

ENGLISH GRAMMAR SCHEME OF WORK FOR P.6 FIRST TERM

LEARNING OUTCOMES

The learner;

- practices safe behaviour while on the road.

- argues out issues fluently, confidently

WK	PD	TOPIC	S/TOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	METH/ TECHN	ACTIVITIES	IMS	I OF L.SKILLS&VALUES	REF	REM
1	1 & 2	SATETY ON THE ROAD		Listening - Speaking - Reading - Writing	***Structures***	-Uses language related to safety on the road. -rewrites sentences using the structure correctly	***-as soon as…*** *e.g. The boy crossed the road as soon as it was clear.*	Discussion Explanation	- constructing oral written sentences using the structure	c/board illustration flash cards	following instructions *Accepting advice *Patience *Endurance	Mk Primary English bk.6	
	3 & 4				***Structures***	-Uses language related to safety on the road correctly *construct sentences from the given	***---must----*** *e.g. Drivers must signal at junctions table.*	*demonstration *Explanation	-Reading sentences - constructing sentences	c/board illustration Flash cards		P.6 curriculum MK Primary	

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				Listening - Speaking - Reading - Writing				*discussion	-Writing sentences	Table about the use of ---- must----	*Responsibility Clarity Responsibility	English bk 6 page 8-9	
	5 & 6				***Structure Writes sentences about what should or should***	1.Uses language related to safety on the road	***<u>--should not---</u>*** *e.g. children should not play along the road*	Discovery Explanation	Constructing sentences using the structure Writing	c/board illustration		P.6 curriculum Mk Primary English bk 6 page 10-11	
	7 & 8	Safety on the road	Safety on the road	Listening - Speaking - Reading - Writing	**Structure**	The learner uses the structure as instructed -constructs correct sentences	***<u>--mustn't—</u>*** *Unless. e.g. you mustn't cross the road unless it is clear.*	Discussion Explanation	- constructing sentences -Writing sentences	c/board illustration	Logical presentation of Ideas. -clarity	Mk Primary English bk 6 primary 6 Curriculum page 14	
2	**1 & 2**						***<u>Using; …unless….</u>***	demonstration discussion question & answer	making sentences writing sentences	c/board illustration	clarity accuracy		
	3 & 4		Safety on the road				***Using;*** ***Having…….*** *Amanda wrote traffic regulations land posted them. Having written traffic regulations,*	demonstration discussion			logical presentation of ideas		

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							Amanda posted them.				making choices		
	5 & 6	SAFETY ON THE ROAD	Safety on the road	Listening - Speaking - Reading - Writing		The learner; - writes sentences - makes sentences	*Using ; …….with whom…..* *Ntongo is a bicyclist. I stay with him in Ntinda.* *- Ntongo with whom I stay in Ntinda is a bicyclist.*	demonstration discussion question & answer	making sentences writing sentences	c/board illustration	clarity accepting advice patience endurance responsibility		
	7 & 8				***Grammar***	-spells words correctly -constructs sentences using adjectives -Uses the degree of adjectives in sentences -completes given exercise using the correct degree of adjectives	***<u>The use of adjectives kinds of adjectives</u>*** **quality: beautiful* **Quantity: five Mary plenty* **colour: yellow* ***Forms of adjectives*** *(comparison)* *positive: Happy* *comparative Happier* *superlative. Happiest*	Discussion Explanation Brain storming Discussion Explanation Discovery	-spelling exercise - constructing sentences Formulating the comparative and superlative degrees of adjectives - completing the given exercise correctly	Text books c/board illustration c/board illustration	Giving and following instructions Accepting advice Patience Endurance Responsibility	Primary six curriculum page 14	
3	**1 & 2**				***Grammar***	-Forms adjective from nouns. Complete the given table	***Forming adjectives from nouns*** *e.g. dust –dusty'* *Care -careless*	Question and answer	-Reading the adjectives	*textbooks *c/board	Patience Clarity Accuracy	Page 14 Trs c	

