

P.7 ENGLISH GRAMMAR SCHEME OF WORK FOR SECOND TERM

LEARNING OUTCOMES

A learner;

- *uses knowledge and appropriate language to access and use information on electronic media.*
- *uses the language related to the rights and responsibilities appropriately.*
- *uses the appropriate language and appreciates and protects the environment.*

WK	PD	TOPIC	SUBTOPIC	SKILLS	COMPETENCES	CONTENT/ASPECT	METHODS/ TECHNIQUES	LEARNING ACTIVITIES	INSTRUCTIONAL MATERIALS	INDICATORS OF LIFE SKILLS AND VALUES	REF	REM
1	**1 & 2**	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The leaner: -pronounces the words related to radio/T.V -Uses the new words in sentences correctly -draws some of the gadgets in the vocabulary -spells words correctly. -tells parts on a radio/T.V	Vocabulary *programme, music announcements, knob, volume, channel, speaker aerial guide presenter, studio advert, news, entertainment, broadcast, gospel, pop, tune line up, talk show, forecast*	Explanation Inquiry Question and answer Discussion Demonstration	∗speaking ∗spelling ∗drawing ∗listening to radio/tv	*TV set *Radio *Tapes *DVDs VCDs *CDs *chalkboard illustrations	*effective communication identifying emotions being sensitive analysing of statements*	Mk Bk 7 Pupils bkPg 118 Trs copy pg 118-122 Longman Pupils copy Bk.7 pg 113-115	

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	3 & 4	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner: -Uses the given structure to make correct sentences -writes the given exercise using the structure.	<u>If I</u> *If + present simple + shall/will e.g If you tune to this station, you will listen to a football commentary*	Question and answer Discussion Explanation	∗oral and written practice using the structure	c/board illustrations A chart showing If I examples	*making critical statements after analysing situations*	Syllabus Mk Bk 7 PplsBkpg 120 Longman pg 116	
	5 & 6	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner -Uses the structure to make correct sentences. -Writes an exercise using the structure	<u>If I</u> *using Unless…… e.g. Unless you listen to the news, you won't know the current affairs.*	Discussion Question and answer Explanation	∗writing sentences ∗forming sentences using the structures given. −oral and written practice	Charts on tenses c/board illustrations	*critical thinking responding to questions appropriately*	Mk Bk 7 Pupils copy pg 123-125 Pupils copy pg 125	
2	**1 and 2**	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner: -uses the structure to make correct sentences -writes an exercise using the structure	<u>If II</u> **If I had money I would buy a radio.* **I would buy a radio If I had money*	Discussion Question and answer Explanation Singing	∗constructing sentences using the structures given ∗oral and written practice	Charts written on examples of If clauses C/board illustrations Realia e.g. radio, T.V, tapes,	*effective communication critical thinking analysing of statements*	Mk Bk 7 Trs copy pg 123-125 Pupils copy pg 125 Longman pupil	

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									CDs, DVDs		s copy pg 119	
	3 and 4	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner: -Uses the structure given in correct sentences. -writes exercises using the structure given correctly	…and so…. *Joan is a good presenter and so is Amina*	Explanation Discussion Question and answer	∗oral practice written exercise	c/board illustrations A chart written on examples of sentences wit the structure	*logical reasoning effective communication logical thinking*		
	5 and 6	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner: -makes correct sentences using the structure.	<u>I like……</u> *I don't like..* *I like listening to gospel music.* *I don't like the new programme*	Explanation Question and answer Discussion	∗constructing sentences using the structures given oral and written practice	Learner's daily experiences	*critical thinking effective communication*	Mk Trs copy pg 122-127 Pupils copy pg 124-125	
3	**1 & 2**	ELECTRONIC MEDIA			A learner; - attempts a given revision exercise	*Revision exercise about Radios and Television*					Mk Bk.7 Trs copy pg 133 pupils copy	

