PRIMARY SEVEN ENGLISH SCHEME OF WORK TERM I – III

WK	PD	ASPECT/CONTENT	COMPETENCES	METHODS	SKILLS /VALUES	SUGGESTED ACTIVTIES	INSTRUCTIONAL MATERIALS	REF	REM
1	4 pds	**PUNCTUATION** **PUNCTUATION MARKS** - Capital letters (A, B, C,D) - Full stop (.) - Question mark (?) - Exclamation mark (!) - Apostrophe (') - Comma (,) - Semi colon (;) - Quotation marks (" ") - Hyphen (-)	The learners, - Identify the different given punctuation marks. - Use the punctuation marks correctly.	- Guided discussion through question and answer.	- Listening - Speaking - Reading - Writing - Critical thinking - Taking decision - Effective communication	Punctuating the given sentences.	A chart showing punctuation marks and how they are used.	- Essential English PP 40, 55, 56. - Detailed English Grammar pp 1-10. - Ronald forest 139 – 147	
1	5 pds	**COMPREHENSION** **SCHOOL HOLIDAYS** Vocabulary holidays, travel, plan, break off, prepare for, pick remedial classes, end, vacation, relatives, penpals, upcountry, town, urban, rural	The learner; - Describes plans made for holidays. - Uses appropriate language to describe plans made for holidays. - Narrates stories related to holiday plans. - Constructs sentences using the vocabulary learnt	- Guided discussion through question and answer.	- Listening - Speaking - Reading - Writing - Effective Communication - Decision making	- Using vocabulary and structures appropriately. - Asking and answering questions. - Listening to and answering questions on given texts.	A chart showing some holiday activities.	- Essential English MK primary English pupils book seven PP 16 – 32 - The sure key to success pg 16	
1	5 pds	**Language structures** ------going to ---- (near future) - I am going to visit my parents next holidays. - The use of question tags; You will go to the village next week, won't you? - Formation of reported speech.	The learner; Reads texts related to holidays plans. Writes tests related to holiday plans. Uses the structures correctly	- Guided discussion through question and answer.	- Listening - Speaking - Reading - Writing - Effective communication - Creative thinking	- Reading stories and articles on holiday plans. - Spelling words correctly - Writing and reciting poems on holiday plans. - Acting dialogues - Writing holiday plans.	A chart showing some activities that can be carried out in the holidays.	- MK Primary English pupils' book 7 pp 16 – 32.	

1	**1 pd**	**JUNIOR ENGLISH** Abbreviations and contractions e.g will not – won't Shall not – shan't Etc – etcetera	The learner; - Writes the given abbreviation in full and vice versa	- Explanation	- Listening - Speaking - Reading - Writing - Critical thinking	- Writing the given abbreviation in full, and vice versa	A chart showing some examples of abbreviations and contractions both in English and Latin	- Essential English PP 60 – 62	
2 & 3	**16 pds**	**Nouns** - Types of nouns - common nouns e.g pen, boy, car - proper nouns e.g Kato, Monday etc - collective nouns e.g flock of sheep - abstract nouns e.g choose – choice - **Articles** - Use of article 'a' 'an' 'the' 'some' - e.g a ruler, a teacher, an umbrella an eagle, The sick, the rich, the world etc - numbers (singular and plural) - formation of plurals of nouns By adding 's', 'es', 'fes', 'ves'	The learners; - Defines the term noun. - Classify nouns - Use the given nouns in sentences correctly - Form abstract nouns correctly - Form the plurals of the given nouns. - Use masculine and feminine in sentences. - Change from masculine to feminine. - The learners uses the articles correctly - Suggests different ways of using the given articles.	- Explanation - Discussion - Through question and answer. - Discussions - Explanations	- Listening - Speaking - Reading - Writing - Effective communication - Critical thinking - Decision making - Creative thinking - Effective Communication	- Classifying nouns - Answering oral and written questions. - Using masculine and feminine and vice versa. - Constructing sentences. - Filling in the gaps.	A chart showing the different kinds of nouns and their examples. A chart showing plurals of different nouns. A chart showing formation of nouns. Real objects e.g oranges, chalkboard, charts	- Essential English Work book for Primary six PP 8 – 10 - MK Precise English	

