

ENGLISH LANGUAGE SCHEME OF WORK FOR PRIMARY SEVEN TERM ONE.

Wk	PD	TOPIC	SUB-TOPIC	SKILLS	ASPECTS	competences	TEACHING POINTS	METHODS	LEARNERS AIDS	LIFE SKILLS	ACT	REF
1	1 & 2	SCHOOL HOLIDAYS	Holiday plans	Listening Speaking	Punctuations	The learner; Identifies the different given punctuation marks correctly. Uses the punctuations marks correctly	Punctuation marks capital letters (A, B, C, D, ...) full stop (.) questions marks (?) exclamation mark (!) apostrophe (')	Discovery Guided discussion	Charts showing punctuations	Effective communication Critical thinking	Identifying the differed given punctuations	Advanced learner' s dictionary page
	3 & 4			reading and			N	Explanation	Chalkboard illustration	Interpersonal relationships. Responsibility	Showing punctuation & how they are used in sentences	Detailed English grammar book 7 page 1-10

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	5			writing	vocabulary	The learner; Describes plans made for holidays. Uses appropriate language to describe plans made for holidays.	Vocabulary Travel, plan, break off, prepare for, pick, remedial classes, end, vacation, relatives, pen-pals, up county, town, rural, commence, board, birthdays., programmer etc.…	Guided discussion through question & answer	A chart showing some holiday activities	Fluency Accuracy confidence	Using vocabulary & structures. narrating stories	MK Primary English pupils Bk 7 page 16-32
	6					Narrates stories related to holiday plans. Constructs sentences using the learnt vocabulary.		LSU		Inter personal relationship.	Constructing sentences	THE SURE KEY TO BOOK 7
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					Language structures	The learner; - reads the text related to holiday plans. - Writes test related to holiday plans. - Uses the structures correctly.	Languages structures Using; ….going to …(near future) 'going to' can be used when one is referring to a near future. It can be used instead of 'will' and 'shall' examples; (a) I will visit my relative during the holidays. I am going to visit my relatives during the holidays.	Guided discussion through question and answer	A chart showing some activities that can be done during the holiday	Effective communication Critical thinking	Reading texts related to holiday plans. Using the structures appropriately	The Mk Primary English book 7 page 16-32

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2	1				Grammar	The learner should; - Define question & answer tags. - Study the question tags given. - Identifying some of the questions tags in their tenses. - add question tags to the statements given.	Grammar: Question tags/ answer tags. Question tags' is a short question that you add to the end of a statement in order to turn it into a question or check that the statement is correct. Examples . Aren't you? Will you?. Shan't you?, doesn't he?, can they?, etc. Answer tags are short answers to question tags e.g. yes, you, are, No, won't etc.	Explanation Guided discussion through question and answer.	A chart showing question tags. Chalk board illustration.	Effective communication Critical thinking	Defining question tags. Studying question & answer tags.	The sure key to success book 7 page 4 & 5
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2	2	do	do	do	do		In conversation, we sometimes ask a question not because we need information but we therefore add a question tag to the sentence. 1. Expecting the answer 'yes' we say; You like dong demotic work, don't you? (Affirmative statement – negative tag) Refer to the sipro teacher's guide for details (all) about	Guided discovery		Interpersonal relationship	Identifying some of the question and answer tags. Adding question tags to statements.	The sure key to success book 7 page 4 & 5	

							questions and answer tags.					
	3 & 4 5 & 6					The learner; Studies examples given answer the questions as given.	Direct and reported speech. Re-write the following sentences in reported speech. Examples. Direct (i) " Where are you going to spend your holidays Jane? the headteacher asked. Reported speech: The headteacher wanted to know where Jane was going to spend her holiday. Refer to pages 5 & 6 of the Sure key to cusses for more examples & exercises	Guided discovery. Guided discussion through question & answer	A chart showing direct and indirect speech.	Effective communication Critical thinking	Studying example of sentences given under direct & indirect speech	The sure key to success Bk 7 page 5 & 6
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	7					The learner; 1.Change sentences from active to passive voice.	Active and passive voice. The sentence in active voice begins with the subject whereas in the passive voice, the sentence begins with the object	Guided discovery	The chart showing sentences in active and passive voice	Effective communication	Changing sentences from active to passive voice and Vice versa	The sure key to success Book 7 page 7

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3	1 & 2					2. Change sentences from passive to active voice. 3. Uses voice their daily language expression.	Note: The voice change according to the tense used. (a) The main verb in the passive voice is used in past participle form, e.g. gone, seen, helped, etc. Examples: Change the following sentences to passive voice. i) Active: The boys play football during the holiday. Passive: Football is played by the boys during the holidays. *See page 7 of sure Key to success for more examples & exercise.*	Guided discussion through question & answer	The chart showing sentences in active and passive voice	Critical thinking Inter personal relationship.		
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	4	SCHOOL HOLIDAYS	HOLIDAY ACTIVITIES		Comprehension & Composition	The learner; Studies the holiday programme and answer questions about it. Uses the programme given make their own.	Holiday programme Below is a holiday programme for Mr. & Mrs. Kigoye's sons and daughters. Study it carefully and answer the questions in full sentences. *See the holiday programme on page 15 of the Sure key to success.* Guide composition The sentences below are in a wrong order. Re-arrange them in the correct order to make a good composition about "Nakku goes back to school.	do	Chalk board illustration	do	Studying Nakku' s holiday plan	The sure key to success Book 7 pages 14 & 15
	5 & 6			Listening Speaking Reading & writing	Comprehension (vocabulary)	Describes activities made for holidays. Use appropriate language to describe activities made for holidays. Narrates stories related to holiday activities that they carried out. Constructs sentences using the vocabulary learnt.	Study, farm, four, camp, visit, begin, concert, show, cook, revise, house work, trip, tour, enjoy, nice, interesting & report, vacation, chokes, routine, bash fare.	Guided discussion through question & answer Guided discovery L.S.U	Describing holiday activities. Using appropriate language. Narrating stories Constructing sentence.	Effective communication Critical thinking Interpersonal relationship	A chart having vocabulary. A chart showing some holiday activities.	Primary curriculum page 13 Sure key to success bk 7 pages 9 & 10

