P.7 ENGLISH SCHEME (COMPOSITION & COMPREHENSION) TERM 1

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	T/AIDS	L/SKILLS	REF	REM
1	1	School holiday		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabularies -break-up -parents -help -camp -sort -enjoy -studying -beginning -prepare for -report -holiday -farming	The learners will Construct sentences using the given vocabulary Complete sentences using the new words Pronounces the new vocabulary correctly	Guided discussion Illustration Question and answer	Pronouncing sentences correctly Constructing sentences	Real objects like -bank slip -report cards	Effective communication		
				Listening Speaking Reading Writing	**Structures** Using: You won't …..,……? No, I won't Or You will ……..,……? Yes, I will. **Examples** I will go for holidays instead of staying at school. You won't stay in town, will you? No, I am going to the village for holiday.	Give the correct question tag to the statement Make correct response to the question	Question and answer Illustration Guided discussion Guided discovery	Completing the statements correctly	Pupils tex6t book	Effective communication		
				Listening Speaking Reading Writing	Using: I am going to _____ **Examples** I shall go to Jinja for holidays next week. <u>I am going to Jinja for holidays next week.</u> Jane will help her parents on the farm next holiday. <u>Jane is going to help her parents on the farm next holiday.</u>	Make correct sentences using the given structure	Question and answer Illustration Guided discussion	Making sentences using the structure given	Chalkboard illustration	Effective communication		
				Listening Speaking Reading Writing	**Dialogue** Read the dialogue between "Okello and Laker" and answer questions about it. **Questions** 1. What is the dialogue about? 2. How many people are taking part in the dialogue? 3. Give another word to mean dialogue.	Read s the dialogue Answers questions about the dialogue	Role play Guided discussion Illustration Demonstration	Reading the dialogue Answering questions about the dialogue	Pupils text book Chalk board illustration	Fluency communication		

				Listening Speaking Reading Writing	**Poem** Read the passage carefully and answer questions about it **A Time To Relax** <u>Questions</u> 1. How many stanzas has the poem? 2. When can one enjoy holiday? 3.What kind of work makes the body relax?	Reads the poem Answers questions about the passage	Guided discussion Illustration Question and answer Demonstration	Reading the passage Answering questions about the passage	Pupils text book	Effective communication		
				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer the questions that follow. <u>School Holidays</u> 1.On what day did the creator rest? 2.Why does every one love holidays?	A learner will be able to; Read the passage correctly Answer questions about the passage	Question and answer Guided discussion Illustration	Reading the passage Answering questions about the passage	Pupils' text books	Effective communication Fluency		
				Listening Speaking Reading Writing	**Guided composition** Use the words given in bracket to complete the dialogue below **Jarua**: What _____ **Kato**: I usually travel to Mbale to stay with my parents during holidays. At times, I go camping with other children. **Jarua:** _____ Continues _____	The learner; Reads the sentences correctly Completes the dialogue correctly	Guided discussion Illustration Question and answer	Completing the dialogue correctly	A chart showing the guided dialogue	Fluency Effective communication		
				Listening Speaking Reading Writing	**Composition writing** Write a short story about your first time to bank school fees.	The learner; Writes the plan for banking school fees. Writes the steps under taken	Guided discussion Illustration Question and answer	Writing a composition about the topic given	Chalk board illustration	Effective communication		
		Letters		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabulary address ordinary aerogram referee affectionate reply conclusion addressee mail addresser stamp seal envelop	The learner; Pronounces the new words correctly Makes correct sentences using the new words Reads the new words correctly	Guided discussion Illustration Question and answer	Pronouncing the words Making sentences using the new words	Using real objects like -letters envelopes parcels Illustration on the chalk board	effective communication		