2 & 3	**16 pds**	B. nouns that don't change e.g deer, sheep C. Irregular nouns plural formations e.g goose – geese Tooth – teeth	The learners; - List the nouns that don't change - Form the nouns (plurals) of some nouns	- Explanation - Discussion through question and answer.	- Listening - Speaking - Reading - Writing - Decision making	- Writing the nouns that don't change in plural. - Writing those that change	A chart showing the nouns that don't change and those that change	- - do -	
4	**4 pds**	**COMPREHENSION LETTER WRITING** Vocabulary Address, first name, personal letter, informal letter, stamp, envelope, occasion, party affectionately sincerely, relatives, friends, classmates, informal introduction, body, date, reply, purpose, reason, inform, ask, thank, salutation, introduction	The learner; - Identifies components of an informal letter. - Tells when informal letters are written - Reads given informal letters. - Interprets given informal letters.	- Explanation - Discussion through question and answer	<u>Effective communication</u> - Logical presentation of ideas - Accuracy - Articulation <u>Critical thinking</u> - Selecting and evaluating information - Making best use of the information one has - Analyzing statements - Taking decisions <u>Self esteem</u> - Talking about self - Friendliness	- Using vocabulary & structures appropriately - Answering comprehension questions about informal letters. - Writing informal letters. - Acting dialogues on writing informal letters. - Writing and reciting poems on informal letter writing. - Completing informal letters.	A chart showing a draft of both the friendly letter and the official letter. A chart showing all the details of an official letter	- Mk Primary English Pupils' Book seven pg 109. - Longman primary seven pp 98 – 103 - The sure key to success pg 39	
4	**1 pd**	**JUNIOR ENGLISH** - Proverbs - Similes	The learners; Complete the given proverbs and similes correctly Relate proverbs to situations Give the meaning of proverbs	- Explanation - Illustration	- Listening - Speaking - Reading - Writing	- Completing the gaps in given exercises.	A chart showing different proverbs and similes.	- Students companion - PLE Guide (by Baraza) pg65	

4	**3 pds**	**PRONOUNS** - Types of pronouns - Subjective pronouns e.g I, my, you etc - Objective pronouns e.g me, mine, etc - Adjective pronouns e.g his, her etc - Possessive pronouns e.g theirs, her, etc - Reflective pronouns e.g myself, oneself, - Relative pronouns e.g who, which - Plurals of pronouns I – we	The learners; - Defines pronouns - Classifies pronouns - Forms plurals of pronouns.	- Explanation - Illustration	- Listening - Speaking - Reading - Writing - Effective communication	- Classifying pronouns - Using pronouns in sentences	A chart showing pronouns and their plurals	- Detailed English Grammar pg 104-114 - Brighter Grammar Book pg 1-9 - Junior English Revised pp 62 – 64 - Essential English work Book seven	
5	**4 pds**	**COMPREHENSION EXAMINATIONS** Vocabulary timetable, instructions, signature, index number	The learner; - Uses language appropriate to preparation for examination - Reads texts related to preparation. - Constructs sentences using the vocabulary	- Guided discussion through questions and answer. - Illustration - Explanation	- Effective communication - Fluency - Audibility - Confidence	- Using vocabulary &structures appropriately. - Asking and answering questions related to preparation for examinations	A chart showing preparation for examination	- MK Book 7 pp 90 – 192	
5	**4 pds**	**Language structures** ----or else ---- ---look forward --- We look forward to sitting our examinations	The learner; - Writes texts related to preparations for examinations. - Follows oral and written instructions on preparation for examination.	- Illustration - Explanation	- Problem solving - Making choices - Evaluating facts - Taking decisions	- Reading and interpreting timetables, examination cards & result sheets. - Writing compositions on preparation for examination.	A chart showing some structures of or else and using look forward	- MK Book 7 pp 190 – 192	

