

P.5 ENGLISH GRAMMAR SCHEME OF WORK TERM 2

EXPECTED LEANING OUTCOME*: The learner is able to write as variety of personal letters such as seasonal greetings and invitations. The learner is able to apply knowledge and skills acquired to communicate effectively using the telephone, post office and email.*

WK	PD	TOPIC	SUB TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS/TENCHNIQUES	L/ACT	INDICATORS OF LIFE SKILLS & VALUES	L/AIDS	REF	REM
1	1 2		**Letter writing**	**Vocabulary**	**listening speaking reading writing**	**Vocabulary** write, envelope, address, visitor, host, card, occasion, ceremony, reception, programme **Vocabulary** He will invite all his friends to his birth day party.	The learner; - reads and writes words - uses the words in the sentences.	look and say explanation question & answer	using words in the sentences	effective communication articulation self awareness fluency talking about oneself	flash cards	P.5curriculum page 6 MK Eng book 5 page 152	
	3	LETTER WRITNG	CONDITIONAL	**IF (1)**	**Listening Speaking Reading**	**IF (1)** If + present simple + future simple. e.g. If I get money, I will send a letter.	The learner; - makes sentences in if (1) correctly.	guided discussion	Making sentences in if (1)	accuracy logical presentation	Chalk board illustration	Mk precise English gramm	

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					Writing	If we write letters, we shall buy envelopes.	- completes the sentences by supporting a suitable main clause correctly.	question & answer		effective communication		ar page 146 P.5 curr. pg 5	
	4			**IF (1)**	**Listening Speaking Reading Writing**	**Unless** Unless carries a negative idea if – not- - e.g. if Keith receives a letter he will be happy. Unless Keith receives a letter, he won't be happy.	The learner; - interprets unless in the given sentences correctly. - rewrites the sentences using unless correctly.	question and answer discovery	Using unless in sentences	analysing statements love critical thinking	Chalk board illustration	Mk precise English grammar page 123 P.5 curr pg 6	
	5			**IF (1)**	**Listening Speaking Reading Writing**	**If (2)** If + past simple + would e.g. He would come to our party if we invited him. The dog would die if it ate poison	The learner; - makes sentences in if (2) correctly. - identifies changes on verbs in the if (2) correctly	question and answer recitation	Making sentences in if (2)	innovativeness creative thinking logical reasoning	Wall chart of tenses	Mk precise English grammar page 147 P.5 curr pg 6	
	6		**GRAMMAR**	**IF (1) AND IF (2)**	**Listening Speaking Reading Writing**	**Changing from if (1) to if (2)** If I write well, the teacher will be happy. If I wrote well, the teacher would be happy	The learner; - changes sentences from if (1) to if (2) correctly. - identifies changes on verbs	question and answer MARKET STALL	Changing sentences from if (1) to if (2)	innovativeness creative thinking logical reasoning	Chalk board illustration	Mk precise English grammar page 147 P.5 curr. pg 6	
2	**1**			**PRONOUNS**	**Listening**	Def: a pronoun is a short word used to replace a noun.	The learner; - defines a pronoun correctly	guided discussion	Identifying pronou	appreciation	Chalk board	Detailed English	

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					Speaking Reading Writing	Personal pronouns. Pronouns used in place of persons. 1st person – I (one talking) 2nd person-you (one talked to) 3rd person – he/she/it (one talked about) Underline pronouns used in the sentences.	- identifies personal pronouns used in the sentences. - makes sentences using personal pronouns correctly.	explanation run and write	ns used in the sentences	assertiveness self esteem	illustration	grammar page 105 P.5 curr. page 6	
	2			**PRONOUNS**	**Listening Speaking Reading Writing**	**Possessive pronouns** These indicate ownership e.g my, mine, our, ours its, his, her, hers, their, theirs, your, yours. Use the pronouns correctly. Akello is a friend of …..(my)	The learner; - describes possessive pronouns - uses the correct form of the words in the brackets correctly.	guided discussion explanation run and write	Using the pronoun in sentences	respect decision making effective communication	Chalk board illustration	Detailed English grammar page 107 P.5 curr page 6	
	3				**Listening Speaking Reading Writing**	**Relative pronouns** Used to join related clauses e.g that, those, whose, whom, which. Rewrite as instructed Jennifer is my comrade. Her aunt is an engineer - Jennifer whose aunt is an engineer is my comrade	The learner; - joins the given relative clauses using suitable pronouns correctly.	explanation imitation question and answer	Joining sentences using relative pronouns	fluency assertiveness audibility	Chalk board illustration	Fountain core English grammar page 50 P.5 curr. page 6	

