

P.7ENGLISH GRAMMAR SCHEME OF WORK FOR SECOND TERM

WK	PD	TOPIC	SUBTOPIC	SKILLS	ASPECT	COMPETENCES	CONTENT	METHODS / TECHNIQUES	LEARNING ACTIVITIES	INSTRUCTIONAL MATERIALS	INDICATIORS OF LIFE SKILLS AND VALUES	REF	Rem
1	1 & 2	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Grammar	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,	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 bk Pg 118 Trs copy pg 118-122 Longman Pupils copy	

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							entertainment, broadcast, gospel, pop, tune line up, talk show, forecast					Bk.7 pg 113-115	
	3 & 4	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Grammar	The learner: -Uses the given structure to make correct sentences -writes the given exercise using the structure.	If I 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 Ppls Bk pg 120 Longman pg 116	
	5 & 6	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Grammar	The learner -Uses the structure to make correct sentences. -Writes an exercise using the structure	If I 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 Longman	

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												Pupils copy pg	
2	**1 and 2**	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Grammar	The learner: -uses the structure to make correct sentences -writes an exercise using the structure	If II *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, CDs, DVDs	Effective communication critical thinking Analysing of statements	Mk Bk 7 Trs copy pg 123-125 Pupils copy pg 125 Longman pupils copy pg 119	
	3 and 4	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Grammar	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	ELECTR	Radio/ Televisi	Listening	Grammar	The learner: -makes correct	I like…… I don't	Explanation	Constructing	Learner's daily	Critical thinking	Mk Trs	

	and 6	ONIC MEDIA	on	Speaking Reading Writing		sentences using the structure.	like.. I like listening to gospel music. I don't like the new programme	Question and answer Discussion	sentences using the structures given Oral and written practice	experiences	Effective communication	copy pg 122-127 Pupils copy pg 124-125	
3	1 & 2	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Composition	The learner; -arranges jumbled sentences to form a correct story -writes exercises correctly	Guided composition MY FAVOURITE RADIO STATION TENDO'S RADIO PROGRAMME	Discussion Explanation Question and answer	Discussing Listening to radio programes	Newspapers, TV adverts, TV/Radio programmes c/board illustration	Creative thinking Decision making	Mk Bk.7 Trs copy pg 133 pupils copy pg 132 Longman pg 121	
	3 & 4	ELECTRONIC MEDIA	Radio/ Television	Listening Speaking Reading Writing	Consolidation	The learner: -writes consolidation exercises about work covered on the topic in question for further practice	Revision and Evaluation exercises	Discussion Explanation Question and answer	Oral and written practice Puzzle completion	c/board illustrations charts in the class	Confidence Articulation Logical thinking Sharing	Mk Bk 7 Trs. Copy pg 130-133 pupils copy pg 130-	

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												133 Longman pg 129-133	
	5 & 6	ELECTRONIC MEDIA	Other electronic Media	Listening Speaking Reading Writing	Grammar	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 Longman pg 113-115	
4	**1 and 2**	ELECTRONIC MEDIA	Other electronic Media	Listening Speaking Reading Writing	Grammar	The learner: -Uses the structure to make correct sentences -writes the given exercise using the structure correctly	If III If + past simple + would/could verb. E.g. If I had had a lot of money, I would have recorded all the	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 Long	

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							gospel music on one DVD.					man pg 119	
	3 and 4	ELECTRONIC MEDIA	Other electronic Media	Listening Speaking Reading Writing	Grammar	The learner: -Uses the structures appropriately -reads the structures -writes exercises using the structures given correctly	---needn't--- -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	Grammar	The learner: -reads the structure -uses the structure appropriately -writes exercises using the structure correctly	---and so--- 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 examples	Responding to questions Analysing statements		
5	**1 an**	ELECTRONIC	Other electronic Media	Listening Speaking	Grammar	The learner: -changes sentences from direct to	Reported speech using the three	Explanation Discussion Question	Changing sentences from	c/board illustrations A chart	Evaluative facts Logical thinking		