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											pg 132 Longman pg 121	
	3 & 4	ELECTRONIC MEDIA	Radio/ Television	*listening speaking reading writing*	The learner; -interprets the structure - makes oral sentences - attempts a give activity	---by the time----- *Naboth will visit us after washing his clothes.* *Naboth will have washed his clothes by the time he visits us.*	Explanation Question and answer Discussion	∗constructing sentences using the structures given oral and written practice	Chalkboard illustrations	*-fluency -articulation*	Mk Bk 7 Trs. Copy pg130-133 pupils copy pg 130-133 Longman pg 129-133	
	5 & 6	ELECTRONIC MEDIA	Other electronic Media	*listening speaking reading writing*	The learner: -pronounces the vocabulary. -uses the vocabulary in correct sentences orally in written form.	Vocabulary *eject, on/off, guide, studio, entertainment, CD player, recorder, the internet, press, extension cable, CD-ROM, compact*	Dictation Discussion Explanation Question and answer Observation Look and say	∗reading words spelling words constructing oral and written sentences	CD player Cable Recorder A chart written on the vocabulary	*fluency articulation audibility accuracy*	Mk BK 7 Trs. Copy pg 118-122 Pupils copy pg 121-123 Long	

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											man pg 113-115	
4	**1 and 2**	ELECTRONIC MEDIA	Other electronic Media	*listening speaking reading writing*	The learner: -Uses the structure to make correct sentences -writes the given exercise using the structure correctly	<u>If III</u> *If + past simple + would/could verb. E.g. If I had had a lot of money, I would have recorded all the gospel music on one DVD.*	Explanation Discussion Question and answer	∗reading sentences constructing sentences writing exercises	c/board illustrations a wall chart showing examples of sentences in If III	*taking decisions analysing statements evaluative facts*	Mk Bk 7 Trs. Copy pg 123-125 Pupils copy pg 125 Longman pg 119	
	3 and 4	ELECTRONIC MEDIA	Other electronic Media	*listening speaking reading writing*	The learner: -Uses the structures appropriately -reads the structures -writes exercises using the structures given correctly	<u>---needn't---</u> *-You needn't have switched off the DVD because I was watching a nice film.* *-She needn't have bought an empty CD because it has no music.*	Explanation Question and answer Discussion	∗constructing and reading sentences. oral and written practice	c/board illustrations A wall chart with written examples	*analysing statements making choices*		
	5 and 6	ELECTRONIC MEDIA	Other electronic Media	*listening speaking reading writing*	The learner: -reads the structure -uses the structure appropriately	<u>---and so---</u> *A CD should be kept well and so should a DVD.*	Explanation Question and answer Discussion	∗oral and written practice	c/board illustrations A chart written on given	*responding to questions analysing statements*		

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					-writes exercises using the structure correctly				example s			
5	**1 and 2**	ELECTRONIC MEDIA	Other electronic Media	*listening speaking reading writing*	The learner: -changes sentences from direct to indirect speeches vice versa -reports or takes messages -writes out given exercises correctly	<u>Reported speech</u> *using the three patterns* *-He said, "I am a radio presenter."* *-"I am a radio presenter," he said* *-"Why" Linda asked, "did you switch off the DVD?"*	Explanation Discussion Question and answer Reporting	∗changing sentences from direct to indirect speech and vice versa	*c/board illustrations a chart written on examples of direct and indirect statements*	*evaluative facts logical thinking working in groups*		
	3 and 4	ELECTRONIC MEDIA	Other electronic Media		The learner: -reads and spells words correctly. - make sentences	<u>Homophones</u> *-aunt ant* *-dark duck* *-break brake* *-luck lack*	Think Pair and Share	∗discussing making sentences	Dictionaries	*decision making awareness*	Teacher's collection	
	5 and 6	ELECTRONIC MEDIA	Other electronic Media		The learner: -reads and spells words correctly. -arranges given words	<u>Alphabetical order</u> *Arranging by the fourth letter.* *-mistake, miss, mist, mister*	Think Pair and Share	∗arranging given words	Dictionaries	*decision making awareness*	Teacher's collection	
6	**1 and 2**	RIGHTS, RESPONSIBILITIES	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -reads and spells words correctly. -Uses the vocabulary to construct good sentences.	<u>Vocabulary</u> *forced, freedom, rights, food, shelter, education, care, clothing, life, help, properly, work, protection, medication, attend, peace,*	Observation Explanation Question and answer	∗reading the words. spelling the words. ∗constructing sentences	Dictionaries c/board illustrations A wall chart	*indication fluency articulation audibility*	Mk Bk 7 Trs. Copy pg 147-150	

