

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY SIX TERM III

LEARNING OUTCOMES

A learner;

i) shows the ability to use appropriate language related to hotels in oral and written forms and behaves appropriately in hotels, restaurants or related places.

ii) uses a dictionary as a reference with ease.

WK	PD	TOPIC	SUB TOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	METHODS /TECHNIQUES	ACTIVITIES	IMS	IND.OF L/S &VALUES	REF	REM
1	**1 & 2**		**Hotels**	*listening*	***Vocabulary***	**The learner, -reads new words -spells and pronounces the words correctly**	***Vocabulary*** *Waiter, waitress, chef, menu, receipt, table counter, breakfast meal, lunch, supper, cutlery, bill, dinner*	**Brainstorming Explanation Discussion**	**reading spelling constructing meaningful sentences**	**flash cards chalkboard illustration**	**fluency audibility confidence**	**P.6 curriculum page 36**	

For more schemes of work, visit *www.uganda.madpath.com*

		Hotels		*speaking reading writing*		**-Uses the words in sentences correctly**	*customer, dessert, soup, sauce, salad, pudding Jelly, reception, sauna serviette, napkin*		**writing**		**logical presentation of ideas**		
	3 & 4	***Hotels***	**Hotels**	*listening speaking reading writing*	***Vocabulary***	**The learner:** **-reads new words correctly** **-spells and pronounces the words correctly** **- uses language appropriate to hotel services**	*lounge, gym, shower, conference room, balcony, washroom, restrooms, air, conditioner, fan book, check in, serve, check out restaurant, dining room, pub, tooth pick, bar, swimming pool, hotel, table manners gymnasium after starters courses*	**Brain storming Explanation Discussion**	**reading spelling words using words to construct correct sentences**	**chalkboard illustration**	**fluency** **requesting** **selecting** **evaluating**	**P.6 curr. Page 36**	

	5 & 6	***Hotels***	**Hotels**	*Listening Speaking Reading Writing*	**Parts of speech**	**The learner; -defines what an adjective is. -mentions examples of adjectives -forms adjectives from nouns. -uses adjectives in sentences correctly. =**	*Adjectives Formation and usage Thirst- thirsty Hunger- hungry Anger- angry Dirt - dirty The waiter is very angry*	**Explanation Discussion Brain storming Demonstrations**	**-forming adjectives -constructing sentences using adjective -reading correct sentences -rewriting correct sentences**	**-chart showing adjective formed from nouns -chalk board illustration**	**-thanking -using persuasive language -temper control -using appropriate body language**	**P.6 Curr page 36 Mk Primary English page 173**	
2	**1 & 2**	***Hotels***	**Hotels**	*listening speaking reading writing*	***Reporting***	**The learner: -reads the given sentences correctly -constructs sentences in direct speech -rewrites sentences from direct speech to indirect speech**	***Direct speech (DS)* e.g. "I am hungry," he said to me (DS) He told me that he was hungry. (indirect speech)**	**Explanation Discussion Brain storming**	**-reading -constructing meaningful sentences -rewriting sentences in the direct and**	**chalkboard illustrations**	**fluency audibility confidence**	**P.6 English Curr. Pg 37 Back to English Notes Revision exercises pg 35-49**	

								Demonstration	**indirect speech**		**logical presentation of ideas**		
	3 & 4	***Hotels***	**Hotels**	*listening speaking reading writing*	***Language structures***	**The learner: -reads the given sentences correctly -constructs sentences correctly using the given structures -Uses the appropriate vocabulary and structures correctly**	***Language structures polite language e.g. may I have a cold soda, please? Can I have a look at the menu please?***	**Explanation Discussion Question and answer Demonstration**	**-reading the requests appropriately -constructing meaningful sentences using the structures appropriately**	**chalkboard illustrations**	**fluency responding to questions appropriately -selecting and evaluating information taking a decision**	**Mk Primary English PPs 6 page 185 P.6 Curriculum page 36**	
FIELD TRIP													
	5 & 6	***Hotels***	**Hotels**	*listening speaking reading writing*	***Language structures***	**The learner: -reads the given requests correctly -Uses the appropriate vocabulary and**	***Language structure. Polite and humble requests. Could you…please? e.g. Could you***	**Explanation Discussion Question and answer**	**orally using the structure correctly -writing sentences correctly**	**chalkboard illustrations chart**	**fluency responding appropriately using polite language evaluating facts**	**MK Pri. English Pps 6 page 187 P.6 Curriculum**	