		Sitting examination vocabulary, pass mark, quality, timetable	The learner; - Uses language appropriate to sitting exams	- Illustration - Explanation	- Effective communication	- Using vocabulary &structures appropriately	Text books	- MK Book 7 190 – 192	
5	**1 pd**	JUNIOR ENGLISH - Homophones - Synonyms - Analogies	The learner; -defines and uses them in sentences correctly.	- Illustration - Explanation - Discussion through group work -	- Listening - Speaking - Reading - Writing - Critical thinking	- Answering questions	Dictionaries A chart showing homophones synonyms &analogies	- Junior English Revised pp 102, 108, 126	
5 & 6	**13 PD S**	VERBS AND TENSES - <u>Present simple tense</u> - Negative & interrogative statements - Active& passive voice - Question tags - <u>Present continuous tense</u> - Negative and interrogative statements - Active & passive voice - Question tags - <u>Past simple tense</u> - Negative and interrogative - Active and passive	The learner; (i) Constructs sentences using negative and interrogative statements in the given tense. (ii) Change sentences in active voice to passive voice and vice versa. (iii)Form correct question tags to the given statements in the given statements in the given tense. - Use 'since' and for in sentences.	- Illustration - Explanation - Discussion through group work	- Listening - Speaking - Reading - Writing - Effective communication	- Constructing sentences - Answering questions	A chart showing the necessary transformations in sentences as per the given tense.	- Detailed English Grammar pp 12 – 17. - First Aid in English 65 – 68. - Essential English Book 6 pg 11.	
5 & 6	**13 pds**	<u>Present prefect tense</u> - Negative and interrogative statements - Active and passive voice - Question tags - The use of 'since' & 'for'	(iii) Form correct question tags to the give statements in the given tense. (iv) use since and for in sentences correctly.	- Illustration - Explanation - Discussion through group work and brain storming	- Listening - Speaking - Reading - Writing	- Constructing sentences - Answering questions.	A chart showing the necessary transformations in sentences as per the given tense	- First Aid in English pp 65 – 68. - Essential English Book 6 pg 11.	

6 & 7	**4 pds**	Present perfect continuous tense Negative and interrogative statements. Past continuous tense Negative and interrogative statements -Active and passive voice. - The use of 'when', 'while', 'as' etc	Learners will; (i) Construct negative and interrogative sentences. (ii) Change active voice sentences to passive voice sentences. (iii) Construct sentences using 'when', 'while' and as.	- Illustration - Explanation - Discussion	- Constructing oral and written sentences - Answering questions	- Answering questions - Constructing oral and written sentences	A chart showing the changes that take place when changing from negative to interrogative and active to passive voice.	- Detailed English Grammar pp 19, 21	
6 & 7	**4 pds**	COMPREHENSIVE ELECTRONIC MEDIA. Radio/TV Vocabulary, music, announcement, knob, volume, channel, speaker, aerial, guide	The learner - Uses vocabulary related to radio/TV - Reads and interprets information about radio/television. - Writes information about radio/television. -	- Illustration - Explanation - Discussion	- Coping with emotions - Recognizing emotions - Identifying other people's emotions. - Being sensitive about other people's feelings.	- Using vocabulary and structures appropriately. - Listening to and interpreting texts on radio/televisi on.	Real objects e.g radios, T.Vs	- MK Book 7 pg 126	
6 & 7	**4 pds**	Language structures If + present simple + shall I will + infinitive. Example: If you tune in to many stations at 5:00pm, you will be listening to soccer, news	The learners: - Interprets information about radio/television - Writes information about radio/television	- Illustration - Explanation - Discussion	- Creative thinking - Logical reasoning - Finding different ways of doing things	- Reading and interpreting radio/televisi on items like announceme nts, adverts and news. - Writing and acting dialogue on radio / television	Real objects e.g. computer	- MK Book 7 126	

