GRAMMAR SCHEME OF WORK TERM I

WK	PD	TOPIC	ASPECT	SKILLS	COMPETENCES	CONTENT	METHOD	ACTIVITIES	LIFE SKILLS	REF
1	1	SPEECHES	DIRECT SPEECH	Listening speaking reading writing	The learner; 1. Explains what direct speech is. 2. Shows how sentences are written in direct speech. 3. Writes sentences showing the correct punctuation	• Direct speech means quoting the actual words of the speaker e.g. "I am sick today," said Alice. • A comma is used to separate the actual words. • The speaker begins with opening quotation. • Quotation marks only enclose the actual words.	• Whole class discussion • Explanation • Group work	•Reading sentences in direct speech. •Constructing sentences in direct speech. •Punctuating sentences.	•Developing right speech. •Proper punctuation of sentences.	Standard Aid bk 7 Pg. 39

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	2	SPEECHES	PATTERNS OF DIRECT SPEECH	Listening Speaking Reading Writing	• Names the patterns of direct speech. • Writes sentences to show the patterns. • Punctuates sentences showing each pattern.	• There are three patterns of direct speech (I, II, III) • Part I: Begins with the reporting word and ends with the speaker's words. eg He said. "Cll---." • Part II: Begins with speaker's words and ends with reporting word. "cl ---," he said "I am sick today," he said • Pattern III: Begins with actual words, report ingword and continue with speaker's words "Cl---," he said, "Sl ---." "Why," he asked, "are you late today?"	• Explanation • Whole class discussion. • Group work	•Discussing the patterns •Writing sentences in each pattern	•Do	Practical skills English grammar

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	3	SPEECHES	Indirect speech	Listening Speaking Reading Writing	• The learner:- • explains what reported speech is. • names the changes in direct speech. Ie. - Time adverb changes. - Pronoun changes - Tense changes. • Reporting sentences in present simple tense.	• Indirect speech is reporting without quoting. Changes in terms of time adverb, pronouns and tense will be discussed. • Reporting sentences in present simple. • "I work there," said David. • David said that he worked there.	• Whole class discussion • explanation	•Discussing the changes. •Changing sentences from direct to indirect.	•Free expression. •Proper punctuation. •Reporting situations.	Detailed grammar pg 61

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1	4	SPEECHES	Reported speech. Reporting in present continuous tense	Listening Speaking Reading Writing	• The learner: • Changes sentences from direct to indirect speech given says as the reporting word. • Reports sentences in present continuous tense.	• When the reporting verb is in present (says) the tense doesn't change "I go to school early," says Jacob. Jacob says that he goes to school early. • Even facts don't change. "I plan my holiday activities," says Allen. Allen says that she plans her holiday activities. • See lesson notes for changes in present continuous.	• Group discussion • Question and answer	•Reading sentences •Changing sentences to indirect given the present continuous tense.	•Free communication •Expression	Standard Aid pg 40
2	1	SPEECHES	Reported with present perfect	Listening Speaking Reading Writing	• The learners:- • Reports sentences in present perfect and past simple tense.	• The present perfect changes to past perfect tense. • The past simple changes to past perfect tense. • See lesson notes for examples & exercise	• Whole class discussion	•Oral construction	•Free expression	

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2	2	STRUCTURE	Structures Hardly – when	Listening Speaking Reading Writing	• The learner: - • Constructs sentences using the structure appropriately.	• Structures hardly, scarcely, barely with a helping verb had and time adverb when. • Hardly had we got our reports when the bell for break rang. • Barely had we got our reports when the bell for break rang. • Do a lot of practice with the learners.	• Group discussion. • Explanation	•Constructing sentences orally	•Logical reasoning	Revision guide pg. 130
	3	SPEECHES	Reporting sentences in future simple	Listening Speaking Reading Writing	• The learner: • Reports sentences in future simple tense. • Makes the necessary changes.	• The future 'will/shall changes to would. Tomorrow - the next day. "I shall go for holidays tomorrow," said Albert. Albert said that he would go for holidays the next day. • More practice is given in detailed grammar pg 71	• Group discussion • Question and answer approach.	•Oral construction •Reading sentences	•Logical reasoning	Detailed English Grammar

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	4	SPEECHES	Reporting question	Listening Speaking Reading Writing	• The learner • Reports different question groupings. • Makes necessary changes when reporting questions.	• Questions that begin with Wh, the WH must appear in the indirect speech sentence. • Question that begin with a helping verb take whether or if.	• Whole class discussion • Question and answer	•Constructing sentences.	•Reporting questions appropriately.	
3	1	ADJECTIVES	Formation of Adjectives	Listening Speaking Reading Writing	• The learner:- • Forms adjectives from nouns using different suffixes. • Writes different adjectives formed with correct spellings.	• Adjectives are formed from nouns using suffixes like ar, ive, -y, ible, al, ful, suffix al e.g. Accident – accidental Centre – central • Suffix – ful Care – careful Hope – hopeful Beauty – beautiful • Standard Aid bk7 pg20 -21	• Explanation • Discussion • Question and answer	•Forming adjectives using different suffixes	•Accuracy •fluency	Standard Aid bk7 p9 20 -21