		Letter		Listening Speaking Reading Writing	**Structures** Using: _____ whenever_____ **Examples** Please reply to the letter every time friends write to you. <u>Please, reply whenever friends write to you.</u> If I take a long time without writing to you, then there is a problem. <u>There is a problem whenever I take long without writing to you.</u>	The learner; Uses the given structure in the sentences correctly. Constructs sentences using the structure given Re-write sentences using the structure given	Guided discussion Illustration Question and answer	Using the structures in the sentences correctly	Chalkboard illustration Pupils' text books	Effective communication		
				Listening Speaking Reading Writing	Using _____since _____ **Examples** I last wrote to Ochola in March. <u>I have not written to Ochola since March.</u> We last met in February <u>We have not met since February</u>	The learner; Uses the given structure correctly in the sentences Re-writes the sentences using since	Question and answer Guided discussion Illustration Demonstration	Making sentences using "since"	A chart showing the use of since	Effective communication Fluency		
				Listening Speaking Reading Writing	Using _____ for _____ **Examples** It is three years since I joined this school. <u>I have been in this school for three years.</u> It is a year sicne Mr. Kaamu taught us. <u>Mr. Kaamu has not taught us for a year.</u>	The learner; Re-writes sentences using "for" Makes sentences using "for"	Chalk board illustration Question and answer	Using the structure in a sentence	A chart showing the use of "for"	Effective communication Fluency		
				Listening Speaking Reading Writing	**Writing a personal letter (Friendly letter)** <u>Points to consider</u> A personal letter should bear the writers address and location The date when the letter is written. It should open with a form of greeting like Dear Jane, Dear Ruth. It may end with you lovely son, your friend. Write a name at the end of the letter.	The learner; Writes the steps taken when writing a friendly / personal letter Writes friendly letters	Question and answer Illustration Guided discussion	Writing friendly letter	A chart showing friendly letters	Effective communication		
				Listening Speaking Reading Writing	**Official letter** <u>Points to consider when writing official letter</u> -It should be the writer's address. -The date of writing the letter should be indicated. -The addressee's address should follow. -Indicate the salutation of the addressee. -It should have a heading introduced by "Re" -It should end with your faithfully, Name	The learner Writes the steps taken when writing an official letter Writes the official letters correctly	Guided discussion Illustration Demonstration	Writing official letters	A chart showing sample of official letter	Effective communication Fluency		

		Letter		Listening Speaking Reading Writing	**Dialogue** <u>Read the dialogue between Monica and George and answer questions that follow.</u> **A Thank you letter** **<u>Questions</u>** How many people are taking part in the dialogue? What is the dialogue about? To whom was the letter written? What was George going to do at the post office?	The learner; reads the dialogue correctly Answers all the questions about the dialogue	Question and answer Illustration Guided discussion Role play	Reading the dialogue Answering questions about the dialogue	A chart showing the dialogue Guided discussion Illustration	Effective communication Fluency		
				Listening Speaking Reading Writing	**Poem** Read the poem carefully and answer questions about it in full sentence <u>Why write letter?</u> **<u>Question</u>** 1.What is the poem about? 2.What word could replace "Document"? 3.Why are letters very important in our lives?	The learner; Reads the poem correctly Answers questions about the poem	Question and answer Illustration Role play	Reading the poem Answering questions about the poem	A chart showing the poem Pupils' text books	Effective communication		
				Listening Speaking Reading Writing	**Guided composition** Re-arrange these sentences to make a good friendly letter. 1.You ever loving friend 2.P.O Box 478 Masindi 3.I want you to come with your sister Diana 4.In Kigali We hope to meet Ben Magezi Continues _____	The learner; Arranges sentences correctly Writes a good friendly letter Punctuates the letter correctly	Question and Answer Illustration Guided discussion	Writing a friendly letter	Chalk board illustration Pupils text books	Effective communication		
				Listening Speaking Reading Writing	**Picture composition** Study the picture and answer questions about it <u>Fiona's success</u> **<u>Questions</u>** 1. What is taking place in the class? 2.What is the teacher doing? 3.What are the pupils doing?	The learner; Writes correct sentences about each picture Answers questions about picture	Illustration Question and answer Guided discussion	Making sentences about each picture	Pupils' text book	Fluency Critical thinking Effective communication		
		Examination		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabulary accurate invigilator briefing instruction cheat percent seal disqualify supervisor examiner script	The learner; Pronounces the new words correctly. Makes correct sentences using the new vocabulary Complete sentences using the new vocabulary	Question and Answer Role play Illustration Guided discussion	Pronouncing the new words correctly	A chart showing the new vocabulary	Sharing Fluency Effective communication Critical thinking		

