



# ENGLISH SCHEME OF WORK FOR PRIMARY FIVE TERM I – III

WK	PD	TOPIC / SUB TOPIC	COMPETENCES	CONTENT	METHODS	LIFE SKILLS	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS	REFERENCE
1	6pds	PUNCTUATION	The learner; ☑ Uses the taught punctuation marks correctly. ☑ Writes well punctuated sentences	☑ Capital letters ☑ Full stop ☑ Inverted commas ☑ Question mark ☑ Exclamation mark ☑ Apostrophe ☑ Comma	☑ Observation ☑ Look and say ☑ Brain storming ☑ Direct method	☑ Problem solving Taking decision ☑	☑ Punctuating the given sentences correctly		☑ Tenses and parts of speech ☑ Detailed English Grammar PP 8-10 ☑ MK precise

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

	<b>4pds</b>	<b>NOUNS</b>	Learners should be able to:- ☑ Identifies types of nouns ☑ Construct correct sentences using the nouns	☑ Proper nouns ☑ Common nouns ☑ Collective nouns ☑ Abstract nouns	☑ Explanation ☑ Question & answer ☑ Discussion approach	☑ Critical thinking	☑ Underlining nouns in given sentences ☑ Completing sentences using the given nouns		☑ Revision English be R. Forrest PP 138-146 ☑ PLE revision notes by A. ☑ PLE guide by Baraza
	<b>8pds</b>	☑ <b>Vehicle repair and maintenance</b> a) parts of a vehicle b) Equipment used in vehicle repair	Learners should be able to:- (i) Use the given vocabulary to construct oral sentences (ii) Pronounces the words correctly. (iii) Use the structures given to make oral and written sentences. (iv) Answers the questions about the passage correctly.	☑ Vocabulary ☑ Engine, tyre, steering wheel, windscreen, boot, mirror, seat belt, wiper, head lamp, indicators, spokes, bakes bell, peddle ☑ Structural patterns ☑ Comprehension ☑ Guided composition ☑ Revision exercises	☑ Observation ☑ Look and say ☑ Brain storming ☑ Direct method	☑ Problem solving ☑ Effective communication	☑ Identifying common parts of vehicle ☑ Describing parts of a vehicle ☑ Constructing sentences about parts of a vehicle ☑ Creating stories about parts of a vehicle ☑ Using vocabulary in structures ☑ Spelling words correctly.	☑ Picture of a car engine ☑ Old tyre ☑ Old steering wheel ☑ Picture of a wind screen ☑ Picture of a car boot	P.5 Eng syllabus P.6 Advanced learner's dictionary
	<b>10pds</b>	☑ <b>Nouns (singular &amp; plural)</b>	The learner; Forms plurals of given nouns correctly Constructs sentences in plural form	☑ Nouns that take 's' ☑ Nouns that take 'es'	☑ Explanation ☑ Question and answer	☑ Effective communication ☑ Critical thinking	☑ Writing sentences ☑ Reading sentences	☑ Books ☑ Pens ☑ Rulers	DEG PP 90 – 96

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

				<div>☐ Nouns that end with 'y' and change the 'y' to 'i' and add 'es'</div>	<div>☐ Discussion</div>			<div>☐ Pieces of chalk</div>	
				<div><div>☐ Nouns that end with 'y' and add 's'</div><div>☐ Nouns that end with 'o' and add 'es'</div><div>☐ Nouns that end with 'o' and take 's'</div><div>☐ Nouns that end with 'f' or 'fe' change 'f' to v and add 'es'</div><div>☐ Nouns that are exceptional e.g. cloth, dwarf</div><div>☐ Nouns that change their vowels e.g. man – men</div></div>			<div><div>☐ Tomatoes</div><div>☐ A chart with different nouns in singular and plural form</div></div>		
	4pds	☐	The learner; Pronounces the words correctly Writes the correct form of the abbreviated and contracted words.	<div>☐</div>	<div><div>☐ Question and answer</div><div>☐ Discussion</div></div>	<div>☐ Critical thinking</div>			

