PRIMARY SEVEN ENGLISH

#CREATIVE PRINTERS

SCHEME OF WORK

WK	PD	TOPIC	SUB-TOPIC	SKILL	ASPECT	COMPETENCE	CONTENT	METHOD	ACTIVITIES	L/SKILLS & VALUES	T/L AIDS	REF	REM
1	1 & 2	Letter writing	Informal letter	Speaking Reading Listening Writing	Vocabulary	• The learner; • Spells vocabulary pronounces given words • Constructs new sentences using the given vocabulary • Identifies parts of an informal letter • Writes informal letters	Vocabulary; Address, first name, personal letter, salutation envelop, envelope	Guided discovery Brain storming Discussion	Constructing sentences Spelling words Writing letters	Logical thinking Fluency Appreciation	Chalkboard illustrations Letters dictionary	Mk Primary Eng pupils Bk7	
1	4 - 7	Letter writing	Formal letter	Speaking Reading Writing Listening	Creative writing Sentence construction Spelling words Punctuation	• The learner; • Reads given passages • Writes formal letters • Spells words correctly • Answers comprehension questions correctly	Parts a formal letter Passages about formal letters Notices Advertisements Guided compositions	Guided discovery Brian storming Discussion	Spelling Answering questions Writing formal letters	Fluency Critical thinking Appreciation Logical thinking	Letters Chalkboard illustrations	Mk Primary Eng bk7	
	1 2			Listening Speaking		•	V**erbs:** **Kinds of verbs** Regular verbs; These take ed;I /d/t in their past tense and add – ink to form the continuous tense Irregular Verbs They don't take "d" or "t" They do not have a uniform order There are "irregular						

							changes in some letter						
	4	Tenses	Present continuous	Speaking Reading Listening Writing	Spelling Punctuation Sentence construction	• The learner; • Identifies the change in irregular verbs • States the uses of the helping verbs • Identifies the helping verbs and the main verbs	and the changes in some irregular verbs double the last letter before adding – ing Others do not follow the rule above though the last letter are in the order of c.V.C tie – typing – tied lie – lying – lied lie – lying – lain Some verbs take double letter in their past participates e.g. Hidden Ridden Written Bitter Main verbs and helping verbs move hand in hand. Helping verbs are is, are, was , has, had , have etc	Guided discovery Discussion Brain storming	Forming pest tense and present continuous of regular and irregular verbs	Fluency Accuracy Critical thinking Love Appreciation Care		Detailed Eng Grammar bk by Amutenda	
	5	Tenses	The present simple tense	Speaking Reading Listening Writing		• The learner; • Construct sentences in the present simple tense • Indicates actions done on routine basis	The present simple: Indicates actions that happen repeatedly The main adverbs of time is every day Singular subjects form the verbs in the following by adding “s” eat – eats by adding “es” catch – catches by changing “y’ to “I” their add es. E.g. cry – cries	Guided discovery Discussion Brain storming	Pupils will do exercise 5 No. 1 - 15	Articulation Fluency Sharing Acceptance Logical; reasoning		Detailed Eng Grammar bk 7 pg 17	
	6	Tenses	Present continuous passive of	Speaking Reading Listening Writing		• The learner; • Explains passive voice	Here we use is are } perfect am } of main verb	Guided discovery Discussion Brain				Detailed Eng Gra	

			the present			• Explains active voice • Changes active statements to passive in the present simple tense	Active: the dog chases a goat everyday Passive: A goat is chased by a goat everyday	storming				m bk 5 – 7 pg 57	
	7	Tenses	Present continuous Tense	Listening Speaking Reading Writing	Sentence construction	• The learner; • Identifies the helping verb used in the present continuous tense • Constructs sentences in the present continuous correctly	The present continuous Tense The helping verbs; are, is , am + ing	Guided discovery Discussion	Constructing sentences	Fluency Audibility Concern Love		Detailed Eng Gram pg 18	
4	1 & 2	Tenses	Present continuous Tense	Listening Speaking Reading Writing	Sentence construction	• Constructs sentences in the present continuous tense • Changes from active voice to passive in the present prefect continuous tense	Passive of the present continuous tense Active: The girl was weaving a basket Passive: The basket was being woven by the girl.	Guided discovery Discussion	Changing from active to passive	Fluency Audibility Concern Love		Detailed Gram pg 57	
4	1 2	tenses	Present perfect tense	Listening Speaking Reading Writing	Sentence construction	• Constructs sentences in the present perfect tense	The present tense The helping verbs one; have – for plural has –for singular +past participle tense of the main verb	Discussion Oral recitation Globalization	Constructing sentences Changing sentences Writing exercise 8 No. 1 - 10	Fluency Audibility Concern		Detailed Gram pg 19	
	3			Listening Speaking Reading Writing		• Changes statements from active to passive	Passive of the present perfect; has been + perfect of main verb. Love been + perfect of main verb Joy has written a letter A letter has been written by Joy	Discussion Oral recitation Globalization	Constructing sentences Changing sentences Writing Exercise 8 No. 1 - 10	Fluency Audibility Concern		Detailed gram pg 59	
	4	The		Listening		• Construct	The present perfect	Discussion	Writing	Fluency		Deta	

		present perfect continuous Tense		Speaking Reading Writing		sentences in the present perfect continuous tenses • Complete the sentence with the correct form of the verb in brackets	Continuous; The helping verbs are; has } +been + ing have }	Oral recitation Globalization	Exercise 8 No. 1 - 10	Audibility Concern		iled Gram pg 20	
	5					•	Passive of present perfect continuous Helping verbs are has, have, been, being						
	6		The past simple tense			• The learner; • Spells the verbs in past simple tense correctly	The past simple tense; The main verb is distinct Stands alone without helping verbs Adverbs of time are yesterday, last…….. Sing & plural subjects also do not change the verbs					Detailed Gram pg 21	
	7			Listening Speaking Reading Writing	Sentence construction	• The learner; • Constructs sentences • Changes from active to passive	How we use; was } + perfect of main were } verbs The dog chased the got yesterday The dogs chased the goats yesterday The goats were chased by the dogs yesterday	Discussion Global Approach Guided discovery	Changing from active and passive	Effective communication Fluency Audibility Accuracy		Detailed Gram pg 51	
					Sentence construction	• The learner; • Identifies the helping verbs in the past continuous Tense • Complete the sentences with the correct form of the verb in the brackets	The Pats Continuous Tense The helping verbs are; was for singular and were for plural subjects was } + ing were } He was singing They were singing		The learner writes Exercise 10 No. 1 - 10			Detailed Gram pg 22	
5	1					• The learner; • Change sentences from actives to passive	Passive Past Continuous; We use was being + perfect of the main verb Juliet was sweeping the						