		Examination		Listening Speaking Reading Writing	Using: ___ so ___ that _____ **Examples** The mock examinations were easy. Almost all candidates passed The examinations were so easy that almost all candidates passed. The supervisor was very strict. He checked all our pockets. The supervisor was so strict that he checked all our pockets	The learner; Uses the new structure in the sentences correctly	Question and Answer Illustration Guided discovery Explanation	Joining sentences using the structure given	Chalk board illustration	Critical thinking Effective communication Fluency		
				Listening Speaking Reading Writing	Using _____ly **Examples** Emma does his work with great care. Emma does his work carefully. The examiners mark our work with great patience The examiners mark our work patiently	The learner; Uses the structure correctly in the sentences Forms correct adverb from the adjectives given	Question and Answer Illustration Guided discussion	Re-writing sentences giving a single word for the underlined group of words	Pupils text books	Effective communication Critical thinking		
				Listening Speaking Reading Writing	Using: Although_____ **Examples** The examinations were difficult. Jane passed all the papers Although the examinations were difficult, Jane passed all the papers	The learner; Uses the new structure in the sentences correctly Makes sentences using the given structure	Question and Answer Role play Guided discussion	Joining sentences using although	Pupils text books	Critical thinking		
				Listening Speaking Reading Writing	Using"___, didn't you? **Examples** You (pass) the science examination, didn't you? You passed the science examination, didn't you? You (Write) the answers in ink, didn't you? You wrote the answers in ink, didn't you?	The learner; Gives correct question tags to the statement Makes correct statements to the question tags.	Question and Answer Illustration Guided discussion	Making correct statements to the question tags	Pupils text books	Effective communication Illustration		
				Listening Speaking Reading Writing	Using: If ____, you will _____ **Examples** When you cheat the examination you are disqualified. If your cheat the examination, you will be disqualified. When you do not revise your work, you will fail the examination If you do not revise your work, you will be disqualified.	The learner; Makes sentences in if (1) Uses the given structure correctly in the sentence	Question and Answer Illustration Guided discussion	Making correct sentences in If (1)	Chalk board illustration Pupils text books	Critical thinking Effective communication		

		Examination		Listening Speaking Reading Writing	**Dialogue** Read the dialogue carefully and answer questions that follow <u>Never Panic in examination</u> **<u>Questions</u>** 1.Which examinations are they going to sit for? 2.What did the teacher tell the candidate? 3.What is the dialogue	The learner; Reads the dialogue correctly Answers questions about the dialogue	Question and Answer Role play Dramatization	Writing a friendly letter	Reading the dialogue Answering questions about the dialogue	Critical thinking Effective communication		
				Listening Speaking Reading Writing	**Passage** Read the passage and answer questions about it in full sentences <u>Examination</u> **<u>Question</u>** 1.What is the importance of examination? 2.What is the importance of instructions?	The learner; Reads the passage correctly Answers questions about the passage	Question and Answer Illustration Guided discussion Look and say Role play	Reading the dialogue Answering questions about the dialogue	Pupils text books	Critical thinking Effective communication		
				Listening Speaking Reading Writing	**Picture composition** Study the pictures carefully and write correct sentences about each picture Examination at Lugazi parent school Picture 1: Head teacher, briefing Picture 2:Invigilators Picture 3: Candidates, writing Picture 4: Invigilator help	The learner; Makes correct sentences about each picture Answers questions about each picture	Question and Answer Illustration Guided discussion	Making sentences about each picture	Pupils text books	Fluency Critical thinking		
		Electronic Media		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabulary -advertisement -broad cast -favourite -pop music -tune -studio -record -programme -pop music	The learner; Pronounces the new vocabulary Makes correct sentences using the new words Completes sentences using the new words	Question and Answer Illustration Guided discussion	Making sentences using the new words Completing sentences using the new words	Using real objects like radio, tape, dry cell, DVD, Player, TV	Effective communication Fluency		

