

P.4 ENGLISH SCHEME (GRAMMAR) TERM III

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCE	METHODS	ACTIVITIES	T/L AIDS	REF.	REM
1	1	Expression of the future	Grammar	Listening Speaking Reading Writing	<p>Use of “if” and “unless”</p> <p>If and unless are called conditional clauses because a certain condition is supposed or imagined to be fulfilled in order for an action to take place.</p> <p>We commonly use a future simple tense in the main clause and the present simple tense in the If clause.</p> <p>Examples</p> <p>If I get money, I will buy a new radio</p> <p>Mother will punish us if we don't complete the work.</p>	<p>The learner; Reads the given sentences correctly</p> <p>Uses if and unless in sentences correctly</p>	<p>Explanation</p> <p>Guided discovery</p> <p>Discussion</p>	<p>Reading the sentences</p> <p>Using the words in the sentences</p> <p>Answering the questions correctly</p>	Chalk board illustration		
	2	Expression of the future	Grammar	Listening Speaking Reading Writing	<p>Use of “unless”</p> <p>Examples</p> <p>If it shines, the crops will dry</p> <p>Unless it shines, the crops will dry.</p> <p>Unless he listens to his teacher, he won't learn.</p>	<p>The learner; Reads the given sentences correctly</p> <p>Uses if and unless in sentences correctly</p>	<p>Explanation</p> <p>Guided discovery</p> <p>Discussion</p>	<p>Reading the sentences</p> <p>Using the words in the sentences</p> <p>Answering the questions correctly</p>	Chalk board illustration		

	3	Expression of the future	Grammar	Listening Speaking Reading Writing	<p>Since and for Since is used when a point of time from which an action began is given. The present perfect continuous tense is always used when an action is still existing</p> <p>Examples The boy has been crying since 9:00am</p> <p>The baby has cried for an hour.</p>	<p>The pupils Read the given sentences correctly</p> <p>Use "since" in sentences correctly</p>	<p>Explanation Discussion Guided discovery</p>	<p>Reading the given sentences</p> <p>Constructing sentences using since</p>	Chalkboard illustration	Chalkboard illustration	MK. Precise English Grammar page 125 and detailed English Grammar
2	1	Expression of the future	Grammar	Listening Speaking Reading Writing	<p>Using "for" For is used when the length of time (duration) an action has spent or spent in existence is shown</p> <p>Examples They have played for four hours I have not seen my mother for two years. Joseph has sat there for five hours</p>	<p>The pupil, Reads the sentence correctly</p> <p>Uses "for" in meaningful sentences</p>	<p>Discussion Explanation Question and answer</p>	<p>Reading the sentences</p> <p>Using "for" in sentences</p>	Chalk bard illustration	Detailed English Grammar book 2 pages 68 – 70	
	2			<p>Before and after using "before" Examples I wash my hands before eating food She will do her homework before going to play Before going to pray, Musa will tale breakfast</p>	<p>The pupil; Reads the sentences correctly</p> <p>Uses "before" in meaningful sentences</p>						

	3				<p>Using “after” This is used when one action has happened after the other</p> <p>Note Use past perfect for 1st action</p> <p>Past simple for 2nd action</p> <p>Examples Tom finished his homework. He went to sleep <u>After Tom had finished his homework, he went to sleep.</u></p> <p><u>Tom went to sleep after he had finished his homework</u></p>	<p>The pupil; Reads the sentences correctly</p> <p>Uses “before” in meaningful sentences</p>	<p>Discussion</p> <p>Explanation</p> <p>Question and answer</p>	<p>Reading the sentences</p> <p>Using “for” in sentences</p>	<p>Chalk board illustration</p>	Detailed English Grammar book 2 pages 68 – 70	
3	1	Active and passive voice	Grammar	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>The present simple tense When changing from active to passive voice we use</p> <p>Object + (is, are, am) + (past participle of the main parts)</p>	<p>The pupil; Reads the sentences correctly</p> <p>Changes sentences from active to passive and vice-versa</p>	<p>Discussion</p> <p>Explanation</p> <p>Question and answer</p>	<p>Reading the sentences</p> <p>Using “for” in sentences</p>	<p>Chalk board illustration</p>	Detailed Guide book pages 108 - 109	
	2	Active and passive voice	Grammar	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>Examples Kato plays netball. <u>Net ball is played by Kato</u></p> <p>She eats meat everyday <u>Meat is eaten everyday</u></p> <p>They abuse me <u>I am abused</u></p>	<p>The learner Reads the sentences correctly</p> <p>Changes sentences from active to passive voice</p>	<p>Discussion</p> <p>Explanation</p> <p>Question and answer</p>	<p>Reading sentences</p> <p>Changing sentences from active to passive voice</p>	<p>Chalkboard illustration</p>		