							room yesterday The room was being swept by Juliet yesterday						
	2	Tenses	The past perfect tense	Listening Speaking		• The learner; • Identifies the helping verb used in the past perfect tense • Spells the verbs correctly • Fills in the blank space with the correct form of the verb in the brackets	The Past Perfect Tense; The helping verbs used is "had" The main verb is participle tense Example The man had stolen the goat We had seen the teacher at the park PASSIVE PAST PERFECT We had ridden a bicycle A bicycle had been ridden	Global approach Guided discovery Discussion	Constructing sentences	Effective communication Fluency Audibility Confidence Verbal		Detailed Gram pg 22 - 23	
	3	Tenses	The future simple Tense	Writing		• The learner; • Fill in the blank space using will / shall	The Past Perfect Tense; The helping verbs used are will and shall I, We } shall She, Its, You, They } will The future continues. Wil / shall be + ing of the verb.	Global Approach Guided	Writing Exercise 47 No. 1 - 10				
	4	Tenses	The future simple Tense	Listening Speaking		• The learner; • Identifies the helping verb used in the past perfect continuous • Spells the verbs correctly • Completes the sentences with the correct form of the verb in brackets	The past perfect Tense: This tense uses "had been" with the "ing" verb. Examples He had been digging all the long The girls had been playing by the time I arrived	Brain storming Discussion Guided discovery		Effective communication Fluency Audibility Confidence Articulation		Det gram book 5 – 7 pg 23	
	5	Tenses	The future simple	Reading		• The learner; • Fills the blank spaces using will or	The simple Future simple Tense; Helping verbs used are will	Brain storming Discussion		Effective commu			

			Tense			shall	and shall I We She He It You They Passive of the future Simple Tense. Will + be + past perfect to shall + be + the main verb Act. She will eat posho Press; Posho will be eaten by her	Guided discovery		nication Fluency Audibility Confidence Articulation Accuracy Logical flow of ideas Love Care			
	6			Writing		•	Passive of the future simple Tense Wil + be + past perfect to shall + be + the main verb Act: She will eat posho Press: Posho will be eaten by her					Det gra m pg 60	
6	1		Tenses & there passives	Listening Speaking		• The learner; • Constructs sentences in the future Tense • Changes from active voice	The future continuous Tense: Here we use: Will / shall be + ing verb Passive The use of: Will be being + perfect of main verb Shall be being + perfect of main verb Examples: Juliet will be dropping pots down tomorrow Pots will be being dropped down by Juliet	Brain storming Discussion Illustration	Constructing sentences Changing from active to passive	Logical reasoning Sharing Fluency Audibility Accuracy		Det gra m pg 61	
	2	Tenses	The future perfect tense	Reading		• The brackets	The future perfect tense; We use will have shall have + past participle of the main verb Example:						

							We shall have gone by noe passive voice						
	3	Tenses	Voices with questions	Listening Speaking		• The learner; • Changes' statement to questions • Changes questions to sentences	Questions; Act: Who asked that Headmaster last year Act: What will wear off your new shoes Pass: By what will your new shoes be worn off?	Guided discovery Illustration Brain storming	Changing statement to questions	Fluency Audibility Confidence Accuracy Love	Det gram pg 61		
	4	Tenses	The future simple Tenses	Reading Writing		•	Voices with commands Eat this dirty food! Let this dirty food be eaten Act: Don't look at me now Pass: The passive voice form will be introduced by the word "Let"						
	5	Verbs	Transitive and intransitive verbs	Listening Speaking		• The learner: • Defines what an intransitive verb is • Defines the term transitive verb • Identifies the transitive and intransitive verbs in a sentence • Writes sentence using both transitive and intransitive verbs	Transitive and intransitive verbs Transitive verb takes an object There are always three main parts The subject The doer The action		Learner writes Exercise 20 No. 1 - 12			Fountain core Eng Gram by Joseph Wabwire pg 24 – 25	
	6			Reading		•	Illustration: Musa beat the dog Intransitive verbs do not take objects Sentences intransitive verbs cannot be change into the passive voice						
	7			Writing		•	Example: Modal verbs Use of; can, should, could,						

							might etc						
7	1	Conditional sentences	Structures with conditional clause (1)	Listening Speaking Reading Writing	Structures Sentences Practice Reading aloud	• The learner; • Uses conditional clause (1) to construct sentences • Uses structures to construct sentences with conditional clause (1) • Completes the given structures in conditional clause (1) • Constructs own structures using conditional clause (1)	Conditionals: Also called "If clause" sentences They include:- If (1) If (2) If (3) If clause (1) Shows that something is going to happen when a certain condition is fulfilled We use the future simple (Present) and present continuous tenses in the main clause Apply a comma when the if clause come first Examples: If I plan to remove a tyre, I shall use a jack	Discussion Illustration Brain storming Question and answer inquiry Research Project assignment Exhibition display	Constructing sentences in if(1) Completing the given structures Re-writing sentences in if cause (1)	Effective communication Fluency Articulation Accuracy Critical thinking Analyzing statements		Det Eng Gram bk 5 – 7 pg 73	
	2	Conditional Sentences	Structures with conditional clause (1) and in order	Listening Speaking Reading Writing	Structures Sentence practice Sentence practice	• The learner: • Constructs own sentence in "If clause (1) and using in order" as a condition • Uses structures to construct sentences with conditional clause (2)	I shall use a jack if I plan to remove a tyre. I shall use a jack if I am planning to remove a tyre In order; In order to remove a tyre. I shall use a jack I shall use a jack in order to remove a jack	Exhibition Display Discussion Question and answer Illustration Resource person	Constructing sentences with "in order"	Effective communication Fluency Articulation Accuracy		Det Eng Gram bk 5 – 7 Pg 73,75,77,78,81	
	3	Conditional sentences	Structures with conditional clause (2)	Listening Speaking Reading Writing	Structures Sentence practice Sentence practice	• Completes the given structures in clause (2) • Constructs own sentences using if clause (2)	If Clause (2) May be used on conditions which are impossible to happen We are only expecting the condition to come true We use the past simple in	Inquiry / Disco Very Project assignment Research	Constructing sentences in if (2) Re-writing sentences in if (2)	Critical thinking Responding to questions appropr		Jr Eng Comp and gram	