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	7	SCHOOL HOLIDAYS	HOLIDAY ACTIVITIES		Grammar	The learner; Describes holiday activities using conditional clause 3	Lang The use of IF3 conditional sentences If3, is used to express what would have happened if a certain condition had been fulfilled. We use the past perfect tense in the if class and would /could /might/should + have and a past participle verb in the main clause.	Describing holiday activities using if 3	Explanation	Friendship formation	Chalk board illustration A chart showing If 3 sentences	Sure key to success pupils book 7
4	1					Construct sentences using if3	***See the rest of the examples and exercises on pages 13 & 14 of the sure key to success.***	do	Constructing sentences using If 3	A chart showing If 3 sentences		Sure key to success pupils book 7

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	2 & 3					The learner; Use 'unless' with negative sentences. Constructing meaningful sentences using 'unless'	The use of ' unless' N.B: Before we continue with the conditional, let us look at the conjunction ' unless' . Unless means ' if not' So, in the conditional sentences, ' unless' always in the if clause, follow the four principles that govern the use of ' unless'	do	Using ' unless' in sentences Constructing sentences		Chalk board illustration	A master guide Book 7 pages 131 & 132
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	4	Holidays	Holiday activities	Listening Speaking	Comprehension	The learner; Listens to the teacher attentively. Pronounces, reads and spells words in the passage correctly. Reads other texts related to holiday activities.	Passage Read the passage and answer the questions in full sentences. Going for school Holidays. See pages 7 & 8 for the passage and questions.	Guided discussion Explanation Guided discovery	Chalk board illustration	Effective communication Critical thinking	Listening Pronouncing, Reading & spelling words correctly	Sure Key to success pupils book 7 pages 7 & 8

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	5			Reading & Writing	composition	The learner; Listens attentively to the teacher. Reads, pronounces and spells words in the dialogue correctly. Fills in the missing responses. Acts the dialogue & use it in the real life situation.	Guide composition Below is a conversation about how Kiiza and Tony spend their holidays. Complete it by filling in the missing parts. *See page 16 of the sure key to success for the dialogue.*	Think pair share		Friends hip formatio n	Filling in missing responses Acting the dialogue	Sure key to success page16
	6	Letter writing	informal letters		Comprehension (vocabulary)	The learner; - Listens attentively to the teacher. - Pronounces, spells & reads words correctly. - Identifies components of an informal letter.	Informal letters Vocabulary Address, first name, personal letter, informal letter, stamp, envelop, occasion, party, affectionately, sincerely, relatives, friends, classmates, informal introduction body, date, reply, purpose, reason, inform, ask, thank.	LSU	A chart bearing an informal letter		Identifying components of an informal letters	Primary seven curriculum page 17
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	7	Letter writing	Informal letters		Comprehension (vocabulary)	- Tells when informal letters are written. - Reads given informal letters. - Interprets given informal letters.		L.S.U			telling when informal letters are written	

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5	1 & 2			Listening Speaking	Language Structures	The learner; Writes sentences using the given language structures.	(i) Using ……is likely to … to join sentences (ii) Using …hardly … to join sentences. (iii) Using …scarcely….	Guided discussion Explanation	Chalk board illustration	Effective communication Creative thinking	Writing sentences using the given language structure	The sipro teachers guide.
	3			Reading and Writing	Grammar	The learner; Identifies contractions from abbreviations.	Abbreviations & contractions. Prof…. Rev. …won' t Mrs. …… Mr. …. Shan' t… Dr. …… Ms. ……. et-cetera…. Sr. …… Pr…….. Cc. ……P.o…..	Guided discovery	A chart bearing abbreviations and contractions	Self esteem	Identifying contractions from abbreviations	Essential English page 60 -62 Sure key to success book 7 p.3
	4				comprehension	The learner; 1. Writes an informal letter. 2. Identifies the parts that an informal letter has. 3. Identifies the steps & styles taken when writing a letter.	Writing an informal letter. - Components of a good informal letter. - Styles of writing an informal letter.		A sample informal letter written on the chart.	appreci ation Respect	Writing an informal letter. Identifying parts of a good letter	Sure key to success Bk 7 pages 21, 22 & 23
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	5	letter …	Formal letters		Composition	The learner; 1. Studies the pictures & creates a story out of them. 2. Write correct and meaningful sentences about the pictures.	Picture composition refer to page 27 of the sure key to success for pictures.		Sample papers of pictures	Respect		Sure key to success book page 27