	d 2	MED IA		Reading Writing		indirect speeches vice versa -reports or takes messages -writes out given exercises correctly	patterns -He said, "I am a radio presenter." -"I am a radio presenter," he said -"Why" Linda asked, "did you switch off the DVD?"	and answer Reporting	direct to indirect speech and vice versa	written on examples of Direct and Indirect statements	Working in groups		
	3 and 4	ELE CTR ONI C MED IA	Other electronic Media	Listening Speaking Reading Writing	Comprehension	The learner: -reads and interprets the story -gives answers in full sentences. -uses other	Teacher's collection -passage	Discussion Story telling Question and answer Explanation	Reading Writing Answering questions	c/board illustrations strip cards Realia	Making choices Giving instructions Logical reasoning	Teacher's collection	
	5 and 6	ELE CTR ONI C MED IA	Other electronic Media	Listening Speaking Reading Writing	Composition	The learner: -reads and recites the poem -read and comprehends the poem -answers questions in full sentences -writes information about a given electronic media	Teacher's collection POEM/DIALOGUE	Explanation Discussion Question and answer	Reading Writing Reciting Role play	c/board illustrations A poem written on a chart	Fluency Audibility Confidence Articulation	Teacher's collection	

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6	**1 and 2**	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	The learner: -reads and spells words correctly. -Uses the vocabulary to construct good sentences. -Uses language related to rights and responsibilities	Vocabulary Forced, freedom, rights, food, shelter, education, care, clothing, life, help, properly, work, protection, medication, attend, peace, homework, obedient, respect, refuse, report,, grow, clean, tidy, responsible, abuse, mistreatment, early marriage, convict, imprison, innocent, sugar-daddy, sugar-mummy, drop out,	Observation Explanation Question and answer Discussion Look and say	Reading the words. Spelling the words. Constructing sentences using the vocabulary. Looking up meaning of words in dictionaries	Dictionaries c/board illustrations A wall chart written on the vocabulary strip cards	Indication Fluency Articulation Audibility	Mk Bk 7 Trs. Copy pg 147-150 Pupils copy pg 158-159	

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							labour, abortion, bad touches, chores						
	3 and 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	The learner: -Identifies rights and responsibilities -talks about rights and responsibilities -writes and completes given exercises correctly	Rights and Responsibilities	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	Grammar	The learner: -uses the given structures appropriately -writes out given exercises correctly. -uses the given and learnt structures during personal experiences	Structures ---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 & 2**	RIGHTS, RESPON	Children's Rights and	Listening Speaking	Grammar	The learner: -Uses the given structures appropriately	---in order to--- You should	Explanation Discussion Question	Constructing sentences using	Charts with given example	Accuracy Logical reasoning		

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		SIBILITIES AND FREEDOM	Responsibilities	Reading Writing		-writes out given exercises correctly using the given structures	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	and answer	the structures given oral and written practice	s c/board illustrations			
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	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 FRE	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	The learner: -Uses given relative pronouns to join given sentences correctly to show that something or	Relative pronouns whose, who, where, when, that, what, whom which,	Explanation Discussion Look and say	Reading exercises, Making sentences using the relative pronoun	A chart written on given examples of relative pronouns c/board	Logical reasoning Responding to questions Analysing	Mk Bk 7 Pupils copy pg 159	

		EDOM				someone belongs to a person or people.	why		s Writing answers to given exercises	illustrations Realia e.g. bags, books e.t.c	statements		
8	**1 & 2**	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	The learner: -writes out given exercises correctly using the given structure. -construct good sentences in the future continuous tense.	FUTURE CONTINUOUS --- will/shall be---ing--- e.g. By this time tomorrow, I shall be writing my last paper. Next week, those pupils will be relaxing at the coast.	Story telling Explanation Discussion Question and answer	Reading sentences Forming sentences in the future continuous Re-writing given exercises correctly	c/board illustrations A chart written on examples of sentences in the future continuous tense	Making choices Logical thinking		
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Children's Rights and Responsibilities	Listening Speaking Reading Writing	Grammar	The learner: -articulates words correctly. -spells and uses the vocabulary in sentences correctly	Vocabulary Capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities,	Explanation Question and answer Discussion Look and say	Reading the vocabulary Constructing sentences spelling and writing words	c/board illustrations strip cards A chart written on the vocabulary	Audibility Fluency Confidence Accuracy Articulation	Dictionary	