							the "if clause: and "a would in the main clause. Examples: If I was a teacher, I would tell my learners to behave well. (There is a possibility of being a teacher).			iately Analyzing statements			
	4	Conditional sentences	Structures with conditional clause (1) and in order	Listening Speaking Reading Writing	Structures Sentence practice	• The learner: • Uses conditional clause (2) to construct sentences • Use structures to construct sentences with conditional clause (2) and (3)	If I were God, I would punish those who are practicing guy. (This is an impossibility of being God) If I planned to remove a tyre. I would use a car jerk If I were planning to remove a tyre, I would use a car jerk	Discussion Questions and answer Illustration Brain storming	Constructing sentences in if (2) Completing the given structures	Effective communication Fluency Articulation Accuracy	Detailed Eng Gram bk 5 - 7		
	5	Conditional sentences	Structures with conditional clause (1)	Listening Speaking Reading Writing	Structures Sentence practice Sentence practice	• Completes the given structures in conditional clause (2) and (3) • Constructs own sentences in if clause (3)	If (clause(3) Expresses conditions which could have happened but did not because of a condition which was not fulfilled We use the past perfect in the if clause and a "would have" in the main clause. We use auxiliary "had"	Inquiry / Disco Very Research project assignment Exhibition display	Constructing sentences in if (3) Writing sentence in if clause (3)	Critical thinking Responding to questions appropriately Analyzing statements		Jr Eng Comp and Gram	
	6	Conditional sentences	Using "Because" as a conditional clause	Listening Speaking Reading Writing	Structures Sentence practice	• The learner; • Constructs sentences in the if (3) • Re-write sentences beginning with auxiliary "Had" in if clause (3)	Example If I had seen him, I would have paid his money I would have made a mistake if he had not warned me Or Had I seen him, I would have paid his money Had he not warned me, I would have made a	Discussion Illustration Question and answer Resource person	Constructing sentences in if (3)	Effective communication Fluency Articulation Accuracy Confidence		Det Eng. GRam bk 5 – 7	

							mistake						
	7	Conditional sentences	Structures with "Because"	Listening Speaking Reading Writing	Structures Sentence practice	• Uses "Because" as a conditional clause • Constructs own sentences beginning with "Because" • Joins sentences using: "Because: as a conjunction.	Because: Examples Because of his strength, he was able to kick the ball. (conditional) He was able to kick the ball because of his strength (conjunction) Because of performing very well, he was given a bursary He was given a bursary because of performing very well	Inquiry / Discovery Research Project assignment Exhibition display	Constructing own sentences in using "Because" at the start and in the middle	Critical thinking Responding to questions appropriately Analysing statements		Jr Eng Comp and Gram	
	1 2 3	Conditional sentences	Unless	Listening Speaking Reading Writing	Structure Sentence practice Reading aloud	• The learner; • Eliminates the "not" from the if clause then uses "unless" • Eliminates the "Not" from the main clause. • Eliminates the "not" in the if clause and leaves the "not" in the main clause	Unless: Can be used to replace "if" Unless is "If……..not……" Example If he does not come today, you will follow him up. Unless he comes today, you will follow him up. (eliminate the Not) If Kyobe comes early, he won't be locked outside the class. Unless Kyobe comes early, he will be locked outside the class. (eliminate the "not") If you don't disturb that dog, it won't Unless you disturb that dog, it won't chase you. (Eliminates the "Not" in the if clause") 3	Replacing "If" with "unless" Putting "unless" at the start and in the middle Constructing own sentences using: Unless"		Effective communication Fluency Articulation Accuracy Confidence Critical thinking Analysing statements Logical flow of ideas		Det Eng Gram bk 5- 7	
8	4	Conditional sentences	Unless	Listening Speaking Reading Writing	Structures Sentence practice	• The learner; • Rewrites sentences using	If we eat all that food, we shall be satisfied Unless we eat all that food, we shall be satisfied.	Inquiry / Discovery Research Project	Re-write sentences using "unless"			Jr Eng Comp	

					Reading aloud	"unless"	(Create "Not" in the main clause).	assignment Exhibition display				and Gram	
	1		Examination	Listening	Vocabulary Spelling	• The learner; • Pronounces the words correctly • Spells the words correctly • Uses the word in constructing meaningful sentences	Vocabulary; Time table, instructions, signature, index, number, candidate, candidate name, school name, time allowed, examiner, examination room, answer sheet, examination centre, briefing, questions, registration, revision.	Discussion LSU Globalisation	Pronouncing words Spelling words Constructing sentences	Fluency Audibility Confidence Sharing Accuracy Love Care		P.7 curriculum pg 21	
	2	Examination		Speaking	Sentence constructing	• Construct sentences	Structure; …..or else You must revise your notes or else you will fail the examination Look forward to…… Looking forward to…….. We look forward to sitting our final examinations.			Responding to question appropriately Logical reasoning		P.7 curriculum	
	3	Examination		Reading	Sentence Construction	•	Vocabulary: Pass mark, quality, timetable, invigilator, supervisor, instruction, ink, answers, making, results, grades, aggregate, accurate, percent, candidates, cheat, malpractice, score, duration, examination, leakage, work, pass disqualify, fail, pass slip, success, certificate, division	Guided discovery Illustration Brain storming	Changing statement to questions	Fluency Audibility Confidence Accuracy Self appreciation Love Care		P.7 curriculum	
	4	Examinations		Listening	Sentence construction	• The learner; • Construct sentences	Whereas… Whereas many candidates passed, Okello failed ……could…… Cheating could lead to closure of the examination centre	Questions and answer brain Storming	Re-writing sentences using the given structures	Fluency Accuracy Logical thinking	Chalkboard illustration	Mk Pri Eng Bk 7	

	5	Examinations		Speaking		• Construct sentences using in spite of…… • Constructs sentences using: • Despite…… … • In spite of……..	In spite of…….. Aboke came for the examinations in spite of her being sick Despite…… Despite the fact that Zziwa was late, she completed her examinations	Guided discovery	Rewriting sentences using the given structure	Accuracy Logical thinking	Chalkboard illustration		
	6 and 7	Direct and indirect speech	Direct speech	Speaking Reading Writing Listening	Punctuation Sentence construction	• The learner; • Punctuates direct speech correctly • Identifies the parts of the direct speech	Direct speech Use quotation marks The actual words of the speaker begin with a capital letter Use a comma to separate a speech tag from the actual words of the speaker	Discussion Guided discovery Brain storming	Punctuation Direct speech Identifying the parts of the direct speech	Accuracy Logical thinking Fluency Appreciation	Chalkboard illustration	Mk Primary Eng bk 7	
10	1 to 7		Indirect speech	Speaking Reading Writing Listening	Sentence construction Spelling	• The learner; • Changing sentences from direct to indirect speech	Indirect speech The speech tag is used only at the beginning of the sentence The quotation marks are dropped Specific conjunctions are used changes that take place when changing from direct to indirect speech	Discussion Guided discovery Brain storming	Changing sentences from direct speech to indirect speech	Accuracy Logical thinking Fluency Appreciation	Chalkboard illustration	Mk primary Eng Bk	
11	1	School Holidays		Speaking Reading Listening Writing	Vocabulary Spelling Sentence construction	• The learner; • Spells the vocabulary correctly. • Pronounces the words correctly • Construct sentences using the vocabulary. • Looks up works in the dictionary	Vocabulary; Holiday, travel, plan, breakup, prepare for, pick, remedial, classes, end, vacation, pen pals, relatives rural, commence, board, programmed, camp, beginning, sort, report, farming.	LSU Guided discovery Discussion Global Approach	Looking up word in a dictionary Spelling words correctly Pronouncing words Constructing sentences	Fluency Accuracy Confidence Logical reasoning Sharing Love	Dictionary	Mon Eng Crse for Ug Pupils bk 7 pg 42 – 43	
	2 to	School Holidays	Holiday plans	Speaking Reading Listening	Sentence construction	• The learner; • Studies the composition	Guided Composition; Studying the conversation between George and His	Guided Discovery Discussion	Role playing Reciting the dialogue	Accuracy Logical	Dictionary	Mon Eng crse	

