

GRAMMAR SCHEME OF WORK FOR PRIMARY SIX TERM ONE

WK	PD	TOPIC	SUBTOPIC	SKILL	ASPECT	COMPETENCES	CONTENT	METHODS	ACTIVITIES	LIFESKILLS AND VALUES	IM	REF	REM
1	1	adjectives	Meaning of adjectives	Listening Speaking Reading writing	-identifying adjectives	The learner: Uses the adjectives to describe how to use the road safely	-meaning of adjectives And their uses	Demonstration Group discussion	Identifying adjectives - pronouncing adjectives	-clarity - accuracy	A chart showing adjectives		
	2 & 3	adjectives	Kinds of adjectives	Listening Speaking Reading writing	Kinds of adjectives	The learner - uses the adjectives to describe how to the road safely	-adjectives of quantity such as some,. Much -adjective of number such as each, every - demonstrative adjectives such as that, these, this	Direct method Look and say	-Identifying different types of adjectives -using the correct adjective in the right spaces	Accuracy Articulation Confidence fluency	textbooks		

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	4	Adjectives	Comparison of adjectives	Listening Speaking Reading writing	Comparison of adjectives	The learner: - compares the adjectives correctly - identifies the degrees of comparison	- the three degrees of comparison - the use of –er and –est	Group discussion Look and say Demonstration	-forming the comparative and the superlative degree of adjectives - completing the given table	Decision making -giving and following instructions	A chart showing the comparative and the superlative degree		
WK 2	1 & 2	adjectives	Order of adjectives	Listening Speaking Reading writing	Order of adjectives	The learner: - uses the adjectives in their right order when describing things	Adjectives can be arranged in a correct order if they are more than	Whole class discussion Demonstration Look and say	-arranging adjectives in their correct order	Effective communication	Sentences on a chart showing the correct order of adjectives		
							one. The following formula can be used NOPSHACOMP(N)						

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	3	adjectives	Parallel adjectives	Listening Speaking Reading writing	Parallel adjectives	The learner: - use the parallel adjectives to describes different activities	Parallel adjectives are used the comparative degree such as , The older you grow, the wiser you become. -The more food you eat, the fatter you become. The further he moves ahead, the more problems he will face.	Demonstration Look and say Whole class discussion	-constructing sentences using the parallel adjectives	Effective communication Fluency	Pupil's textbook		
	4	adjectives	..as…….as	Listening Speaking Reading writing	…as….as…….		The pattern is used to compare two things of the same colour, size, manner and quality. - It can used with both negative and negative statements.	Whole class discussion Demonstration D.S.S	Constructing sentences using the pattern …as…as……	Effective communication	Pupil's textbook		
WK 3	1	Adverbs	Meaning of adverbs and	Listening Speaking	Meaning of adverbs and	The learner: Uses adverbs	Adverbs are words which	Whole class discussion	Identifying adverbs in the	Effective communica	Pupil's textbook		

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			their uses	Reading writing	their uses	to describe different actions	tell us more about verbs, adjectives and other words. There are different kinds of adverbs and these include, manner, frequency, place, time, number, degree and affirmation	Look and say demonstration	given sentences Grouping adverbs according to their classes.	tion Fluency clarity			
	2	adverbs	Formation of adverbs	Listening Speaking Reading writing	Formation of adverbs	The learner: Forms adverbs and uses them correctly	-adverbs of manner are formed by adding 'ly' to the adjective -adjectives ending in 'e' ,the 'e' is simply dropped before adding 'ly' -some adverbs are the same as adjectives	Observation Demonstration discussion	Forming adverbs from adjectives Pronouncing the adverbs correctly	Effective communication Clarity fluency	Blackboard illustrations		

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	3	Adverbs	Comparison of adverbs	Listening Speaking Reading writing	Comparison of adverbs	The learner: - compares adverbs correctly and uses them in sentences	-adverbs are compared in the same way as adjectives. We use both the comparative and superlative	Direct method Demonstration Look and say	Comparing adverbs Using the adverbs in sentences	Effective communication Fluency clarity			
							degree to compare. We use more and most with adverbs ending in 'ly'such as more carefully, most carefully. Some adverbs remain the same as adjectives such as fast,						
	4	structure	..as soon as….	Listening Speaking Reading writing	..as soon as….	The learner: - uses the structure ..as soon as…. In sentences.	As soon as can be used in place of immediately and no sooner because carry a similar meaning	Whole class discussion Look and a=say	Constructing sentences using the structure as soon as both orally and written	Logical presentation of ideas	Blackboard illustrations		