		AND FREEDOM			-Uses language related to rights and responsibilities	*homework, obedient, respect, refuse, report,, grow, clean, tidy, responsible, abuse, mistreatment, early marriage, convict, imprison, innocent, sugar-daddy, sugar-mummy, drop out, labour, abortion, bad touches, chores*	Discussion Look and say	using the vocabulary. ∗looking up meaning of words in dictionaries	written on the vocabulary strip cards		Pupils copy pg 158-159	
	3 and 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -Identifies rights and responsibilities -talks about rights and responsibilities -writes and completes given exercises correctly	*Rights and Responsibilities of children*	Explanation Question and answer Discussion	∗identifying rights and responsibilities oral and written practice	A chart written on the vocabulary c/board illustrations	*logical thinking evaluating facts*	Mk Bk 7 Trs. Copy pg Pupils copy pg 151-153	
	5 and 6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -uses the given structures appropriately -writes out given exercises correctly. -uses the given and learnt structures during personal experiences	<u>Structures</u> *---more interested in------ than--- e.g. Girls are more interested in cooking than playing.* *----ought to ---- All children ought to go to school*	Explanation Discussion Question and answer	∗comparing oral and written practice	A chart written on given examples c/board illustrations	*accuracy logical reasoning*		
7	**1 &**	RIGHTS, RES	Children's Rights	*listening speaking reading*	The learner:	<u>---in order to---</u>	Explanation Discussion	∗constructing	Charts with given	*accuracy logical reasoning*		

	2	PONSIBILITIES AND FREEDOM	and Responsibilities	*writing*	-Uses the given structures appropriately -writes out given exercises correctly using the given structures	*You should always move in groups in order to avoid child abuse.* ---either---or--- *You either provide food to your children or you rick going to prison*	Question and answer	sentences using the structures given oral and written practice	examples c/board illustrations			
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -Uses the given structure appropriately -uses the structure in daily experiences -writes out given exercises correctly	---is likely to---- *Making wrong friends is likely to affect your studies.*	Explanation Question and answer	∗reading sentences constructing sentences writing sentences correctly	c/board illustrations A chart written on given examples of the structure	*accuracy guiding others making choices*		
	5 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -Uses given relative pronouns to join given sentences correctly to show that something or someone belongs to a person or people.	Relative pronouns *whose, who, where, when, that, what, whom which, why*	Explanation Discussion Look and say	∗reading exercises, making sentences using the relative pronouns ∗writing answers to given exercises	A chart written on given examples of relative pronouns c/board illustrations Realia e.g. bags, books	*logical reasoning responding to questions analysing statements*	Mk Bk 7 Pupils copy pg 159	
8	**1 & 2**	RIGHTS, RES	Children's Rights	*listening speaking reading*	The learner: -writes out given exercises	Future Continuous *---will/shall be---ing---*	Story telling	∗reading sentences	c/board illustrations	*making choices*		

		PONSIBILITIES AND FREEDOM	and Responsibilities	*writing*	correctly using the given structure. -construct good sentences in the future continuous tense.	*e.g. By this time tomorrow, I shall be writing my last paper. Next week, those pupils will be relaxing at the coast.*	Explanation Discussion Question and answer	forming sentences in the future continuous ∗re-writing given exercises correctly	A chart written on examples of sentences in the future continuous tense	*logical thinking*		
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	*listening speaking reading writing*	The learner: -articulates words correctly. -spells and uses the vocabulary in sentences correctly	<u>Vocabulary</u> *capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, insemination, discomfort, injury, secure thirst, hunger hindrance, Natural, distress, frighten, poacher, sanctuary*	Explanation Question and answer Discussion Look and say	∗reading the vocabulary ∗constructing sentences spelling and writing words and sentences	c/board illustrations strip cards A chart written on the vocabulary	*audibility fluency confidence accuracy articulation*	Dictionary	
	5 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	*listening speaking reading writing*	The learner: -identifies animal freedoms and needs -uses given structures appropriately	<u>Structures</u> *Much as---* *Much as a cow is an animal, it also needs protection*	Explanation Discussion	∗reading and writing sentences oral and written practice	c/board illustrations A chart written on given examples	*indication logical thinking making choices analysing statements*		
9	**1 & 2**	RIGHTS, RESPONSIBI	Animal needs and Freedoms	*listening speaking reading writing*	The learner: -uses the structures given appropriately	<u>---did not need to---</u> *Obbo did not need to tie his goat on the motorcycle carrier.*	Explanation Discussion	∗reading and writing sentences	c/board illustrations A chart written	*logical thinking making choices*		