6 & 7	**3 pds**	JUNIOR ENGLISH - opposites - occupation - alphabetical order	The learner; - give the correct opposites of the given words. - Arrange the given words alphabetically	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing - Critical thinking	- Constructing oral and written sentences - Answering questions -	A chart showing opposites, occupation and rules and guidelines for a alphabetical order.	- Junior English Revised pp 88, 93, 99, 144 - Essential English workbook bk 7	
8	**10 pds**	ADJECTIVES - Definitions - Formation of adjectives - By adding suffixes e.g ous, full, able, ly, less etc - Formation of proper adjectives e.g Uganda - Ugandan - Comparison of adjectives - By adding 'er', 'est', 'more', 'most' - Double comparatives - The use of - The ……., the ..	The learner; - Defines adjectives - Form proper and other adjectives correctly - Compare the given adjectives according to the comparative and superlative degrees correctly. -	- Discussion through question and answer - Explanation	- Listening - Speaking - Reading - Writing - Effective communication - Critical thinking	- Constructing sentences orally and written - Comparing adjectives on chalkboard illustrations	A chart showing the definition, comparison double comparison and order of adjectives	- Essential English Book pp 19 – 21 - Junior English Revised pp 46 – 57	
8	**10 pds**	- Opposites of adjectives - Order of adjectives NOPSHACOM (GN) That, This, Opinion, Fact Shape or size Colour adjective use of noun Noun -	The learner: Constructs sentences using "The ----, the --- structure - Give the correct opposites of the given adjectives; - Use the correct order of the given adjectives in the sentences provided	- Discussion through question and answer - Explanation - Illustration	- Listening - Speaking - Reading - Writing	- Constructing sentences orally and written - Comparing adjectives	A chart showing the definition, comparison, Double comparison and order of adjectives. Chalk board illustration.	- Essential English Book six pp 91 – 21. - Junior English Book six pp 46 – 57. - Detailed English Grammar 122 - 135	

9	**4 pds**	**COMPREHENSION RIGHTS, RESPONSUBILITIES & FREEDOMS** Vocabulary Forced, freedom, rights, food, shelter, education, care, clothing, medication, life, help, property, work, protection	The learner; - Uses language related to rights and responsibilities - Identifies rights and responsibilities - Talks about rights and responsibilities -	- Discussion through question and answer. - Explanation - Illustration	- Decision making - Acceptance - Making choices - Telling consequences of their decisions.	- Constructing sentences orally and written. - Comparing the rights and responsibilities - Talking about rights and responsibilities	Text books	- MK Book seven pg 156	
9	**4 pds**	- **COMPREHENSION** Language structures ----more interested --- than ----- Girls are more interested in cooking than playing ….. ----in order to --- You should always move in groups in order to avoid child abuse. ----either ---or--- You either provide foot to your children or you risk going to prison. ----is likely to --- Making wrong friends is likely to affect your studies.	The learner; - Uses language related to rights and responsibilities - Identifies rights and responsibilities - Talks about rights and responsibilities - Reads and interprets information on rights and responsibilities. - Writes texts related and responsibilities -	- Discussion through question and answer - Explanation - Illustration	- Assertiveness - Being open - Listening and valuing - What others say - Expressing one's point of view - Volunteering - Standing up for one's rights.	- Writing and reciting poems on rights and poems on rights and responsibilities - Acting dialogues. - Role playing rights and responsibilities - Completing word puzzles.	A chart showing the sentence structures that are supposed to be used.	- Mk Book seven pp 156 – 159	

9	**4 pds**	**COMPREHENSION** Animal Needs and Freedoms <u>Vocabulary</u> Capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, insemination, discomfort, injuries	The learners; - Uses languages related to animal freedom. - Identifies animal freedoms and needs - Talks about animal needs and freedoms. - Reads and interprets information on animals' needs and freedom.	- Discussion through question and answer. - Explanation - Illustration	- Decision making - Acceptance - Making choices - Telling consequences of their decisions.	- Completing abbreviations and acronyms on animal welfare. - Conducting debates animal needs and freedoms	A chart showing some of the abbreviations and acronyms	- Mk Book seven pp 140 – 143	
9	**6 pds**	- **VERBS AND TENSES** **Future simple tense** - Negative and interrogative statements - Active and passive voice - Question tags - The use of ---- going to ---- as a future tense. - Future continuous tense - Past perfect tense - Negative and interrogative statements - Active and passive voice - Question tags	Learners; (i) Construct sentences in future simple tense. (ii) Write negative and interrogative statements correctly (iii) Change sentences in active voice to passive voice and vice versa correctly (iv) Form correct question tags to the given statements.	- Discussion through question and answer - Explanation - Illustration	- Listening - Speaking - Reading - Writing - Effective communication	- Answering questions that are related to verbs and tenses	A chart showing some tenses Chalk board illustrations	- Detailed English Grammar pp 23, 25, 21	