				Listening Speaking Reading Writing	Using: Which is___favourite___ **Examples** I don't know the radio programmeOpio likes most. Which is Opio'sfavourite radio programme? My favourite radio station is capital F.M Which is your favourite radio station?	The learner; Forms questions to the given statement Uses the given structure correctly in the sentence	Question and Answer Illustration Guided discussion	Forming questions to the given statement	Chalk board illustration Pupils text books	Fluency Critical thinking		
		Electronic Media		Listening Speaking Reading Writing	Using: If _____, will _____ **Examples** Magezi may get money and buy a radio. If Magezi gets money, be will buy a radio. I may go to Kampala and buy a record player. If I go to Kampala, I will buy a record player.	The learner; Makes sentences in If(1) Uses the structure given in a sentence correctly	Question and Answer Guided discussion	Answering oral and written exercise	Chalk board illustration Pupils text books TV, Radio and Tapes	Effective communication Critical thinking		
				Listening Speaking Reading Writing	Using: If I had ____ would ____ **Examples** Having money, buying a radio. If a had money, I would buy a radio. Playing the Afrigo tape, having a cassette player. If I had a cassette player, I would play Afrigo tape	The learner; Makes sentences in If(2) Uses the structure given correctly	Demonstration Illustration Guided discussion	Making sentences in If(2) Constructing sentences using the structure given	Real objects like Radio, Tapes, DVD play	Fluency Critical thinking Effective communication		
				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions about it. The Radio **Questions** 1.What is another name for the radio? 2.What is a radio used for? 3.Who invented the radio? 4.Why is an aerial important to a radio or TV set?	The learner; Reads the passage correctly Answers questions about the passage	Role play Demonstration Guided discussion	Reading the passage Answering the question about the	Pupils text books	Critical thinking Effective communication Reasoning		
				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions about it. Tendo'sRadicProgramme **Questions** 1.Who is the programme presenter? 2.What event took place in Bugembe station? 3.Why did the match end prematurely?	The learner; Reads the passage correctly Answrs questions about the passage	Question and Answer Illustration Guided discussion	Reading the passage Answering questions about the passage	Pupils text books	Reasoning Critical thinking Effective communication		

				Listening Speaking Reading Writing	**Composition writing** Write a short story about your favourite radio programme presenter	The learner; Identifies the radio presenter Makes plan for the story Writes a good composition	Illustration Demonstration Question and Answer	Writing a good programme	Chalk board illustration Radio TV	Reasoning Critical thinking		
		Rights, responsibilities and freedom		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabularies - accuse - arrest - child abuse - criminal - plead - guilty - convict - cruel - imprison	The learner; Pronounces the new words correctly. Makes sentences using the new vocabulary Completes sentences using the new vocabulary	Question and Answer Illustration Guided discussion	Pronouncing the new words Completing the sentences using the new word	Pupils text books	Effective communication Critical thinking		
				Listening Speaking Reading Writing	**Structures** Using: _____ accused of _____ **Examples** Mr. Makasadoesn't look after his children. <u>Mr. Mukasa was accused of not looking after his children.</u> John mistreated his children. <u>John was accused of mistreating his children.</u>	The learner; Makes correct sentences using the structure given	Question and Answer Guided discussion	Making sentences using the structure given	Pupils text book Chalkboard illustration	Effective communication Critical thinking		
				Listening Speaking Reading Writing	Using:_____ whose _____ **Examples** The woman went to the local council chairman. Her daughter had been defiled. <u>The woman whose daughter had been defiled, went to the local council chairman.</u>	The learner; Makes correct sentences using the new structure	Role play Illustration Guided discussion	Reading the dialogue Answering questions about the dialogue	Pupils text books	Reasoning Critical thinking		
				Listening Speaking Reading Writing	**Dialogue** Read the dialogue carefully and answer questions about it in full sentences <u>Respect children</u> **<u>Questions</u>** 1.Where was Bangi going? 2.Why was Mrs. Kapere arrested?	The learner; Reads the dialogue correctly Answers questions about the dialogue						

