



**P.5 ENGLISH COMPREHENSION SCHEME OF WORK FOR TERM ONE**

**LEARNING OUTCOMES:**

1. The learner is able to use appropriate vocabulary related to vehicle repair and maintenance.
2. The learner is able to use adequate vocabulary used in the print media and show the desire to read and write articles in the print media.
3. The learner is able to use a range of vocabulary and appropriate grammatical structures related to travelling.

| W<br>K | P<br>D | TO<br>PIC  | SUB<br>TOP<br>IC                            | SKI<br>LLS  | AS<br>PE<br>CT<br>S    | CONTENT   | COMPETENCES   | MTHDS/<br>TECH                        | L/AIDS         | L/ACT   | IND. OF<br>LIFE<br>SKILLS&<br>VALUES                       | REF  | R<br>E<br>M |
|--------|--------|--|---|---|------------------------|---|---|---------------------------------------|----------------|---|--|--|-------------|
| 1      | 1      | <b>Ve<br/>hic<br/>le<br/>re<br/>pai<br/>r<br/>and<br/>ma<br/>inten</b> | <b>Par<br/>ts<br/>of a<br/>veh<br/>icle</b> | List<br>eni<br>ng<br>Spe<br>aki<br>ng<br>Rea<br>din<br>g<br>Wri<br>ting | voc<br>ab<br>ula<br>ry | <b><u>Vocabulary<br/>practice</u></b><br><b>Car</b><br>Vehicle, tyre, tube, ,<br>pump,boot ,brakes,<br>engine,steeringwheel<br>,seats,seatbelt<br><b>Bicycle and<br/>motorcycle</b><br>Pedal,carrier,reflecto<br>r,indicator,spokes,dri | The learner reads<br>and writes the<br>words<br>use the words in<br>sentences | Explan<br>ation<br><br>Discuss<br>ion | Chalkb<br>oard | Readin<br>g,writi<br>ng<br>words<br>and<br>formin<br>g<br>senten<br>ces | Patience<br><br>Appreciat<br>ion<br><br>Problem<br>solving | Mk Eng<br>Mk 5 pg<br>2<br>P.5 curr<br>page 6 |             |

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|---|-------------|---|---|-------------------|-----------------------------------|--|---|--|---|---|---|--|
|   |             | ance  |   |                   |                                   | ving<br>mirror,handlebar,sad<br>dle  |   |  |   |   |   |  |
| 1 | 2           | VE<br>HIC<br>LE<br>RE<br>PAI<br>R<br>AN<br>D<br>MA<br>INT<br>EN<br>AN<br>CE | PA<br>RTS<br>OF<br>A<br>VEH<br>ICL<br>E | List<br>enin<br>g | Dia<br>log<br>ue                  | <b>Kasaadah's Bicycle</b><br>- Reading the dialogue<br>and answering<br>comprehension<br>questions.<br>e.g.<br>Who repaired the<br>bicycle?            | The learner;<br>- reads the dialogue<br>and answers both<br>oral and written<br>comprehension<br>questions in full<br>sentences.<br><br>- recites and acts the<br>dialogue. | Recitatio<br>n<br>Imitation<br>Dramati<br>sation<br><br>Guided<br>discussi<br>on<br>Role<br>play | Puppets<br>Create<br>situation<br>s<br>Mk<br>English<br>book 5<br>pp's<br>Text<br>books | Readin<br>g the<br>dialogu<br>e,<br>acting<br>and<br>answeri<br>ng<br>questio<br>ns in<br>full<br>sentenc<br>es | Problem<br>solving<br><br>Negotiati<br>on<br><br>Decision<br>making | Mk<br>English<br>book 5<br>page 10<br><br>P.5<br>curriculu<br>m page 6                 |
|   | 3<br>&<br>4 |   |   | Spe<br>akin<br>g  | Rea<br>din<br>g                   | <b>A Tool box in the<br/>Garage.</b><br>Reading and acting the<br>play.<br>Answering<br>comprehension<br>questions. e.g.<br>Where was the tool<br>box? | The learner;<br>- dramatises the play<br>and answers both<br>oral and written<br>comprehension<br>questions in full<br>sentences.   | Dramati<br>sation<br><br>Recitatio<br>n<br><br>Questio<br>n and<br>answer                        | A tool<br>box full<br>of mechani<br>cal tools   | Readin<br>g,<br>acting<br>the play<br>and<br>answeri<br>ng<br>compre<br>hension<br>questio<br>ns.               | Patience<br><br>Appreciat<br>ion<br><br>Problem<br>solving          | Mk<br>English<br>book 5<br>page 11<br><br>P.5<br>curriculu<br>m page 6                 |
| 2 | 1<br>&<br>2 |   |   | Writ<br>ing       | CO<br>MP<br>RE<br>HE<br>NSI<br>ON | <b>Ssenyonga's Second<br/>Hand Vehicle.</b><br>- Reading and<br>answering<br>comprehension<br>questions about the<br>passage.                          | The learner;<br>- reads the passage<br>and answers<br>comprehension<br>questions in full<br>sentences.  | Guided<br>discussi<br>on<br><br>Explanat<br>ion  | Text<br>books<br><br>Chalkbo<br>ard<br>illustratio<br>n                                 | Readin<br>g the<br>passag<br>e and<br>answeri<br>ng<br>questio<br>ns  | Decision<br>making<br><br>Problem<br>solving                        | Mk<br>English<br>page 11<br>Trs guide<br>pupils pg<br>13<br>P.5<br>curriculu<br>m pg 6 |