	6 & 7			Listening Speaking	Comprehension vocabulary	The learner; 1. Identifies the components of an official or formal letter. 2. Identifies the difference, between a formal letter. Tells when formal letters are written. - Writes formal letters. - Interprets given formal letters.	Surname, maiden name, address, introduction, conclusion, edit, salutation, formal, faith fully, sincerely, sign, signature, reply, Pp. (person present), draft for, CC (carbon copy), referee, Re (reference, Sir, Madam, Mr. , Mrs., Ms, Hon, Dr., Rev, Miss, Sister, Professor, Post office, E. mail, Internet, date, sign, dear, formal, sign in, sign out.	Explanation Discussion through question and answer	Charts showing vocabulary Chalkboard illustration	Effective communication Creative thinking Self esteem	Using vocabulary and structures correctly Answering comprehension questions about formal letters.	Primary seven Curriculum pager 18& 19 Sure key to success pages 28 & 29
6	1 & 2			reading & Writing	`language structures	The learner; Uses structures given in sentences. Construct meaningful sentences using given structures.	Beginning sentences with; 1. barely had …..when….. 2. Scarcely had ….when….. 3. Hardly had…. when….. 4. No sooner had …..than…….. 5. Immediately …….	Practice galley walk and display Group work		appreciation respect	Writing letters applying for imaginary posts	Sure key to success bk 7 pages 30 and 31
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6	3 4 & 5		Grammar listening	Comprehension & composition	The learner; defines and adjective Forms adjective from verbs and nouns Orders adjectives Compares adjectives in their three degrees The learner; Reads and advertisement given Pronounces, reads and spells words correctly.	**Adjective** definition Forms of adjectives formation of adjectives from verbs & nouns ordering of adjectives comparing of adjectives The use of; …as…… …… not as …as…. …..than…… The more ……, the……. An advertisement Read the advertisement below and answer the questions that follow in full sentences. See the advertisement on page 40.	illustration	Guided discussion. explanation Group work.	Chalk board illustration paper cuts with an advertisement given	Effective communication Logical thinking Critical thinking.	Filling official forms Reading the advertisement Pronouncing, reading & spelling words correctly	Sure key to success bk 7 pages 156, 157, 158, 159 Sure key to success bk 7 page 40
	6		reading And		The learner; Reads the letter with missing words/ parts correctly. Completes the formal letters using the given words	Guided composition Complete the letter below by filling in the missing parts from the list below. See page 39	Guided discovery		Interpersonal relationship	Reading the letter Completing the letter		Sure Key to success book 7 39
	7		writing			The learner; Writes an official letters catering for all the components	Writing an official / informal letter Refer to the book			respect sharing	writing an official letter	Sure Key to success page 37- 38
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7	1 & 2	Examination	Preparation for exams	Listening speaking reading writing	Vocabulary	A learner should be able to; - Read, spell and write the given words. - Use the words in a sentence correctly.	Vocabulary Timetable. instructions, signature, name, school name, time allowed, examiner, examination room, answer sheet, examination centre, briefing, questions, registration, revision.	Discussion Role play Dramatization	Real objects	Fluency Confidence Taking decisions	Reading, spelling and usage of words in sentences.	
	3			Listening speaking reading writing	Language structures	A learner should be able to; tell whereas or else is used. To use or else in sentences.	Use of ….or else……. Or else is used to warn or advice some one that something bad could happen e.g. If you don't revise your notes, you will fail the examination. Your must revise your notes or else you will fail the examinations. You should revise your notes or else you will fail the examination.	Discussion Role play Question and answer	Chalkboard illustration	responsibility Appreciation Responding for question	Making sentences using or else.	The sure key to success book 7, P.7 curriculum, A master guide in on integrated English course book 7.
	4			Listening speaking reading writing	Language structures	A learner should be able to; - Tell how look forward is used. - Use look forward in sentences correctly.	Use of ….look forward to …… Use the verb in look forward, we tense, look forward ……. means being optimistic that something is going to happen. Example: (i) We expect, to six our final examinations.	Discussion Discovery Role play	Chalk board illustration			

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							(ii) We look forward to sitting our final examination					
	5	Examination	Preparations for exams	Listening Reading Speaking Writing	Grammar	A learner should be able to; tell what nouns are; tell what appear nouns are; give examples of proper nouns.	Nouns Nouns are names of people and objects. There are four types of nouns; 1. Proper nouns 2. Common nouns 3. Collective nouns 4. Abstract nouns Proper nouns. These are name of particular or specific persons, places or things. Proper nouns include personal names, geographical names, religious, physical features, hotels\& recreational centres, days, months, festivals, titles of books, magazines & news papers, languages, streets, organizations. etc.	Discussion Discovery Brainstorming	Chalkboard illustration	Respon sibility Self awaren ess	Giving example of proper nouns.	The sure key to success book 7 P.7 curriculum.

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	6			Listening Reading Speaking Writing	grammar	A learner should be able; Tell what common nouns are; Give examples of common nouns. Differentiate between countable & uncountable nouns.	Common nouns These are names of people, animals, objects, places etc. People e.g. boy, girl, women, husband, son,. write, uncle, etc Objects like, stones, books, trees, pens, fire etc. places like city, town, country, hotel, village, junction, centre, etc Common nouns are divided into countable and uncountable nouns. Uncountable nouns Solids like food, soil, sugar, salt et.c. Liquids, like water, oil, juice, milk, etc	Discussion Discovery Brain storming	Chalkboard illustration	Confidence Fluency	Mentioning example of common nouns,	A master guide in an integrated English course book 7
	7		Preparation for exams	Writing	Nouns	A learner; - Find plurals of nouns.	Countable nouns These are nouns that can be counted. Plurals of countable nouns. - Most nouns add's to the noun. - Some nouns add 'es' to the noun - Nouns that end = 's', 'ch', 'x' add 'es' to the noun. - Nouns that end in 'o' add 'es' to the nouns except some few nouns.	Discussion Discovery	Chalkboard & Flash cards	confidence, fluency, responsibility& self awareness	Finding plurals of various nouns.	A master guide in an integrated English course book 7