	4				**Listening Speaking Reading Writing**	**Reflexive pronouns** These end with 'self' /selves e.g myself, itself, herself, himself, oneself, yourself, your selves, themselves, ourselves, yourself. Use the words in the brackets correctly. The boy jumped off the bicycle and hurt…….. (self)	The learner; - uses the correct reflexive pronoun to complete the given sentences correctly.	explanation discovery question and answer	Using reflexive pronouns in sentences	effective communication clarity accuracy logical thinking	Chalk board illustration	Fountain core English grammar page 50 P.5 curr page 9	
	5 **6**	**COMMUNICATION**	**THE POST OFFICE**	**Vocabulary**	**Listening Speaking Reading Writing**	**<u>Vocabulary</u>** post, stamp, letter, directory, package, parcel, telegram, mail, post office, registered, letter, aerogramme **<u>Vocabulary</u>** practice Stamps are sold at the post office	The learner; - reads and writes the words. - uses the words in sentences.	guided discussion look & say	using the words in sentences	effective communication fluency critical & creative thinking logical presentation of ideas	flash cards	P.5 curriculum page 8 MK Eng book 5 page 184 Fountain Primary eng pg 152	
3	**1**			**TENSES**	**Listening Speaking Reading Writing**	**THE PAST SIMPLE TENSE** This tense is used to refer to actions that took place in the past. **CHANGES ON VERBS** Some verbs don't change	The learner; - makes sentences in the past simple tense correctly. - identifies verbs which don't change at all.	guided discussion repetition	Listing verbs which don't change	clarity effective communication accuracy care	Wall charts of tense	Oxford advanced learners dictionary P.5 curr page 9	

						burst – burst cost – cost							
	2			**THE PAST SIMPLE TENSE**	**Listening Speaking Reading Writing**	**Changes of verbs** Some verbs change i/u to 'a' ring - rang sing – sang drink – drank begin- began She ….. a bell yesterday. (ring)	The learner; - identifies the changes on the verbs correctly. - uses the verbs in the past simple tense correctly.	explanation question & answer discovery	Identifying changes on the verbs	co-operation critical thinking taking decision	Wall chart of tense	Oxford advanced learners dictionary P.5 curr page 9	
	3				**Listening Speaking Reading Writing**	**Some verbs change y to i** Lay-laid say-said pay -paid try- tried cry-cried dry-dried The baby….last night. (cry)	The learner; - identifies the changes on the verbs correctly. - makes simple sentences with the words	explanation discussion		co-operation critical thinking taking decision	Chalk board illustration	Oxford advanced learners dictionary P.5 curr page 9	
	4		**THE PAST SIMPLE TENSE**		**Listening Speaking Reading Writing**	**Some verbs of the 'ear' family change relatively** swear – swore tear – tore wear – wore bear – bore She …… a beautiful baby. (bear)	The learner; - gives the past tense of the given verbs	question and answer imitation	Identifying changes on the verbs	co-operation critical thinking taking decisions	Wall chart of tense	Oxford advanced learners dictionary P.5 curr page 9	
	5				**Listening Speaking Reading Writing**	**Other verbs change as follows.** catch - caught teach – taught fight- fought buy – bought	The learner - spells and writes the past forms of the given words correctly.	guided discussion	Changing verbs without any order	responding to questions critical thinking	Chalk board illustrations	Oxford advanced learner dictionary.	