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WK 4	1	structure	Must/ mustn't	Listening Speaking Reading writing	Must/ mustn't	The learner Uses the modal verbs sentences correctly	Must and mustn't are called modal verbs. They are used to emphasize the importance of something	Whole class discussion	Constructing sentences using The modal verbs	Clarity fluency	Blackboard illustrations		
	1	structure	Must…unless	Listening Speaking Reading writing	Must…unless	The learner: Uses the structure sentences correctly	The structure can be used to emphasize the importance	Look and say demonstration	Reading sentences Constructing sentences using the structure	Patience Endurance responsibility	Blackboard illustrations		
							of something						
	2	structure	When/because	Listening Speaking Reading writing	When/because	The learner: Uses the structures correctly	When is used to refer to time while is used to give a reason for doing something. When is used to refer to time	Look and say Whole class discussion	Reading sentences Constructing Sentences using while and because	Clarity Fluency Logical presentation	Blackboard illustrations		
	3	structures	..should always……	Listening Speaking Reading writing	…should always…….	The learner: Uses the structure in sentences correctly	The structure … Should always….can be used to show obligation and that it should be done regularly	Whole class discussion	Constructing sentences using the structure ……should always…….	Clarity fluency	Blackboard illustrations		

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	4	structures	First..next……then……	Listening Speaking Reading writing	First..next……. then……	The learner: Uses the structure to describe different steps of doing things	The structure can be used to describe the necessary steps in doing something in the right way. First look right next left then right before you cross the road.	demonstration	Reading sentences Constructing sentences using the structure first..next..then	Logical presentation of ideas	Blackboard illustrations		
WK 5	1	speeches	Direct speech(pattern one	Listening Speaking Reading writing	Direct speech(pattern one)	The learner: Writes direct speech in pattern one	Meaning of direct speech How to write	Whole class discussion	Reading sentences Punctuating sentences	Logical presentation of ideas clarity	Pupil's textbooks		
						Punctuates sentences correctly	direct speech in pattern one The correct use of the punctuation marks. **He said, 'CL…….'**		Constructing sentences				
	2	speeches	Direct speech(pattern two)	Listening Speaking Reading writing	Direct speech(pattern two)	The learner: Writes direct speech in pattern two correctly	Meaning of direct speech How to write direct speech in pattern two '**CL…,' he said**	Whole class discussion	Reading sentences Punctuating sentences Constructing sentences	Logical presentation of ideas	Pupil's textbooks		

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	3	speeches	Direct speech(patte rn three	Listening Speaking Reading writing	Direct speech(patter n three)	The learner: Writes direct speech(patter n three)	In pattern three, the reporter is placed in the middle of the sentence or one sentence is broken into two parts **"CL…..,"said the man,'SL…..**'	Whole class discussion	Readings sentences Punctuating sentences Constructing sentences	Logical presentatio n of ideas clarity	Pupil's textbook		
	4	speeches	Indirect speech	Listening Speaking Reading writing	Indirect speech	The learner: Reports sentences from direct speech to indirect speech correctly	Meaning of indirect speech Changing from one tense to another. e.g the present continuous to the past continuous	Look and say Group discussion Whole class discussion	Reading sentences Changing sentences from direct to indirect speech	Logical presentatio n Fluency clarity	Pupil's textbook		
							Changing adverbs of time e.g. tomorrow to the following day and many others						

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WK 6	1	Reported speech	Reporting verbs, the use of that, elimination of quotation marks	Listening Speaking Reading writing	Reporting verbs, the use of that and elimination of quotation marks	The learner: Constructs identifies reporting verbs and uses them correctly	Reporting verbs include: said, told, says, asked, inquired, wanted, wondered The word 'that' is used to show the reported speech	Brain storming demonstration	Constructing sentences using the structures Writing the given exercises	Logical presentation of ideas Fluency clarity	textbooks		
	2	structures	Although/even though /even if	Listening Speaking Reading writing	Although/even though/even if	The learner: Constructs sentences using the structures correctly	Although/even though/even if+condition+ result Result+ although/even if/even though+ condition	Brain storming Look and say	Constructing oral sentences using the structures Writing the given sentences	Logical presentation of ideas	textbooks		
	3 & 4	Changes in the tense of the verb	Changing sentences to indirect speech when the reporting verb is in the present tense	Listening Speaking Reading writing	Changing sentences to indirect speech when the reporting verb is the present tense	The learner: Changes sentences to indirect speech correctly	When the reporting verb is in the present or future tense, there is no change in the tense of the verb in indirect but when it is in	Whole class discussion Brain storming	Oral construction of sentences Writing the exercises	Logical presentation of ideas	textbooks		

