



P.7 ENGLISH GRAMMAR SCHEME OF WORK FOR SECOND TERM

LEARNING OUTCOMES

A learner;

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

W K	P D	TOPIC	SUBTOPIC	SKILLS	COMPETENCES	CONTENT/ASPECT	METHODS/ TECHNIQUES	LEARNING ACTIVITIES	INSTRUCTIONAL MATERIALS	INDICATORS OF LIFE SKILLS AND VALUES	REF	RE M
1	1 & 2	ELECTRONIC MEDIA	Radio/ Television	<i>listening speaking reading writing</i>	The learner: -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	<u>Vocabulary</u> <i>programme, music announcements, knob, volume, channel, speaker aerial guide presenter, studio advert, news, entertainment, broadcast, gospel, pop, tune line up, talk show, forecast</i>	Explanation Inquiry Question and answer Discussion Demonstration	*speaking *spelling *drawing *listening to radio/tv	*TV set *Radio *Tapes *DVDs VCDs *CDs *chalkboard illustrations	<i>effective communication identifying emotions being sensitive analysing of statements</i>	Mk Bk 7 Pupils bkPg 118 Trs copy pg 118- 122 Long man Pupils copy Bk.7 pg 113- 115	

For more schemes of work, please visit www.uganda.madpath.com

3 & 4	ELE CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner: -Uses the given structure to make correct sentences -writes the given exercise using the structure.	<u>If I</u> <i>If + present simple + shall/will e.g If you tune to this station, you will listen to a football commentary</i>	Question and answer Discussion Explanatio n	*oral and written practice using the structure	c/board illustrati ons A chart showing If I example s	<i>making critical statements after analysing situations</i>	Sylla bus Mk Bk 7 PplsB kpg 120 Long man pg 116	
5 & 6	ELE CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner -Uses the structure to make correct sentences. -Writes an exercise using the structure	<u>If I</u> <i>using Unless..... e.g. Unless you listen to the news, you won't know the current affairs.</i>	Discussion Question and answer Explanatio n	*writing sentences *forming sentences using the structures given. -oral and written practice	Charts on tenses c/board illustrati ons	<i>critical thinking respondin g to questions appropriat ely</i>	Mk Bk 7 Pupils copy pg 123- 125 Pupils copy pg 125	
2 1 a n d 2	ELE CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner: -uses the structure to make correct sentences -writes an exercise using the structure	<u>If II</u> <i>*If I had money I would buy a radio. *I would buy a radio If I had money</i>	Discussion Question and answer Explanatio n Singing	*constructi ng sentences using the structures given *oral and written practice	Charts written on example s of If clauses C/board illustrati ons Realia e.g. radio, T.V, tapes,	<i>effective communic ation critical thinking analysing of statements</i>	Mk Bk 7 Trs copy pg 123- 125 Pupil s copy pg 125 Long man pupil	

For more schemes of work, please visit www.uganda.madpath.com

									CDs, DVDs		s copy pg 119	
	3 a n d 4	ELE CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner: -Uses the structure given in correct sentences. -writes exercises using the structure given correctly	...and so.... <i>Joan is a good presenter and so is Amina</i>	Explanatio n Discussion Question and answer	*oral practice written exercise	c/board illustrati ons A chart written on example s of sentence s wit the structur e	<i>logical reasoning effective communic ation logical thinking</i>		
	5 a n d 6	ELE CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner: -makes correct sentences using the structure.	<u>I like.....</u> <i>I don't like.. I like listening to gospel music. I don't like the new programme</i>	Explanatio n Question and answer Discussion	*constructi ng sentences using the structures given oral and written practice	Learner' s daily experien ces	<i>critical thinking effective communic ation</i>	Mk Trs copy pg 122- 127 Pupil s copy pg 124- 125	
3	1 & 2	ELE CTR ONI C MED IA			A learner; - attempts a given revision exercise	<i>Revision exercise about Radios and Television</i>					Mk Bk.7 Trs copy pg 133 pupil s copy	