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						bring – brought other forms of irregular verbs. Strike-struck build-built find-found choose-chose tell-told speak – spoke He …. It last night. (busy)	- makes sentences with the given verbs correctly.	repetition market stall		appropriately		Core English Grammar. P.5 curr page 6	
	6			**THE PAST SIMPLE TENSE**	**Listening Speaking Reading Writing**	**Affirmative negative and interrogative sentences** Mukasa ate some food Mukasa did not eat any food. Did Mukasa eat any food?	The learner; - changes sentences into: - positive - negative and - interrogative correctly.	demonstration question & answer brain storming	Changing sentences to positive negative interrogative	clarity accuracy effective communication	Chalk board illustration	Mk precise English grammar page 108	
4	**1**				**Listening Speaking Reading Writing**	**Question tags** Mary went to church, didn't she? Mary did not go to church, did she?	The learner; - supplies suitable question tags correctly	question and answer discovery	Supplying question tags	love critical thinking	Chalk board illustration	Mk precise English pg 114 P.5 curr pg 9	
	2				**Listening Speaking Reading Writing**	**Active and passive voice** was/were + a past participle verb. Alex drank a bottle of soda.	The learner; - changes sentences into passive voice - change sentences to active voice	explanation discussion	Changing sentences to passive voice	appreciation assertiveness	Chalk board illustration	Mk precise English grammar page 94	

						A bottle of soda was drunk by Alex and vice-versa		question & answer		self esteem		P.5 curr page 9	
	3 **4**	**COMMUNICATION**	**THE TELEPHONE**	**Vocabulary**	**Listening Speaking Reading Writing**	**Vocabulary** telephone, airtime, landline, network, handset, receiver, SIM card, directory **Vocabulary** Practice If I get money, I will buy a telephone. I will use the telephone to call my friends, read and write the words. Use the words in sentences.	The learner; - reads and writes the words. - uses the words in sentences.	look and say imitation brain storming explanation	using the telephone vocabulary	effective communication creative thinking creativity audibility confidence fluency self esteem	telephone	P.5 curriculum page 9 Mk English book 5 page 198	
	5			**CONJUCTIONS**	**Listening Speaking Reading Writing**	**Using……. enough to…** Jane is very young. She can't get married. Jane is not old enough to get married. John is very weak. He can't play football	The learner; - joins the given sentences using enough …to…. correctly.	guided discussion explanation	Joining sentences using enough	care clarity accuracy effective communication	Chalk board illustration	Mk precise English grammar page 134 P.5 curr page 9	
	6				**Listening Speaking Reading Writing**	**Using ….either….or** - shows one of the two will happen. Sarah will send a letter. Sarah will send a telegram.	The learner; - joins the sentences using 'either'…..'or'… correctly	explanation question & answer	Joining sentences using 'either'	care and concern creative thinking problem solving	Chalk board illustrations	Mk precise English grammar page 134 P.5 curr page 8	

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						- Sarah will send either a letter or a telelgram		guided discovery					
5	**1**				**Listening Speaking Reading Writing**	**Using ……either…..** Example The flowers were planted on both sides of the house. The flowers were planted on either side of the house.	The learner; - joins the sentences using …either…	explanation question & answer guided discovery	Joining sentences using 'either'	care and concern creative thinking problem solving	Chalk board illustrations	Mk precise English grammar page 134 P.5 curr page 8	
	2				**Listening Speaking Reading Writing**	**Using …..neither….nor…** Cows don't eat grass Goats don't eat grass. Neither cows nor goats eat meat. Suzan will not sing. Suzan will not dance. Suzan will neither sing nor dance.	The learner; - joins the given sentences using 'neither'…. 'nor'… correctly.	explanation question and answer guided discovery	Joining sentences using neither	self esteem self awareness friendship formation	Chalk board illustrations	Mk precise English grammar page 132 P.5 curr page 8	
	3				**Listening Speaking Reading Writing**	**Using… and neither**. Ruth did not pay for the tour. Doreen did not pay for the tour. Ruth did not pay for the tour and neither did Doreen.	The learner; - joins the sentences using and neither correctly.	explanation discussion question and answer	Joining sentences using and neither	Care self esteem	Chalk board illustration	Mk precise English grammar page 132 P.5 curr page 8	
	4				**Listening Speaking**	**Using….and so…..** This structure is only used in affirmative.	The learner; - joins the sentences using and so correctly.	explanation	Joining sentences using	Care self esteem	Chalk board illustration	Mk precise English gramm	