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|---------|--|--|-------------------|---------------------------|---|--|--|---|--|---|---|--|
|         |  |  |                   |                           | e.g. Why was Ssenyonga happy?   |  |  |   |  |   |   |  |
| 3 & 4   |  |  | <b>List ening</b> | <b>Guided composition</b> | Vehicle Repair. Using the given words to complete the passage.  | The learner; - completes the passage using the given words correctly.                | Discovery<br><br>Guided discussion                       | Text books<br><br>Chalkboard illustration | Completing the passage using the given words   | Appreciation<br><br>Patience<br><br>Problem solving | Mk English book 5 page 15 P.5 curriculum page 6                 |  |
| 3 1 & 2 |  |  | <b>Reading</b>    | <b>Jumbled story.</b>     | <b>Learning to Drive</b><br>- Re-arranging sentences to make a good story about how to drive.                                     | The learner; - re-arranges the sentences to make a good story.                       | Guided discussion  | Chalkboard illustration                   | Re-arranging sentences to make a good story.   | Taking a decision<br><br>Making a choice            | Teachers own collection Mk English book 5 P.5 curriculum page 6 |  |
|         |  |  | <b>Speaking</b>   |                           |   |  |  |   |  |   |   |  |
| 3 & 4   |  |  |                   | <b>PO EM</b>              | <b>Parts of a vehicle</b><br>- Read the poem and answer the questions in full sentences.<br>e.g.<br>How important is a seat belt? | The learner; - reads the poem and answers comprehension questions in full sentences. | Recitation<br><br>Explanation<br><br>Question and answer | Printed copies of the poem                | Reading and answering questions about the poem | Asking questions<br><br>Problem solving             | Teachers own collection Mk English book 5 P.5 curriculum page 6 |  |

|       |       |                                |                                  |         |   |  |   |                                    |  |   |  |
|-------|-------|--------------------------------|----------------------------------|---------|---|--|---|------------------------------------|--|---|--|
| 4     | 1     | Vehicle Repair and maintenance | Equipment used in vehicle repair | Writing | <b>Vocabulary</b><br>Grease, tester, pliers, file, saw, wire, oil, toolbox, spanner, mechanic, garage   | The learner reads, spells, pronounces and writes the new vocabulary.<br><br>Forms sentences using the new vocabulary correctly | Question and answer                     | A toolbox full of mechanical tools | Reading, writing and spelling words correctly. forming sentences correctly | Critical thinking, observation                            | St Bernard bk 5 pg 19  |
| 4     | 2     |                                |                                  |         | <b>Picture composition</b><br>- Identifying and describing equipment used in vehicle repair and maintenance.  | The learner;<br>- identifies and describes equipment used in vehicle repair.   | Look and say<br><br>Question and answer | A toolbox full of mechanical tools | Identifying and describing   | Negotiation<br><br>Decision making                        | Trs' own collection<br>Mk English book 5 P.5 curriculum pg 6   |
| 3 & 4 |       |                                |                                  |         | <b>SHOPPING LIST</b><br>- Studying a shopping list of a mechanic and answering comprehension questions.<br>e.g.<br>How many tools did the mechanic buy? | The learner;<br>- studies the shopping list and answers the comprehension questions in full sentences.                         | Guided discussion<br><br>Explanation    | A toolbox full of tools.           | Studying the shopping list and answering comprehension questions           | Negotiation<br><br>Problem solving<br><br>Decision making | Tr's own collection<br>Mk English book 5 P.5 curriculum page 6 |
| 5     | 1 & 2 |                                |                                  |         | <b>TABLES</b><br>- Studying a table of vehicles Lule repaired   | The learner;<br>- studies the table and answers both oral and written  | Explanation                             | Chalkboard illustrations           | Studying a table of repairs  | Problem solving   | Tr's own collection  |