For more schemes of work, please visit www.uganda.madpath.com

										pg 132 Long man pg 121	
3 & 4	ELE & CTR ONI C MED IA	Radio/ Televisi on	<i>listening speaking reading writing</i>	The learner; -interprets the structure - makes oral sentences - attempts a give activity	<u>---by the time---</u> <i>Naboth will visit us after washing his clothes. Naboth will have washed his clothes by the time he visits us.</i>	Explanatio n Question and answer Discussion	*constructi ng sentences using the structures given oral and written practice	Chalkbo ard illustrati ons	<i>-fluency - articulatio n</i>	Mk Bk 7 Trs. Copy pg13 0-133 pupil s copy pg 130- 133 Long man pg 129- 133	
5 & 6	ELE & CTR ONI C MED IA	Other electro nic Media	<i>listening speaking reading writing</i>	The learner: -pronounces the vocabulary. -uses the vocabulary in correct sentences orally in written form.	<u>Vocabulary</u> <i>eject, on/off, guide, studio, entertainment, CD player, recorder, the internet, press, extension cable, CD- ROM, compact</i>	Dictation Discussion Explanatio n Question and answer Observatio n Look and say	*reading words spelling words constructin g oral and written sentences	CD player Cable Recorder A chart written on the vocabul ary	<i>fluency articulatio n audibility accuracy</i>	Mk BK 7 Trs. Copy pg 118- 122 Pupil s copy pg 121- 123 Long	

For more schemes of work, please visit www.uganda.madpath.com

										man pg 113- 115	
4	1 a n d 2	ELE CTR ONI C MED IA	Other electro nic Media	<i>listening speaking reading writing</i>	The learner: -Uses the structure to make correct sentences -writes the given exercise using the structure correctly	<u>If III</u> <i>If + past simple + would/could verb. E.g. If I had had a lot of money, I would have recorded all the gospel music on one DVD.</i>	Explanatio n Discussion Question and answer	*reading sentences constructin g sentences writing exercises	c/board illustrati ons a wall chart showing example s of sentence s in If III	<i>taking decisions analysing statements evaluative facts</i>	Mk Bk 7 Trs. Copy pg 123- 125 Pupil s copy pg 125 Long man pg 119
	3 a n d 4	ELE CTR ONI C MED IA	Other electro nic Media	<i>listening speaking reading writing</i>	The learner: -Uses the structures appropriately -reads the structures -writes exercises using the structures given correctly	<u>---needn't---</u> <i>-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.</i>	Explanatio n Question and answer Discussion	*constructi ng and reading sentences. oral and written practice	c/board illustrati ons A wall chart with written example s	<i>analysing statements making choices</i>	
	5 a n d 6	ELE CTR ONI C MED IA	Other electro nic Media	<i>listening speaking reading writing</i>	The learner: -reads the structure -uses the structure appropriately	<u>---and so---</u> <i>A CD should be kept well and so should a DVD.</i>	Explanatio n Question and answer Discussion	*oral and written practice	c/board illustrati ons A chart written on given	<i>respondin g to questions analysing statements</i>	