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							inseminati on, discomfort , injury, secure thirst, hunger hindrance, Natural, distress, frighten, poacher, sanctuary		and sentence s				
	5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedo ms	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -identifies animal freedoms and needs -uses given structures appropriately	Structures Much as--- Much as a cow is an animal, it also needs protection	Explanatio n Discussion	Reading and writing sentence s Oral and written practice	c/board illustrati ons A chart written on given example s	Indicatio n Logical thinking Making choices Analysin g stateme nts		
9	**1 & 2**	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedo ms	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -uses the structures given appropriately -construct own sentences using the structure given -write out given exercises correctly	---need not have--- Obbo need not have tied his goat on the motorcycle carrier	Explanatio n Discussion Question and answer	Reading and writing sentence s	c/board illustrati ons A chart written on given example s.	Logical thinking Making choices Taking decision s		
	3	RIG	Animal	Listenin	Gramm	The learner:	Where as--	Explanatio	Reading	c/board	Logical		

	&4	HTS, RESPONSIBILITIES AND FREEDOM	needs and Freedoms	g Speaking Reading Writing	ar	-expresses him/her self using the structure given appropriately -construct good sentences using the structure given. -write out given exercises correctly.	- Where as people want their rights, they do nor respect animal freedoms.	n Discussion Question and answer	and writing sentences	illustrations A chart written on given examples	thinking Defending one's decisions		
	5&6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	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 and 2**	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -pronounces vocabulary appropriately -writes abbreviations related to animal welfare -writes short texts on animal needs and	Abbreviations and acronyms related to animal welfare WSPA, UWEC, UWA USPA, WCU,	Explanations Question and answer Discussion Observation Look and say	Reading and writing abbreviations Writing texts about animal needs and	Resource Personnel i.e. veterinary officers. Dictionaries A chart written	Fluency Accuracy Articulation Sharing		

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						freedom	ABS, ADI, AVAR, ASAB, CAPS		freedom	on abbreviations			
	3 & 4	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -writes correct verbs in the past perfect tense. -writes out given exercises correctly	Past perfect tense had gone had seen had done had dug had written e.t.c	Explanation Question and answer Look and say Discussion	Reading and writing verbs completing given exercises correctly	c/board illustration A chart written on verbs	Articulation Accuracy Fluency		
	5 & 6	RIGHTS, RESPONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Composition	The learner: -acts the dialogue on animal needs and freedom. -writes short texts related to animal needs and freedoms. -reads and comprehends the dialogue	DIALOGUE (Teacher's initiative)	Discussion Question and answer Explanation Dramatisation Role play	Reading the dialogue Acting the dialogue Writing short texts on Animal needs and freedoms	c/board illustrations A chart written on the dialogue	Making choices Taking decisions Critical thinking	Teacher's collection	
11	**1 & 2**	ENVIRONMENTAL PROTECTIO	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	The leaner: -articulates and spells the words -uses the vocabulary in sentences	Vocabulary Pollution, garbage, refuse, erosion, drought, floods,	Observation Explanation Dictation Look and say Question	Reading and spelling words. Writing and forming sentence	c/board illustrations strip cards A chart written on the	Accuracy Articulation Fluency Confidence	Mk Bk 7 Trs. Copy pg 134-137 Pupil'	

		N					storms, source, raw materials, habitat, flora fauns, manure conserve, drainage, conservation smoking, burning, over grazing	and answer	s using the vocabulary	vocabulary Environment around the school.		s copy pg 133-135 Young talk readings from the New vision News paper	
	3 & 4	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	The learner: -identifies activities that affect the environment -constructs sentences using the given structures -writes out given sentences correctly using the structures given	Structures 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	Grammar	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		
12	**1 & 2**	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	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,	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		

