the composition about traffic dangers | Discussion through question and answer     Dramatisation     Demonstration | Listening<br>Speaking<br>Reading<br>Writing<br>Effective<br>communication                                | <ul> <li>Constructing oral and written sentences.</li> <li>Answering comprehension questions.</li> <li>Dramatising poem</li> <li>Do revision exercises.</li> </ul> | Pupils' textbooks.<br>Chalkboard               | Mk Pri. Eng. Pps. Bk6<br>pgs 19 -35   |
|   | 6     | PRONOUNS Types of pronouns Subjective pronouns e.g I, we, she, he. Objective pronouns e.g me, us, her, him   | Learner:     Defines pronouns     Classifies pronouns     Uses pronouns in sentence correctly.  | Explanation     Discussion     Question and answer                         | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>                             | <ul> <li>Mention pronouns</li> <li>Identify pronouns.</li> <li>Draw a table<br/>showing pronouns.</li> </ul>   | Chart showing pronouns                         | Junior Eng. Revised by<br>Haydn Richards.<br>Brighter Grammmar<br>book        |

| <ul> <li>Adjective pronouns e.g. my, our, her, his.</li> <li>Possessive pronouns e.g. mine, ours, theirs.</li> <li>Reflexive pronouns e.g. myself, ourselves.</li> <li>Relative pronouns e.g. who, whom, which.</li> <li>Plurals of pronouns.</li> </ul>  | Draws the table<br>showing these<br>pronouns  |   |  | Construct<br>sentences using<br>pronouns  |   |  |  |
|---|---|---|--|---|---|--|--|
| 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:  Writes abbreviations in full.  Writes the contraction in full.  | 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.                                |  |
| VERBS AND TENSES     Present simple tense e.g. He teaches us English.     Negative and interrogative Active and passive voice.     Peter kicks stones every day.     Stones are kicked by Peter every day.     Question tags     Present continuous tense Negative and interrogative statements.     Active and passive voice Question tags     Present perfect tense Negative and Interrogative statements.     Active and passive voice.     Question tags     The use of "since" and "for" | Learner: 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 | Explanation     Discussion     Question and answer                  | Listening     Speaking     Reading     Writing     Effective communication     Critical thinking | Writing     Sentences in present simple tense.  | • charts                                | Jr. Eng. Comp and<br>Grammar by J.A<br>Bright Rev. Eng Pgs 29<br>-33 |  |
| 6 pds  VERBS AND TENSES  Present perfect continuous Negative and Interrogative statement. Active and passive voice.  Past continuous tense Negative and Interrogative statement. Active and passive voice.  | Constructs sentences in present perfect continuous tense.     Changes sentences from affirmative to negative and interrogative.   | Illustration     Explanation     Discussion                         | Listening     Speaking     Reading     Writing     Effective communicat ion                      | <ul> <li>Constructing sentences in present perfect tense.</li> <li>Past cont. tense.</li> <li>Do the given exercises by changing sentences from affirmative to</li> </ul> | • chart                                 | Jr. Eng. Comp. and<br>Grammar by JA Bright<br>Pgs 29 – 33            |  |