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

			Writes the correct opposites of words						
		<b>FORMATION OF ABSTRACT NOUNS</b>	Learners should be able to:- ☐ Form abstract nouns from the given nouns ☐ Use the nouns in sentences correctly	☐ Formation of abstract nouns: ☐ By adding suffixes e.g. ness, ess, tion, ment, sion ☐ Exceptional abstract nouns ending with 't' 'cy' etc			☐ Forming abstract nouns ☐ Pronouncing the words correctly		Tenses and parts of speech by M Kateregga DEG pg 84 – 88
		<b>Print media</b>	The learner; Uses the given vocabulary in sentences Constructs sentences using the appropriate structures i.e. using who, which, whom The ... which Using .... an/a	<b>VOCABULARY</b> ☐ Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article editorial, columnist, editor, journalist, column crossword,	☐ Observation ☐ Look & say ☐ Brain storming ☐ Direct method	☐ Effective communication ☐ Critical thinking ☐ Creative thinking	☐ Talking about different items related to print media ☐ Reading different texts related to print media ☐ Writing articles adverts and stories	☐ Newspapers ☐ Simple story books ☐ Puzzles ☐ Magazines	Pupils' English course books Advanced learners' dictionary

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

				media, brochure, pullout, newsletter			<input type="checkbox"/> Asking and answering questions <input type="checkbox"/> Spelling words		
--	--	--	--	---	--	--	--	--	--

				<input type="checkbox"/> Advertisement <input type="checkbox"/> Passage <input type="checkbox"/> Guided composition <input type="checkbox"/> Revision exercises			correctly		
	<b>4pds</b>	<b>GENDER</b>	Learners should be able to:- <input type="checkbox"/> Identify the types of gender <input type="checkbox"/> Give the opposite of the different gender <input type="checkbox"/> Name the young ones of gender nouns	<b>Types of gender</b> <input type="checkbox"/> Masculine <input type="checkbox"/> Feminine <input type="checkbox"/> Common <input type="checkbox"/> Neuter <input type="checkbox"/> Young ones of gender nouns <input type="checkbox"/> Opposite of gender nouns			<input type="checkbox"/> Naming types of gender <input type="checkbox"/> Giving opposites of gender nouns <input type="checkbox"/> Giving young ones of gender nouns	<input type="checkbox"/> The New First Aid in English PP 9-14 <input type="checkbox"/> Detailed English Grammar Teachers' collection	

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

		<b>TRAVELING</b>	<ul style="list-style-type: none"> <li>☐ The learner;</li> <li>☐ Describes different means of travel using the given vocabulary</li> <li>☐ Uses the vocabulary given to construct sentences</li> <li>☐ Constructs own structures</li> </ul>	<ul style="list-style-type: none"> <li>☐ Vocabulary further about fare, conductor, ticket, seat, cycle speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by</li> <li>☐ Dialogue</li> <li>☐ Passage</li> <li>☐ Travel chart</li> <li>☐ Composition writing</li> </ul>	Look and say Brainstorming Direct method Question and answer	Effective communication Assertiveness Decision making	<ul style="list-style-type: none"> <li>☐ Acting dialogues on travelling</li> <li>☐ Reading texts on traveling</li> <li>☐ Asking and answering questions on travel charts</li> <li>☐ Writing imaginative compositions on traveling</li> <li>☐ Spelling words correctly</li> </ul>		Advanced learners' dictionary Pupils' English course books p.5 Eng syllabus
		<b>ADVERBS</b>	Learners should be able to Define & give examples of adverbs Use given adverbs in sentence construction Use adjectival qualifiers in sentences correctly	<ul style="list-style-type: none"> <li>☐ Define adverbs</li> <li>☐ Types of adverbs</li> <li>☐ Formation of adverbs by adding 'ly'</li> <li>☐ Irregular formation of adverbs</li> <li>☐ The use of adjectival qualifiers</li> </ul>	<ul style="list-style-type: none"> <li>☐ Explanation</li> <li>☐ Question &amp; answer</li> <li>☐ Discussion</li> </ul>	<ul style="list-style-type: none"> <li>☐ Effective communication</li> <li>☐ Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>☐ Using adverbs correctly in oral and written sentences</li> <li>☐ Forming adverbs</li> </ul>	<ul style="list-style-type: none"> <li>☐ Chart showing adverbs</li> </ul>	Tenses & parts of speech pg 86 First aid in Eng series pg 72 Detailed English grammar pg