	4			Writing	Spelling	• Writes down the possible responses in the dialogue • Constructs correct sentence. • Spelling words correctly.	father. Writing down the responses given by George George and his father Father: Good morning George:_____	Brain storming	Completing the dialogue	thinking Sharing Love		for Ug pupil s bk 7 pg 48	
	5	School Holidays	Holiday plans	Speaking Reading Listening Writing	Sentence construct ion Punctuat ion	• The learner; • Recites the poem with the correct stress and intonation • Answers the questions about the poem	Comprehension: Poem Reading the poem and answering the questions	Reading the poem Answering questions in full sentences	Fluency Accuracy			Mon Eng Crse for Ug Pupil s bk7	
	6	School Holidays	Holiday plans	Speaking Reading Listening Writing	Sentence construct ion Spelling	• The learner; • Reads the passage • Answer questions about the passage in full sentences	Comprehension Malinga & his bicycle Part 1 Reading the passage and answering questions that follow in full sentences	Guided Discovery Discussion Brain storming	Reading the passage Answering questions in full sentences	Care Respect		Mon Eng Crse for ug pupil s bk 7	
	7	School Holidays	Holiday plans	Speaking Reading Listening Writing	Sentence construct ion Punctuat ion	• The learner; • Reads the passage • Reading the passage and answering questions that follow in full sentences	Comprehension Malinga & his Bicycle Part II Reading the passage and answering questions that follow in full sentences	Guided Discovery Discussion Brain storming	Reading the passage Answering questions in full sentences	Care Respect		Mon Eng crse for Ug Pupl s bk 7	
1 2	1 t o 3	School Holidays	Holiday plans	Listening Speaking Reading Writing		• The learner; • Arranges words in alphabetical order • Spells the words correctly	Alphabetical order Order; This is the arrangement of words in alphabetical order i.e. from A - Z	Guided discovery Brain storming Discussion	Arranging words in alphabetical order	Accurac y Logical thinking	Dictiona ry	Mon Eng crs for Ug pupil s bk 7	

						•	Vocabulary I: Address, first name, personal letter etc Structure: ……is likely to……. Anna is likely to write to me. I am likely to forget your address. Hardly; There is hardly anyone in the post office. Vocabulary II: Sir name, maiden name, address, etc, Barely: Barely 30% the people applied for the position advertised. Abbreviations: PP, CC, Re, Dr.						
	4 & 5	School Holidays	Holiday plans	Listening Speaking Reading Writing	Punctuation	• The learner; • Uses the punctuation Marks correctly. • Punctuates the sentences correctly • Names the punctuation marks correctly.	Punctuation Marks; Full stops(.) Questions Marks (?) Exclamation Marks(!)	Brain storming Guided discovery	Punctuation sentences Names the punctuation marks	Fluency Accuracy Logical thinking Love Sharing	Det Eng Gram p 11		
13	1 to 7			Reading Writing		•	Pronounces: Definition Kinds of pronouns Subject pronouns Object pronouns Passive pronouns Relative pronouns Interrogative pronouns Demonstrative pronouns Reflexive pronouns Emphasizing pronouns					Tenses and parts of speech p.67	

14	1	Statements	Affirmative statements Negative statement Interrogative statements	Listening Speaking Reading Writing	Structures Sentence Practice Reading aloud	• The learner: • Identifies the three forms of statements • Elaborates meaning and usage of each statement • Gives own examples under each statement • Changes simple sentences from one forms another verbally	Statements; Affirmative Means "Yes" or positive Shows dis-agreement Takes a full stop at the end	Inquiry / Disco Research Project assignments	Identifying the three forms of statements	Effective communication Fluency Articulation Accuracy Confidence Logical flow of ideas		Mk Eng Handbook	
	2	Statements	Unless	Listening Speaking Reading Writing	Structures Sentence Practice Reading aloud	• The learner; • Gives own examples under each statement	Negative: Means "Not" or "No" Shows dis-agreement Takes a full stop at the end	Giving examples under statement		Critical thinking Responding to questions		Det Eng Gram bk 5 – 7	
	3	Statements	Unless	Listening Speaking Reading Writing	Structures Sentence Practice Reading aloud	• The learner: • Changes simple sentences from one form of another verbally	Interrogative: Questions from statements Asks and end with a questions mark. (?) Normally starts with any auxiliary verbs Examples: Sarah is a fast runner. (Aff) Sarah is not a fast runner (Neg) Is Sarah a fast runner?	Changing sentences from one form to another				Det Eng Gram bk 5 -7	
	4	Statements	Requirements of affirmative, negative and interrogative statements	Listening Speaking Reading Writing	Structures Vocabulary Pronunciations Sentence practice Reading aloud	• The learner: • Reads the requirements for each statement • Forms sentences using:- some and any • Applies "many or much" a lot of or a great deal	Requirements: Aff. / Neg / Intero Some / any / any Someone / anyone / anyone Somewhere / anybody / anybody / anywhere / anywhere Already / yet / nowhere Along way / many / yet A lot of / many / many A long / many / many	Inquiry / Dico Research Project assignment Exhibition:- Display Demonstration Discussion	Effective communication Fluency Articulation Accuracy Confidence Logical flow of ideas Critical			Jr Eng Comp and Gram Mk	