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3	2	structure	Looking forward to	Listening Speaking Reading Writing	The learner:- • Constructs sentences using the structure. • Use: looking forward + verb +ing appropriately.	• Looking forward is used to show that you are eager or anticipating something. • We are looking forward to writing our end of term exams. • She is looking forward to visiting her aunt. • See lesson notes.	• Demonstrate • Explanation • Whole class discussion.	•Constructing sentences •Writing sentences.	•Fluency	Mk pg ---
	4	ADJECTIVES	Comparison of adjectives	Listening Speaking Reading Writing	The learner:- • Names the degrees used in comparison. • Compares adjectives appropriately. • Makes irregular comparison.	• Adjectives are compared using positive, comparative or superlative degree. • Comparative takes er/more superlative take est/most Small – smaller – smallest Long – longer – longest Active – more active-most active. •	• Explanation • Brain storming • Class discussion	•Writing •Naming •Discussing	•Accuracy	Standard Aid bk 7 pg 19

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4	1	ADJECTIVES	Order of adjectives	Listening Speaking Reading Writing	• The learner: • Uses the nemonic NOSPHACOMPN to write adjectives in their order as they appear in sentences. • Writes out sentences making the right order. • States what the nemonic stands for	• Using NOPHSHACOMPN to put adjectives in order e.g. My sister is a clever tall U gandan girl. He bought a nice small red racing car. • More practice from teacher's notice.	• Explanation • Class discussion	•Constructing sentences •Writing different sentences according to the order of adjectives.	•Reasoning	

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4	2	QUESTATION TAGS	Question tags	Listening Speaking Reading Writing	The learner: • States what question tags are. • Names the requirements of a question tags. Gives the appropriate question tags to different statements.	• Question tags are short responses demanding either yes or no. • Types of question tags. i) Positive question tag. ii) Negative question tag I don't like long holidays, do I? He had a nice holiday, didn't he? • More practice.	• Brain storming • Explanation • Class discussion	•Answering questions •Constructing their own sentences and giving the right tags.	•Articulation •Accuracy	Std Aid pg 46

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	3	Question tags	Need, needn't used to dare needn't have	Listening Speaking Reading Writing	The learner: • Supplies the suitable question tags to these peculiar verbs. • Practices the tags for perfection.	• Need is not used to supply a question tag instead we use: do, don't, does, doesn't, did, didn't. • I need to plan for my holiday, don't I? • He needs to revise hard, doesn't he? Dared – did Used to – didn't	• Brain storming • Class dissension	•Answering questions •Constructing sentences and supplying the suitable question tags. •	•Articulation	Revision by forest

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	4	STRUCTURE	- Although, in spite, despite , -- but --	Listening Speaking Reading Writing	The learner: • Uses the structures in sentences.	• Although / in spite, despite--, but--. These structures are used to show contrast. • Each of these structures is used independently. • A lot of oral practice will be done. • We made terraces but erosion occurred. • Erosion occurred despite the fact that we made terraces.	• Brain storming • Class discussion	•Constructing sentences	•Articulation	Teacher's own collection

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5	1	NOUNS	- COLLECTIVE NOUNS	Listening Speaking Reading Writing	The learner: • Names the types of nouns • Gives examples of collective nouns.	• Review types of nouns as - Common nouns - Proper nouns - Collective nouns - Abstract nouns • Collective nouns. A collective noun is a group of names of people or things. eg. A team of players A fleet of sheep A herd of cattle A banquet of flowers. A bench of magistrates. • Junior English Revised pg 17	• Brain storming • Full class discussion.	•Naming •Discussing	•Articulation	Standard Aid bk 7

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	2	NOUNS	- FORMATION OF NOUNS	Listening Speaking reading writing	The learner: • Uses suffixes to form nouns from verbs. • Should be familiar with the following suffixes. Ment, tion, ance, al, age, ence •	• A suffix is added to another word to change the state of the word. ment • enjoy – enjoyment • manage – management • Judge – judgment • Increase – increment See Jnr Eng Revised pg 17	• Whole class discussion. • Questions and answers	•Writing •Naming	•Free expression	Std Aid pg.
5	3	NOUNS	FORMATION of nouns	Listening Speaking Reading Writing	The learner: • Forms nouns from verbs/ adjectives using different suffixes.	• Given the suffixes:- ity, less, tion, sion, ment, more nouns will be formed e.g. Word noun Clean - cleanliness Curious – curiosity Please – pleasure Organise– organization admire – admiration Complete –completion explode – explosion expel – expulsion continue - continuation • More formations in Jnr. Eng Rev.	• Guided discussion • Brain storming	•Naming •Discussing •Writing	•Accuracy •Articulation	Jns. Eng Rev Pg 30