|       | <ul> <li>The use of "when" and "while" and "as"</li> <li>Question tags</li> </ul>  | <ul> <li>Changes sentences<br/>rom active to<br/>passive.</li> <li>Supplies the suitable<br/>question tags</li> </ul>                     |  |   | negative and interrogative  Change the sentences to passive voice.  Supply a suitable question tag |  |   |
|-------|--|---|--|---|--|--|---|
| 3 pds | ADJECTIVES Types of adjectives  Descriptive Adjectives  Proper adjectives  Color adjectives  Formation of adjectives  By adding suffixes e.g. ful/less, ours, able, ly etc.  | Learner;      Defines adjectives     Uses adjectives in sentences correctly.     Forms adjectives using suffixes     Ours, ful, less etc. | question and answer     Explanation     Discussion                   | •Listening •Speaking •Reading •Writing •Critical thinking   | <ul> <li>Describing objects</li> <li>Comparing objects</li> </ul>                                  | Real     objects e.g     book stick,     pen | Jr. Eng Rev. 46- 55.<br>Detailed Eng. G P. 5- 7     |
| 6pds  | ADJECTIVES Comparison of adjectives. By adding "er" for comparatives and "st" for superatives 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;     Forms the comparative and superlative degrees.     Uses the comparative and superlative degrees in sentences correctly.      | Demonstration     Explanation     Discussion     Question and answer | Listening     Speaking     Reading     Writing     Critical thinking                                  | Comparing objects using the correct degree   | Real objects                                 | Jr. Eng. Revised<br>Detailed Eng.<br>GrammaeP.5 - 7 |
| 2 pds |  | Learner:<br>Arranges adjectives in<br>order correctly.  | Discussion through<br>question and answer     Explanation            | <ul><li>Listenng</li><li>Speaking</li><li>Reading</li><li>Writing</li><li>Critical thinking</li></ul> | Arrange the adjectives in the correct order  | A chart showing order of adjectives.         | Rev. Eng. by Ronald<br>Forrest Pg 105               |
| 2 pds | ADJECTIVES  Double comparatives  The higher you go, the cooler it becomes.  Compound adjectives  | Learner :<br>Forms the double<br>comparatives   | Discussion through question and answer.     Explanation              | Listening     Speaking     Reading     Writing  | Work out the given exercise.   |  | Rev. Eng by Ronald<br>Forest pg 105                 |
|       | Comprehension Debating Vocabulary Argue, audience, debate, motion, opinion, oppose Structural patterns   | Learner;<br>Reads and<br>pronounces the<br>vocabulary   | Demonstration     Explanation     Situation approach                 | Listening     Speaking     Reading     Writing     Effective     communication                        | Debating     Reading the     answering     comprehension     questions.                            | Pupils' textbooks                            | Mk. Pri Eng. Pupils Bk 6<br>pgs 53- 64.             |

|   | Using "I think, In my opinion,<br>Even though, Although, If,<br>Whereas                              | Uses the vocabulary words in sentences correctly. Uses the structural patterns in sentences correctly  |   |  |   |                            |  |  |
|---|--|--|---|--|---|----------------------------|--|--|
| 8 | VERBS / TENSES Past simple tense Negative and Interrogative Active and Passive voices. Question tags | Learner: I. Constructs sentences in the past simple tense. III. Forms the past form (tense) of verbs by adding –ed, ied. III. Changes sentences from affirmative into negative and interrogative statements. IV. Change sentences from active to passive voice. V. Supplies a suitable question tag. | <ul><li>Explanation</li><li>Discussion</li><li>Situation approach</li></ul> | Listening     Speaking     Reading     Writing     Effective     communication | Constructs sentences     Formation of verbs in the past tense.     Writing sentences. | A chart<br>showing tenses. | Jr. Eng Composition<br>Grammar by J.A Bright<br>Junior Eng. Revised Pg.<br>34 -42. |  |