	5					or” • Uses “far and a long way” a long time and long	time A great deal of Many much Uses of “some” and “any” Use of many / much and a lot of / a great deal of” Use of “far” and a long way” Use of “a long time and long”	Illustration Question and answer Resource persons	thinking Responding to questions appropriately Analyzing statements			Eng hand book	
	6 7	Statements	Question tags	Listening Speaking Reading Writing	Structures Reading aloud Sentence Practice	• The learner; • Mentions all the auxiliary verbs he / she knows • Identifies the affirmative and negative statements • Adds question tags on the given statements • Identifies near negative, requests and commands	Question Tags: A phrase added at the end of a statement so as to make it a questions Auxiliary verbs help us to formulate question tags Negative statements take a positive questions tag and vice versa Examples: 1. Sarah is tall, isn’t she? Sarah is not tall, she is? 2. We are very happy, aren’t we? We are not very happy, are we? Question tags on near negatives, requests and commands. Examples; She is hardly smart, is she? Let’s work together, shall we? Let her dance, will he?	Discussion: Illustration Question and Answer Resource persons Look, say, and	Mentoring auxiliary verbs Forming negatives of auxiliary verbs Giving examples of near negatives. Requests and commands	Effective communication Fluency Articulation Accuracy Confidence Logical flow of ideas Critical thinking Responding to questions appropriately Analyzing statements		Det Eng Gram bk 5 – 7 Mk Eng Handbook	
16	1, 2	Adjectives	Degrees of adjectives	Listening Speaking Reading	Vocabulary practice	• The learner; • Gives examples of words	Adjectives: A word that is used to describe a noun or a	Discussion Illustration Question	Mentoring examples of adjectives	Effective commu		Det Eng Gra	

				Writing	Reading aloud Pronunciation Structure	that are used to describe things. • Forms own sentences with describing words • Describes different nouns and pronouns • Joins sentences using:…as…..as • And • ……not as……as…. • And • …..not so…as…..	pronoun is called an adjective. An adjective adds to the meaning of a noun or pronoun by giving more detail about it. Example: A = Adjectives N = Nouns P = Pronoun (A) (N) A beautiful lady (A) (N) An ugly rhino (A) He is fat. (A) Edwin is a juggler Degree of Adjectives: They are three:- Positive degree Comparative degree Superlative degree Positive Degree	and answer Look, say and use Resource persons Exhibition Display Demonstration Identification Look say and use	Joining sentences using:…as…as Joining sentences using: ..not as…..as	nication Fluency Articulation Accuracy Confidence Critical thinking Analyzing statements Selecting and evaluation information		m bk pg 122 – 127 Jr Eng Revised	
	3	Adjectives	Degrees of adjectives	Listening Speaking Reading Writing	Vocabulary practice Reading aloud Pronunciation	• The learner; • Gives the rules of comparative degree • Forms the comparative degree by adding “r” or “er” to the positive • Forms the comparative degree b using: “more” or “less” • Writes sentences using conjunction: “than”	Comparative degree: Compares two things or sides Is formed from the positive degree Short adjectives use “more” or “less” to form the comparative degree We use conjunction “than” to compare things. We can use article “the” Example: Positive Comparative safe safer large larger short shorter long longer beautiful more beautiful	Discussion Illustration Question and answer Look, say and use Resource persons Exhibition Display Demonstration Identification	Forming comparative degree by adding: “r” or “er” and “more” or “less” Re-writing sentences using conjunction: “than”	Effective communication:- Clarity Fluency Articulation Accuracy Confidence Critical thingking:- Logical Respon		Jr Eng Rev Det Eng Gram bk 5 – 7	

							famous more famous ……etc…… Mary is very short Sally is not very short Mary is shorter than Sally			ding to questions appropriately			
	5	Adjectives	Degrees of adjectives	Listening Speaking Reading Writing	Vocabulary practice Reading aloud Pronunciation Structure	• The learner: • Identifies the degrees of adjectives • Forms the degrees from positive to superlative degree • Classifies the adjectives as: Regular and irregular • Forms the irregular adjectives from positive to superlative	Superlative Degrees: Expresses the highest degree of something Picked out of three things as an extreme or out of four and above things A short adjectives add "st" or "est" Longer adjectives add "most" or "least" Example: Positive Comparative Superlative Safe safer large larger short shorter long longer famous more famous most famous beautiful more beautiful most beatu less famous least famous Classification of Adjectives: They are two classes:- Regular Irregular **Regular** They are formed by adding "r", "er" "more" or "less" in their comparative degree **Irregular:** They completely change when forming the comparative and superlative e.g Good – better - best	Discussion: Illustration Question and answer Look, say and use Resource persons Exhibition Display Demonstration Identification	Forming comparative and superlative degrees Identifying the regular and irregular adjectives Forming the irregular adjectives	Fluency Articulation Accuracy Confidence Awareness		Det Eng Gram bk p.5 – p.7	
	7	Comparison of adjectives	Degrees of adjectives	Listening Speaking Reading writing	Vocabulary practice Reading aloud Pronunciation Structure	• The learner; • Forms the comparisons of adjectives following the different rules and steps from "a – f" • Spells some of the challenging adjectivesz	Comparison of adjectives: By adding "r" and "st" respectively. e.g. safe safer safest polite politer politest ……..etc……. By adding "er" nd "est" Respectively e.g. rough rougher roughest	Discussion Illustration Question and answer Look, say and use Resource persons Exhibition	Forming adjectives following the rules and steps Spelling some of the challenging adjectives	Critical thinking Logical responding to questions appropriately Selectin			

							tough tougher toughest ……etc…… By adding the lat consonant (m,d,b,t,g) and add “er” or “est” respectively. big bigger biggest fat fatter fattest ……etc……. By changing “y” into “I” then add “er” and “est” respectively. ugly uglier ugliest heavy heavier heaviest dry drier driest ……..etc…….	Display Demonstration Identification		g and evaluative adjectives **Effective communication** Fluency Articulation Accuracy Conidence			
11	8	Formation of adjective	Degree of adjectives	Listening Speaking Reading Writing	Vocabulary practice Reading aloud Pronunciation Structure	• The learner: • Forms the adjectives following the rules and steps • Forms proper adjectives • Spells out proper adjectives	By using:- “more” and “most” respectively e.g. famous / More famous / Most famous Powerful / more powerful / most powerful …….etc……. Complete changing e.g Ill worse worst many more most …….etc…….. Formation of Adjectives: Proper adjectives; Formed from proper nouns They start with a capital letter Formed by adding:- “I” , “an”, “ese” “ish”, “jan” Examples: Noun Proper Adjectives Egypt Egyptian Persia Persian Turkey Turkish Sudan Sudanese …….etc…….	Illustration Look, say and use	Forming adjectives Spelling proper adjectives	Fluency Articulation Accuracy Confidence Awareness clarity			
11	9	Adjectives	Improper adjectives	Listening Speaking	Vocabulary	• The learner:	Improper Adjectives: By using “Y” “en”, “ful”,	Illustration Look, say	Giving examples of	Fluency Articula			