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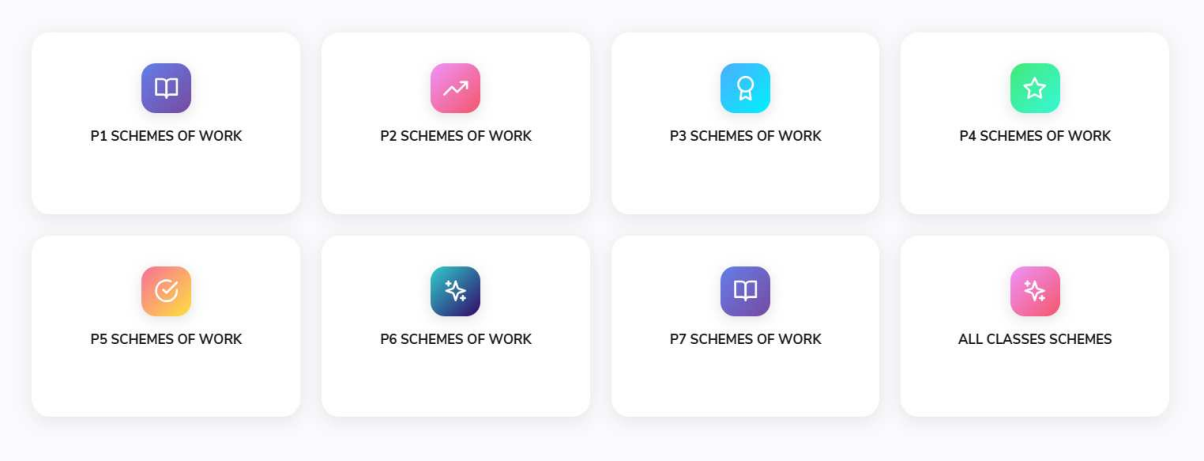
							confusion						
	3 and 4	ENVIRONMENTAL PROTECTION	Ways of protecting the environment	Listening Speaking Reading Writing	Grammar	The learner: -articulates and spells words correctly -uses words in vocabulary in sentences -looks up the meanings of words given in the dictionary	Vocabulary Refuse, erosion, 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	
	5 & 6	ENVIRONMENTAL PROTECTION	Ways of protecting the environment	Listening Speaking Reading Writing	Grammar	The learner: -identifies activities that conserve the environment -constructs good sentences using the structures given. -writes out exercises given correctly	If I If we don't--- If we don't build terraces, the soil will erode. If III If we had not cut down all the trees, we would have had more rain.	Explanation Discussion Question and answer	Constructing If – conditional sentences. Oral and written practice	c/board illustrations. A chart written on conditional sentences in the If clauses.	Confidence Sharing Accuracy Making choices	Mk Bk 7 pupil's copy pg 142-145	
1	**1**	ENV	Ways	Listenin	Gramm	The learner:	---as well	Explanatio	Reading	c/board	Confide	MK	

3	**and 2**	IRONMENTAL PROTECTION	of protecting the environment	g Speaking Reading Writing	ar	-writes correct sentences using the structures given -tells measures that can be used to protect the environment	as---- Bush burning as well as overgrazing causes environmental degradation ---had to--- We had to build terraces in order to protect our soil	n Question and answer Discussion	sentences Constructing sentences oral and written practice	illustrations A chart written on examples of correct sentences	nce Sharing Accuracy Making choices	BK 77 Pupil's copy pg 145	
	3 & 4	ENVIRONMENTAL PROTECTION	Ways of protecting the environment	Listening Speaking Reading Writing	Grammar	The learner: -reads aloud the text given -recites the poem -writes short poems on the environmental protection. -answers comprehension questions about the poem.	POEM (Teacher's initiative)	Discussion Recitation Explanation Question and answer	Reading aloud Answering oral and written questions Reciting the poem.	c/board illustrations A chart written on the poem	Logical thinking Sharing Audibility Articulation Fluency	Teacher's collectio	
1 2	**5 & 6**	ENVIRONMENTAL	Ways of protecting the enviro	Listening Speaking Reading	Grammar	The learner: -writes a list of abstract nouns -writes out the given exercises	Abstract nouns e.g. beauty Conservation	Explanation Discussion Question and	Reading Taking dictation Answering oral	c/board illustrations A chart written	Fluency Accuracy Responders to		

		PRO TEC TIO N	nment	Writing		completing them using the abstract nouns correctly	Protection Pollution	answer Dictation	and written question s	on abstract nouns	question s		

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