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|--------------------|--------------------|--------------------|-----------------|-------------------|---|--|--|----------------------------------|------------------------------------|--|--|---|
|                    |                    |                    |                 | <b>Reading</b>    |   | last week and answering questions. e.g. Which vehicle had a faulty engine? | questions in full sentences.   | Question and answer              | School garage                      | d vehicles and answering questions   | Decision making                              | MK English book 5 P.5 curriculum page 6                     |
| <b>3 &amp; 4</b>   |                    |                    |                 | <b>GRAPHS</b>     | - Representing information about types of vehicles used in Uganda on a bar graph.   |  | The learner; - draws a bar graph showing the types of vehicles used in Uganda.   | Guided discussion<br>Explanation | Chalkboard illustration            | Representing information on a bar graph.                                   | Problem solving<br>Negotiation               | Tr's own collection Mk English book 5 P.5 curriculum page 6 |
| <b>6 1 &amp; 2</b> | <b>PRINT MEDIA</b> | <b>NEWS PAPERS</b> | <b>Speaking</b> | <b>vocabulary</b> | <b>Vocabulary practice</b><br>Cartoon, columnist, front page, back page, journalist, advertisement, brochure, newsletter, article, pull out, puzzle |  | The learner reads, spells, pronounces and writes the new vocabulary.<br><br>Forms sentences using the new vocabulary correctly | Explanation<br>Discussion        | Chalkboard illustration            | Reading, writing and spelling words correctly. forming sentences correctly | Effective communication<br>Critical thinking | St Bernard bk 5 pg31 ,32                                    |
| <b>3 &amp; 4</b>   |                    |                    | <b>Writing</b>  | <b>Poem</b>       | <b>Journalists at Work.</b><br>- Reading and answering comprehension questions about the poem. e.g. Why do you think journalists are busy?          |  | The learner; - reads the poem and answers both oral and written questions in full sentences                                    | Guided discussion<br>Explanation | Text books<br>Camera<br>Newspapers | Reading the poem and answering comprehension questions                     | Creative thinking<br>Fluency                 | Mk English book 5 page 63<br><br>P.5 curriculum page 2      |

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| 7 | 1 & 2 |  |  | <b>List ening</b> | <b>CO MP RE HE NSI ON</b><br>- Reading and answering comprehension questions e.g. Why should we read newspapers?                                     | The learner;<br>- reads the passage and answers comprehension questions in full sentences.             | Guided discussion<br><br>Explanation                  | Textbooks<br><br>Chalkboard illustration  | Reading and answering comprehension questions             | Critical thinking<br><br>Logical thinking  | MK English book 5 page 64<br><br>P.5 curriculum page 2                 |
|   | 3 & 4 |  |  | <b>Spe aking</b>  | <b>AD VE RTI SE ME NT S</b><br>Newspaper adverts - Reading adverts in the newspapers and answering comprehension questions.                          | The learner;<br>- reads the adverts and answers the questions in full sentences.                       | Discovery<br><br>Explanation<br><br>Question & answer | Newspapers<br><br>Chalkboard illustration | Reading the adverts and answering comprehension questions | Creative thinking<br><br>Critical thinking | MK English book 5 page 62<br><br>P.5 curriculum page 2                 |
| 8 | 1 & 2 |  |  | <b>Rea din g</b>  | <b>CO MP OS I T I O N WR I T I N G</b><br><b>Writing Articles</b><br>- Writing articles on various issues. e.g. Writing school news.                 | The learner;<br>- writes articles on various issues.   | Guided discussion<br><br>Question & answer            | Newspaper<br><br>Radio<br><br>Television  | Writing articles on various issues                        | Creative thinking<br><br>Confidence        | Teachers own collection<br><br>Mk English book 5 P.5 curriculum page 2 |
|   | 3 & 4 |  |  | <b>Writ ing</b>   | <b>OR BIT UA R I E S</b><br><b>Death Announcements</b><br>- Reading the death announcement and answering and answering comprehension questions. e.g. | The learner;<br>- reads the announcement and answers both oral and written questions in full sentences | Guided discussion<br><br>Explanation                  | News paper                                | Reading the announcement and answering comprehension      | Critical thinking<br><br>Fluency           | Teacher's collection<br><br>MK English book 5                          |