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

		<b>Conjunctions</b>	<p>☐ Learners should be able to construct sentences using the given conjunctions</p> <p>☐ Join sentences correctly using given conjunctions</p>	<p>☐ Either ...or...</p> <p>☐ Neither.....nor</p> <p>☐ So....that</p> <p>☐ Too.....to</p> <p>☐ Both....and</p> <p>☐ Because</p> <p>☐ Although</p> <p>☐ While</p>	Explanation Question and answer Discussion	Effective communication Critical thinking	☐ Joining given sentences	Chalkboard illustrations	Mk précises English pg 104
--	--	---------------------	---	--	--	--	---------------------------	--------------------------	----------------------------

		<b>Tenses</b>	<p>The learner'</p> <p>Constructs sentences in present simple tense correctly.</p> <p>Constructs sentences in present continuous tense</p> <p>Changes sentences from present simple to past simple tense</p> <p>Constructs sentences in negative affirmative and interrogative form</p> <p>Writes the active and passive voices</p> <p>Supplies the question tags to the given statements</p>	<p>Present simple tense</p> <p>Present continuous tense</p> <p>Past simple tense</p>	<p>☐ Brainstorming</p> <p>☐ Questions and answer</p>	<p>☐ Effective communication</p> <p>☐ Assertiveness</p> <p>☐ Critical thinking</p>	☐ Constructing sentences	☐ Text books	Eng. Aid Bk 5 DEG pg 17 Basic working grammar pg 20 – 24
--	--	---------------	---	--	--	--	--------------------------	--------------	--

**TERM TWO**

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

<b>1</b>	<b>8 Pds</b>	<b>LETTER WRITING</b>	<ul style="list-style-type: none"> <li>☑ The learner;</li> <li>☑ Identifies components of a personal letter using the given vocabulary</li> <li>☑ Writes letters using the acceptable grammar rules</li> <li>☑ Answers questions about the given letter</li> </ul>	<ul style="list-style-type: none"> <li>☑ Vocabulary invite letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender., receiver, writer, friend, reply,</li> <li>☑ Writing letters</li> <li>☑ Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>☑ Observation</li> <li>☑ Look and say</li> <li>☑ Dramatization</li> </ul>	Effective communication Creative thinking Critical thinking	Asking and answering questions on personal letters Writing personal letters Spelling words correctly Reading text related to letter writing	Real objects Envelops, invitation cards Text books	Advanced learners' dictionary Pupils' English course book
	<b>12 Pds</b>	<b>TENSES:</b>	Learners should be able to:- <ul style="list-style-type: none"> <li>☑ Construct sentences using the given tense.</li> <li>☑ Construct sentences in negative, interrogative and affirmative form.</li> <li>☑ Write the active and passive voices of the tenses.</li> <li>☑ Supply question tags to the given statements.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Future Simple.</li> <li>☑ Future continuous.</li> </ul>	<ul style="list-style-type: none"> <li>☑ Explanation</li> <li>☑ Question and answer</li> <li>☑ Brainstorming</li> </ul>	Effective communication	Constructing oral and written sentences		Tenses and parts of speech Detailed English Grammar book..
		<b>COMMUNICATION THE POST OFFICE THE TELEPHONE THE INTERNET</b>	<ul style="list-style-type: none"> <li>☑ The learner;</li> </ul>	<b>The post office</b> Vocabulary post, stamp, letter, box, directory, package, money, order,	<ul style="list-style-type: none"> <li>☑ Observation</li> <li>☑ Look &amp; say</li> <li>☑ Brainstorming</li> </ul>	Effective communication Critical thinking	Role playing Telephone activities Demonstrating how to use a telephone	Envelops Stamps	Advanced learners' dictionary

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)



			Use given vocabulary in sentence construction Answers questions		Question and				Pupils' English
--	--	--	--	--	--------------	--	--	--	-----------------