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							the past tense, then the tense of the verb has to change. He says that he is good at singing. He said that he was good at singing.						
WK 7	1	speeches	Special rules for questions in indirect speech	Listening Speaking Reading writing	Special rules for questions in indirect speech	The learner: Reports questions in indirect speech correctly Identifies the different types of questions	There are two kinds of questions. There are questions which begin with questioning words such as who, when, where, how, which, whose. Other questions begin with helping verbs such as is, are, were, has, have, had, was	LSU Demonstration Brain storming	Reading sentences Reporting questions in indirect speech	Clarity Fluency Logical presentation of ideas	textbooks		

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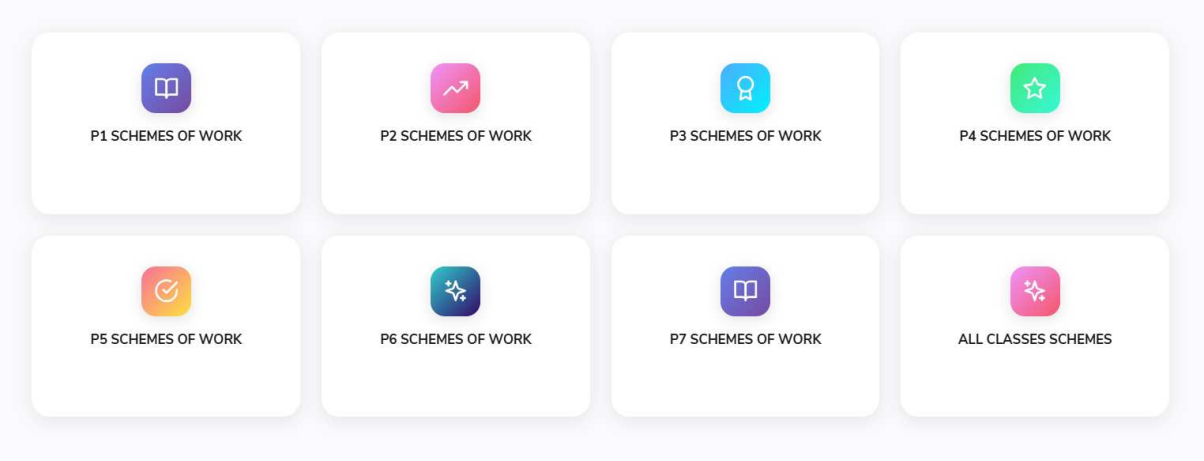
	2	speeches	Revision exercise on reported speech	Listening Speaking Reading writing	Revision exercise on reported speech	The learner: Reads and follows the given instructions Reports the given questions in	There are 20 numbers on reported speech	Group discussion	Writing the given exercise in the exercise books	Logical presentation of ideas	Teacher's lesson notes		
						reported speech							
	3	structures	If I were……..	Listening Speaking Reading writing	If I were ……..	The learner: Constructs sentences using the structure correctly Uses the right tenses with the structure	The structure can be used in conditional sentences IF(2). It is used with the would tense. The structure may be used either at the beginning or the middle of the sentence	Whole class discussion	Constructing sentences using the structure If I were…….	Logical presentation of ideas	Pupil's textbook		
	4	structures	Whereas….	Listening Speaking Reading writing	Whereas…….	The learner: Constructs sentences using the structure correctly	The structure is used to show that two things or people we are comparing are really different	Whole class discussion brain storming	Constructing sentences using the structure Reading sentences	Logical presentation of ideas,	Pupil, textbooks		

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WK 8	1	Structural patterns	Hardly, scarcely, barely	Listening Speaking Reading writing	Hardly, scarcely, barely and no sooner	The learner: Uses hardly, barely , scarcely	Used to give a negative meaning or impression or to mean almost nothing There is hardly anybody in the room	Whole class discussion	Constructing sentences using the structural patterns Writing the given activity	textbooks	Accuracy fluency		

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