For more schemes of work, please visit www.uganda.madpath.com

					-writes exercises using the structure correctly				examples			
5	1 a n d 2	ELE CTR ONI C MED IA	Other electro nic Media	<i>listening speaking reading writing</i>	The learner: -changes sentences from direct to indirect speeches vice versa -reports or takes messages -writes out given exercises correctly	<u>Reported speech</u> using the three patterns -He said, "I am a radio presenter." -"I am a radio presenter," he said -"Why" Linda asked, "did you switch off the DVD?"	Explanatio n Discussion Question and answer Reporting	*changing sentences from direct to indirect speech and vice versa	c/board illustrations a chart written on examples of direct and indirect statements	evaluative facts logical thinking working in groups		
	3 a n d 4	ELE CTR ONI C MED IA	Other electro nic Media		The learner: -reads and spells words correctly. - make sentences	<u>Homophones</u> -aunt ant -dark duck -break brake -luck lack	Think Pair and Share	*discussin g making sentences	Dictiona ries	decision making awareness	Teach er's collec tion	
	5 a n d 6	ELE CTR ONI C MED IA	Other electro nic Media		The learner: -reads and spells words correctly. -arranges given words	<u>Alphabetical order</u> Arranging by the fourth letter. -mistake, miss, mist, mister	Think Pair and Share	*arranging given words	Dictiona ries	decision making awareness	Teach er's collec tion	
6	1 a n d 2	RIG HTS, RES PON SIBI LITI ES	Childre n's Rights and Respo nsibilit ies	<i>listening speaking reading writing</i>	The learner: -reads and spells words correctly. -Uses the vocabulary to construct good sentences.	<u>Vocabulary</u> forced, freedom, rights, food, shelter, education, care, clothing, life, help, properly, work, protection, medication, attend, peace,	Observatio n Explanatio n Question and answer	*reading the words. spelling the words. *constructi ng sentences	Dictiona ries c/board illustrati ons A wall chart	indication fluency articulatio n audibility	Mk Bk 7 Trs. Copy pg 147- 150	

For more schemes of work, please visit www.uganda.madpath.com

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

For more schemes of work, please visit www.uganda.madpath.com

	2	PON SIBI LITI ES AND FRE EDO M	and Respo nsibilit ies	writing	-Uses the given structures appropriately -writes out given exercises correctly using the given structures	<i>You should always move in groups in order to avoid child abuse. ---either---or--- You either provide food to your children or you risk going to prison</i>	Question and answer	sentences using the structures given oral and written practice	example s c/board illustrati ons				
	3 & 4	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	listening speaking reading writing	The learner: -Uses the given structure appropriately -uses the structure in daily experiences -writes out given exercises correctly	<i>---is likely to--- Making wrong friends is likely to affect your studies.</i>	Explanatio n Question and answer	*reading sentences constructin g sentences writing sentences correctly	c/board illustrati ons A chart written on given example s of the structur e	<i>accuracy guiding others making choices</i>			
	5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	listening speaking reading writing	The learner: -Uses given relative pronouns to join given sentences correctly to show that something or someone belongs to a person or people.	<u>Relative pronouns</u> <i>whose, who, where, when, that, what, whom which, why</i>	Explanatio n Discussion Look and say	*reading exercises, making sentences using the relative pronouns *writing answers to given exercises	A chart written on given example s of relative pronoun s c/board illustrati ons Realia e.g. bags, books	<i>logical reasoning respondin g to questions analysing statements</i>	Mk Bk 7 Pupil s copy pg 159		
8	1 & 2	RIG HTS, RES	Childre n's Rights	listening speaking reading	The learner: -writes out given exercises	<u>Future Continuous</u> <i>---will/shall be---ing---</i>	Story telling	*reading sentences	c/board illustrati ons	<i>making choices</i>			