		Active and passive voice	Grammar	Listening Speaking Reading Writing	<p>The present continuous tense To change to passive we use the order below</p> <p>Object + (is being, are being, am being) +(past participle of the main verb)</p> <p>Examples John is writing a letter <u>A letter is being written by John</u></p> <p>Tendo is eating apples <u>Apples are being eaten by Tendo</u></p> <p>Joan is dirtying my dress <u>My dress is being dirtied by Joan</u></p>	The learner Reads the sentences correctly Changes sentences from active to passive voice	Discussion Explanation Question and answer	Reading sentences Changing sentences from active to passive voice	Chalkboard illustration		PLE Guide book page 109
3	Active and passive voice	Grammar	Listening Speaking Reading Writing	<p>The present perfect tense When changing from active to passive voice, we use:-</p> <p>Object + (has been, have been) + (past participle of the main verb)</p> <p>Examples Irene has mopped the house <u>The house has been mopped by Irene</u></p> <p>They have stolen my books <u>My books have been stolen</u></p>	The learner; Reads the sentences correctly Changes sentences from active voice to passive voice and vice – versa	Explanation Discussion Guided discovery Brain storming	Reading the sentences Changing from active to passive	Chalkboard illustration		PLE Guide book page 109	

4	1	Active and passive voice	Grammar	Listening Speaking Reading Writing	<p>Past simple tense The order below is used when changing from active to passive roles</p> <p>Object + (was, were) + (past participle of the main verbs)</p> <p>Examples Maria wrote a letter last week <u>A letter was written by Maria last week</u></p> <p>The lion killed my goat <u>My goat was killed by the lion</u></p>	The learner; Reads the sentences correctly Changes sentences from active voice to passive voice and vice – versa	Explanation Discussion Guided discovery	Reading sentences Changing sentences to passive voice	Chalkboard illustration	PLE Guide book pages 110 – 111
	2	Active and passive voice	Grammar	Listening Speaking Reading Writing	<p>Past continuous tense We use the order;</p> <p>Object + (was being, were being) + (past participle of the main verb)</p> <p>Examples Moses was cleaning the bench <u>The bench was being cleaned by Moses</u></p> <p>They were eating mangoes <u>Mangoes were being eaten</u></p> <p>The mob was beating the thief <u>The thief was being beaten by the mob.</u></p>	The learner; Reads the sentences correctly Changes sentences from active voice to passive voice and vice – versa	Explanation Discussion Guided discovery	Reading sentences Changing sentences to passive voice	Chalkboard illustration	
	3	Active and passive voice	Grammar	Listening Speaking Reading Writing	<p>Future simple tense We use the order below</p> <p>Object + (will be, shall be) + (past participle of the main verb)</p> <p>Examples Kato will play football <u>Football will be played</u></p> <p>They will teach me Luganda <u>I shall be taught Luganda</u></p>	The learner; Reads the sentences correctly Changes sentences from active voice to passive voice and vice – versa	Explanation Discussion Guided discovery	Reading sentences Changing sentences to passive voice	Chalkboard illustration	