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

			<p>about the given texts about communication</p> <p>Writes composition on communication</p>	<p>private box, parcel, telegram, mail, aerogram, post office box, box rental office, registered letter.</p> <p>Dialogue</p> <p>Passage</p> <p>Guided composition</p> <p><b>The telephone</b></p> <p>Vocabulary</p> <p>Telephone, mobile, telephone, teleface, airtime, landline, fixed line, receiver, handset, network, mast, toxins, telephone, directory, dial, airtime card, call, subscriber's identification, module (sim) card, load</p> <p>Passage</p> <p>Composition</p> <p><b>The internet</b></p> <p>Vocabulary email, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log,</p>	<p>answer</p> <p>Dramatization</p> <p>Discussion</p> <p>Brainstorming</p> <p>Look and say</p> <p>Explanation</p> <p>Observation</p> <p>Question and answer</p> <p>Direct method</p> <p>Look and say</p> <p>Brainstorming</p> <p>Observation</p>	<p>Effective communication</p> <p>Critical thinking</p> <p>Effective communication</p> <p>Critical thinking</p>	<p>Reading texts about using a telephone</p> <p>Writing texts related to telephone</p> <p>Spelling words correctly</p> <p>Role playing</p> <p>Telephone activities</p> <p>Demonstrating how to use a telephone</p> <p>Reading texts about using a telephone</p> <p>Writing texts related to telephone</p> <p>Spelling words correctly</p> <p>Acting dialogues and conversations on using the internet</p> <p>Reading email messages</p> <p>Asking and answering questions</p> <p>Writing email messages</p>	<p>Mobile phones</p> <p>Airtime cards</p> <p>Coins</p> <p>Pay phones</p>	<p>course book</p> <p>Pupils' course Simple books</p> <p>English book story</p> <p>Advanced learners' dictionary</p> <p>Pupils' English course book</p> <p>P.5 English syllabus</p>
--	--	--	---	--	---	--	---	--	---

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

				internet explorer, search engine.			Spelling words correctly		
--	--	--	--	-----------------------------------	--	--	--------------------------	--	--

		<b>VOICES</b>	<ul style="list-style-type: none"> <li>Changing sentences from active to passive voice</li> </ul>	Voices in Present tenses Past tenses Future tenses	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question and answer</li> </ul>	Effective communication	Changing sentences from active to passive voice in different tenses		Detailed English grammar
		<b>ADJECTIVES</b>	<ul style="list-style-type: none"> <li>Learners should be to define adjectives correctly</li> <li>Identify adjectives in sentences</li> <li>Make the correct comparative and</li> </ul>	Comparison of adjectives Kinds of adjectives Forms of adjectives Use of positive degree with as.....as, not so....as. Comparative degree with than	<ul style="list-style-type: none"> <li>Discussion</li> <li>Observation</li> </ul>		Constructing sentences using adjectives Using the given degrees to construct sentences Arranging adjectives		Detailed English grammar pg 123

			<ul style="list-style-type: none"> <li>superlative degree of adjectives</li> <li>Construct correct sentences using as....as</li> <li>Make correct sentences using adjectival qualifiers</li> </ul>	Order of adjectives			correctly		
	<b>12 pds</b>	<b>Pronouns</b>	<ul style="list-style-type: none"> <li>Definition</li> <li>Classes of personal pronouns</li> <li>Forms of personal pronouns</li> </ul>	Classes First person 2 <sup>nd</sup> person pronouns 3 <sup>rd</sup> person pronouns Forms Subjective Objectives Possessive	<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	Joining sentences using relative pronouns			Mk précise English

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

	<b>8 pds</b>	Culture a)Nationalities b)Languages	The learner; Use the vocabulary in sentences Reads different texts related to culture Answers questions about given texts related to culture Writes compositions about culture	<b>Nationalities</b> Vocabulary Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American Guided composition Passage <b>Languages</b> Vocabulary Luganda, lumasaka, runyakitara, luo, iteso, Kiswahili, French, latin, ibo, lingala, kinyrwanda Passage Guided composition Dialogue	Observation Look and say Brainstorming Direct method Dramatization          Observation Brainstorming Explanation Dramatization	Self-awareness Friendship formation Assertiveness          Self-awareness Friendship formation Assertiveness	Acting situation games related to nationalities Reading and answering questions on nationalities Writing guided composition on nationalities Completing sentences on nationalities  Reading different texts related to languages. Writing imaginative compositions Writing sentence transformations Spelling words correctly Completing the structures	Pictures showing different cultural wear Simple story books	P.5 English syllabus Advanced learners' dictionary Pupils' English course book
--	------------------	---	--	--	--	--	--	--	--

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

	<b>10 Pds</b>	<b>CONJUNCTIONS.</b>	Learners should be able to:- ☐ Construct sentences correctly using the given conjunctions.	<b>The use of:</b> Enough, so...that , in order to, so as, as ..as...., the....the	☐ Explanation. ☐ Question and answer.	Effective communication	Constructing oral and written sentences correctly.		Tenses and parts of speech pg. 100. PLE Guide by Baraza pg. 113 First Aid in English series PP. 89.
--	---------------	----------------------	---	---	--	-------------------------	--	--	---