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		LITIES AND FREEDOM			-construct own sentences using the structure given -write out given exercises correctly		Question and answer		on given examples.	*taking decisions*		
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	*listening speaking reading writing*	The learner: -expresses him/her self using the structure given appropriately -construct good sentences using the structure given. -write out given exercises correctly.	Where as--- *Where as people want their rights, they do nor respect animal freedoms.*	Explanation Discussion Question and answer	∗reading and writing sentences	c/board illustrations A chart written on given examples	*logical thinking defending one's decisions*		
	5 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	*listening speaking reading writing*	The learner: -forms nouns from verbs correctly -spells and writes words correctly -writes a list of nouns formed from verbs. -writes out given exercises correctly.	Formation of Nouns *from verbs e.g.* *Sit seat* *Scarce-scarcity* *Warm-warmth* *Know-knowledge* *Thin-thought*	Explanation Observation Look and say Question and answer Discussion	∗reading verbs forming verbs from nouns. ∗oral and written practice	c/board illustrations A chart written on examples of verbs formed from nouns	*audibility articulation accuracy asking questions*		
10	**1 an**	RIGHTS, RESPON	Animal needs and	*listening speaking reading writing*	The learner: -pronounces vocabulary appropriately	Abbreviations *and acronyms related to animal welfare*	Explanations	∗	Resource Personnel i.e.	*fluency accuracy articulation*		

	d 2	SIBI LITI ES AND FRE EDO M	Freedo ms		-writes abbreviations related to animal welfare -writes short texts on animal needs and freedom	*WSPA, UWEC, UWA USPA, WCU, ABS, ADI, AVAR, ASAB, CAPS*	Question and answer Discussion Observatio n Look and say		veterina ry officers. Dictiona ries A chart written on abbrevia tions	*sharing*		
	3 & 4	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedo ms	*listening speaking reading writing*	The learner: -writes correct verbs in the past perfect tense. -writes out given exercises correctly	<u>Past Perfect Tense</u> *had gone* *had seen* *had done* *had dug* *had written etc.*	Explanatio n Question and answer Look and say Discussion	∗reading and writing verbs completing given exercises correctly	c/board illustrati on A chart written on verbs	*articulatio n accuracy fluency*		
	5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedo ms	*listening speaking reading writing*	A learner; -makes sentences beginning with a gerund.	<u>Gerunds</u> *It was not good to slaughter animals.* *-Slaughtering animals was not good.*	TPS	∗–making oral sentences	Chalkbo ard illustrati ons	*assertiven ess fluency*		
1 1	**1 & 2**	ENV IRO NME NTA L	Import ance of Enviro nment al	*listening speaking reading writing*	The leaner: -articulates and spells the words	<u>Vocabulary</u> *pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials,*	Observatio n Explanatio n Dictation	∗reading and spelling words.	c/board illustrati ons strip cards	*accuracy articulatio n fluency confidence*	Mk Bk 7 Trs. Copy pg 134-	

		PROTECTION	protection		-uses the vocabulary in sentences	*habitat, flora fauns, manure conserve, drainage, conservation smoking, burning, over grazing*	Look and say Question and answer	∗writing and forming sentences using the vocabulary	A chart written on the vocabulary Environment around the school.		137 Pupil's copy pg 133-135 Young talk readings from the New vision Newspaper	
	3 & 4	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	*listening speaking reading writing*	The learner: -identifies activities that affect the environment -constructs sentences using the given structures -writes out given sentences correctly using the structures given	<u>Structures</u> *We must ---to---* *We must protect our environment to have rain.* *----so ----* *-Our well was polluted so we did not have clean water.*	Discussion Explanation Question and answer	∗reading sentences ∗constructing sentences completes and re-writes given exercises correctly	c/board illustrations A chart written given examples	*logical reasoning taking decisions*	Mk bk 7 Trs. Copy pg 137-142 Pupil's copy pg 136-137 English composition and Grammar pg 42-44	