For more schemes of work, please visit www.uganda.madpath.com

		PON SIBI LITI ES AND FRE EDO M	and Respo nsibilit ies	<i>writing</i>	correctly using the given structure. -construct good sentences in the future continuous tense.	<i>e.g. By this time tomorrow, I shall be writing my last paper. Next week, those pupils will be relaxing at the coast.</i>	Explanatio n Discussion Question and answer	forming sentences in the future continuous *re-writing given exercises correctly	A chart written on example s of sentence s in the future continuo us tense	<i>logical thinking</i>		
	3 & 4	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	<i>listening speaking reading writing</i>	The learner: -articulates words correctly. -spells and uses the vocabulary in sentences correctly	<u>Vocabulary</u> <i>capture, poach, protect, captivity, freedom, needs, reproduction, responsibilities, insemination, discomfort, injury, secure thirst, hunger hindrance, Natural, distress, frighten, poacher, sanctuary</i>	Explanatio n Question and answer Discussion Look and say	*reading the vocabulary *constructi ng sentences spelling and writing words and sentences	c/board illustrati ons strip cards A chart written on the vocabul ary	<i>audibility fluency confidence accuracy articulation</i>	Dictio nary	
	5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedo ms	<i>listening speaking reading writing</i>	The learner: -identifies animal freedoms and needs -uses given structures appropriately	<u>Structures</u> <i>Much as---</i> <i>Much as a cow is an animal, it also needs protection</i>	Explanatio n Discussion	*reading and writing sentences oral and written practice	c/board illustrati ons A chart written on given example s	<i>indication logical thinking making choices analysing statements</i>		
9	1 & 2	RIG HTS, RES PON SIBI	Animal needs and Freedo ms	<i>listening speaking reading writing</i>	The learner: -uses the structures given appropriately	<u>---did not need to---</u> <i>Obbo did not need to tie his goat on the motorcycle carrier.</i>	Explanatio n Discussion	*reading and writing sentences	c/board illustrati ons A chart written	<i>logical thinking making choices</i>		

For more schemes of work, please visit www.uganda.madpath.com

		LITI ES AND FRE EDO M			-construct own sentences using the structure given -write out given exercises correctly		Question and answer		on given example s.	taking decisions		
3 & 4	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedoms	listening speaking reading writing	The learner: -expresses him/her self using the structure given appropriately -construct good sentences using the structure given. -write out given exercises correctly.	<u>Where as---</u> <i>Where as people want their rights, they do not respect animal freedoms.</i>	Explanation Discussion Question and answer	*reading and writing sentences	c/board illustrations A chart written on given example s	logical thinking defending one's decisions			
5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedoms	listening speaking reading writing	The learner: -forms nouns from verbs correctly -spells and writes words correctly -writes a list of nouns formed from verbs. -writes out given exercises correctly.	<u>Formation of Nouns</u> <i>from verbs e.g. Sit seat Scarce-scarcity Warm-warmth Know-knowledge Thin-thought</i>	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 example s of verbs formed from nouns	audibility articulation accuracy asking questions			
10	1 a n	RIG HTS, RES PON	Animal needs and	listening speaking reading writing	The learner: -pronounces vocabulary appropriately	<u>Abbreviations and acronyms related to animal welfare</u>	Explanations	*	Resource Personnel i.e.	fluency accuracy articulation		

For more schemes of work, please visit www.uganda.madpath.com

	d	SIBI LITI ES AND FRE EDO M	Freedoms		-writes abbreviations related to animal welfare -writes short texts on animal needs and freedom	WSPA, UWEC, UWA USPA, WCU, ABS, ADI, AVAR, ASAB, CAPS	Question and answer Discussion Observation Look and say		veterinary officers. Dictionaries A chart written on abbreviations	sharing		
	3 & 4	RIG HTS, RESPON SIBILI TES AND FRE EDO M	Animal needs and Freedoms	<i>listening speaking reading writing</i>	The learner: -writes correct verbs in the past perfect tense. -writes out given exercises correctly	<u>Past Perfect Tense</u> <i>had gone had seen had done had dug had written etc.</i>	Explanation Question and answer Look and say Discussion	*reading and writing verbs completing given exercises correctly	c/board illustrations A chart written on verbs	<i>articulation accuracy fluency</i>		
	5 & 6	RIG HTS, RESPON SIBILI TES AND FRE EDO M	Animal needs and Freedoms	<i>listening speaking reading writing</i>	A learner; -makes sentences beginning with a gerund.	<u>Gerunds</u> <i>It was not good to slaughter animals. -Slaughtering animals was not good.</i>	TPS	*-making oral sentences	Chalkboard illustrations	<i>assertiveness fluency</i>		
1 & 2	1 & 2	ENV IRO NME NTA L	Importance of Environmental	<i>listening speaking reading writing</i>	The learner: -articulates and spells the words	<u>Vocabulary</u> <i>pollution, garbage, refuse, erosion, drought, floods, storms, source, raw materials,</i>	Observation Explanation Dictation	*reading and spelling words.	c/board illustrations strip cards	<i>accuracy articulation fluency confidence</i>	Mk Bk 7 Trs. Copy pg 134-	