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8	1 &	Examinations	Preparation of exams.	reading	Grammar	A learner should be able to; - Find plurals of nouns.	**Plurals of nouns.** - Nouns that end in 'Fe' have their plurals ending in 'ves' after dropping f or fe. - Nouns that end in 'y' preceded by a vowel, we add 's' to the noun. - Nouns that end in 'Y' preceded by a consonant, we drop 'y' and replace if with 'ies'	Brain storming. Discussion	Chalkboard & Flash cards	confidence, fluency, responsibility& self awareness	Finding plurals of various nouns.	A master guide in an integrated English course book 7
	2			Speaking		A learner should be able to Find plurals of nouns.	Plurals of nouns - Irregular plurals. - Some nouns don't change. - Nouns that end in 's' and should as if they are plural. - Nouns that are expressed in pairs for singular and plural.	Discussion Brain storming	Chalkboard & Flash cards	confidence, fluency, responsibility& self awareness	Finding plurals of various nouns.	A master guide in an integrated English course book 7
	3			listening		A learner should be able; Find plurals of nouns.	Plurals of nouns Plurals of compound nouns. - Nouns that end in the and ph have their plurals ending in 's'. - The following nouns have more than one plural form.	Discussion Discovery	Chalkboard & Flash cards	confidence, fluency, responsibility& self awareness	Finding plurals of various nouns.	A master guide in an integrated English course book 7

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	4			reading writing listening speaking	Grammar	A learner should be able to; Find plurals of nouns.	Plurals of nouns - The plural of the following nouns is formed by changing to 'e'. - The following nouns that end in have their plurals changing from x to 'ces' - The following nouns that end in 'on' end their plurals with 'a'. - Nouns that end in 'um' have their plurals ending in 'a'. ('um', changes to a') or in both 'a' and 'ums'	Discussion Discovery Brainstorming .	Charts, chalkboard illustration, textbooks	Confidence, Fluency, Responsibility, Self awareness	Finding plurals of nouns Finding opposites of nouns, verbs & obligation.	A master guide in an integrated English course 7 The sure key to success book 7 curriculum.
	5					A learner should be able to find the plurals of nouns.	Plurals of nouns - The following nouns that end in 'us' change their plural ending in 'I' - The following nouns that end in 'a' form their plurals by ending in 'ae' - The following nouns form their plurals by adding 'ta'					
	6 & 7				Opposite	A learner should be able to; Find opposites of nouns, pronouns, verbs, adjectives and prepositions.	Opposites Nouns, adjectives, adverbs and prepositions have their opposites. - Some adjectives use suffixes, prefixes to form their opposites. - Some verbs take the prefix 'diz;	Brain storming Discussion Discovery	Charts, chalkboard illustration, textbooks	Confidence, Fluency, Responsibility, Self awareness	Finding opposites of nouns, verbs & obligation.	A master guide in an integrated English course 7 The sure key to success book

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							- Some verbs form opposites directly.					
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9	1 & 2	Examinations	preparation for exams	listening	Adverbs	The Learner Tell what adverbs are. Te how adverbs are formed.	Adverbs An adverb is a word that modifies a verb / adds meaning to a verb e.g. A snail moves slowly. - Types of adverbs - Formation of adverbs - Comparison of adverbs	Brain storming	Chalk board illustration	Forming adverbs		The sure key to success book 7 p.7 curriculum
	3			reading	Tenses	A learner should be able to' Use participle tenses	Participle tenses Participle tense is used to express an actively or action that he is taken place a few moments ago.	Discussion	Char\t, Bb illustration	Self awareness	Making sentences in participle tense	
	4			writing	Grammar tense	A learner should be able to ; Form participle of verbs	Formation of participles of verbs.	Brain storming	Fluency	Confidence	Forming participle verbs	
	5 & 6			speaking	Comprehension composition	A learner should be able to; Answer questions correctly. Write compositions	Comprehension passage. passage on preparation for examination Free composition writing on preparation for examination	Discussion	Charts, self awareness	Confidence	Answering question correctly Writing composition	

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			Sitting examinations	Listening Speaking Reading Writing	Vocabulary	A learner should be able to; - Read & write the vocabulary - Use the vocabulary in sentences	Vocabulary Pass mark, quality, timetable, invigilator, supervisor, instructions, ink, answers, marking, results, grades, aggregate, accurate, percent, candidate, cheat, malpractice, score, duration, examination.	Brain storming	Charts	Confidence	Making sentences using the vocabularies	The sure key to success book 7
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10	1 & 2	Examinations	Sitting examinations	Listening	Language structure	A learner should be able to; Join sentences using where as……	Where as …….. Many candidates passed. Okello failed. Where as many candidates passed, Okello passed.	Discussion, Brain storming, Discovery	Charts, chalkboard illustration, textbooks	Confidence, Fluency, Responsibility,	Joining sentences using the given structures	The Sure Key to success book 7, P 7 curriculum