## TERM II

| Wk | Pd    | Topic/ subtopic   | Competence   | Methods  | Skills/Values   | Suggested activity   | Instructional material              | References  | Remarks |
|----|-------|---|--|--|---|--|-------------------------------------|---|---------|
| 1  | 4 pds | Adverbs Types of Adverbs Adverbs of manner. Adverbs of place Adverbs of time Adverbs of frequency Just and already Formation of adverbs by adding – "y" Irregular formation of adverbs. | Learner;  Defines adverbs  Uses the adjectives in sentences correctly.  Classifies adverbs. Forms adverbs by adding "ly"  Irregular formations | Explanation     Question and answer     Discussion   | Listening<br>Speaking<br>Reading<br>Writing<br>Critical thinking                    | Classify adverbs<br>Forming adverbs from<br>verbs  | Chart showing formation of adverbs. | PLE Gude Bk in<br>Eng Pg 71 – 72.<br>Junior Eng.<br>Revised<br>Detailed Eng.<br>Grammar |         |
|    | 3 pds | ADVERBS Comparison of Adverbs  By adding "er" and "est"  Use of "more" and "most"   | Learner:  Gives examples  Forms the comparative and superlative degrees.  Uses the comparative and superlative degrees in sentences correctly. | Explanation<br>Question and answer   | Listening     Speaking     Reading     Writing     Effective     communicati     on | <ul> <li>Form the comparative and superlative degrees.</li> <li>Completing sentences by using the comparative and superlative degrees</li> </ul> | Real objects                        | Rev. Eng by<br>Forrest Jr. Eng.<br>Rev.   |         |
|    | 2 pds | ADVERBS<br>Order of adverbs<br>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><li>Explanation</li><li>Discussion</li><li>Illustration</li><li>Question and answer</li></ul>              | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>        | Constructing sentences (orally and written)     Order of adverbs     Arrange adverbs in sentences  | A chart showing order of adverbs    | Rev. Eng by<br>Forrest Detailed<br>Eng. Grammar<br>P.5 – 7 pgs 1-80                     |         |
|    |       | COMPREHENSION Family relationships  Vocabulary practice   | Learner:  Reads, pronounces and uses the vocabulary words in sentences.  | <ul> <li>Explanation</li> <li>Discussion<br/>through question<br/>and answer.</li> <li>Illustration</li> </ul> | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul>        | Constructing sentences     Writing composition   | Pupils' text books                  | Mk.   |         |

|       | e.g. afraid of, aunt, half-sister, look after, nephew, cousin, niece, siblings. Structurestooto,sothat, rather than,but,  Play / poem Family tree Guided composition (jumbled story) Passage Picture composition Debate Revision exercises.   | <ul> <li>Constructs<br/>sentences using the<br/>given structures<br/>correctly.</li> <li>Reads the given<br/>texts and answer<br/>oral and written<br/>questions.</li> </ul>  |   | Critical thinking     Effective Communication                                | Answering oral<br>and written<br>questions   |   |   |  |
|-------|---|---|---|--|--|---|---|--|
|       | 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   | Illustration     Explanation     Discussion     through group     work. | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li></ul> | constructing oral<br>and written<br>sentences  | A chart showing<br>the necessary<br>transformation in<br>sentences as per<br>given tenses.    |   |  |
|       | Future continuous tense Negative and Interrogative statements; Active & Passive     Future perfect tense Negative and Interrogative Active and Passive Question tags.   | <ul> <li>Changes sentences from passive to active.</li> <li>Uses "going" to as a future tense.</li> <li>Forms correct question tags to the given statements with the given tense.</li> </ul>                          | Illustration     Explanation     Discussion     through group     work  | Listening<br>Speaking<br>Reading<br>Writing                                  | Constructing oral<br>and written<br>sentences  | A chart showing<br>the necessary<br>transformation in<br>sentences as per<br>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. Had | Learner:  Tells what conditional sentences are Gives examples of conditional sentences.  Constructs sentences in each condition as guided.  Constructs sentences in ach condition using given conditions and results. | Demonstration     Explanation     Question and answer                   | Listening<br>Speaking<br>Reading<br>Writing                                  | <ul> <li>Discussion /<br/>answering oral<br/>questions.</li> <li>Writing conditional<br/>sentences.</li> </ul> | Chalkboard illustrations  | JEC and<br>Grammar Rev.<br>Eng Detailed<br>Eng. Grammar |  |