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						-construct sentences using adjectives formed from nouns		- Discussion	- constructing sentences - Completing the table	illustration	Responsibility		
	3 & 4			Listening - Speaking - Reading - Writing	***Grammar***	-Identifies the proper adjectives and uses them in sentences	***Proper adjectives*** *-Forming adjectives of origin from proper nouns e.g. Uganda –Ugandan Rwanda- Rwandese*	*Explanation *Discussion *Brain storming	Identifying - Use the adjectives in sentences	Text books c/board illustration	Patience Endurance		
	5 & 6	**SAFETY ON THE ROAD**	**Safety on the road**		***Grammar***	The learner: Identifies proper adjectives and uses them in sentences	***Order of adjectives****e.g. beautiful black Indian girl*	- Discovery	-re-arranging the adjectives in order -Writing sentences	c/room environment c/board illustration	- Accuracy -Clarity -Giving and following instruction	Back to English Notes and exercises Mk Precise English	
	7 & 8			Listening - Speaking - Reading - Writing	***Grammar***	Learner: -describes the kinds of adverbs -constructs sentences using adverbs related to road safety	***<u>The use of adverbs</u>****kinds of adverbs* **Adverbs of time. You are <u>early</u> today.* **Adverbs of place Go <u>there</u>.* **Adverbs of manner. Go out <u>quickly.</u>* **Adverbs of quality I have <u>much</u> work* **Adverbs of numbers. <u>Firstly</u>, Paul is playful.*	Discussion Question and answer. Direct method	-using adverbs correctly orally and written exercise	c/board illustration	Responsibility		

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4	**1 & 2**			Listening - Speaking - Reading - Writing	***Grammar***	Learner forms adverbs -constructs correct sentences using adverbs related to safety on the road.	***Formation of adverbs*** *quick –quickly *The pedestrian crossed the road – (slow).	Discussion Question and answer	-Forming adverbs - Pronouncing them correctly Forming constructing sentences	c/board illustration	Accuracy Responsibility	Back to English Notes and Exercise	
	3 & 4	SAFETY ON THE ROAD	Traffic danger		***Vocabulary***	Uses language related to traffic dangers	*Cross road, accidents roundabout, junction, traffic lights side paths*	Demonstration	-read and pronounce words correctly	Chart showing road signs	Accuracy Clarity	Mk Primary English Bk. 6 page 5	
	5 & 6		Traffic danger		***Vocabulary***	The learner: - explains the highway code -Describes words related to features on the road -Pronounce reads and spells	*First aid careless, careful, Island, highway code, road humps*	-role play - discussion	Using vocabulary related to dangers on the road -Spelling exercise - pronouncing the new words	c/board illustration	Clarity Accuracy Logical presentation of ideas Making choices	Mk Primary English Bk.6	
	7 & 8	SAFETY ON THE ROAD	Traffic danger	Listening - Speaking - Reading	***Vocabulary***	-identifies features on the road -describes words related to features on the road	***Causes of accidents on the road*** *-over speeding -children playing on the road Features on the road (road signs) -Children crossing -workers ahead*	Discussion Explanation Demonstration	Talking about the feature on the road. -Drawing and naming road signs	School and road environment c/board illustration	Accepting advice Patience Responsibility	Page 5-6	