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					Reading Writing	Ruth paid for the tour. Doreen paid for the tour. Ruth paid for the tour and so did Doreen.		discussion question and answer	and neither			ar page 132 P.5 curr page 8	
	5			**THE PAST CONTINIOUS TENSE**	**Listening Speaking Reading Writing**	**The past continuous tense** Used to show that an action was taking place in the past. was/were +…. ing. using 'when', 'while' and 'as'. As I was going to school, it started raining. Mother was bathing when the visitors were sitting. While she was teaching, Jane was singing.	The learner; - identifies changes on verbs. - makes sentences in the past continuous tense - uses the given conjunctions in the tense correctly.	question and answer guided discovery	Making sentences in the past continuous tense.	effective communication clarity accuracy	Chalk board illustrations	Mk precise English grammar page 82 P.5 curr page 9	
	6		**The internet**	**Vocabulary**	**Listening Speaking Reading Writing**	**Vocabulary** e-mail, website, delete, save, scroll, folder, surfing, computer, internet, café, www, service fee, virus, Google, search, page, access, sign in, sign out, log, monitor, CPU, mouse	The learner; - reads and writes the words. - uses the words in sentences.	discovery research discussion explanation	using the internet vocabulary	effective communication fluency self awareness creative & critical thinking creativity	Resource person	P.5 curriculum page 10	
6	**1**		**THE INT**		**Listening**	**Affirmative negative and interrogative**	The learner; - changes the sentences to:	question and answer	Changing senten	clarity accuracy	Chalk board	Mk precise English	

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			ER NET		**Speaking Reading Writing**	She was picking some fruits. She was not picking any fruits. Was she picking any fruits?	- positive correctly - negative correctly - interrogative correctly	guided discovery	ces to positive negative and interrogative	effective communication appreciation	illustration	grammar page 108 P.5 curr page 10	
	2			**THE PAST CONTINUOUS TENSE**	**Listening Speaking Reading Writing**	**Question tags** They were not dancing, were they? She was teaching, wasn't she?	The learner; - supplies suitable question tags to the past continuous tense correctly.	explanation questio n and answer imitatio n	Supply suitable questio n tags	friendliness critical thinking taking decisions	Chalk board illustration	Mk precise English grammar page 112 P.5 curr pg 10	
	3				**Listening Speaking Reading Writing**	**Active and passive voices**. was/were + being + past participle verbs. - Nansubuga was riding a bicycle. A bicycle was being ridden by Nansubuga. - The headmistress was driving a new car. A new car was being driven by head mistress.	The learner; - changes sentences from active to passive voice correctly.	explanation discovery	Changing sentences to passive voices.	co-operation critical thinking self esteem	Chalk board illustration	Mk precise English grammar page 92 P.5 curr pg 10	
	4			**CONJUNCTION**	**Listening Speaking Reading Writing**	**Using….too…to..** Opio is very weak. He can't run. Opio is too weak to run. This food is very hot. I can't take it.	The learner; - joins the sentences using too….to.. correctly.	explanation guided discussion	Joining sentences using too…to ..	self esteem self awareness	Chalk board illustration	Mk precise English grammar page 136	