				Listening Speaking Reading Writing	**Poem** Read the poem carefully and answer questions about it in full sentences <u>Rice up for your Rights</u> **<u>Questions</u>** 1.Why should children rise up for their rights? 2. What example of children are distressed? 3.What advise is given to parents?	The learner; Reads the poem correctly Answers questions about the poem	Recitation Role play Question and Answer Guided discussion	Reading the poem Answering questions about poem	Pupils text books	Effective communication Critical thinking		
		Rights, responsibilities and freedom		Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions that follow. <u>Children must be responsible</u> **<u>Questions</u>** 1.In which way are children abused? 2.What type of children grow under fear?	The learner; Reads the passage Answers question about the passage	Question and Answer Illustration Look and say	Reading the passage correctly	Pupils text books	Reasoning Critical thinking Effective communication		
				Listening Speaking Reading Writing	**Notice** Study the notice carefully and answer questions about it. **<u>Questions</u>** 1.When was the statute written? 2.What is the children's statute about? 3.Why did the government come up with the statute above?	The learner; Reads the notice carefully Answers questions about the statute	Question and Answer Observation Guided discussion	Making sentences about each picture	Pupils text books	Reasoning Critical thinking		
				Listening Speaking Reading Writing	**Picture composition** Study the pictures carefully and make correct sentence about each picture <u>Kantal and the cruel mother</u> **Use these words** - saving - arresting - carrying - burning - sentencing - imprisoned	The learner; Identifies the main character about each picture Makes correct sentence about each picture	Question and Answer recitation Guided discussion	Pronouncing the new words	Chalk board illustration Pupils text books	Effective communication Reasoning Critical thinking		

		Environmental protection		Listening Speaking Reading Writing	**Vocabulary** Study these meaning of these vocabulary - conserve - crop rotation - dump - drought - drainage - erode - garbage - mulching - refuse - pollute	The learner; Pronounces the new words correctly Makes correct sentence about each picture Complete sentences using the new words	Question and Answer recitation Guided discussion	pronouncing the new words	Chalk board illustration Pupils text books	Effective communication		
		Environmental protection		Listening Speaking Reading Writing	**Structures** Using : If we do not _____ **<u>Examples</u>** 1.We dig terrace to avoid soil erosion. <u>If we do not dig terraces, the fertile soil will be eroded.</u> <u>Unless we dig terraces, the fertile soil will be eroded.</u> 2.We reserve forests to get sufficient rainfall. <u>If we do not reserve forests, we shall not get sufficient rainfall.</u>	The learner; Makes sentences using the new structure	Question and Answer Illustration Guided discussion	Making sentences using the new structure	Chalk board illustration Pupils text books	Reasoning Critical thinking		
				Listening Speaking Reading Writing	Using: _____so_____ **Examples** The soil was poor. The manager added manure to make it fertile. <u>The soil was poor so the farm manager added manure to make it fertile.</u> The air was polluted. A number of residents fell sick. <u>The air was polluted so a number of residents fell sick.</u>	The learner; Joins sentences using “so” Makes sentences using “so”	Question and Answer Illustration Guided discussion	Joining sentences using “so”	A chart showing the use of “so”	Effective communication Fluency Awareness		
				Listening Speaking Reading Writing	Using: ___could/would have ____ **Examples** Aloyo did not buy the manure because she did not have money, <u>If Aloyo had had the money, she would have bought the manure.</u>	The learner; Makes sentences in If(3) Joins sentences using the structure given	Question and Answer Illustration Guided discussion Demonstration	Making sentences in If(3) Using the structure in the sentences	Chalk board illustration	Fluency Critical thinking		