						structures correctly -rewrites the given sentences using the appropriate sentences	*please bring the bill please?*	**Demonstration**			**appreciation respect**	**page 37**	
3	**1 & 2**	***Hotels***	**Hotels**	*listening speaking reading writing*	***Language structures***	**The learner: -reads the sentences correctly -constructs own sentences using the structures appropriately**	***Language structures*** *No sooner--- than---e.g. No sooner had the boss paid for his breakfast than the driver came for him.* *No sooner had..... Hardly had... Scarcely had.. Barely had..*	**Explanation Discussion Brain storming**	**-reading - constructing oral correct sentences - rewriting sentences correctly**	**chalkboard illustrations**	**articulation, responding appropriately interacting with others, accuracy, confidence logical presentation of ideas**	**P.6 English Curriculum page 37 P.6 Curriculum page 37 MK Pr. English PB 6 page 180**	

For more schemes of work, visit *www.uganda.madpath.com*

	3 & 4 *Hotels*		**Hotels**	*listening speaking reading writing*	***Table Manners***	**The learner: -mentions good table manners -reads the given good table manners - demonstrates good table manners**	**Table manners** *-polite language -no talking with food in the mouth -clean hands before eating -wait for others on the table.*	**Explanation Discussion Demonstration**	**-reading - mentioning food table manners - demonstrating good table manners**	**a chart showing good table manners**			
	5 & 6	***Hotels***	**Hotels**	*listening speaking reading writing*	***Miscellaneous Exercise (Revision)***	**The learner: -revises the work learnt -reads the questions correctly -answers the questions correctly**	***Revision exercises* on *menu, hotels restaurants, polite language, table manner***	**Explanation Brain storming Discussion Instruction**	**-reading - answering question correctly -writing correct answers**	**chalkboard illustration**	**accuracy, taking decision making choice evaluating facts, logical reasoning initiating new ideas**	**Mk Primary English Bk.6 pages 184-185**	

4	**1 & 2**	***Using a dictionary***	**Using a dictionary**	*listening speaking reading writing*	***Vocabulary***	**The learner: -pronounces words correctly -spells and reads words correctly -Uses the words to construct correct sentences -writes the words correctly**	***Vocabulary*** *alphabet, dictionary meaning; pronounce; spelling; sounds, abbreviations, labels, arrange, stress, look up, refer, check, index reference, guide word thesaurus, acronym*	**Explanation Discussion Brain storming Direct method**	**-The alphabet - arranging words by the first letter or second letter e.g.**	**dictionary chart chalkboard illustrations**	**fluency, accuracy, audibility . using appropriate language sharing with others using persuasive language being patient respect**	**Mk Primary English Bk.6 page Longman P.6 English course PB 6 page 99**	
	3 & 4	***Using a dictionary***	**Using a dictionary**	*listening speaking reading writing*	***Alphabetical order***	**The learner: -reads the alphabet correctly -arranges words in alphabetical order using the acquired skills -writes words in**	***ABC Order*** *Arranging words by the second letter e.g. pace, pin, parade*	**Explanation Discussion Demonstration Discovery**	**reciting letters of the alphabet - arranging words in correct alphabetical order**		**appreciation care, respect, initiating new ideas selecting and evaluating**	**Mk Primary English Bk.6 page 130**	

For more schemes of work, visit *www.uganda.madpath.com*

						alphabetical order			**-writing words in alphabetical order**	**Chalkboard illustrations**	**information**		
	5 & 6	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***ABC Order***	**The learner: -reads the words correctly -arranges words in alphabetical order using acquired skills appropriately -writes words in alphabetical order**	***Dictionary skills*** *-arranging words by the third letter or fourth letter e.g. stress phonetics*	**Explanation Discussion Discovery**	**reading words correctly -arranging words in alphabetical order writing words in alphabetical order**		**logical reasoning, initiating new ideas responding appropriately guiding others finding different ways of doing things. appreciation, care, love**	**Mk Primary English PB 6 page 129-130**	