	<b>8 pds</b>	☐ <b>CONDITIONALS (Ifs)</b>	Learners should be able to:- ☐ Construct sentences using "If I." ☐ Construct sentences using "If II." ☐ Use "Unless" in the place of "if clause."	☐ If I ☐ If II ☐ Unless	☐ Explanation. ☐ Question and answer. ☐ Discussion.	- Effective communication Critical thinking	Constructing oral and written sentences correctly. - Using 'unless' in place of 'If' correctly.		MK Precise Grammar. Junior English Composition and Grammar.  Revision English by RonaldForest PP. 20 – 22.
	<b>10 Pds</b>	Abbreviation and contractions	☐ Writing abbreviations in full ☐ Writing contractions	C/o, P.O, sms, ATM, Sim, a/c, i.e., Ref, wef, via, PTO, Co, Ltd, Pm, am, NB etc	Brainstorming	Effective communication	Writing in full and in short	Chart showing abbreviations	Mk precise English
		☐ Similes	The learner compares things which are alike	☐ Similes		Effective communication	Making comparisons		The new first aid in English pg 112, 113

**TERM III**

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

1		<b>PEACE AND SECURITY</b>	<ul style="list-style-type: none"> <li>- The learner constructs sentences using</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Peace, security, judge</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Constructing sentences</li> <li>- Acting situations</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of police men</li> <li>- Hand crafts</li> <li>- Bible</li> <li>- Quran</li> </ul>	Pupils' English course books
			<ul style="list-style-type: none"> <li>- The learner'</li> <li>- Construct sentences using the given vocabulary</li> <li>- Pronounces reads and listens to new words correctly</li> <li>- Uses new words in structures</li> <li>- Answering questions about dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Peace, security judge, magistrate, report, statement, offence, offend, handcuff, crime, cell, arrest, court, witness, defense, gun, arrows,</li> <li>- Passage</li> <li>- Dialogue</li> <li>- Guided compositions</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Explanation</li> <li>- Dramatization</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Nonviolent conflict resolution</li> <li>- Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Acting conversations and dialogues</li> <li>- Reading stories</li> <li>- Telling and re telling stories</li> <li>- Asking and answering questions writing guided composition drawing scenes related to peace and security</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of policemen</li> <li>- Guns, arrows, and wrong doers</li> </ul>	Pupils' English course books

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

		<b>(SERVICES) BANKING</b>	<ul style="list-style-type: none"><li>- The learner’</li><li>- Pronounces reads and listens to new words correctly</li><li>- Reads the passage accurately</li><li>- Uses the structures correctly</li></ul>	<ul style="list-style-type: none"><li>- Vocabulary bank, bank manager, bank book, teller, deposit, withdraw, credit, save, safe, balance, account, bank statement, bounce, cashier, withdraw form, deposit form, ATM card, machine, cheque,</li><li>- Dialogue</li><li>- Conversation</li><li>- Passage</li><li>- Guided composition</li><li>- Structures</li><li>- Using : Neither....nor Using ...as soon as..</li></ul>	<ul style="list-style-type: none"><li>- Look and say</li><li>- Observation</li><li>- Explanation</li><li>- Question and answer</li><li>- Dramatization</li></ul>	<ul style="list-style-type: none"><li>- Decision making</li><li>- Negotiation</li><li>- Effective communication</li></ul>	<ul style="list-style-type: none"><li>- Describing the process of playing banking situations</li><li>- Acting dialogues and conversations on banking</li><li>- Reading and interpreting information related to banking</li></ul>	<ul style="list-style-type: none"><li>- ATM cards</li><li>- Dictionaries</li><li>- Simple story books</li><li>- Text books</li></ul>	Advanced learners’ dictionary Pupils’ English course book
	<b>10 pds</b>	<b>SPEECHES</b>	<ul style="list-style-type: none"><li>- Learners should be able to:-</li><li>- Punctuate the sentences in direct speech correctly. Change adverbs, pronouns and verbs from direct to indirect speech. Change sentences from direct to indirect speech.</li></ul>	<ul style="list-style-type: none"><li>- Direct and Indirect speech.</li><li>- Use of:<ul style="list-style-type: none"><li>- Present simple tense.</li><li>- Present continuous tense</li><li>- Present perfect tense.</li><li>- Past simple.</li></ul></li></ul>	<ul style="list-style-type: none"><li>- Explanation</li><li>- Discussion</li><li>- Question and answer</li></ul>	<ul style="list-style-type: none"><li>- Effective communication</li><li>- Critical thinking</li></ul>	<ul style="list-style-type: none"><li>- Identify sentences in direct speech.</li><li>- Changing adverb, pronouns and verbs from direct to indirect speech.</li><li>- Changing sentences from direct to indirect speech.</li></ul>		P.L.E Guide in English by Baraza PP. 140 – 145 Writing English composition by Katerega PP. 35 – 45. English AID 5 PP. 56 – 60

