



## ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY SIX TERM III

### LEARNING OUTCOMES

A learner;

- i) shows the ability to use appropriate language related to hotels in oral and written forms and behaves appropriately in hotels, restaurants or related places.
- ii) uses a dictionary as a reference with ease.

W K	P D	TOPIC	SUB TOPIC	SKILLS	ASPECT	COMPETENCE S	CONTENT	METHODS /TECHNIQ UES	ACTIVITIE S	IMS	IND.OF L/S &VALUES	REF	REM
<b>1</b>	<b>1</b> & <b>2</b>		Hotel s	<i>listening</i>	<b>Vocabul ary</b>	<b>The learner, -reads new words -spells and pronounces the words correctly</b>	<u><b>Vocabulary</b></u>  <i>Waiter, waitress, chef, menu, receipt, table counter, breakfast meal, lunch, supper, cutlery, bill, dinner</i>	<b>Brainsto rming Explanat ion Discussi on</b>	<b>reading spelling construc ting meaning ful sentence s</b>	<b>flash cards chalkbo ard illustrat ion</b>	<b>fluency  audibilit y  confiden ce</b>	<b>P.6 curric ulum page 36</b>	

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

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2	5 & 6	Hotel s	Hotel s	<i>Listening Speaking Reading Writing</i>	Parts of speech	The learner; -defines what an adjective is. -mentions examples of adjectives -forms adjectives from nouns. -uses adjectives in sentences correctly. =	<i>Adjectives Formation and usage Thirst- thirsty Hunger- hungry Anger- angry Dirt - dirty The waiter is very angry</i>	Explanat ion  Discussi on  Brain storming  Demonst rations	-forming adjective s - construc ting sentence s using adjective -reading correct sentence s - rewritin g correct sentence s	-chart showing adjectiv e formed from nouns -chalk board illustrat ion	- thanking  -using persuasi ve language  -temper control -using appropri ate body language	P.6 Curr page 36  Mk Primar y Englis h page 173	
	1 & 2	Hotel s	Hotel s	<i>listening speaking reading writing</i>	Reportin g	The learner: -reads the given sentences correctly -constructs sentences in direct speech -rewrites sentences from direct speech to indirect speech	<i>Direct speech (DS) e.g.  "I am hungry," he said to me (DS) He told me that he was hungry. (indirect speech)</i>	Explanat ion  Discussi on  Brain storming	-reading - construc ting meaning ful sentence s - rewritin g sentence s in the direct and	chalkbo ard illustrat ions	fluency  audibilit y  confiden ce	P.6 Englis h Curr. Pg 37 Back to Englis h Notes Revisi on exerci ses pg 35-49	

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

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

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3 & 4 Hotels		Hotels	<i>listening speaking reading writing</i>	<b>Table Manners</b>	<b>The learner:</b> -mentions good table manners -reads the given good table manners - demonstrate s good table manners	<b>Table manners</b> <i>-polite language -no talking with food in the mouth -clean hands before eating -wait for others on the table.</i>	<b>Explanat ion Discussi on Demonst ration</b>	-reading - mention ing food table manners - demonstr ating good table manners	a chart showing good table manners			
5 & 6 Hotels		Hotels	<i>listening speaking reading writing</i>	<b>Miscella neous Exercis e (Revisio n)</b>	<b>The learner:</b> -revises the work learnt -reads the questions correctly -answers the questions correctly	<b>Revision exercises on menu, hotels, restaurants, polite language, table manner</b>	<b>Explanat ion  Brain storming  Discussi on  Instructi on</b>	-reading - answerin g question correctly -writing correct answers	chalkboard illustration	accuracy , taking decision making choice evaluati ng facts, logical reasonin g initiatin g new ideas	<b>Mk Primar y Englis h Bk.6 pages 184- 185</b>	