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	3			speaking Reading		A learner should be able to; Joins sentences using …….in spite of …… A learner should be able to; Join the sentences using despite.	Use of …..in spite of …. Example Aboke was sick. Aboke came for the examination. In spite of her being sick, Aboke came for the examination, Aboke came for the examination in spite of her being sick. Despite: Example Zzlwa was late. He completed his examination time. Despite the fact that ZZiwa was late, he completed her examination on time.					
	4			writing		A learner should be able to; Use these adverbs in sentences,.	Use of rather ….than… e.g. like carpentry more than baking. - I would rather do carpentry than baking. 2. I would rather revise than playing.					
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The Sure Key to success Book 7, A master Guide in an integrated English course, P.7 Curriculum.		
Joining sentences using structures,	making pronouns from nouns	Find suitable prepositions
Confidence, Fluency, Self awareness, Responsibility.		
Charts, Chalkboard illustration.		
Discussion, Discovery, Brain storming		
Although - Use of although at the beginning and in the middle. Use of even though …. Use of even if…….. Use of …..though… Use of but/ …yet….	A pronouns A pronoun is a word used in place of a noun. Pronouns refer to persons, places, things or ideas without naming them again. - Personal pronouns - Possessive pronouns.	Prepositions Prepositions indicate words preceding another word or words usually a noun or noun phrases. Examples: In, under, against, over, below, besides, into, out of.
A learner should be able to; Join sentences using given structures.	A learner should be able to; Use suitable pronouns in sentences	A learner should be able to; Find appropriate prepositions for nouns phrases.
Language structures	Pronouns	Prepositions
Listening, Speaking, Reading, Writing		
Sitting examinations		
Examinations		
5	6	7

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11	1			Listening Speaking reading Writing	comprehension	A learner should be able to; - Respond to questions appropriately	Comprehension - Front page of an examination paper. - A time table about sitting examinations. - Results of exams	Brain storming	Chalkboard illustration	Responsibility	Answering questions correctly	Sure key to success
	2				Composition	A learner should able to; - Writes and completes the composition using the given words.	Guided story	Discussion Discovery Brain storming	Charts, Chalk board illustration	Confidence, Fluency	Writing sentences about the compositions	The sure key to success book p.7

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ENGLISH SCHEME OF WORK FOR TERM II

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1	1 & 2	Electronic media	radio and television	Speaking,, listening , writing reading	Vocabulary	(i) Reads given vocabulary. (ii) Uses the given vocabulary in correct sentences.	Radio and television vocabulary. Media, Internet, radio, television,. programme, music, announcement, knob, remote, volume, channel, speaker, speech, Gerial, guide, presenter, moderator, studio, advert, audience, station, tune, forecast.	Discovery, Discussion	Flash cards, Charts, textbooks	Identifying sound , Being sensitive, Logical reasoning Confidence	Activity on the use of vocabulary learnt in sentences	

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	3 & 4				Related structures	(i) Reads the given structures. (ii) Uses the given structures in sentences.	structures 1. Use of …and so… 2. Use of ….prefer…. 3. Use of …don't like/ …. hate….. 4. use of …necessary…. 5. Use of ,…. not necessary…. 6. use of …need(s) / ….don't need….. 7. use of …..needn't ….. 8. Use of ……needed have…… Use of …….. needn't have ……	Explanation			Activity on the given structures	
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**
1	5	Electronic media	Other electronic media		related Grammar	1. Uses the given articles in sentences. 2. writes the given abbreviation in full.	a. Articles. - Definition of article. - The a, an (b) Related abbreviatio9ns like CCTV, CD, DVD, email, P.O, SMS, URL, SIM, Rom, Ram, FM, SW.	Discovery, Discussion, explanation	Flash cards, charts, textbooks		The activity on articles and abbreviations	Spot, light English book seven.

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	6				Comprehension	(i) Reads the given work on comprehension (ii) Answers related qns correctly	Comprehension - passage on radio & Tv. - A poem on radio & TV,. - An advert on radio and T.V. - A radio / TV announcement			Logical reasoning . confidence	Activity on given comprehension	Sure key to success English book 7
	7					a) . Studies given pictures composition. b) Answers the given composition work.	Composition on radio and television. Picture composition			Logical reasoning confidence	Constructs sentences about the pictures	
2	1 & 2				vocabulary	a) Reads the given vocabulary. Uses the given structures in sentences.	Other electronic Media - Vocabulary Related new words					
	3 & 4				Structures	1. Reads the given sentences. 2. Uses the given structures in sentences (i)	Structures use…More interested in …… use …..than……. use ….. in order to … use of …..so as.to….. Use of …..ought to … Us of …ought not to … Use of ….must….. Use of ; has, have, had to……			Identifying sound. Being sensitive	Activity on the use of the given structures in sentences	Mk. English book.7, Spot light English book 7, Detailed English grammar.
	5				**Related grammar**	**A) Reads Given relative pronouns.**	**Grammar** **(a) Pronouns (relative pronouns)**	**Decision**	**Charts**		**Activity on pronouns**	