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|----|-------|--|------------------|----------------------|--|--|--------------------------------------|-------------------------|---|--|---|
|    |       |  |                  |                      | What information is shown?   |  | Question and answer                  |                         | hension questions                                     |  | P.5 curriculum page 2   |
| 9  | 1 & 2 |  |                  | <b>ARTICLES</b>      | <b>Articles in the Newspaper</b><br>- Reading an article in the newspaper and answering comprehension questions in full sentences. | The learner;<br>- reads the article and answers both oral and written questions in full sentences. | Explanation<br><br>Guided discussion | Newspapers              | Reading the article and answering questions           | Effective communication<br>Critical thinking | Teachers collection<br><br>Mk English book 5<br>P.5 curriculum page 2 |
|    | 3 & 4 |  | <b>Listening</b> | <b>JUMPLED STORY</b> | - Re-arranging sentences to make a good story about newspapers.  | The learner;<br>- re-arranges the sentences to make a good story.                                  | Discovery<br><br>Question and answer | Chalkboard illustration | Re-arranging sentences to make a good story           | Creative thinking                            | Teachers collection<br><br>Mk English book 5<br>P.5 curriculum page 2 |
| 10 | 1 & 2 |  | <b>Speaking</b>  | <b>NOTICE</b>        | - Reading various notices available in the newspapers and answering comprehension questions.                                       | The learner;<br>- reads notices and answers comprehension questions correctly.                     | Guided discussion<br><br>Explanation | Newspapers              | Reading notices and answering comprehension questions | Effective communication                      | Teachers collection<br>Mk English book 5<br>P.5 curriculum page 2     |
|    | 3 & 4 |  | <b>Reading</b>   | <b>CARTOONS</b>      | - Interpreting the available cartoons in the newspapers.<br>- Answering comprehension  | The learner;<br>- studies the cartoons in the newspaper and writes a short story.                  | Guided discussion<br>Imagination     | Newspapers              | Interpreting cartoons in the                          | Creative thinking                            | Teachers collection<br>Mk English book 5                              |

|         |            |            |                          |           |  |  |  |  |  |                                      |  |
|---------|------------|------------|--------------------------|-----------|--|--|--|--|--|--------------------------------------|--|
|         |            |            |                          |           | questions about the cartoon. e.g. Kingo  | - answers comprehension questions  | Dramatisation                          |  | newspapers   |                                      | P.5 curriculum page 2  |
| 11 & 12 | TRAVELLING | TRAVELLING | Writing                  |           | <b>Vocabulary practice</b><br>Conductor, passenger, departure, seat, fare, luggage, arrival, speed, coach further, far, a long way | The learner reads, spells, pronounces and writes the new vocabulary.<br><br>Forms sentences using the new vocabulary correctly |  | Textbooks<br><br>Chalkboard illustration |  | Assertiveness<br><br>Decision making | St Bernard bk 5 pg 49, 50                                      |
| 3 & 4   |            |            | Listening<br><br>Reading | POEM      | <b>The Land of Travel</b><br>- Reading the poem and answering comprehension questions e.g. In the poem, who travels on land?       | The learner;<br>- reads the poem and answers both oral and written questions in full sentences.                                | Brainstorming<br><br>Explanation       | Textbooks<br><br>Chalkboard illustration | Reading the poem and answering comprehension questions | Effective communication              | Fountain Primary English book 5 page 103 P.5 curriculum page 4 |
| 12 & 2  |            |            | Speaking                 | TIMETABLE | <b>A Bus Timetable</b><br>- Studying a bus timetable and answering questions in full sentences. e.g. Write Via in full             | The learner;<br>- studies the timetable and answers both oral and written questions in full sentences                          | Brainstorming<br><br>Question & answer | Textbooks<br><br>Chalkboard illustration | Studying the timetable and answering questions         | Decision making<br><br>Assertiveness | Mk English book 5 page 128 P.5 curriculum page 4               |
| 3 & 4   |            |            | Writing                  | JUMBLED   | <b>A visit to Mombasa</b><br>- Re-arranging sentences to make a good story about a visit to Mombasa.                               | The learner;<br>- re-arranges the sentences to make a story about a visit to Mombasa.  | Guided discussion                      | Chalkboard illustration                  | Re-arranging sentences to make a                       | Effective communication              | Teachers own collection  |

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|  |  |  |  |  | OR<br>Y |  |  | Question<br>and<br>answer |  | good<br>story |  | Mk<br>English<br>book 5<br>P.5<br>curriculum<br>page 4 |
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