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

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



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

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						question tags.							
	5 & 6	Using a dictionary		listening speaking reading writing	Question Tags	<p>The learner:</p> <ul style="list-style-type: none"> <li>-Uses question tags to construct meaningful sentences</li> <li>-completes the given statements using appropriate question tags</li> <li>-Fills in suitable question tags</li> </ul>	<p><u>The Use of question tags in statements.</u></p> <p>E.g. (i) I am looking up words in the dictionary</p> <p>(ii) She spelt the words correctly, didn't she?</p>	<p>Explanation</p> <p>Discussion</p> <p>Brain storming</p>	reading and using question tags to complete sentences correctly	chalkboard illustrations	responding appropriately -using persuasive language temper control using appropriate body language	Mk Precise English PB passage 128	
6	1 & 2	Using a dictionary		listening speaking reading writing	Opposites	<p>The learner:</p> <ul style="list-style-type: none"> <li>-reads given words and their opposites.</li> <li>-constructs correct sentences using opposites of the</li> </ul>	<p><u>Opposites e.g.</u></p> <p>least- most</p> <p>enemy- friend</p> <p>begin - end</p> <p>The widow <u>sold</u> all the dictionaries</p> <p>The widow <u>bought</u> all.</p>	<p>Explanation</p> <p>Discussion</p> <p>Brain storming</p>	identifying opposites of given words - constructing sentences using	a chart showing opposites chalkboard illustration	fluency logical reasoning appreciation, love, respect		

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								opposite s appropri ately - rewritin g sentence s		taking a decisio n		
3 & 4	Usin g a dicti onar y	Usin g a dicti onar y	listening speaking reading writing	Adjectiv e	The learner: -reads adjectives in the positive and comparative forms -constructs correct sentences using the positive and comparative forms. -completes given exercise using appropriate forms of adjectives	First and second degree of adjective (positive and comparative) bad - worse old - older  Mary's dictionary is older than Peter's.	Brain storming Explanat ion Discussi on Discover y	- compari ng adjective -reading sentence s using positive and compara tive forms - construc ting oral sentence s using different degree of adjective - completi ng given	a chart showing positives and comparat ive forms of adjective - chalkboa rd illustrati ons	accura cy, fluency evaluati ng facts logical reasoni ng taking a decisio n appreci ation	P.6 Curric ulum page 40 Fount ain Englis h Revisi on  Pupils work book P.6 page 28	

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

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

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

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											logical reasoning		
8	1 & 2	Using a dictionary	Using a dictionary	<i>listening speaking reading writing</i>	<i>Language structures</i>	<p>The learner:</p> <ul style="list-style-type: none"> <li>-reads the sentences correctly</li> <li>-Uses appropriate vocabulary and structures. Constructing oral and written sentences using the structures appropriately</li> </ul>	<p><u>Using..... whenever....</u> e.g. refer to the dictionary whenever you are not sure of the pronunciation of given words</p>	<p>Explanation Discussion Brain storming</p>	<p>reading sentences using vocabulary and structures learnt appropriately</p> <ul style="list-style-type: none"> <li>- constructing correct sentences</li> </ul>	<p>chalkboard illustrations</p>	<p>accuracy, confidence, pronunciation, articulation audibility selecting and evaluating information taking a decision logical reasoning appreciation</p>	P.6 Curriculum page 41	

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

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

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

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						<b>sentences as instructed in brackets</b>					<b>appreci ating, love, respect</b>		
<b>1 0</b>	<b>1 t o 6</b>	<b><i>GENERAL REVISION</i></b>											

## 1. **ADJECTIVES**

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

### **COMPARISON OF ADJECTIVES**

#### a) **Add r and st respectively**

fine            finer            finest  
ripe    riper            ripest  
large larger            largest

#### b) **Add er and est**

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

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

hot            hotter            hottest  
big            bigger            biggest  
red            redder            reddest

#### d) **Add more and most**

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

#### e) **adjectives with irregular forms**

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

### **formation of adjectives**

a) **add ish**

child – childish    woman – womanish  
fool – foolish

b) **Add y**

rain- rainy                blood – bloody  
salt – salty

c) **Add “less”**

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

d) **Add ful**

hope- hopeful                mercy – merciful  
use – useful

e) **add “oue”**

danger – dangerous                poison – poisonous  
courage – courageous

f) **add -able**

value - valuable                suit suitable

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break – breakable

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