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5	4	Structure	--need.., … needn't… ' …needn't have …	Listening Speaking Reading Writing	The learner: • Identifies when the structures are sued. • Uses the structure in sentences.	Like must need is used to show necessity e.g. I need to write a letter to my aunt. They need to post their letters. … needn't … When you want to remove the necessity, you use: … needn't … e.g. I needn't write a letter to my aunt. The pat form of needn't is didn't need to --- … needn't have … This means what was done wasn't necessarily. You needn't have written to your aunt. More practice will be done.	• Demonstration • Question and answer • Discussion	• Discussing • Constructing • Oral sentences	•Fluency •Confidence •Accuracy	

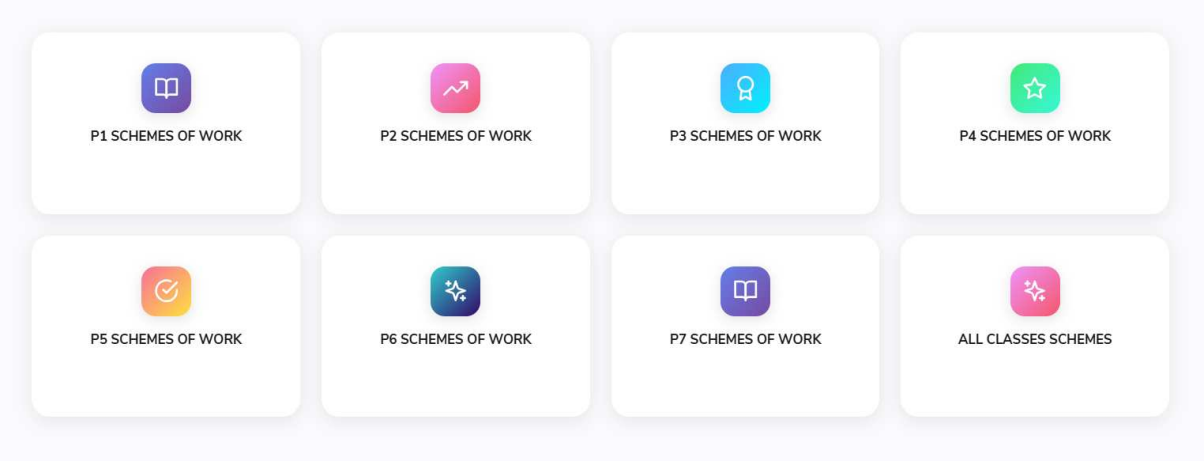
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6	1	PASSIVE & ACTIVE VOICE	The passive with present simple & present continuous	Listening Speaking Reading Writing	The learner: • Identifies sentences in active and passive voice. • Changes sentences from active to passive voice in present simple and present continuous tense.	Active voice emphasizes the doer whereas in passive we emphasize the object. The passive with present simple tense. Object + is /are + part 3 A – Mr. Nkamba sets the midterm exams. P – the midterm exams are set by Mr. Nkamba. The passive with the present continuous tense A – Mr. Nkumba is setting the midterm exams. P – The midterm exams are being set by Mr. Nkamba	• Brain storming • Guided discussion	• Identifying objects and subjects in sentences • Constructing sentences.	•Accuracy •Articulation	Jr. Eng. Comp & Grammar Pg 52.

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	2	PASSIVE & ACTIVE VOICE	The passive with present perfect and past simple tense	Listening Speaking Reading Writing	The learner: • Changes sentences from active to passive voice given the present perfect & past simple tense	The passive with the present perfect object + has/have been + part 3. A – Maria has drawn a nice picture. P – A nice picture has been drawn by Maria. Past simple object + was/were + part 3 practice in teachers notice Jr. Comp & Grammar	• Brain storming • Guided discussion	• Constructing sentences	•Accuracy •Articulation	Jr. Eng. Comp & Grammar Pg 53.

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	3	PASSIVE & ACTIVE VOICE	The passive with past continuous & Future simple tense	Listening Speaking Reading Writing	The learner: • Changes sentences from active to passive voice given the past continuous & future simple tense	The passive with the past continuous object + was /were being + part three e.g. A – Mwanje was making a holiday program P – A holiday program was being made by Mwanje. The passive with the future simple object + will/shall be + part 3. A – My aunt will post a letter tomorrow. P – A letter will be posted by my aunt tomorrow. More practice orally and written exercises will be given.	• Class discussion • Explanation • Question & answer	• Constructing sentences	•Accuracy •Articulation	Bright Grammar pg 53

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	4	PASSIVE & ACTIVE VOICE	CHANGING passive to active	Listening Speaking Reading Writing	The learner: • Follows the right steps of changing sentences from passive to active voice.	Changing from passive to active voice, the object becomes the subject and the subject the object. The participles are changed to their corresponding tense Study the sentences. P Meals are served by the A The waitresses serves the meals. waitresses P The dough is being kneaded by the baker. A The baker is kneading the dough. More practice with different tenses.	• Brain storming • Class discussion	• Changing sentences • Writing	•Accuracy	Standard Aid bk 7 pg 80

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