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						This food is too hot for me to take.		question and answer		appreciations		P.5 curr pg 10	
	5				**Listening Speaking Reading Writing**	**Using in order to/so as/so that.** They have the same meaning. - She washes cars **in order** to get school fees. - She washes cars **so as to** get school fees. - She washes cars **so that** he can get school fees.	The learner; - joins the given sentences correctly using the given conjunction.	explanation guided discovery brain storming question and answer	Joining sentences using the conjunctions correctly	love assertiveness friendship formation critical thinking	Chalk board illustration	Mk precise English grammar page 141. P.5 curr page 10	
	6		**Nationality**	**Vocabulary**	**Listening Speaking Reading Writing**	**Vocabulary** **citizen, nation, foreign, nationality, foreigner, abroad, overseas** **Vocabulary** **Rev. Coleman is a foreigner. He is not a Ugandan.**	The learner; - reads and the words and uses them in sentences.	look & say explanation recitation question & answer	using the words in sentences	critical, logical & creative thinking appreciation self awareness, self identification, love respect	flash cards	P.5 curriculum page 10 MK English book 5 page 138	
7	**1**	**CULTURE**	**NATIONALITIES**	**ADJECTIVES**	**Listening Speaking Reading Writing**	**Def:** An adjective is a word that tells us more about a noun. Comparison of adjectives **Add r and st respectively** fine finer finest ripe riper ripest	The learner; - defines adjectives correctly. - compares adjectives under the three degrees respectively.	guided discussion question and answer	Comparing Adjectives	self awareness self identification	Wall chart showing comparison of adjectives	Detailed English grammar page 126 P.5 curr page 12	

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						large larger largest **add er and est** short shorter shortest long longer longest quick quicker quickest	- uses the adjectives in sentences correctly						
	2				**Listening Speaking Reading Writing**	**Double the last letter and add er & est** hot hotter hottest fat fatter fattest sad sadder saddest **change y to i and add er & est**. easy easier easiest early earlier earliest dry drier driest English is …. Than Art. (easy)	The learner; - changes the adjectives to different degrees correctly. - uses the adjectives in sentences correctly.	guided discussion explanation	Comparing adjectives	love effective communication assertiveness being open giving reasons for action	Wall chart showing comparison of adjectives	Detailed English grammar page 124-125 P.5 curr page 12	
	3				**Listening Speaking Reading Writing**	**Add more and most** active more active most active dangerous interesting **Adjectives with irregular forms.** good better best bad worse worst ill worse worst little less least many more most far farther farthest John has the ….. marks in the whole class. (good)	The learner; - compares the adjectives under the degrees correctly - uses the correct form of the adjectives correctly	guided discussion repetition market stall	Comparing adjectives	friendship formation use of polite language working in groups	Wall chart showing comparison of adjectives	Detailed English grammar page 126 P.5 curr page 12	

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	4			**ADJECTIVES**	**Listening Speaking Reading Writing**	**Using…..as….as..** It is used in positive degree. e.g. John is near the school. Joseph is as also near the school. John is as near as Joseph to the school. **Using ….not as…as** Jovial is clever. Cecilia isn't clever. Cecilia is not as clever as Jovia	The learner; - applies degrees of comparisions of adjectives in sentences. - uses the given structure correctly.	guided discussion question and answer	Comparing adjectives in sentences	love effective communication self esteem	Chalk board illustration	Detailed English grammar page 127 P.5 curr page 12	
	5				**Listening Speaking Reading Writing**	**Classes of adjectives** Number..two…ten… Opinion – nice beautiful Size – big, fat, small Age – new, old, young Colour – red, green, blue Origin-Ugandan, Japanese Material- wooden, metallic N.OP-SHACOM Underline the adjective and name its class. Her <u>red</u> dress was torn. (colour)	The learner; - Lists the classes of adjectives correctly. - interprets the NOP SHACOM formula correctly. - gives examples of adjectives per given class correctly - underlines and names the class of adjectives in the given sentences.	explanation guided discovery question and answer	Identifying classes of adjectives	self awareness self identification talking about oneself	Chalk board illustration	Detailed English grammar page 132 P.5 curr page 12	
	6				**Listening**	**Ordering adjectives** Using: NOP SHACOM	The learner;	explanation	Ordering	appreciation	Chalk board	Detailed English	