For more schemes of work, visit *www.uganda.madpath.com*

5	**1 & 2**	**Using a dictionary**	**Using a dictionary**		***Abbreviations & Contractions***	**The learner: Studies the given abbreviations -writes abbreviations in full -forms abbreviations and contracts of given words**	***Abbreviations and contractions of words e.g. P.m. N.B. Ltd., Hon., etc, shan't*** ***Forming abbreviations of words e.g. care of, Post office Heat teacher***	**Explanation** **Discussion** **Brain storming** **Discovery**	**reading and writing abbreviations in full forming contraction and abbreviation**	**chalkboard illustration chart showing abbreviations and their full forms**	**accuracy evaluating facts** **logical presentation of ideas**	**Mk Primary English PB 6 page 133 MK Precise Primary English pg 221**	
	3 & 4	**Using a dictionary**		***listening speaking reading writing***	***Question Tags(general)***	**The learner: -Uses question tags to construct correct statements -completes the sentences using appropriate question tags. -Fills in suitable**	**The use of question tags in negative statements** ***e.g. I am not hungry, am I? He did not look up words in the dictionary did he?***	**Explanation** **Discussion** **Question and answer**	**reading sentences completing**	**chalkboard illustrations**	**audibility selecting & evaluating information logical presentation of ideas taking a decision**	**P.6 Curriculum page 40**	

For more schemes of work, visit *www.uganda.madpath.com*

						question tags.							
	5 & 6	**Using a dictionary**		*listening speaking reading writing*	***Question Tags***	**The learner: -Uses question tags to construct meaningful sentences -completes the given statements using appropriate question tags -Fills in suitable question tags**	***The Use of question tags instatements.*** *E.g. (i) I am looking up words in the dictionary (ii) She spelt the words correctly, didn't she?*	**Explanation Discussion Brain storming**	**reading and using question tags to complete sentences correctly**	**chalkboard illustrations**	**responding appropriately -using persuasive language temper control using appropriate body language**	**Mk Precise English PB passage 128**	
6	**1 & 2**	**Using a dictionary**		*listening speaking reading writing*	***Opposites***	**The learner: -reads given words and their opposites. -constructs correct sentences using opposites of the**	***Opposites e.g.*** *least- most enemy- friend begin - end The widow sold all the dictionaries The widow bought all.*	**Explanation Discussion Brain storming**	**identifying opposites of given words - constructing sentences using**	**a chart showing opposites chalkboard illustration**	**fluency logical reasoning appreciation, love, respect**		

									opposites appropriately - rewriting sentences		taking a decision		
	3 & 4	Using a dictionary	Using a dictionary	*listening speaking reading writing*	***Adjective***	The learner: -reads adjectives in the positive and comparative forms -constructs correct sentences using the positive and comparative forms. -completes given exercise using appropriate forms of adjectives	***First and second degree of adjective (positive and comparative) bad - worse old - older*** ***Mary's dictionary is older than Peter's.***	Brain storming Explanation Discussion Discovery	- comparing adjective -reading sentences using positive and comparative forms - constructing oral sentences using different degree of adjective - completing given	a chart showing positives and comparative forms of adjective - chalkboard illustrations	accuracy, fluency evaluating facts logical reasoning taking a decision appreciation	P.6 Curriculum page 40 Fountain English Revision Pupils work book P.6 page 28	

									exercise appropriately				
	5 & 6	Using a dictionary	Using a dictionary	*listening speaking reading writing*	***Adjectives***	**The learner:** **-reads adjectives in the superlative forms** **-Uses the superlative form of adjectives to construct correct sentences** **-writes sentences using the superlative form of adjectives**	***Third degree of adjectives. (superlative) e.g. simplest, deepest easiest, reddest***	**Brain storming** **Discussion** **Explanation** **Discovery**	**-reading adjective words** **-comparing adjective** **-constructing and writing sentences using the superlative degree of adjective**	**a chart showing positive, comparative and superlative forms of adjective**	**fluency, confidence, selecting & evaluating information** **-making best use of information one has** **-interacting freely with others**	**P.6. Curriculum page 40 Fountain English Revision Pupils work book Primary 6 page 29**	
	1	Using a dicti			***...after .../..before...***	**The learner:** **-reads sentences correctly** **-Uses vocabulary**	***Structural patterns*** ***-after/before e.g. Peach comes before people in the dictionary***		**-reading sentences correctly** **-using vocabula**	**chalkboard illustrations**	**accuracy, fluency, logical present**	**Primary six English Curriculum**	