				Reading Writing	practice Reading aloud Pronunciation Structure	• Form improper adjectives • Reads the adjectives formed • Spells the challenging improper adjectives	"less", "ish'able", "ous" By adding "y" Rain Rainy Water Watery Salt salty By adding "ish" Child childish Fool foolish By adding "less" Use useless Care careless Job jobless By adding "full" Use usefull Care carefull Grace graceful By adding "en" Gold golden Wood wooden Wool woolen By adding "ous" Religion religious Poison poisonous Ordering Adjectives N – Number O – Opinion P – S – shape / size H – Height A – Age C – Colour O – Origin M – Material Classification table with examples	and use Display Identification	improper adjectives Spelling some adjectives Giving examples under each category in "NOPHACOM"	tion Accuracy Confidence Awareness Clarity			
1	1 2	Electronic media	Radio and TV	Listening Speaking Reading Writing	Spellings Pronunciation Sentence construction	• The learner; • Spells and pronounces the words	**Vocabulary** Programs, music, knob, channel, aerial, line-up, volume, gospel..etc… **Comprehension;** Passage (The greatest inventions in the world)	Whole word Group discussion	Spelling word Pronunciation words Constructing sentences Reading passages	Radio Television	Fluency Confidence	Primary seven curriculum	

	3 4						The internet Dialogue about the internet Advertisement about; A quiz contest A graph showing "Electronic Media. Notices about; Radio and TV guide **Composition** Guided composition Free compositions **Oral work;** **Debate motion** Has electronic media caused any development to our country **Structures** **Affir:** shows agreement and always says 'yes'. **Neg:** Shows disagreement and always says 'no". **Interr:** is a question from a statement Examples; 1. Jane is sick. (affir) Yes, Jane is sick 2. Jane is not sick. (neg) No, Jane is not sick. 3. Is Jane sick? (interr)		Acting dialogues Answering questions				
1	4 5 6	Electronic media	Radio and Television	Listening Speaking Reading Writing	Sentence construction Punctuation	• The learner; • Constructs sentences using the given structures	Structures; Affirmative and Negative sentences. Ann is watching TV. Ann is not watching TV. **Determiners;** 'some' and 'any' 'a lot of' / much / many' Along way / far Along time / long A little / little A few / few	Look , say and use Whole word	Changing from affirmative to negative Forming the interrogative Giving short answers to the interrogative		Fluency Logical reasoning Confidence	Mk Precise Eng Gram PLE Rev not and Tests in	

							……hardly……any….. …….barely……any…… …..scarcely…….any……. **Question Tags** A radio is helpful, isn't it? A television is not cheap, is it? Let's go out, shall we?					Eng	
2	1 2 3 4	Rights, Responsibilities and freedoms	Children's rights and responsibilities	Listening Speaking Reading Writing	Pronunciation Spelling Sentence construction Reading aloud Drawing	• The learning; • Spells and pronounces the words. • Constructs sentences • Answers questions in full sentences • Draws pictures • Fills in the missing words • Writes short	**Vocabulary** Forced, juvenile, food, care, clothing, shelter, respect, attend, obedient, homework ……etc…….. **Comprehensions** Passage about: Children's rights and responsibilities Dialogue about; Child abuse **Compositions** Filling in the missing words in a given dialogue Describing what is happening in the given pictures from A – Z Drawing the pictures described above Answering oral and written questions from the pictures described above Writing from short compositions about; 'child Abuse'.	Whole word Look, say and use Guided discovery	Spelling Pronunciation Constructing sentences Answering questions	Strip cards	Self esteem Self expression Evaluating facts Logical thinking	Primary seven curriculum Mk Primary Eng Sure key to success	
	5		Animal needs and freedom	Listening Speaking Reading Writing	Sentence construction Punctuation	• The learner; • Constructs sentences using the given structures	**Structures;** Inversions in affirmatives and negatives. …..and so……(affirmative) ….and neither….(negative) The four ways of using; 'Either……or' The three ways of using; 'Neither…..nor'	Look, say and use Whole word sentences	Re-writing sentences using the given structures Changing from one form to another		Fluency Confidence audibility	Det Eng Gram Mk pri Eng	

							Other Inversions No sooner had…… Hardly had…… Scarcely had……. Barely had……. As soon as / immediately / the moment / just as As soon as the cat's tail was stepped on, it jumped away. The cat jumped away the moment it's tail was stepped away. Just as the dog saw us, it started barking Immediately the dog saw us, it started barking						
3	1			Listening Speaking Reading Writing	Pronunciation Spelling Sentence construction	• The learner; • Pronounces the words correctly • Spells the words • Constructs sentences	Vocabulary Capture, poach, protect Captivity, freedom, secure, injury, poacher, hunger……etc……. Comprehension Passage about; 'Animal life' Questions; What is the passage about? How many types of animals are in Uganda? ……etc……. Compositions Filling in the missing words in the given composition. Describing what is happening in each picture. Structures 'Both'….and…../….as well as… A cow and a goat are domestic animals Both a cow and a goat are domestic animals	Look, say and use Whole word Direct method	Looking up words Constructing sentences Filling in the missing words to complete the compositions Drawing picture sequence pictures	Moulded animals	Fluency Confidence Logical reasoning	Pri 7 curri Mk pri Eng Sure key to succes	

							A cow, as well as a goat, is a domestic animal						
4	1	Rights, responsibilities and freedoms	Animal needs and freedoms	Listening Speaking Reading Writing	Punctuation Sentence constructions	• The learner; • Constructs sentences using the given structures • Punctuates the sentences correctly	Structures Necessity and obligations in affirmative and negative using all the model verbs. Must – must not Could – could not Should – should not Need – need not Ought – ought not Examples You must treat the animals well You must not mistreat the animals Contrasts Although / though / even though In spite of / despite Much as / whereas ….so…./……since……. Much as a cow is an animal, it needs shelter Even though a cow is an animal it needs shelter.	Whole word sentences Guided discovery	Constructing both oral and written sentences Re-writing sentences as instructed in the brackets		Logical reasoning Accuracy Audibility	Jr Eng Composition and Grammar Mk Pri Eng bk 7	
5	1	Environmental Protection	Importance of environmental protection	Listening Speaking Reading Writing	Spellings Pronunciations Sentence construction	• The learner; • Spells the words correctly • Pronounces the words correctly • Constructs sentences using the given vocabulary	Vocabulary Pollution, garbage, refuse, floods, drought, drainage, fauna, flora…….etc Comprehensions Reading the dialogue and answering questions about the dialogue Reading the notices and answering the questions Compositions Free compositions\Jumbled compositions Filling in missing words Structures	Look, say and use Whole word Group discussion Interpretation	Spelling the vocabulary words Constructing sentences using the given vocabulary Acting the dialogue Answering the questions	Strip cards puppets	Evaluating facts Fluency Confidence Audibility	Learners Dictionary Pri 7 curr PLE Rev notes and tests	