				Listening Speaking Reading Writing	Using: If ___wouldn't _____ have_____ **Examples** Drank the milk not knowing that it had gone sour. <u>If a had known that the milk had gone sour, I wouldn't have drunk it.</u>	The learner; Makes sentences in If(3) Re-write sentences using the structure given	Question and Answer Illustration Guided discussion	Making sentences in If(3) Joining sentences using the structure given	A chart showing the If(3)	Effective communication Fluency Critical thinking		
		Environmental protection		Listening Speaking Reading Writing	**Poem** Read the poem carefully and answer the questions that follow in full sentences **No more rain** **<u>Questions</u>** 1.Why should the youth cry? 2.What is the title of the passage? 3.What has been done in place of nature? 4.How can you conserve the environment?	The learner; Reads the poem correctly. Answers questions about the poem	Recitation Role play Question and Answer Illustration	Reading the poem Answering questions about the poem	Chalk board illustration Pupils text books	Fluency Reasoning Critical thinking		
				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions about it. <u>The fight against the water Hyacinth</u> **<u>Questions</u>** 1.What weed is addressed in the passage? 2.Why do the fishermen dislike the weed?	The learner; Reads the passage correctly Answers questions about the passage	Recitation Question and Answer Guided discussion	Reading the passage Answering questions about the passage	Pupils text books	Reasoning Critical thinking		
				Listening Speaking Reading Writing	**Guided dialogue** Aisha and Opio are talking about the environment, complete the dialogue by giving Opio's statements.	The learner; Reads the dialogue Answers questions about the dialogue Completes the dialogue correctly	Question and Answer Illustration	Completing the dialogue	A chart showing the dialogue	Reasoning Critical thinking Awareness		
				Listening Speaking Reading Writing	**Composition writing** Write a short poem about "Environmental protection"	The learner; Makes a plan for the composition Writes a good composition about the environmental protection	Role play Question and Answer Guided discussion	Writing the poem	Chalk board illustration	Reasoning Critical thinking		

		Marriage		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabulary - agreement - customary - fiancé - bride price - engagement ring - dowry - entertain - feast - fiancée	The learner; Reads the new vocabulary correctly Makes correct sentences using the new vocabulary Completes sentences using the new vocabulary	Question and Answer Illustration Guided discussion	Pronouncing the new words correctly Making sentences using the new words	Real objects like -ring -cakes -bouquet	Effective thinking Reasoning Critical thinking		
		Marriage		Listening Speaking Reading Writing	Using: adjectives **Examples** The bag that the matron was holding was a nice one (end …. a nice bag.) <u>The matron was holding a nice bag.</u> The dress that the maid was wearing was a long one (end ….. a long dress.) <u>The maid was wearing a long dress.</u>	The learner; Answers questions using the order of adjectives Re-writes sentences as instructed in brackets	Question and Answer Illustration Guided discussion	Re-writing sentences as instructed in brackets	A chart showing the order of adjective	Reasoning Fluency Critical thinking		
				Listening Speaking Reading Writing	Using_____ and so _____ **Examples** The bridegroom looked very handsome. Musa looked very handsome. <u>The bridegroom looked very handsome and so did Musa.</u> The matron looked beautiful. The bride look beautiful. <u>The matron looked beautiful and so did the bride.</u>	The learner; Joins sentences using “and so”	Role play Question and Answer Demonstration	Joining sentences using the structure given	Chalk board illustration	Awareness		
				Listening Speaking Reading Writing	Using: Both _____and _____ **Examples** The bride was smart. The groom was smart. <u>Both the bride and the groom were smart.</u> The matron was happy. The bride was happy. <u>Both the matron and the bride were happy.</u>	The learner; Joins sentence using “both”	Question and Answer Explanation Illustration Guided discussion	Joining sentences using “both”	Pupils text books	Reasoning Effective communication		
				Listening Speaking Reading Writing	Using _____ prefer_____ **Examples** Some people like beer more than soda. <u>Some people prefer beer to soda.</u> Many guests like self service more than being served by other people. <u>Many guests prefer self service to being served by other people.</u>	The learner; Joins sentences using “prefer”	Question and Answer Explanation Guided discussion	Joining sentences using “prefer”	Chalk board illustration	Reasoning Critical thinking		