7	**& 2**	**onary**	**Using a dictionary**	*listening speaking reading writing*		**related to dictionary work in structures correctly**	*(ii) The word people comes after peach in the dictionary*	**Explanation** **Discussion** **Brain storming**	**ry and structures appropriately**		**ation of ideas taking a decision evaluating facts logical reasoning - innovativeness**	**page 40 Mk Primary English PB 6 page**	
	3 & 4	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***structures***	**The learner: -uses appropriate vocabulary and structures -reads the sentences correctly -constructs correct sentences using learnt structures**	*Not only..... e.g. (i) Not only does the dictionary give the meaning of words but also their pronunciations ---not only---- e.g. the dictionary does not only give meaning of words but also their pronunciations*	**Discovery**	**-using vocabulary and structures appropriately -reading sentences correctly - constructing sentences using**	**chalkboard illustrations**	**fluency, logical thinking and reasoning, audibility, pronunciation evaluating facts. finding differe**	**P.6 Curriculum page 41**	

							It must be used with a helping verb.		**the structures appropriately -writing**		**nt ways of doing things articulation - appreciation**		
	5 & 6	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***structures***	**The learner: -Uses appropriate vocabulary and structures. -reads the sentences correctly -constructs sentences using the learnt structures appropriately**	***Using: Whenever---- e.g. Whenever you find difficult work, refer to the dictionary. -----whenever---- e.g. Refer to the dictionary whenever you find difficult words***	**Brain storming Explanation Discussion Discovery**	**using vocabulary and structures appropriately -reading sentences - constructing sentences using the learnt structures appropriately -writing**	**chalkboard illustration - substitution table**	**fluency, articulation, pronunciation, making a choice. evaluating facts innovativeness taking a decision**	**P.6 Curriculum page 41**	

For more schemes of work, visit *www.uganda.madpath.com*

											logical reasoning		
8	**1 & 2**	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***Language structures***	**The learner: -reads the sentences correctly -Uses appropriate vocabulary and structures. Constructing oral and written sentences using the structures appropriately**	***Using..... whenever.... e.g. refer to the dictionary whenever you are not sure of the pronunciation of given words***	**Explanation Discussion Brain storming**	**reading sentences using vocabulary and structures learnt appropriately -constructing correct sentences**	**chalkboard illustrations**	**accuracy, confidence, pronunciation, articulation audibility selecting and evaluating information taking a decision logical reasoning appreciation**	**P.6 Curriculum page 41**	

For more schemes of work, visit *www.uganda.madpath.com*

8	**3 & 4**	**Using a dictionary**	**Using a dictionary**		***structures***	**The learner: -reads sentences correctly -completes the similes correctly**	***Using:....as.....as ...*** ***e.g. as important as a dictionary -as proud as a peacock as quiet as...***	**Explanation Discussion Brain storming**	**-reading sentences -constructing sentences -completing similes**	**chart showing similes**	**fluency, accuracy, logical flow of ideas. taking a decision listening to others, love appreciation, care**	**P.6 Curriculum page 41 Mk Primary English PB 6 page 114 Mk Primary English PB 6 page 139-140**	
	5 & 6	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***Revision exercise***	**The learner: -revises the work learnt in the topic using the dictionary -arranges the words in alphabetical order -rewrites the sentences as instructed**	***Revision exercises***	**Instruction Explanation Discussion Brain storming**	**reading question-answering question**	**chalkboard illustration -printed material**	**logical reasoning, accuracy taking a decision evaluating facts innovativeness.**		

											making a choice -logical presentation of ideas		
9	1 & 2	Using a dictionary	Using a dictionary	*listening speaking reading writing*	***Composition***	**The learner, -discusses the importance of a dictionary -reads the given words correctly -writes a short composition about the importance of a dictionary**	*'The importance of a dictionary'*	**Explanation Discussion Brain storming**	**- discussing the importance of a dictionary -read the words on the chalkboard -writing a composition of about 80 -100 words**	**chalkboard illustrations**	**listening to others, logical presentation of ideas. evaluating and selecting information taking a decision appreciation, care, respect**	**P.6 curriculum page 42 Fountain English Revision Pupils Work book P.6 page 94**	