5	1	Conjunction (adjectives)	Grammar	Listening Speaking Reading Writing	<p>.....not as.....as.....</p> <p>Examples</p> <p>This room is big. That room is small <u>That room is not as big as this one</u></p> <p>Paul is taller than Jane <u>Jane is not as tall as Paul</u></p> <p>Rose is fat. Ritah is fatter <u>Rose is not as fat as Ritah</u></p>	<p>The learner; Reads the sentences correctly</p> <p>Uses the conjunction to construct correct sentences</p> <p>Joins sentences using the conjunction</p>	<p>Guided discussion</p> <p>Guided discovery</p> <p>Explanation</p>	<p>Reading sentences using the given structures in sentences</p> <p>Joining sentences</p>	Desks, books, stores pupils	Desks stores book	
	2	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Using thethe</p> <p>Double comparatives</p> <p>Note: Each of those articles are followed by comparative degrees of adjectives</p> <p>Examples</p> <p>When you go high, it becomes cool <u>The higher you go, the cooler it becomes</u></p> <p>When you eat much food, you become fat <u>The more food you eat, the fatter you become</u></p>	<p>The learner; Reads the sentences correctly</p> <p>Uses the given structure in sentence correctly</p> <p>Re-writes sentences using the given structure</p>	<p>Explanation</p> <p>Discussion</p> <p>Guided discovery</p>	<p>Reading sentences</p> <p>Joining sentences using the given structure</p>		Teacher's collection	

	3	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Order of adjectives When using more than one adjective in a sentence, we use the order below</p> <p>NOPSHACOMUN</p> <p>Examples Alex bought a bag. It was nice. It was big. <u>Alex bought a nice big bag.</u></p> <p>Rose is a girl. She is tall <u>Rose is a beautiful tall girl</u></p>	The learner; Reads the sentences correctly Arranges the adjectives in their correct order Re-writes sentences following the order of adjectives	Explanation Discussion Guided discovery	Reading sentences Arranging adjectives in the right order				PLE guide book pages 77 – 79																			
6	1	Adjectives	Grammar	Listening Speaking Reading Writing	<p>Proper adjectives Proper adjectives refer to nationalities</p> <p>They are formed from proper nouns</p> <table border="1"> <thead> <tr> <th>Proper Noun</th> <th>proper adjective</th> </tr> </thead> <tbody> <tr> <td>Uganda</td> <td>Ugandan</td> </tr> <tr> <td>England</td> <td>English</td> </tr> <tr> <td>Kenya</td> <td>Kenyan</td> </tr> <tr> <td>Sudan</td> <td>Sudanese</td> </tr> <tr> <td>Africa</td> <td>African</td> </tr> <tr> <td>America</td> <td>American</td> </tr> <tr> <td>Asia</td> <td>Asian</td> </tr> <tr> <td>Europe etc</td> <td>European e.t.c.</td> </tr> </tbody> </table>	Proper Noun	proper adjective	Uganda	Ugandan	England	English	Kenya	Kenyan	Sudan	Sudanese	Africa	African	America	American	Asia	Asian	Europe etc	European e.t.c.	Reads the proper adjectives Completes sentences using correct proper adjectives Forms proper adjectives from proper nouns	Explanation Discussion Guided discovery	Explanation Discussion Guided discovery	Pupils text books Chalkboard illustration				PLE guide book page 72
Proper Noun	proper adjective																														
Uganda	Ugandan																														
England	English																														
Kenya	Kenyan																														
Sudan	Sudanese																														
Africa	African																														
America	American																														
Asia	Asian																														
Europe etc	European e.t.c.																														
	2	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Hope Hope is followed by a verb in the future tense</p> <p>Hope is used when there are chances of the action of the verb to happen.</p> <p>Examples I hope she will be fine</p> <p>We hope we shall perform well in this test</p>	Reads the sentences correctly Forms sentences using “hope” Re-writes the given sentences using “hope”	Explanation Discussion Guided discovery	Reading sentences Forming sentences using “hope”																							

	3	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Looking forward to The verb that follows the above structure must be in the continuous tense</p> <p>Example We shall do our PLE in October. <u>We are looking forward to doing our PLE in October</u></p> <p>Ntambi will visit his uncle next week. <u>Ntambi is looking forward to visiting his uncle next week.</u></p>	Reading sentences correctly Using the structure in sentences Re-writing sentences using the given structure	Explanation Discussion Guided discovery				
7	1	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Using.....because..... This conjunction is used to show the reason for something or a happening</p> <p>Examples The baby is crying. Its mother is away. <u>The baby is crying because its mother is away.</u></p> <p>Mary drink some juice. She was very thirsty <u>Mary drank some juice because she was very thirsty</u></p> <p>Peter was punished. He dodged work <u>Peter was punished because he dodged work</u></p>	Reads the given sentences correctly Forms sentences using the given structure Answer questions related to the given structure	Demonstration Brain storming	Reading the given sentences Forming sentences using the given structure Answering questions related to the given structure	Chalkboard illustration		