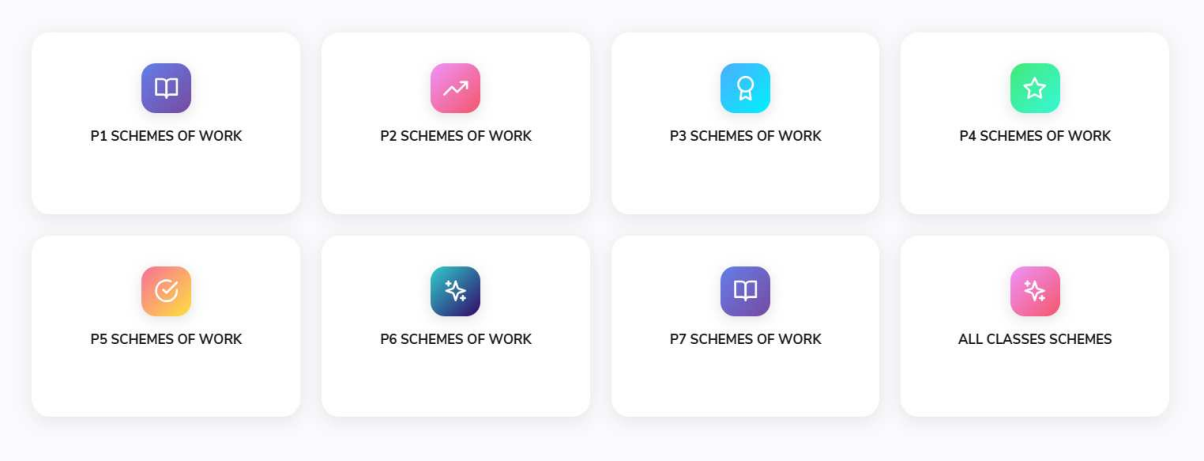
				Listening Speaking Reading Writing	**Dialogue** Read the dialogue carefully and answer questions that follow. <u>Ayo plans to wed</u> **<u>Questions</u>** 1.Who is planning to wed soon? 2.Who is Okot's fiancé? 3.Who is the best man? 4.Where do they hold the meeting for the wedding?	The learner; Reads the dialogue correctly Answers questions about the dialogue	Role play Demonstration Question and Answer	Reading the dialogue Answering questions about the dialogue	Pupils text books	Reasoning Critical thinking Effective communication		
		Marriage		Listening Speaking Reading Writing	**Poem** Read the poem carefully and answer questions about it. <u>When to have marriage</u> **<u>Questions</u>** 1.What is the poem about? 2.Where was Nekesa's home? 3.How long has the couple been married?	The learner; Read the poem correctly Answers questions about the poem.	Question and Answer Illustration Guided discussion	Reading the passage Answering questions about the passage	Chalk board illustration Pupils text books	Effective communication		
				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions that follow. <u>Marriage</u> **<u>Questions</u>** 1.What is bridge price? 2.What is the major purpose for marriage? 3.What is the acceptable age for marriage?	The learner; Reads the passage correctly Answers questions about the passage	Guided discussion	Arranging sentences to make a good story	Chalk board illustration	Reasoning Critical thinking Awareness		
				Listening Speaking Reading Writing	**Guided composition** Re-arrange these sentences to make a good story <u>Life partners</u> 1.The wedding was attended by old boy and old girl, friends and relatives 2.Now Paul and Jane have good jobs and a family of two children. 3.However, they met in Moyo town where their parents lived continue…..	The learner; Arranges the jumbled sentences to make a good story Identifies the linking words in the sentences	Question and Answer Illustration Guided discussion	Making sentences using the new words	Picture of coffin	Effective communication Reasoning Awareness		

				Listening Speaking Reading Writing	**Picture composition** Study the pictures carefully and write correct sentences about each picture Picture 1: Preparations Picture 2: Introduction ceremony Picture 3: Dowry Picture 4: Priest Picture 5: Decorated cars Picture 6: Reception	The learner; Observes the pictures correctly Identifies the characters Makes correct sentences about each picture	Question and Answer Guided discussion Explanation Brain storming	Making sentences using whenever	Chalk board illustration Pupils text books	Reasoning Awareness		
				Listening Speaking Reading Writing	**Composition writing** Write a short story about any wedding ceremony you have ever attended	The learner; Writes a good composition about wedding	Question and Answer Illustration Guided discussion	Joining sentences using "who"	Pupils text books	Reasoning Critical thinking		
		Burial		Listening Speaking Reading Writing	**Vocabulary** Study the meaning of these vocabularies - coffin - funeral - grave - condolence - weal - widow - mourners - orphan - will - shock - respect - widower	The learner; Pronounces the new words correctly Makes correct sentences using the new words	Question and Answer Illustration Guided discussion	Making sentences using the new words	Pictures of coffin	Effective communication Reasoning Awareness		
				Listening Speaking Reading Writing	Using: Whenever _____ there _____ **Examples** What happens if the head of the family dies? (a lot of wailing) <u>Whenever a head of the family dies, there is always waiting.</u> What happened when a person lose their loved ones? <u>Whenever a person lose the loved ones, there is sadness.</u>	The learner; Answers questions using "whenever"	Question and Answer Explanation Guided discussion Brain storming	Making sentences using whenever	Chalk board illustration Pupils text books	Reasoning Awareness		