For more schemes of work, visit *www.uganda.madpath.com*

	3 & 4	**Using a dictionary**	**Using a dictionary**	*listening speaking reading writing*	***opposites***	**The learner: -reads the sentences correctly -finds the plurals of the underlined words -rewrites the sentences in plural/ using opposites**	*Example* **lend-borrow dead-alive**	**Explanation Discussion Question and answer**	**-reading -finding the plurals of the words -writing**	**chalkboard illustration**	**logical reasoning, accuracy, articulation evaluating facts making a choice innovativeness appreciation care**	**Mk Primary English PB 6 page 194-195**	
	5 & 6		**Using a dictionary**	*listening speaking reading writing*	***Language structure***	**The learner: -Uses vocabulary and structures appropriately -constructs sentences Using given structures correctly -reads and rewrites**	*------as soon as--- No sooner--- than--- ---not only---- Whenever----*	**Explanation Discovery Question and answer**	**reading constructing sentences rewriting sentences**	**chalkboard illustrations**	**fluency, accuracy, confidence, initiating new ideas, selecting and evaluating facts**	**P.6 Curriculum Teacher's own collection**	

						sentences as instructed in brackets					**appreciating, love, respect**		
10	**1 to 6**	***GENERAL REVISION***											

1. ADJECTIVES

Definition: an adjective is a word that tells / describes more about a noun.

COMPARISION OF ADJECTIVES

a) **Add r and st respectively**

fine finer finest
ripe riper ripest
large larger largest

b) **Add er and est**

weak weaker weakest
strong stronger strongest
quick quicker quickest
long longer longest

c) **double the last letters and add er and est**

hot hotter hottest
big bigger biggest
red redder reddest

d) **Add more and most**

active more active most active
beautiful more beautiful most beautiful
interesting more interesting most interesting

e) **adjectives with irregular forms**

For more schemes of work, visit *www.uganda.madpath.com*

good	better	best
bad	worse	worst
little	less	least
many	much	more

formation of adjectives

a) **add ish**

child – childish woman – womanish
fool –foolish

b) **Add y**

rain- rainy blood – bloody
salt – salty

c) **Add "less"**

use – useless end – endless
care – careless hope- hopeless

d) **Add ful**

hope- hopeful mercy – merciful
use – useful

e) **add "oue"**

danger – dangerous poison – poisonous
courage – courageous

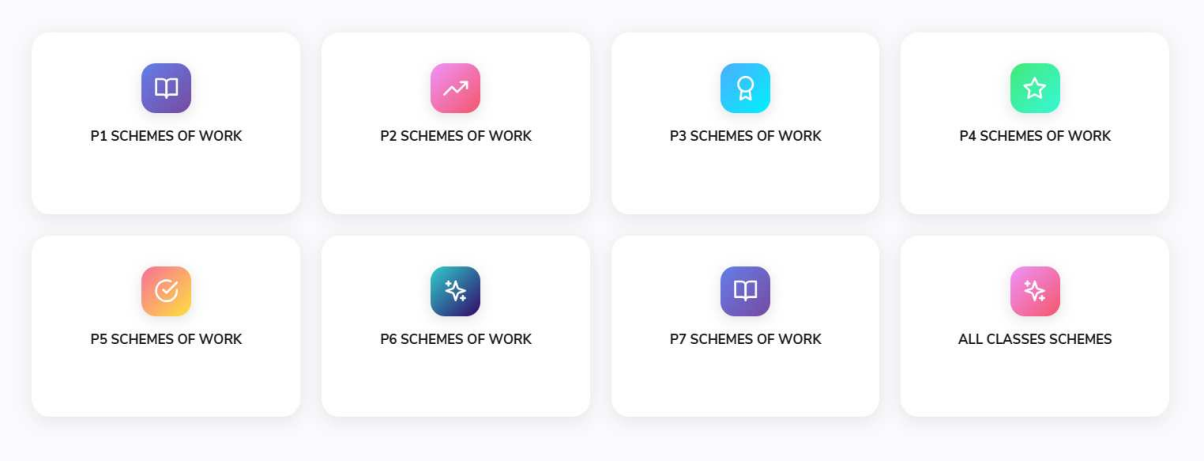
f) **add –able**

value - valuable suit suitable

For more schemes of work, visit *www.uganda.madpath.com*

For more schemes of work, visit *www.uganda.madpath.com*

This document was downloaded from https://exoticnotes.com



Do you need more!

SCHEMES OF WORK for Primary (All Subjects)

Click
https://exoticnotes.com/schemes_of_work/primary/

For LESSON NOTES P.1 – P.7
Click
https://exoticnotes.com/notes/primary/

For Papers and Exams P.1 – P.7
Click
https://exoticnotes.com/papers/primary/

For Holiday Packages P.1 – P.7
Click
https://exoticnotes.com/holiday-work/primary/