TERM III

1	**10 PDS**	- **REVIEW OF HOLIDAY WORK**		- Question and answer	- Listening - Speaking - Reading - Writing	- Answering questions	Chalkboard illustrations	- Teachers' collection	
2	**10 pds**	- **VERBS AND TENSES** - Future simple tense negative and interrogative statements - Active and passive voice. - Question tags - The use of 'going' to as a future tense. - Past perfect tense negative and interrogative statements - Active and passive voice. - Questions tags - Past perfect continuous tense - Negative and interrogative sentences - Active and passive voice	The learner; - Constructs sentences in negative and interrogative forms in the given tenses. - Changes sentences in active to passive voice and vice versa. - Form correct question tags to the given statements in the given tenses.	- Discussion through group work. - Discussion through question and answer - Explanation	- Listening - Speaking - Reading writing - Effective communication - Critical thinking	- Constructing oral and written sentences - Answering given questions	A chart showing the necessary tense transformations in each case of tense. Chalkboard illustrations	- Junior English composition and Grammar - Revision English by Ronald Forest pp 2 – 29	
3	**9 pds**	COMPREHENSIVE ENVIRONMENTAL PROTECTION <u>Vocabulary</u> Pollution, garbage, refuse, erosion, drought, floods,	The learners; - Identifies activities that affect the environment. - Explains the importance of protecting environment.	- Guided discussion	- Decision making - Acceptance - Making a choice - Giving instructions.	- Constructing the sentences using the vocabulary	- A chart showing some of the vocabulary used in sentences	- MK book 7 pg 140	

3	**9 pds**	Storms, source, raw materials, habitat, flora, fauna, manure, drainage, conserve, conservation, smoking, burning, overgrazing	- The learner; - Reads and interprets information on the importance of environmental protection.	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing	- Using vocabulary and structures appropriately. - Talking about the importance of environmental protection.	Real objects	- MK Book 7 pg 140	
3	**9 pds**	Language structures We must --- to— We much protect our environment to have rain. ------so -------- Our well was polluted so we did not have clean water. Since --------- Since the forests have been cut, we shall have no rain. ----since --- We shall have no rain since the forests have been cut.	The learner; - Writes texts related to environmental protection. - Gives sentences related to environmental protection using the language structures.	- Illustration - Explanation - Discussion	- Creative thinking - Logical reasoning - Innovativeness - Initiating new ideas - Finding different ways of doing things.	- Reading and answering questions on importance of environmental protection. - Conducting debates and quizzes appropriately. - Writing and singing songs on environmental protection	Real objects	- MK Book 7 pp 141 - 145	
4	**6 pds**	**COMPREHENSION** Ways of protecting the environment**.** **<u>Vocabulary</u>** Refuse, erosion, terraces, crop-rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose.	The learners; - Identifies activities that conserve the environment. - Talks about measures of protecting the environment. - Explains the importance of protecting the environment	- illustration - explanation - discussion through group work.	- Effective communication - Articulation - Audibility - Logical flow of ideas	- Using vocabulary and structures properly. - Talking about measures that can be used to protect the environment.	A chart showing some of the ways of protecting the environment.	- MK Book 7 pg 140 ff.	