					Speaking Reading Writing	e.g. Oguti is fat. He is handsome. He is a journalist. Oguti is a handsome fat Ugandan journalist	- applies the NOP SHA COM formula correctly - joins the sentences correctly.	guided discovery question and answer	adjectives	self awareness self esteem	illustration	grammar pg 132 P.5 curr pg 12	
8	**1**				**Listening Speaking Reading Writing**	**Formation of adjectives.** **Add ish** child – childish woman – womanish fool – foolish boy – boyish **Add 'y'** rain-rainy dirt-dirty blood-bloody salt-salty **Add 'less'** use – useless care- careless hope – hopeless end – endless The girl behaved in a …… way. (child)	The learner; - forms adjectives from the given nouns. - uses the given suffixes correctly to form adjectives. - makes sentences with the adjectives correctly.	guided discussion explanation	Forming adjectives from nouns correctly	respect decision making fluency	Chalk board illustration	Mk precise English grammar page 42-44 P.5 curr page 12	
	2				**Listening Speaking Reading Writing**	**Add 'ful'** harm – harmful skill- skilful grace – graceful Replace y with i & **add ful** beauty – beautiful mercy – merciful **Add 'ous'** danger – dangerous religion – religious	The learner; - forms adjectives from the nouns correctly. - makes sentences with the adjectives correctly.	guided discussion question and answer	Forming adjectives using the given suffixes correctly.	decision making fluency assertiveness	Chalk board illustration	Mk precise English grammar page 44-45 P.5 curr page 12	

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						poison – poisonous courage – courageous advantage- advantageous **Add 'able'** value – valuable break – breakable suit – suitable fashion – fashionable	- forms adjectives from verbs correctly.						
	3			**THE PAST PERFECT TENSE**	**Listening Speaking Reading Writing**	**The past perfect tense** This tense is used to describe actions that happened before a particular time. time + a past participle verb e.g. He had fallen a sleep when the food was served. **Use the correct form of the words in the brackets**. The president had….for U.S.A when the Queen died. (leave)	The learner; - describes the past perfect tense correctly. - identifies the changes on verbs correctly. - uses the correct form of the words in the brackets correctly.	explanation guided discovery question and answer	Making sentences in the past perfect tense	audibility creative thinking self esteem	Tense charts	Mk precise English grammar page 84 P.5 curr page 12	
	4				**Listening Speaking Reading Writing**	**Affirmative negative and interrogative sentences.** Sheila had baked some bread. Sheila had not baked any bread. Had Sheila baked any bread?	The learner; - changes sentences to positive negative and interrogatives correctly.	question and answer guided discussion	Changing sentences to positive negative and interrogative	sharing problem solving critical thinking	Chalk board illustration	Mk precise English grammar page 102 P.5 curr page 12	

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	5				**Listening** **Speaking** **Reading** **Writing**	**Question tags** Peter had not finished by six o'clock, had he? Peter had finished by six o'clock, hadn't he? They had woven baskets before the display, hadn't they?	The learner; - supplies suitable question tags to the past perfect tense correctly.	question and answer discovery	Supplying suitable question tags	togetherness interpersonal relationship self esteem	Chalk board illustration	Mk precise English grammar page 112 P.5 curr page 12	
	6				**Listening** **Speaking** **Reading** **Writing**	**Active and Passive voice** had been + a past participle verb. e.g. They had written the letters. The letters had been written. I had eaten an apple. An apple had been eaten.	The learner; - changes sentences to active and passive respectively.	guided discussion explanation	Changing sentences to passive and active	decision making fluency assertiveness	Chalk board illustration	Mk precise eng grammar page 92 P.5 curr page 12	
9	**1**			**REVISION OF STRUCTURES**	**Listening** **Speaking** **Reading** **Writing**	**Using: Having….** Having + a past participle verb. e.g. watch I saw the show. I went home. Having watched the show, I went home.	The learner; - joins the sentences using 'having correctly. - identifies the changes on the verbs correctly.	guided discussion explanation	Joining sentences using 'having'	respect decision making fluency	Chalk board illustrations	Conjunctions & prepositions P.5-P.7 pg 38 P.5 curr pg 12	
	2				**Listening** **Speaking** **Reading** **Writing**	**Using …..and so….** e.g. The rat can jump over the fence. The cat can jump over the fence.	The learner; - joins the sentences using 'and so' correctly	guided discussion repetition	Joining sentences using 'and so'	audibility articulation	Chalk board illustration		