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				- Writing			*-humps ahead*			chart showing road signs			
5	**1 & 2**	SAFETY ON THE ROAD	Traffic danger	Listening - Speaking -	***Vocabulary***	-applies the highway code to use the road safety	***<u>Control of road accidents</u>*** *-highway code -how to keep safe on the road -road signs and traffic lights*	-role play - Discussion - demonstration	Demonstrating how to keep safe on the road - role playing	c/board illustration -the road	Clarity Accuracy Responsibility	Page 4-6	
	3 & 4		Traffic danger	Listening - Speaking -	***Structures***	Constructs sentences using the structure appropriately -read sentences on the chalkboard correctly	***---may----*** *-You may get an if don't use a side path*	Explanation Demonstration	Reading and writing sentences about the learnt structure	c/board illustration	Accuracy Clarity Making choices	Primary six curriculum page 16	
	5 & 6		Traffic danger	Reading - Writing	***Structures***	The learners use the structures in sentences correctly. -reads the sentences correctly	***---should always---*** *-we should always be aware of the highway code -We should always cross busy road at the zebra crossing*	Explanation Discussion	-reading sentences - constructing sentences -Writing	c/board illustration	Fluency Audibility Confidence	Mk Primary English Bk.6	
	7 & 8		Traffic danger	Listening - Speaking	***Structures***	The learners uses the structure correctly -joins the given sentence using the structure appropriately	***First---next----then---*** *e.g. First look left next look right then look left again before you cross the road*	Explanation Discussion Demonstration	Using the structure as instructed. Joining sentences	c/board illustration	Accuracy Clarity Making choices Patience	Mk Primary English Bk.6	

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6	**1 & 2**		Traffic danger	- Reading - Writing	***Conjunctions***	The learner -uses the conjunctions as instructed correctly -Join sentences using the structure	***Using:---when---*** *-The vehicle stopped when the children were crossing the road*	Discussion Demonstration	Using the structure as instructed -reading sentences -Writing	Text books	Responsibility, Endurance	Primary six curriculum page 16	
						-The learner uses the conjunction as instructed -rewrites sentences using the structure correctly	***---because—*** *-The knocked Hamza because his bicycle had weak brakes*	Explanation Discussion	Using the conjunction as instructed -Writing sentences	C/board illustration	Giving and following instructions Responsibility	Mk Primary English Bk .6 pg 7-8	
	3 & 4		Traffic danger	Listening - Speaking	***Structures***	The learner; - uses the structure in sentences correctly -rewrites sentences using the learnt structure correctly	***---so---that—*** *-The driver was so careless that he caused the accident*	Explanation Discussion discovery	Constructing sentences using the structure learnt -Writing sentences	c/board illustration	Clarity Accepting advice	P.6.curriculum page 16	
	5 & 6	SAFETY ON THE ROAD	Traffic danger	- Reading - Writing	***Structures***	The learner; - uses the structure in sentences correctly. - re-writes sentences using the learnt structure correctly.	***Using;*** ***The……., the……*** *The higher you go, the cooler it becomes.* *The more practice one makes, the better one drives.*	Explanation Discussion discovery	Constructing sentences using the structure learnt -Writing sentences	c/board illustration	Clarity Accepting advice		
	7 & 8			Listening - Speaking	***Structures***	The learner; - uses the structure in sentences correctly.	***Using; ……look forward…..*** *I look forward to crossing a busy road.*	Explanation Discussion	Constructing sentences using the structure learnt	c/board illustration	Clarity Accepting advice		

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				- Reading		- re-writes sentences using the learnt structure correctly.	*Nattib looks forward to <u>getting</u> traffic rules.*	discovery	-Writing sentences				
7	**1 & 2**			- Writing		The learner; - uses the structure in sentences correctly. - re-writes sentences using the learnt structure correctly.	***Using;…since…*** *1. Owen started driving at 2:00p.m.. He is still driving. Owen has been driving since 2:00p.m.*	Questions & answer Explanation		c/board illustration text books			
	3 & 4			Listening - Speaking - Reading - Writing	***Homophones***	Distinguishes between sounds of the learnt words e.g. 'r' and 'l' *pronounces and writes words with sound 'r' and 'l' -does the revision exercise correctly	*-Words with sounds 'l' and 'r' e.g. light and right late and rate crowd and cloud breed and bleed* *Revision work on the work covered*	Discussion Discovery Question and answer	-Learners pronouncing words correctly -writes words correctly -writing	c/board illustration -flash cards - c/board illustration	Accuracy Clarity Responsibility	Primary 6 curriculum page 15 Mk primary English pupils bk.6 Page 17-18	
8	**1 & 2**	Debating	debating	Listening - Speaking - Reading - Writing	***Direct and indirect speech***	Listens and responds to arguments using appropriate language -Uses direct and indirect speech to construct sentences	***<u>The use of direct speech</u>*** e.g. Moses said, "I am very hungry" ii) "We are coming," said Juliet. iii) "Why are you crying?" the teacher asked me.		Constructing sentences in direct and indirect speech -Rewriting sentences as instructed		Expressing ones point of view -Respect - Appreciation		
	3 & 4	Debating	debating		***Direct and indirec***	The learner uses appropriate vocabulary	*Direct speech e.g. where is my bag asked Betty.*	Demonstration Discovery	Constructing sentences using vocabulary	c/board illustration	Fluency Audibility Articulation	Mk Precise Grammar for upper	