	6		Writing			a. reads given passages b. Answers related questions.	Comprehension passage work	**Discovery** **explanation**	**Flash cards,** **textbooks.**		Activity on the given passage	
	7					(a) reads given composition & answers it.	Composition. - Form filling / completion.				Activity on the given form filling.	
3	1 & 2	Rights responsibilities & Freedom	Children' s rights & responsibilities	Listening	Vocabulary	The learners; - Uses the vocabulary to construct sentences. - Pronounces the correct vocabulary. - Pronounces the respect, attend, shelter vocabulary correctly. - explains the meaning of the learnt words.	Vocabulary: freedom, rights, juvenile, care to construct sentences medication, properly, obedient., respect, attend, shelter, education.	Discussion	Chalk board illustration	Self esteem	Reading words correctly. Construct sentences using the vocabulary	P.7 curriculum page 30
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**
3	3 & 4	Rights responsibilities	Children' s rights &	speaking	Structures	The learner; - explains the usage of the learnt structures. - Constructs sentences using the learnt structures.	Use of; (a) ….more interested in ……. (b) in order to …….. © …….. in order to … (d) ….ought to ……	LSU	Chalk board illustration	Self awaren ess	Construct sentences using the structures.	Sure key to success book seven

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	5			Reading	Grammar	The learner; - Uses the relative pronouns to rewrite sentences.	Relative pronouns and relative clauses. 'e', 'who', which', 'which' 'whose', 'that' For example; 1. I met john. He had just returned from Kenya. (Join using 'who') I met John who had just returned from Kenya. - Compound relative pronouns e.g whichever, whatever, whoever.	Explanation	Discovery		Rewrite sentences using the relative pronouns	
	6					Uses the compound relative pronouns in the sentences .	For example. 1. Whoever, runs at night will get an accident. 2. He messes up in whatever he does.				Use the given compound relative pronouns to construct sentences.	
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**

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	7			Listening Speaking	Grammar	The learner; - Tells the difference between restrictive and non restrictive clauses. - Re-write sentences using the correct relative clause.	Relative clauses. Restrictive and non – restrictive clauses. Characteristics of restrictive & non – restrictive clauses. e.g. The horse was lame. We saw the horse. The horse which we saw was lame.	Discovery	Charts	Self esteem	Re-write sentenP.7ces using the relative clauses.	P.7 Curriculum
4	1 & 2			Writing reading	Grammar	The learner; - Tells when to use the future continues is used. - Constructs sentences in the future continuous tense correctly.	Future continuous tense, Used to predict the future plans. e.g. 1. We shall be leaving for Nairobi next week. 2. They will be writing exams soon.	Explanation	Chalkboard illustration	Appreci ation of oneself.	Construct sentence in the learnt tense.	Detailed English Grammar P.7 book
	3				Comprehension	The learner; - Reads the passage about children's rights & responsibilities.	Passage reading about children's Rights and Responsibilities	Discussion	Photocopied story.	Self awareness	Answer questions about the passage.	P.7 curriculum. Sure key to success page 85
	4					The learner; Reads the poem and answers questions about the poem.	Reads the poem and answer the questions that follow in full sentences.				Answer questions about the poem	Sure key to success page 10
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**

4	5	Rights, responsibilities and freedom	Animals needs and freedom	Listening	Guided composition	The learner; - Identifies the guiding words from the given responses. - Give the correct missing responses.	Dialogue completion. - Complete the dialogue by filling what you think were Simon's correct responses.	Explanation	Chalkboard illustration	Self-awareness	Complete the dialogue giving the missing response	Sure key to success page 92
	6 & 7			Speaking	Vocabulary	The learner; - Pronounces the words correctly. - Spells out the words correctly. - Constructs sentences using the vocabulary. - Tells the meaning for the words.	Capture, poach, poacher, protect, captivity, freedom, reproduction, responsibility, insemination, discomfort, injury, secure, torture, tease, hunger, thirst, hindrance, natural, sanctuary.,	Discovery Discussion	Photocopies of	Appreciation of oneself.	Construct sentences using the vocabulary	P.7 Curriculum
5	1 & 2			reading	Structures	The learner; - Tells the importance of each structure. - Use the structures.	Use of; i. Much as …….. ii. …needn't have … iii. ……as well as…. iv. ….while…….	L.S.U		Self esteem	Construct sentences using the structures	P.7 curriculum
	3				Grammar	The learner; - Find the full form of related abbreviations	Abbreviation and contractions e.g. WSPA- World Society for the Protection of Animals. WCU, USPA, UWA, WCU, ABS, ADI, AVAR, ASAB, CAPS			Interpersonal relationship	From short forms & complete the abbreviation	P.7 curriculum, Student's companion
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**

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5	4	Rights, responsibilities and freedom	Animals needs and freedom	Listening	Comprehension	The learner; Reads the dialogue & answers questions about the dialogue.	Dialogue Animals needs and freedom.	Discussion	Relia Chalk board illustration	Self esteem	Answer question about the dialogue	
	5			Speaking	Composition	The learner; Completes the composition using the given words.	Guided composition Fill the blank spaces with the missing words from the list. "Animal Needs and Freedom"	Explanation		Appreciation of oneself	Complete the composition using the words	
	6 & 7			Reading	Vocabulary	The learner; - Pronounces the words correctly. - Spells the words correctly. - Uses the words to construct sentences.	Pollution, garbage, refuse, flora, erosion, drought, floods, storms, fauna, manure, drainage, conserve, conservation, smoking, overgrazing, erode, famine.	L.S.U	Situational game.	Self awareness	Construct sentences using the learnt vocabulary.	
6	1	Environmental protection	Importance of environmental protection	Writing	Structures	The learner; - Constructs sentences using the structures.	Use of; - We must ….. to ….. b) …..so…… c) Since……. d) …..since……	Guided discovery		Interpersonal relationship	Complete the sentences using the given words	
	2				Grammar	The learner; - Forms & applies abstract nouns from the given words to complete sentences.	Abstract Nouns (Formation application) e.g. John has made a wise decision today. (decide) 2. Pupils couldn't understand his pronunciation. (pronounce)				Construct sentences using the structures.	