							No only……..but also….. Prefer / like / more interested in Would rather….. Bush burning is not only illegal but also dangerous Aida prefers planting trees to cutting them down Aida would rather plant trees that cutting them down Aida is more interested in planting trees than cutting them down						
6	1	Ceremonies	Marriage	Reading Speaking Reading Writing	Spelling Pronunciation Sentence construction	• The learner; • Spells and pronounces the words correctly. • Constructs sentences using the given words.	Vocabulary; Marriage, religion, baptism, matron of honour, wedding , spouse, engagement, bride…etc….. Comprehension Passage about Wedding; Reciting a poem and answering questions Drawing invitation cards, answering questions about the given invitation cards. Compositions Re-arranging the sentences to form a good composition Filling in the missing words to complete the compositions Structures Pronouns; Relatives pronouns and Relative cluases as; As conjunctions With prepositions Whom / whose / who / where/ which To whom / for whom /	Look, say and use Whole word Guided discovery	Spelling words Pronouncing correctly Looking up words Drawing invitation cards Answering questions about the given texts	Marriage invitation cards Introducing invitation cars	Articulation Confidence Fluency Logic reasoning	Pri 7 curr Mk Pri Eng Sure key to success	

							with whom / by whom ..etc Exclamations (What…/How…..)						
7	1			Litening Speaking Reading writing	Spelling Puntuation Sentence construction	• The learner; • Spells the words correctly • Pronounces words correctly • Constructs sentences using the given vocabulary and structures	A) Vocabulary; Burial,funeral rites,widow,widower,a will,coffin,requiem mass…etc.. Comprehension; Reading a death announcement and answering the questions about it. Reading the poem and answering the questions about it. c) Compositions Jumbled compositions Free compositions Filling in the missing parts of the compositions Structures Adverbial Degrees …….enough……. …..too…..to….. ……so….that……. ……such……..that…… It was such a shocking death of the tycoon's son that all the mourners broke down	Guided discovery Look, say and use Whole word sentence	Spelling Pronouncing Constructing senteces Making condolence cards	Order of service booklet for a requiem mass	Confidence Fluency Logical flow	Mk Precise Eng Gram Mk Pri Eng Sure key to success	
8	1	Ceremonies	Funerals	Listening Speaking Reading Writing	Sentence construction	• The learner; • Uses the given adverbial degrees correctly • Re-writes sentences as instructed in the brackets	a) Expression of purpose ……so as to…… ……such that…….. In order to…../ that….. …….so that….(can / could) (will not / would not) She bowed before the deceased's coffin so as to pay her last respect	Guided discussion Whole word sentence Look, say and use	Constructing sentences using the adverbial degrees Re-writing sentences as instructed in the brackets		Logical flow of ideas Fluency	Detailed Eng Gram Jr Eng Rev	

						• Completes the given similes and proverbs • Gives synonyms to the given words • Identifies words that are opposite in meaning	She went home early so that she could attend her neighbours burial She is going home early so that she can attend the burial In order to attend the burial, she went home early. She went home early inorder to attend the burial In order that she could attend the burial, she went home early She went home early in order that she could attend the neighbour's burial **Short Grammar** Homonyms Synonyms Opposites Opposites Proverbs Similes					Mk Precise	
9	1 2			Listening Speaking Reading Writing	Pronoun ciation Sentence construct ion Spelling	• The learner; • Gives examples of abbreviations and acronyms • Identifies pre-positions from the given sentences	Abbreviations and acronyms ave – avenue no – number Pre-positions Of with, at, over, across, for …..etc… Nouns Kinds of nouns Proper nouns Common nouns Abstract nouns Collective nouns Discussing all kinds of nouns as; Singular and plural Compound nouns Forming abstract nouns	Group discussion Guided discovery	Giving and writing abbreviation and acronyms Identifying preposition Constructing sentences Forming plural nouns Forming abstract nouns Spelling abstract nouns		Confide nce Fluency	Deta iled Eng Gra m Jr Eng Revi sed	

							Sounds Meat Motions Gender, families, traditional homes Formation of nouns						
	3			Reading Writing		•	These take ed; I /d/t in their past tense and add ink to form the continuous tense Irregular Verbs They don't take "d" or "t" They do not have a uniform order There are "irregular changes in some letter and there some changes in some letters.						
	4	Tenses	Present continuous	Speaking Reading Listening Writing	Spelling Punctuation Sentence construction	• The learner; • Identifies the changes in regular verbs. • States the uses helping verbs	Some irregular verbs double the last letters before adding ……. Ing. Others do not follow the rule above though the last letters are the order of C.V.C. Some verbs that end with … ie.. change the ..ie..to y before adding.. ing to form the continuous tense e.g; tie-tying lie-lying die-dying	Guided discovery Discussion Brain storming	Forming the present continuous of regular and irregular verbs	Fluency Accuracy Critical thinking Love Appreciation Care		Detailed English Grammar	
	5	Tenses	The Present Simple Tense	Speaking Reading Listing Writing		• The learner; • Constructs sentences in the present simple tense. • Indicates	The Present Simle Tense; Indicates actions that happen repeatedly. The main adverbs used are every day, every week, every month etc. Singular subjects form the verbs in the following	Guided discovery Discussion Brain storming	Pupils will do EX.5 NO 1-15	Articulation Sharing Fluency Acceptance		Detailed Eg. Grammar BK 7 pg 17	

						actions done on routine basis	ways; - By adding s -eat—eats - By adding es catch---catches. - By changing y to I then adding es e.g cry-cries. - The plural subject does not add any letter. NB; The Present Simple Tense has no helping verb.			Logical thinking			
	6	Tenses	Present continuous passive of the present	Speaking Reading Listening Writing		• The learner: • Explains passive voice • Explains active voice • Changes active statements to passive in the present simple tense	Here we use is / are / am } perfect main verb Active: the dog chases a goat everyday Passive: A goat is chased by a goat everyday	Guided Discovery Discussion Brain storming				Det Eng Gram bk 5 – 7	
	7	Tenses	Present continuous Tense	Listening Speaking Reading Writing	Sentence construction	• The learner; • Identifies the helping verb used in the present continuous tense • Constructs sentences in the present continuous correctly	The present continuous Tense The helping verbs; are , is , am + ing	Guided discovery Discussion	Constructing sentences	Fluency Audibility Concern Love		Det Eng Gram pg 18	
4	1 and 2	Tenses	Present continuous tense	Listening Speaking Reading Writing	Sentence construction	• Constructs sentences in the present continuous tense • Changes from active voice to passive in the present perfect continuous tense	Passive of the present continuous tense Active: The girl was weaving a basket Passive: The basket was being woven by the girl	Guided discovery Discussion	Changing from active to passive	Fluency Audibility Concern Love		Det Gram pg 57	