4	**6 pds**	**Language structures** - If we don't------ - If --------e.g If we had not cut trees, we would have had rain. - ------as well as --- - Bush burning as well as over grazing cause degradation. - ----had to …….. - We had to mulch in order maintain fertility.	The learners; Reads; Information on environmental protection Writes texts related to environmental protection.	- Illustration - Explanation - Discussion through group work. - Field visits - Projects - Story telling.	- Problem solving - Identifying different strategies.	- Reading texts and answering questions on ways of protecting the environment. - Completing word puzzles and other spelling exercises correctly.	A chart showing structural sentences about the language structures that are given.	- MK Book 7 pg 140 – 146	
5	**4 pds**	Grammar: Adverbs - Types of adverbs ❖ Adverbs of place ❖ Adverbs of time ❖ Adverbs of frequency Formation of adverbs ❖ By adding ---ly ❖ E.g slow – slowly ❖ Irregular formation of adverbs e.g ❖ Good – well. - Comparison of adverbs. - By adding ---er and -----est e.g fast – faster – fastest emphasize, the use of <u>more</u> and <u>most</u>. - Opposites of adverbs. e.g Quickly – most quickly. - Position or order of adverbs.	The learners; - Tells the different types of adverbs. - Constructs correct oral and written sentences using different types of adverbs. - Forms adverbs from the given verbs and adjectives. - Compare the given adverbs correctly. - Place adverbs in their correct order in sentences	- Illustration - Explanation - Demonstration - Discussion	- Listening - Speaking - Reading - Writing - Effective communication - Critical thinking	- Answering questions oral and written -	Chalkboard illustration Charts showing comparison and formation of adverbs.	- Junior English revised Haydn Richards pg 58 – 61	

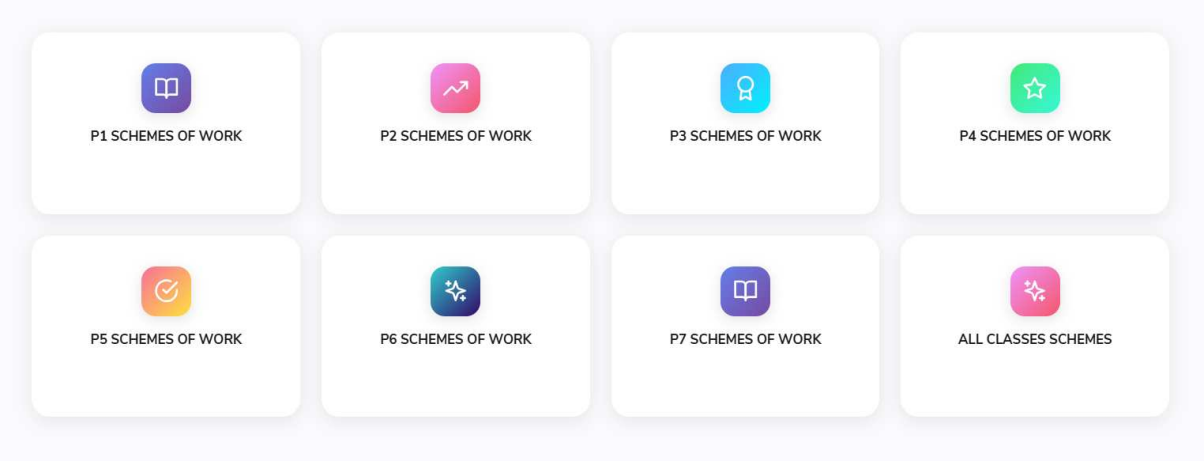
4	**10 pds**	COMPREHENSION CEREMONIES <u>Vocabulary</u> Marriage, religious marriage, cultural marriage, state marriage, baptism, confirmation, introduction, wedding, engagement, function, fiancé, rings	The learners; - Describes a given ceremony - Listens and responds to given extracts - Uses the given vocabulary in sentences	- Story telling - Guided discussion - Illustration	- Interpersonal relationships - Interacting freely with others - Forgiving others.	- Using the vocabulary and structures appropriately. - Listening to and telling stories.	Real objects	- MK Book 7 173 ff - Longman Book 7.	
4	**12 pds**	Language structures - Use of relative pronouns. Who, whose - Neither ---nor— - Both ---and --- - Prefer ------ e.g Most couples prefer having a religious marriage to a state one.	The learners; Uses language appropriate to specific ceremonies. Writes sentences using the different language structures related.	- Illustration - Guided discussion - Explanation	- Coping with emotions - Identifying other people's emotions. - Being sensitive about other people's feelings. - Recognizing causes for different emotions.	- Writing structured sentences as well as constructing them. - Writing stories on real imaginary marriage ceremonies	A chart showing structured sentences with the language structures.	- MK Book 7 pg 173 – 176	
6	**10 pds**	PREPOSITIONS CONDITIONAL SENTENCES If 2 and If 3 Emphasize the use of "unless"	The learner; - Answers oral and written questions correctly - Constructs if 2 and if 3 sentences correctly.	- Illustration - Explanation - Demonstration - Discussion	- Listening - Speaking - Reading - Writing	- Answering questions orally and in written.	- Chalkboard illustration - Charts showing compariso n and formation of adverbs	- Junior Grammar and composition.	