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)



		<b>PREPOSITIONS</b>	<ul style="list-style-type: none"> <li>- Learners should be able to:-</li> <li>- Identify prepositions in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepositions</li> <li>- e.g. against, in, of, over, beside, (s), on, under, across, among, between e.t.c</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Direct method</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Answering oral and written questions.</li> </ul>		Tenses and parts of speech PP. 94 – 99. PLE Guide book by Baraza PP. 89 – 90. MK. Precise Grammar.
		<b>MODAL VERBS</b>	<ul style="list-style-type: none"> <li>- Learners should be able to;</li> <li>- Construct oral sentences correctly</li> <li>- Using modal verbs in</li> <li>- Use the verbs in negative sentences</li> <li>- correctly Use the past form of 'must' in oral and written</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can, may, might, must, shall, should, will, would</b></li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Construction of oral and written sentences correctly</li> </ul>		Oxford dictionary
			sentences correctly						

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

		<b>CONJUNCTIONS</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines the term conjunction</li> <li>- Joins sentences using the given conjunction</li> </ul>	<ul style="list-style-type: none"> <li>- As soon as</li> <li>- Immediately</li> <li>- The moment</li> <li>- And so</li> <li>- And neither</li> <li>- Looking forward to</li> <li>- As long as/ so long as</li> <li>- Provided</li> <li>- Not only.....</li> <li>- But also.....</li> <li>- Hardly had/ scarcely had/ barely had/ no sooner had..</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Questions and answer</li> <li>- Discussion approach</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Joining sentences using the given conjunction</li> </ul>	<ul style="list-style-type: none"> <li>- Chalkboard illustration</li> </ul>	Detailed English grammar
		<b>PROVERBS</b>	<ul style="list-style-type: none"> <li>- The learner completes</li> <li>- Popular sayings correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Proverbs</li> </ul>	-	<ul style="list-style-type: none"> <li>- Critical thinking</li> </ul>	-	-	The new first aid in English pg 112 – 113 Essential English bk6 pg 66

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)

				<ul style="list-style-type: none"> <li>- Brief – short</li> <li>- Drowsy – sleepy</li> <li>- Accurate – correct</li> </ul>			in sentences		
		<b>HOMOPHONES</b>	<ul style="list-style-type: none"> <li>- The learner defines the term</li> <li>- Homophones</li> <li>- Identifies different homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of homophones</li> <li>- Meat – meet</li> <li>- Bare – bear</li> <li>- Blew – blue</li> <li>- Cell – sell</li> <li>- Dairy – diary</li> <li>- Scene – seen</li> <li>- See – sea</li> <li>- Right – write</li> <li>- Read – reed</li> <li>- Oar – ore</li> <li>- Missed – mist</li> <li>- Fair – fare</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying words with the same sound Using homophones in sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart illustrations</li> </ul>	Mk precise
		<b>ANALOGIES</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Completes the given sentences with correct analogies</li> </ul>	<ul style="list-style-type: none"> <li>- Cat is to kitten as sheep is to lamb</li> <li>- Food is to famine as water is to drought</li> <li>- Nose is to smell as tongue is to taste</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Discussion approach</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Completing the given sentences with correct analogies</li> </ul>	<ul style="list-style-type: none"> <li>- Books</li> </ul>	English in progress
		<b>SYNONYMS</b>	<ul style="list-style-type: none"> <li>- The learner defines the term synonyms</li> <li>- Identifies different synonyms</li> </ul>	<ul style="list-style-type: none"> <li>- Example of synonyms</li> <li>- Abandon – leave</li> <li>- Abrupt – sudden</li> <li>- Annual – yearly</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying words with the same meaning</li> <li>- Using the synonyms</li> </ul>	<ul style="list-style-type: none"> <li>- Chart illustrations</li> </ul>	Mk precise

For more schemes of work, visit [www.uganda.madpath.com](http://www.uganda.madpath.com)