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					t speech	-reads and punctuate the given sentences correctly	*Direct : "Where is my bag?"asked Betty.*	Role play Research Group work Dramatisation	and structures learnt - punctuating sentences correctly	Flash cards -strip cards		Primary page 200-210	
	5 & 6	Debating	debating	Listening - Speaking - Reading - Writing	***Direct and indirect speech***	*changes sentences from indirect to direct speech	***<u>Changing sentences from indirect to direct speech.</u>*** Betty asked where her bag was. Betty asked, "where is my bag." Present simple and Present cont. .. Betty says that she likes music ..Tom's father said that he was going to school.		Changing the given sentences to indirect speech and vice versa		Responding to questions	P.6 currciculum syllabus pg 18	
	7 & 8	do	do	do	***do***		***<u>present perfect</u>*** ***. The teacher said that Mary had broken the cup.*** ***<u>Past simple</u>*** ***Tom said that he had gone to the market.***		do	do	Do	Do	

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9	**1 & 2**						***Past cont.*** ***Shiraz said that she had been eating a mango.*** ***Past perfect*** ***It remains***		Do	do	do	Do	
	3 & 4	Debating	debating	Listening - Speaking - Reading - Writing	***Direct and indirect speech***	*Indirect speech -construct sentences in indirect speech -rewrite sentences given in indirect speech correctly	***-Changing sentences from direct to indirect speech*** e.g. "Kato is my friend," said Jane. Future simple and Future continuous				Confidence Talking about self Being open		
	5 & 6	Debating	debating	Listening - Speaking - Reading - Writing	***Language structure***	-Construct sentences using appropriate vocabulary and structures	***Using:*** ***i)even though….*** ***ii) ..even though…****E.g. Even though the previous speaker said father buys clothes, mother loves me more. Mother loves me more even though the previous speaker said father buys me clothes.*		Constructing sentences using vocabulary and structures learnt		-listening to and valuing what others say - Responding to questions	MK Precise English Grammar page 121-122	
	7 & 8	Debating	debating	Listening - Speaking	***Language structure***		***Using*** ***i) ….although….*** ***ii) …although….*** *e.g. Although she argued out her*		-Rewriting sentences using appropriate structures		Responding to questions, appreciati		

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				- Reading - Writing			*points, people did not accept them. She argued out her points although people did not accept them.*				on, respect		
10	**1 & 2**	Debating	debating	Listening - Speaking - Reading - Writing	***Structure***	The learner: -reads and constructs sentences in the If(1)	***"If 1"*** *-If Stella is the secretary, she will take notes of the debate.*	Discussion Explanation	- constructing sentences using the structures appropriately	c/board illustration	- Responding to questions -talking about self	Primary six curriculum Mk Primary Eng bk.6	
	3 & 4	Debating	debating		***Structure***	Constructs sentences using the given structures -Rewrites the given sentences in If(2) correctly	***---If(2)---*** *e.g. If I were the chairperson, I would chase Zika from the debate for misbehavior*	Discussion Explanation	-Writing out sentences using the learnt structure. If(2)	c/board illustration	-listening and valuing what others say Appreciation -Respect		
	5 & 6	Debating	debating	Listening - Speaking - Reading - Writing	***Structure***		***---If(3)---*** e.g. If I had been the chairperson, I would have chased Zika from the debate for misbehaviour	Discussion Explanation	- constructing sentences in If(3) -Rewriting sentences in If(3)		Clarity Responsibility		
	7 & 8	Debating	debating				***Changing from if 1 to if 2***		- rewriting sentences	c/board illustration			
11	**1 & 2**						***Changing from if 2 to if 3***	Discussion Explanation					