2	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Neithernor..... The above structure is used with negative sentences. Do not use the word “not” when using the above structure</p> <p>Examples Peter will not eat supper. John will not eat supper. <u>Neither Peter nor John will eat supper.</u></p> <p>Apio did not finish the work. Ben did not finish the work <u>Neither Apio nor ben finished the work</u></p> <p>Molly will not sing. Molly will not dance <u>Molly will neither sing nor dance</u></p>	The learner; Reads the given sentences correctly Forms sentences using the given structure Re-writes sentences using the above structure	Discussion Explanation Guided discovery	Reading the given sentences Forming sentences using the given structure Re-writing sentences using the above structure		Detailed English Grammar book 1 page 55	
3	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>.....and neither..... This is a negative invasion. It is used with negative sentences</p> <p>Examples Robin did not come to school. Allen did not come to school <u>Robin did not come to school and neither did Allen</u></p> <p>I am not sick. I am not hungry <u>I am not sick and neither am I hungry</u></p> <p>Kato cannot drive a car. Sam cannot drive a car. <u>Kato cannot drive a car and neither can Sam.</u></p>	The learner; Reads the sentences correctly Forms sentences using the given structure Re-writes sentences using the above structure	Discussion Explanation Question and answer	Reading the sentences correctly Forming sentences using the given structure Re-writing the sentence using the given structure		Detailed English Grammar boo 1 page 55	

8	1	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>.....Eitheror.....</p> <p>Examples The boys will sweep the house. The girl will sweep the house <u>Either the boys or the girls will sweep the house.</u></p> <p>Amina will eat rice. Amina will drink soda. <u>Amina will either eat rice or drink soda</u></p> <p>She will clean the table. She will clean the chairs. <u>She will clean either the table or the chairs.</u></p>	The learner; Reads the given sentences correctly Forms sentences using the given structure Re-writes sentences using the given structure	Brain stoming			
	2	Conjunctions	Grammar	Listening Speaking Reading Writing	<p>Using “either” for “both)</p> <p>Note “Both” goes with plural while “either” goes with singular</p> <p>Examples We planted trees on both sides of the road. <u>We planted trees on either side of the road</u></p> <p>There are flowers on both sides of the compound <u>There are flowers on either side of the compound</u></p> <p>I can play football with both legs <u>I can play football with either legs</u></p>	The learner; Reads the given sentences correctly Forms sentences using the given structure Re-writes sentences using the above structure				

	3	Nouns	Grammar	Listening Speaking Reading Writing	<p>Compound nouns A compound noun is a noun made up of more than one word</p> <p>Examples Brother –in-law Cupful Headmistress Guest – of – honour Head – of – state Mouse – trap Step – son e.t.c.</p> <p>Plurals of compound nouns</p> <table border="1" data-bbox="695 516 1094 659"> <thead> <tr> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>Sister-in-law</td> <td>_____</td> </tr> <tr> <td>Egg-plant</td> <td>Egg-plants</td> </tr> <tr> <td>Head girl</td> <td>Head girls</td> </tr> </tbody> </table>	Singular	Plural	Sister-in-law	_____	Egg-plant	Egg-plants	Head girl	Head girls	The learner; Defines compound nouns Gives examples of compound nouns Gives plurals of different compound nouns Writes compound nouns correctly	Explanation Discussion Guided discovery	Reading the given words Defining compound noun Giving examples of compound nouns Writing compound nouns with correct spellings Giving plurals of compound nouns	Cups Spoons Sugar Pupils Water Stones Rice	MK precise English grammar page 24 Detailed English Grammar book 1 pages 96 – 97	
Singular	Plural																		
Sister-in-law	_____																		
Egg-plant	Egg-plants																		
Head girl	Head girls																		