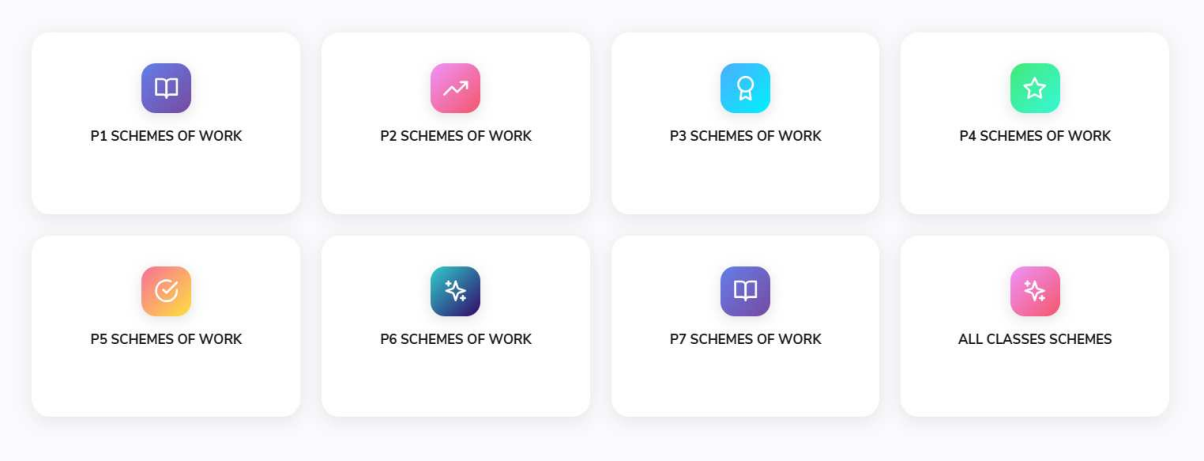
	3			Listening Speaking Reading Writing		• Changes statements from active to passive	Passive of the present perfect: Has been + perfect of main verb. Love been + perfect main verb Joy has written a letter A letter has been written by Joy	Discussion Oral recitation Globalization	Constructing sentences Changing sentences Writing Exercises 8 No. 1 - 10	Fluency Audibility Concern		Det Gram pg 59	
	4	The present continuous tense		Listening Speaking Reading Writing		• Construct sentences in the present perfect continuous tense • Complete the sentence with the correct form of the verb in brackets	The present perfect continuous The helping verbs are; has } +been + ing have }	Discussion Oral recitation Globalization	Writing Exercise 8 No. 1 - 10	Fluency Audibility Concern		Det Gram pg 20	
	5					•	Passive of present perfect continuous Helping verbs are has, have, been being						
	6	The past simple tense				• The learner; • Spells the verbs in past simple tense correctly.	The Past Simple Tense: The main verb is distinct Stands alone without helping verbs Adverbs of time are yesterday, last…… Single and plural subjects also do not change the verbs					Det Gramma r pg 21	
	7			Listening Speaking Reading Writing	Sentence construction	• The learner: • Constructs sentences • Changes from active to passive	Here we use; Was } + prefects of main Were } verbs The Dog chased the goat yesterday The dogs chased the goats yesterday The goats were chased by the dogs yesterday	Discussion Global approach Guided discovery	Changing from active and passive	Effective communication Fluency Audibility Confidence		Det Gram pg 51	
					Sentence construction	• The learner; • Identifies the helping verbs in the	The Past Continuous Tense; The helping verbs are; was		The learner; Writes Exercise 10			Det Gram pg	

						Past Continuous Tense • Complete the sentences with the correct form of the verb in the brackets	for singular and were for plural subjects was } +ing were } He was singing They were singing		No. 1 - 10			22	
5	1					• The learner; • Changes sentences from actives to passive	Passive Past Continuous; We use was being + perfect of the main verb were + being + perfect of the main verb Juliet was sweeping the room yesterday The room was being swept by Juliet yesterday						
	2	Tenses	The past perfect Tense	Listening Speaking Reading		• The learner; • Identifies the helping verb used in the past perfect tense • Spells the verbs correctly • Fills in the blank space with the correct form of the verb in the brackets	The past perfect tense: The helping verbs used is "had The main verb is participle tense Example: The man had stolen the goat We had seen the teacher at the par Passive Past Perfect We had ridden a bicycle A bicycle had been ridden	Global approach Guided discovery Discussion	Constructing sentences	Effective communication Fluency Audibilty Confidence Verbal		Det Gram pg 22 - 23	
	3	Tenses	The future simple Tense	Writing		• The learner; • Identifies the helping verb used in the past perfect tense • Spells the verbs correctly • Fills in the blank space with the correct form of the verb in the brackets	The Past Perfect Tense: The helping verbs used are will and shall I } We } shall She } Its } will Yo } The future continuous. Will / shall be + ing of the verb.	Global approach Guided discovery Discussion	Writing Exercise 47 no 1 - 10				
	4	Tenses	The future	Listening Speaking		• The learner; • Identifies the	The Past Perfect Tense; This tense uses "had been"	Brain storming		Effective		Det gra	

			simple Tense			helping verb used in the past perfect continuous • Spells the verbs correctly • Completes the sentences with the correct form of the verb in brackets	with the "ing" verb. Examples He had been digging all the day long The girls had been playing by the time I arrived	Discussion Guided discovery		commu nication Fluency Audibilit y Love care		m bk 5 – 7 pg 23	
	5	Tenses	The future simple Tense	Reading		• The learner; • Fills the blank spaces using will or shall	The simple future simple Tense: Helping verbs used are will and shall I, We } shall She, He, It, You, They } will Passive of the future simple Tense. Will + be + past perfect to Shall + be + the main verb Act: She will eat posho Press: Posho will be eaten by her	Brain storming Discussion Guided discovery		Effectiv e commu nication Fluency Audibilt y Confide nce Articula tion Accurac y Logical flow of ideas Love Care			
	6			Writing		•	Passive of the future simple Tense; Will + be + past perfect to Shall + be + the main verb Act: She will eat posho Press: Posho will be eaten by her					Det Gra m pg 60	
6	1		Tenses & their passives	Listening Peaking		• The learner; • Construct sentences in the future continuous Tense • Changes from active voice	The future continuous Tense: Here we use; will / shall be + ing verb Passive: The use of: Will be being + perfect of	Brain storming Discussion Illustration	Constructing sentences Changing from active to passive	Logical reasoni ng Sharing Fluency Audibilit y		Det gra m pg6` 1	

							main verb Shall be being + perfect of main verb Examples: Juliet will be dropping pots down tomorrow Pots will be being dropped down by Juliet			Accuracy			
	2	Tenses	The future perfect Tense	Reading Writing	The brackets	• The future perfect Tense: • We use will have shall have + past participle of the main verb • Example: • We shall have gone by now passive voice							
	3	Tenses	Voices with questions	Listening Speaking		• The learner; • Changes statement to questions • Changes questions to sentences	Question Act: Who asked that Headmaster last year? Act: What will wear off your new shoes? Pass: By what will your new shoes be worn off?	Guided discovery Illustration Brain storming	Changing statement to questions	Fluency Audibility Confidence Accuracy Love		Det gram pg 61	

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