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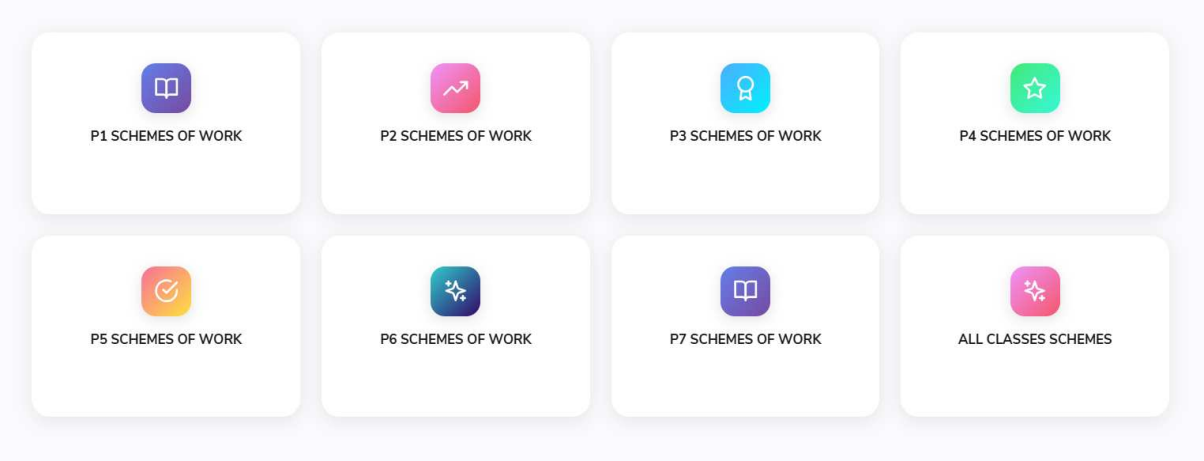
	3 & 4			Listening - Speaking - Reading - Writing	***Structure***	The learner; - makes sentences - writes sentences	***Rewriting if sentences beginning; Hard….***	Discussion Explanation			effective communication		
	5 & 6	Debating	debating			The learner; - makes sentences - writes sentences	***Using;*** ***i) Not only….*** ***ii) …not only…***	Discussion Explanation			effective communication		
	7 & 8						***Using;*** ***as well as…***						
12	**1 & 2**	Debating	debating				***Using;*** ***i) despite*** ***ii) in spite***						
	3 & 4			Listening - Speaking - Reading - Writing	***A debate***	The learner; - interprets given motion and for/against the given motion.	***MOTION*** ***Studying is the key to getting rich."***	Group work	writing points against or for the motion. debating			Page 63	
	5 & 6						***Revision Exercise A and B***		reading and answering questions writing sentences using the correct form of the words		fluency audibility articulation confidence responding to questions appreciation respect	page 63	
	7 & 8	Debating	debating		***Structures***	The learner; - uses appropriate vocabulary and structures to write	***Examples*** ***i) Neither…nor…*** ***ii) Either ..or..*** ***iii) …and neither…*** ***iv) …and…either..***	demonstration discovery research	*constructing sentences given structures.*	chalkboard illustration		Mk primary English page 6	

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						sentences as instructed.	***v) While…..*** ***vi) who….*** ***vi) …but….***	group work	*joining and rewriting the sentences as instructed*			Page 64	

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