Wk	PD	TOPIC	SUB-TOPIC	SKILLS	ASPECTS	competences	TEACHING POINTS	METHODS	LEARNERS AIDS	LIFE SKILLS	ACT	REF
6	3 & 4	Environment protection	Ways of protection the environment	Listening	Grammar	The learner; Completes the proverb by the either giving the statement or comment. - Give the meanings of the proverbs.	Proverbs -- Meaning of proverbs. 1. Cut your coat according to your cloth. 2. A bird in hand is worth tow in the bush. 3. An apple a day. (Statement) keep the doctor way. (comment)	explanation	Chalkboard illustration	Self esteem	Complete the proverb and give their meaning,.	Sure key to success.
	5			writing	Comprehension	The learner; - Reads the poem correctly. - Answer the about the poem.	Poem: Fellow Ugandans/ Cry for the lost beauty.	Discussion	Reading cards	Appreciation of oneself.	Answer questions about the poem.	Sure key to success page 107
	6			reading	composition	The learner; - Constructs sentences about the pictures using the correct tense.	Picture composition (importance of environment)	LSU		Self awaren ess	Construct sentences to describe the pcutres	
	7			Speaking	vocabulary	The learner; - Pronounces the words correctly. - Spell out the words correctly. - Construct sentences using the vocabulary.	Refuse, erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose, incinerator, waster, basket.		Flash cards	Self identific ation	Construct sentences using the learnt vocabulary.	P.7 curriculum

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Wk	PD	TOPIC	SUB-TOPIC	SKILLS	ASPECTS	competences	TEACHING POINTS	METHODS	LEARNERS AIDS	LIFE SKILLS	ACT	REF
7	1 & 2	Environment protection	Ways of protection the environment	Speaking	Vocabulary	The learner; - Pronounces the words correctly. - Spell out the words correctly. - Constructs sentences using the vocabulary	refuse, erosion, terraces, crop rotation, mulching, dumping, pollute, conserve, erode, reserve, degrade, dustbin, dispose, incinerator, waste, basket.		Flash card	Self identification	Construct sentences using the learnt vocabulary	P.7 curriculum
	3			Listening	Language structure	The learner; uses 'had to' in constructions correctly.	Use of; e.g. We had to build terraces in order to protect the environment.	Explanation	Reading cards	Self esteem	Complete the similes	English revised page 113
	4 & 5				Grammar	The learner; - Complete the similes correctly.	Similes. Things can be compared because they are similar in some particular way, though quite different in other respects for example. 1. as strong as horse. 2. as timid as a mouse	Discussion	Charts	Appreciation of oneself	Complete the similes correctly.	Student' s companion
	6 & 7			Writing Reading		The learner; Constructs sentences using 'far' and a long way' correctly. Use 'long' or a long time ' correctly	Use of; ….far…./ along way…… 'far' is used with negative and interrogative sentences. Used in affirmative sentences. For example. 1. It is a long way from Jinja to Masaka. 2. It is not far from Jinja to Masaka. Use of; Long / a long time.	Guided discovery. Brain storming		Self identification	Use far to replace along way correctly. Construct sentences using ' long' and alongtime away'	

Wk	PD	TOPIC	SUB-TOPIC	SKILLS	ASPECTS	competences	TEACHING POINTS	METHODS	LEARNERS AIDS	LIFE SKILLS	ACT	REF
8	1 & 2	Environment protection	Ways of protection the environment	Listening	GRAMMAR	The learner; Uses 'long; and 'a long time in the sentences correctly. The learner; - Construct sentences using the given words.	'A long time' is used with affirmative sentences. for example. 1. Will you take long to mend that shoe? Yes, rather a longtime to do the job very well. Use of; plenty, a lot of, much, many a great deal.	Discussion	Chalkboard	Self esteem	Construct sentences using a long time and long.	
	3			Writing	Comprehension	The learner; - Reads the notice & answers questions correctly.	Notice Reads the notice carefully & answer the questions that follow. " National Forest Authority & (NEMA)	Explanation	Guided discovery	Self awareness	Answer questions about the notice	
	4			Speaking Reading	Composition	The learner; - Arranges sentences in order to form a story.	Guided composition Jumbled sentences 'our environment'				Arrange sentences to make a	
	5 & 6	Ceremonies	Marriage	speaking	Vocabulary	i.. Reads given vocabulary. ii. Uses them in sentences.	Vocabulary about marriage marriage, marry, ceremony, master of ceremonies, marital status, information, confirmation, Baptism, Religions marriages, state marriages, wedding engagement , couple, spouse, function, bride, bridal bridegroom, bridesmaid etc.	Explanation Discussion	Textbooks, Charts & cards	Confidence, Self esteem	Activity on marriage vocabulary and practice.	Spot light English book 7 , Sure key English book 7, Monitor English Book 7