				Listening Speaking Reading Writing	Using: _____who_____ **Examples** The thief broke into a shop. He was shot dead. <u>The thief, who broke into a shop was shot dead.</u> The woman was ill. She died of high fever <u>The woman, who died of high fever, was ill.</u>	The learner; Joins sentences using"who"	Question and Answer illustration Guided discussion	Joining sentences using "who"	Pupils text books	Reasoning Critical thinking		
				Listening Speaking Reading Writing	Using: Neither _____ nor _____ **Examples** Mugizi did not attend the funeral Opio did not attend the unreal <u>Neither Mugizi nor Opio attended the funeral</u> Kato did not buy the coffin. My sister did not buy the coffin. <u>Neither Kato nor My sister bought the coffin.</u>	The learner; Joins sentences using "neither"	Guided discussion Illustration Demonstration	Joining sentences using "neither"	Chalkboard illustration	Reasoning Critical thinking		
		Burial		Listening Speaking Reading Writing	Using: Both ____ and ____ **Examples** The chief sympathized with the bereaved family. The Reverend sympathized with the bereaved family. <u>Both the chief and the Reverend sympathized with the bereaved family.</u> The priest attend the burial. The old man in the village attended the Burial. <u>Both the priest and the old man in the village attended the burial.</u>	The learner; Joins sentences using "both"	Question and Answer Illustration Guided discussion	Joining sentences using "both"	Chalk board illustration	Effective communication		
				Listening Speaking Reading Writing	**Dialogue** Read the dialogue between Mr. Opio and Mrs. Pakish and answer the questions that follow in full sentences. **Questions** 1.What is the nationality of Mr. Opio? 2.What is crematorium?	The learner; Reads the dialogue correctly Answers questions about the dialogue	Question and Answer Illustration	Reading the dialogue Answering questions about the dialogue	Pupils text books	Reasoning Fluency		
				Listening Speaking Reading Writing	**Poem** Read the poem carefully and answer questions about it in full sentences <u>The last good bye</u> **Questions** 1.What is the poem about? 2.Who are the sympathizers? 3.What does the Sheik resist?	The learner; Reads the poem correctly Answers questions about the poem	Question and Answer Illustration Recitation	Reading the poem Answering questions about the poem	Pupils text books	Reasoning Awareness		

				Listening Speaking Reading Writing	**Passage** Read the passage carefully and answer questions about it in full sentences <u>Farewell to Mr. Muhindo</u> **Questions** 1.On what day did Mr. Muhindo die? 2.What is a vigil fire? 3.Explain what a wretch is?	The learner; Reads the passage carefully Answers questions about the passage	Question and Answer Illustration Guided discussion	Reading the passage Answering questions about the dialogue	Pupils text books	Critical reasoning Fluency Effective communication		
				Listening Speaking Reading Writing	**Jumbled composition** Re-arrange these sentences to make a good story about the death of the chief.	The learner; Arranges sentences to make a good story	Demonstration Illustration Guided discussion	Arranging sentences to make a good story	Chalk board illustration	Effective communication		
		Burial			**Picture composition** Study the pictures carefully and write correct sentence about each picture <u>Silvesto dies in a car accident</u> Picture 1 crossing Picture 2 bang Picture 3 carried Picture 4 coffin Picture 5 laid to rest Picture 6 old man	The learner; Makes correct sentences about each picture	Question and Answer Explanation Illustration Guided discussion	Writing correct sentences about teaching picture	Pupils text books	Reasoning Fluency Awareness		

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