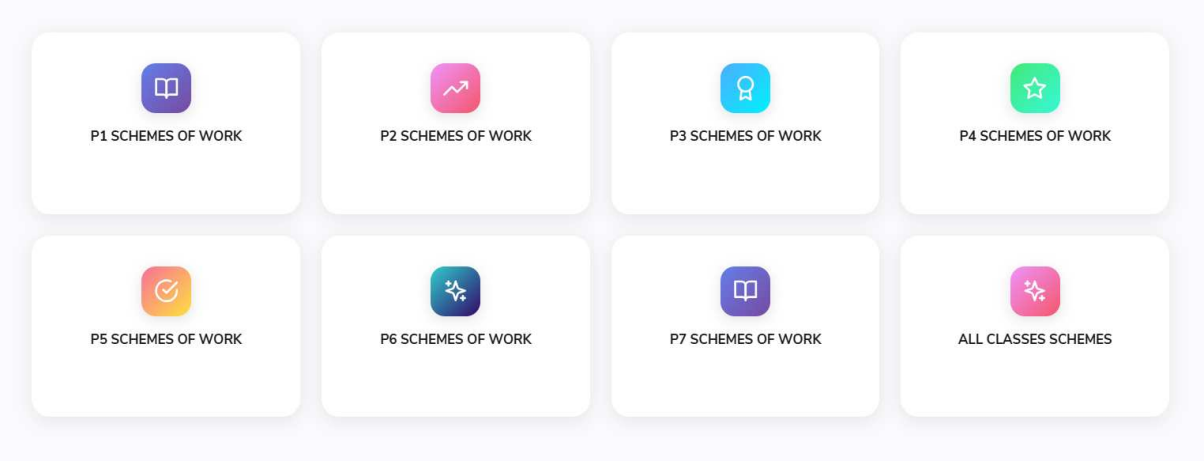
	5 & 6	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	*listening speaking reading writing*	The learner: -uses the structure given in sentences appropriately -writes out given exercises correctly	Structures *Since---* *Since the forests have been cut, we shall have no rain.* *----since---* *We shall have no rain since the forests have been cut.*	Explanation Discussion Question and answer	∗reading and writing sentences ∗constructing sentences using 'since' ∗re−writing given exercises correctly	c/board illustration A chart written on given examples	*accuracy confidence evaluating facts*		
1 2	**1 & 2**	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	*listening speaking reading writing*	The learner: -tells what abstract nouns are -gives examples of abstract nouns -forms abstract nouns from verbs and adjectives	Abstract Nouns *These are the names of feelings, ideas and other things we cannot see, touch or count. They do not exist on their own. E.g. pity, cruelty, obedience, stupidity, honesty, confusion*	Explanation Discussion Question and answer Look and say Dictation	∗reading nouns spelling ∗writing a list of abstract nouns	c/board illustrations A chart written on examples of abstract nouns	*accuracy evaluative facts fluency articulation*		
	3 and 4	ENVIRONMENTAL PROTECTION	Ways of protecting the environment	*listening speaking reading writing*	The learner: -articulates and spells words correctly -uses words in vocabulary in sentences -looks up the meanings of words given in the dictionary	Vocabulary *refuse, erosion, terraces, crop rotation mulching, dumping, pollute, conserve, erode, reserve, degrade, dust bin, dispose, incinerator, waste basket*	Dictation Explanation Question and answer Discussion Look and say	∗reading the vocabulary spelling words ∗constructing sentences ∗completing written exercises	c/board illustrations A chart written on the vocabulary and some sentences	*accuracy fluency articulation confidence audibility*	MK Bk. 7 Pupil's copy pg 151-153	

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	5 & 6	ENVIRONMENTAL PROTECTION	Ways of protecting the environment	*listening speaking reading writing*	The learner: -writes correct sentences using the structures given -tells measures that can be used to protect the environment	---<u>as well as</u>---- *Bush burning, as well as overgrazing, causes environmental degradation.* *---had to---* *We had to build terraces in order to protect our soil*	Explanation Question and answer Discussion	∗reading sentences ∗constructing sentences oral and written practice	c/board illustrations A chart written on examples of correct sentences	*confidence sharing accuracy making choices*	MK BK 77 Pupil's copy pg 145	

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