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8	7	Ceremonies	Marriage	speaking, listening	Language structure	(i) reads given structures (ii) Uses given structures in correct sentences.	Structures; use of; a). Neither ……nor… b). Both …….and …..	Discovery	Flash cards	Self awareness	Activity on the use of given structures as instruced	Mk English Book 7
9	1 & 2			Writing	Grammar	a) Uses correct tenses in past perfect form. b) Uses correct tenses in future perfect form.	a). Past perfect tenses. - By the time …had… - We had …. by the time ….. b) Future perfect tense. by ……, …shall, have,,,,,, by ……, wll……have…. .	Discussion	Textbooks	Caring for oneself	Activity on the past perfect and future perfect tense.	Sure key to success English book seven
	3			Reading	Comprehension	(i) Reads the given comprehension correctly. (ii) Answers all the related questions well.	a). A passage about marriage. b0. A marriage certificate. c). A notice on marriage.	Brain storming.	Charts	appreciation	Activity on the give comprehension work on marriage	Monitor English Book seven
	4			Listening	Composition	i). Reads the given composition work. ii). Answers all related questions well.	a). Jumbled story.	Brain storming	Charts	Appreciation	Activity on the given composition work on marriage	Monitor English book seven

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Wk	PD	TOPIC	SUB-TOPIC	SKILLS	ASPECTS	competences	TEACHING POINTS	METHODS	LEARNERS AIDS	LIFE SKILLS	ACT	REF
9	5 & 6	Ceremonies	Funeral	speaking Writing	Vocabulary on funeral	(i) Reads given vocabulary on funeral. (ii) Uses them in correct sentence construction	Vocabulary on funeral, - Funeral burial, burying, funeral rites, widow, widower, orphan, mourner, a will, wailing, condolences, accident, pay respect, wreath, deceased, coffin, back cloth, corpse, grave, cremate, heir, heiress, state funeral, funeral service, ancestral ground, shroud, epitaph, dirge.	Discovery. Discussion	Flash cards Charts	Respect	Activity on the vocabulary usage about funeral	Mk. English Book seven.
	7			writing	Structure on funeral	(i). Reads given structures. (ii) Uses given structures in correct sentences.	Related structures on funeral. a). Use of ….always… b). Use of …often … c) Use of sometimes….. (d) Use of …seldom.. e). use of …daily / every day.	Brain storming	Textbooks	Love for others	Activity on the structure given.	Mk. English book 7

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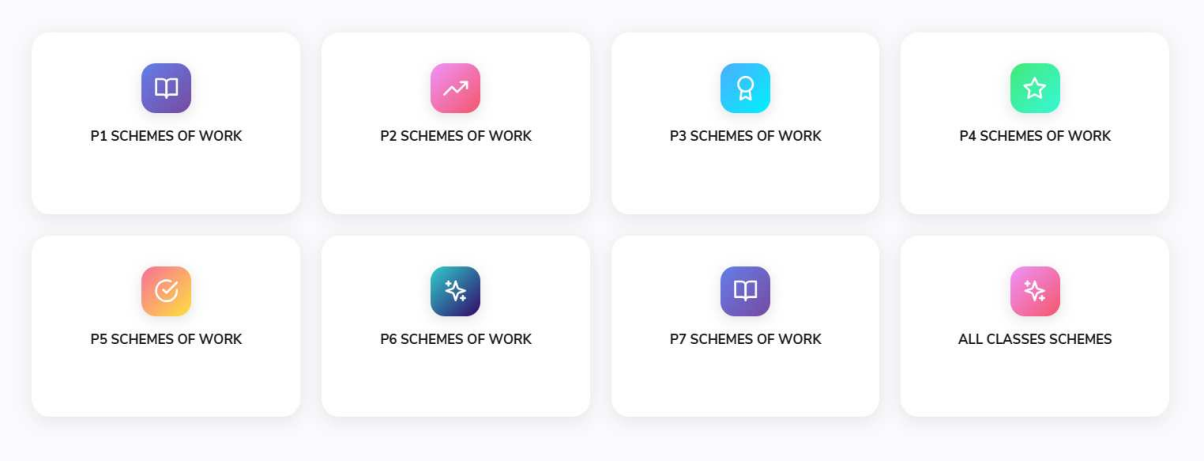
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10	1	Ceremonies	Funerals	Reading	Related Grammar	i) Reads the given abbreviations & contractions. ii). Writes the given abbreviations in full.	Related abbreviations & contractions. RSVP .. Rev. Mrs. R.I.P Mr. PTO S.O.S Temp DNA	Explanation Brain storming Discovery	Flash cards, Charts Textbooks	Respect Caring for others. Appreciation Love for others,	Activity on abbreviations	Mk. English book seven
	2 & 3			Listening	Related comprehension	(i). Reads given comprehension work well. (ii). Answers related question correctly.	Comprehension a funeral notice				Activity on comprehension work	Mk. English book seven
	4			Speaking	Related composition work	(i). Read the given composition work. ii). Answers related questions well.	Composition on funeral. 'death announcement' (a). Physical education (P.E) Importance of P.E Examples of P.E activities Comprehension on P.E Composition on PE Related vocabulary.				Activity on composition work given	Sport light English book seven.
							B) Art & craft. Importance of art . Making art pieces comprehension on art Composition on art & craft. Art exhibition. Related vocabulary.					

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							C)Music Dance & drama Values of MDD MDD activities Comprehension on MDD					
Wk	**PD**	**TOPIC**	**SUB-TOPIC**	**SKILLS**	**ASPECTS**	**competences**	**TEACHING POINTS**	**METHODS**	**LEARNERS AIDS**	**LIFE SKILLS**	**ACT**	**REF**
							Composition on MDD Related vocabulary					
							(d) Interjections (exclamatory) …what….! …How …..!					
							e) Synonyms : (a word for another) e.g. … easy = simple, hear = listen					
							f) Dictionary work (ABC order) g) Re- arranging words to form a correct sentence. h) Idioms and analogies.					

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