7	**10 pds**	RELATIVE CLAUSES The use of who, whom, that, which, whose, - Using relative pronouns to complete sentences - the use of whose in a sentence - The correct use of relative pronouns with prepositions.	The learners; - Use the relative pronouns in oral and written sentences correctly	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing	- Constructing of oral and written sentences - Brain storming on the pronouns.	- Chalkboard illustration	- Revision English by Ronald Forest pg 89 – 93	
7	**10 pds**	ADJECTIVAL QUALIFIERS - Joining sentences using adjectival qualifiers of result. a). ---- too ---to – b) ----so ----that c)----such an/a ---that--- d) ----enough to --- - Joining sentences using adjectival qualities of reason; a) ------because ---- b) -----so that ---- c) -----so as ----- d) -----in order to e)----in order ----that --- Joining sentences using correlative conjunctions. a)Neither ----nor--- b)-----neither---nor c)---and neither— d)----and so ---- e) Either ---or ---	The learners should; - Construct oral and written sentences using the given adjectival qualifiers correctly.	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing - Creative thinking - Critical thinking	- Constructing of oral and written sentences. - Brain storming on the adjectival qualifiers	- Chalkboard illustrations	- Junior English Composition and Grammar.	

8	**10 pds**	SPEECH (kinds of speech) - Direct speech - Definition Main points to note. - Reported speech - Definition - Changes in pronouns, adverbs and tenses. - Changing from direct to indirect and vice versa.	The learners; - Defines direct and indirect speeches. - Punctuates sentences in direct speech correctly. - Change direct speech to indirect speech.	- Discussion - Explanation - Demonstration	- Listening - Speaking - Reading - Writing - Effective communication	- Constructing of oral and written sentences using a given speech.	- Chalkboard illustration - Text books	- Junior English Revised - MK Precise English	
8	**10 pds**	Different tenses and how they change. - Present simple - Present continuous - Present perfect - Past simple - Past continuous - Future simple - Future continuous - Double quotations (consider, statements, questions, orders, commands)	The learners; - Defines direct and indirect speeches. - Punctuates sentences in direct speech correctly. - Change direct speech to indirect speech.	- Discussion - Explanation - Demonstration	- Listening - Speaking - Reading - Writing - Effective communication	- Constructing of oral and written sentences using a given speech.	- Chalkboard illustration - Text books	- Junior English Revised - MK Precise English	
9	**10 pds**	NECESSITY AND OBLIGATION (modal verbs) - The use of “need” / “needn’t” / “necessary” - The use of ‘should” / “shouldn’t / “ought” / oughtn’t” - The use of “may”/”might”. - The use of must /has to/have to.	The learners; - Uses the given words to form correct sentences in the correct tenses.	- Discussion - Explanation - Demonstration	- Listening - Speaking - Reading - Writing - Critical thinking	- Constructing of oral and written sentences using a given speech	- Chalkboard illustration - Text books	- Junior English composition and Grammar	

		N.B: Emphasize negative, past tense and question tags. - The use of "can" / "able to" / "capable of"/ "ability to"							
10.	**10 pds**	ADVERBIAL CLAUSES. - The use of ----"no sooner" , "immediately", "as soon as" "just as" "inspire of" despite" "even though" "though" "nevertheless" "nonetheless" "however" "not only -----but also" "although"	The learner; Constructs oral and written sentences using the given adverbial clauses correctly.	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing - Effective communication - Critical thinking.	- Constructing oral and written sentences	- Chalkboard illustrations - Text books	- Junior English Grammar	

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