| Had<br>told t  | him.  | <ul> <li>Completes         written exercises.</li> <li>Changes from         one conditional         form to another.</li> <li>Changes to        unless</li> </ul>  |  |  |   |   |  |  |
|--|---|--|--|--|---|---|--|--|
| CAR Voca Carp varni Struce use "Wha Use "be "Firs Poe Dial Pas Con • | MPREHENSION  APPENTRY  Abulary practice e.g.  Benter, drill, furniture, glue,  Bish, plane, saw etc.  Ctural patterns e.g. "what is  Bed for?"  Cat so we need?"  Of though  Besides"  St. next then  Benter "I am a carpenter"  Ogue  Sage  Imprehension  "Furniture For Mr.  Osekenyi"  Guided composition  Jumbled story  Revision exercises | 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> <li>Explanation</li> <li>Discussion</li> </ul>                              | <ul> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Effective communication</li> </ul> | <ul> <li>Constructing sentences</li> <li>Reading the given texts.</li> <li>Answering oral and written comprehension questions.</li> </ul> | Pupils' text books<br>Real objects e.g.<br>glue, saw, varnish<br>etc. |  |  |
| 4pds PRE What Kinds show   | POSITIONS It is a preposition? s of preposition e.g. which v direction, movement ns transport, time etc.  | Learner:  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> <li>Discussion</li> <li>Explanation</li> <li>Question and answer</li> </ul> | <ul><li>Listening</li><li>Speaking</li><li>Reading</li><li>Writing</li><li>Critical thinking</li></ul>             | <ul> <li>Asking and answering questions</li> <li>Written exercises</li> </ul>   | Chalkboard  | MK Handbook Pg 108. Tenses and past of speech by Kateregga pg 94 P.L.E Guide Bk in Eng pgs 89 – 91 |  |
| Use Who wher   | of:<br>, which, that, whom, whose,<br>n, where<br>m with people   | Learner:  Uses the structures in correct sentences.  | <ul><li>Explanation</li><li>Discussion</li><li>Question and answer</li></ul>     | Listening<br>Speaking<br>Reading<br>Writing  | <ul><li>Constructing sentences</li><li>Joining sentences</li><li>Re-writing as instructed using</li></ul>                                 | Chalkboard<br>illustration<br>Real objects                            | Detailed Eng.<br>Grammar for P.5<br>– 7 Book one<br>pgs.   |  |

| Which – with things That - both people and things Whose-to show possession.   | <ul> <li>Joins simple sentences using the structure.</li> <li>Uses the relative pronouns to construct sentences.</li> <li>Re- writes as instructed in the brackets using the relative pronouns.</li> </ul> |  |  | the relative pronouns   |                            |   |  |
|---|--|--|--|---|----------------------------|---|--|
| COMPREHENSION TAILORING Vocabulary practice Tailor, material, tape, button, needle, design, weave, scissors, sewing, knitting, seamstress, hemming garment. | Learner;  Uses vocabulary related to tailoring  Writes text related to tailoring.  Describes processes of making different tailoring products.   | <ul><li>Explanation</li><li>Discussion</li><li>Question and answer</li></ul>     | Listening Speaking Reading Writing Effective communication   | <ul> <li>Oral practice</li> <li>constructing<br/>sentences</li> <li>Naming tools used<br/>in tailoring.</li> <li>Reading and<br/>writing texts about<br/>tailoring</li> <li>Writing<br/>compositions<br/>about tailoring</li> </ul> | Real objects<br>Text books |   |  |
| ADJECTIVAL QUALIFIERS Use of Enough to Prefer to So as So that In order Either orand neitherand soin order that Either                                      | Learner:  Constructs sentences using the structures. Completes the given exercises Re- writes the given sentences using the structures. Joins simple sentences using the structures                        | <ul> <li>Explanation</li> <li>Discussion</li> <li>Question and answer</li> </ul> | Listening<br>Speaking<br>Reading<br>Writing<br>Critical thinking   | Constructing sentences     Answering questions (oral and written)     completing given exercises  | Chalkboard illustration    | A complete<br>guide to P.L.E by<br>Akabway Mk<br>Precise. |  |
| COMPREHENSION BAKING Vocabulary Oven, Sugar, yeast, biscuit, knead, wedding cake, pinch – of- salt, ingredients, margarine, cookies, food colour            | Learner:  Uses vocabulary related to baking Identifies bakery products Describes processes involved in baking Interprets recipes for baking.   | <ul><li>Explanation</li><li>Discussion</li><li>Question and answer</li></ul>     | <ul> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> <li>Effective communication</li> </ul> | Constructing sentences using the given vocabulary     Acting dialogues     Writing guided and free composition     Identifying and sorting different bakery products  | Real objects               |   |  |