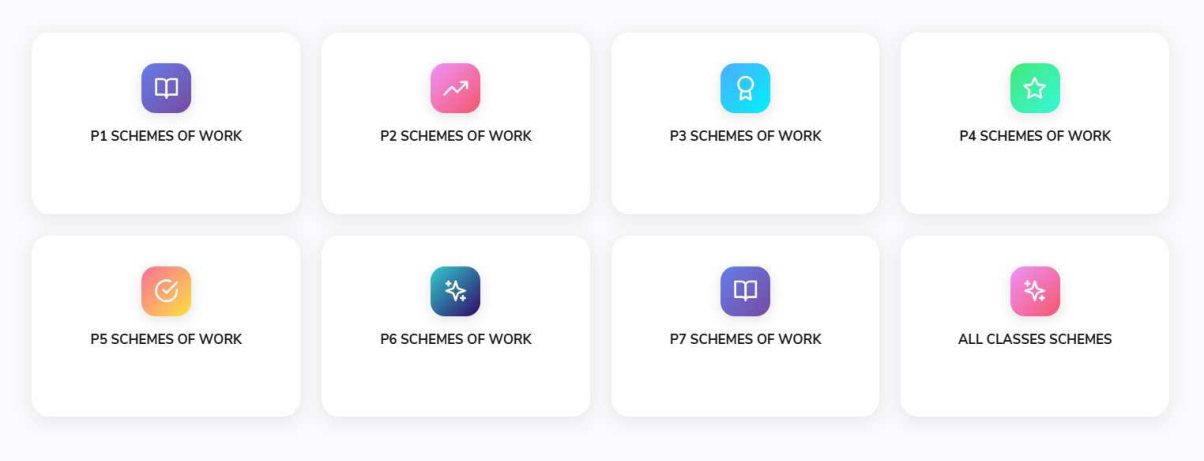
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						The cat can jump over the fence and so can the rat.		gallery walk		effective communication			
	3				**Listening Speaking Reading Writing**	**Using 'unless'** e.g. If he misses the train, he will go by bus. Unless he misses the train, he will not go by bus	The learner; - uses unless in sentences correctly.	guided discussion repetition	Making sentences using unless	patience problem solving critical thinking	Chalk board illustration	Mk precise English grammar pg 123 P.5 curr	
	4			**REVISION OF PUNCTUATION MARKS**	**Listening Speaking Reading Writing**	**Question marks (?)** Used at the end of an interrogative or a question mark. e.g. What is your name? Is there anybody who knows the answer? I am here, aren't I?	The learner; - draws a question mark correctly. - punctuates sentences using a question mark correctly.	guided discussion question and answer	Punctuating sentences using a question mark	togetherness self awareness friendship formation	Chalk board illustration	Detailed English grammar page 2 P.5 curr pg 12	
	5				**Listening Speaking Reading Writing**	**Exclamation mark (!)** e.g. What a clever boy John is! How clever John is! Exclaim the sentences. My brother is very tall. This is an interesting story.	The learner; - punctuates the given sentences using an exclamation mark correctly.	guided discussion question and answer	Using an exclamation mark to punctuate the sentences	care and concern creative thinking problem solving	Chalk board illustration	Detailed English grammar page 3 P.5 curr page 12	
	6 **1**				**Listening Speaking Reading Writing**	**Quotation marks (" ")** Used to enclose actual words said by somebody. e.g.	The learner; - punctuates the sentences correctly using quotation marks	guided discussion	Using quotation marks correctly	respect decision making	Chalk board illustration	Mk precise English grammar page 204	

10						He said, “Stand up” “What is your name?” asked the teacher. “Get out of the room,” mother ordered		explanation		effective communication		P.5 curr page 12	
	2				**Listening** **Speaking** **Reading** **Writing**	**Capital letters** Used when writing proper nouns. E.g. Kampala Quality Primary School. Mulago Hospital Jinja District Kalerwe Market Stanbic Bank Kikaaya Village Mpererwe Town I live at Entebbe.	The learner; - punctuates proper nouns with capital letters correctly.	guided discussion repetition jig saw	Using capital letters correctly	togetherness interpersonal relationship self esteem	Chalk board illustration	Detailed eng grammar page 79 P.5 curr page 12	

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