| ADVERB CLAUSES  The use of No sooner Immediately As soon as Just as Hardly Scarcely Barely  COMPREHENSION Keeping animals  | Learner:  Constructs sentences using the structures.  Joins simple sentences using the structures.  Re- write the given sentences using the structures.  Learner: Reads,  | <ul> <li>Explanation</li> <li>Discussion</li> <li>Question and answer</li> <li>Explanation</li> <li>Discussion</li> </ul> | <ul> <li>Listening</li> <li>Speaking</li> <li>Reading</li> <li>Writing</li> </ul> Listening <ul> <li>Speaking</li> </ul> | Read texts and answering questions related to baking.     Constructing sentences     Completing the given exercises     Answering questions (oral and written)      Reading the given texts | Chalkboard illustration | P.L.E Guide Bk in Eng. Mk precise Revision English Detailed English Grammar  MK Primary Eng. Pupils' |
|--|---|---|--|---|-------------------------|--|
| Vocabulary practice  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  Structural patterns  Dialogue Mutebire's farm  Poem – Animal voice  Comprehension Domestic animals  Guided composition Kato's Diary Farm  Revision Exercises | 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. | Question and answer   | Reading Writing Effective Communication  | Answering oral<br>and written<br>comprehension<br>questions   |                         | Bk 6 pgs 65 - 83   |

## 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. • Structural patterns e.g "May I" "could you?" • Dialogue • Comprehension "Lunch in Swabula Masaba Restaurant" • Guided composition (Jumbled story) • Revision exercises | Learner:  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> <li>Explanation</li> <li>Discussion</li> <li>Question and answer</li> </ul> | Listening Speaking Reading Writing Effective communication                | Constructing oral and written sentences.     Re- writing sentences as instructed.                   | Chalk board illustration                      |  |         |
|    | 8 pds | SPECHES  • Direct and Indirect speech  | 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  | Explanation<br>Discussion  | Listening<br>Speaking<br>Reading<br>Writing<br>Effective<br>Communication | Constructing sentences. Reading the given texts. Answering oral and writing comprehension questions | Chalkboard<br>illustration<br>Real situations | MK. Pri. English<br>Pps Bk 6 Pg 127 –<br>140 |         |

|        |   | 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 | 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> <li>Explanation</li> <li>Discussion</li> <li>Question and answer</li> </ul> | Listening Speaking Reading Writing Critical thinking Effective communication                   | Reading given texts     Answering oral and written comprehension questions               | Pupils text books<br>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 Immediatelyas soon as Just as  | Learner:     Uses the clauses correctly.     Uses the given structures to construct sentences     Completes the given exercises   | <ul> <li>Explanation</li> <li>Discussion</li> <li>Question and answer</li> </ul> | Listening Speaking Reading Writing Creative thinking Effective communication Critical thinking | constructing sentences     completing  | Chalkboard<br>illustration<br>Real situations | P.L.E Guide book in English pgs 113 – 121     Detailed Eng Grammar  |  |
| 8 pds  | Necessity and obligations<br>Must, had to, need, didn't,<br>need to, ought to, ought not,<br>can, may, could, should have<br>to etc.  | Learner:  Uses the modal verbs in sentences correctly.  Changes from present form to the past form of the modal verbs and vice versa.   | Explanation     Discussion   | Listening Speaking Reading Writing Critical thinking Effective communication                   | Constructing oral<br>and written<br>sentences. Re –<br>write sentences as<br>instructed. | Chalkboard illustration                       | <ul> <li>Junior English composition and Grammar</li> <li>P.L.E Guide Book in Eng pgs 22, 35,37</li> </ul> |  |