For more schemes of work, please visit www.uganda.madpath.com

		PRO TEC TION	protect ion		-uses the vocabulary in sentences	<i>habitat, flora fauns, manure conserve, drainage, conservation smoking, burning, over grazing</i>	Look and say Question and answer	*writing and forming sentences using the vocabulary	A chart written on the vocabul ary Environ ment around the school.		137 Pupil' s copy pg 133- 135 Young talk readin gs from the New vision Newsp aper	
3 & 4	ENV IRO NME NTA L PRO TEC TION	Import ance of Enviro nment al protect ion	<i>listening speaking reading writing</i>	The learner: -identifies activities that affect the environment -constructs sentences using the given structures -writes out given sentences correctly using the structures given	<u>Structures</u> <i>We must ---to---</i> <i>We must protect our environment to have rain.</i> ----so ---- <i>-Our well was polluted so we did not have clean water.</i>	Discussion Explanatio n Question and answer	*reading sentences *constructi ng sentences completes and re- writes given exercises correctly	c/board illustrati ons A chart written given example s	<i>logical reasoning taking decisions</i>	Mk bk 7 Trs. Copy pg 137- 142 Pupil' s copy pg 136- 137 Engli sh comp ositio n and Gram mar pg 42-44		

For more schemes of work, please visit www.uganda.madpath.com

5 & 6	ENV IRO NME NTA L PRO TEC TION	Import ance of Enviro nment al protect ion	<i>listening speaking reading writing</i>	The learner: -uses the structure given in sentences appropriately -writes out given exercises correctly	<u>Structures</u> <i>Since---</i> <i>Since the forests have been cut, we shall have no rain.</i> <i>---since---</i> <i>We shall have no rain since the forests have been cut.</i>	Explanatio n Discussion Question and answer	*reading and writing sentences *constructi ng sentences using 'since' *re-writing given exercises correctly	c/board illustrati on A chart written on given example s	<i>accuracy confidence evaluating facts</i>		
1 2 & 2	ENV IRO NME NTA L PRO TEC TION	Import ance of Enviro nment al protect ion	<i>listening speaking reading writing</i>	The learner: -tells what abstract nouns are -gives examples of abstract nouns -forms abstract nouns from verbs and adjectives	<u>Abstract Nouns</u> <i>These are the names of feelings, ideas and other things we cannot see, touch or count.</i> <i>They do not exist on their own. E.g. pity, cruelty, obedience, stupidity, honesty, confusion</i>	Explanatio n Discussion Question and answer Look and say Dictation	*reading nouns spelling *writing a list of abstract nouns	c/board illustrati ons A chart written on example s of abstract nouns	<i>accuracy evaluative facts fluency articulation</i>		
3 a n d 4	ENV IRO NME NTA L PRO TEC TION	Ways of protect ing the enviro nment	<i>listening speaking reading writing</i>	The learner: -articulates and spells words correctly -uses words in vocabulary in sentences -looks up the meanings of words given in the dictionary	<u>Vocabulary</u> <i>refuse, erosion, terraces, crop rotation mulching, dumping, pollute, conserve, erode, reserve, degrade, dust bin, dispose, incinerator, waste basket</i>	Dictation Explanatio n Question and answer Discussion Look and say	*reading the vocabulary spelling words *constructi ng sentences *completi ng written exercises	c/board illustrati ons A chart written on the vocabul ary and some sentence s	<i>accuracy fluency articulation confidence audibility</i>	MK Bk. 7 Pupil' s copy pg 151- 153	

For more schemes of work, please visit www.uganda.madpath.com

5 & 6	ENV IRO NME NTA L PRO TEC TION	Ways of protect ing the enviro nment	<i>listening speaking reading writing</i>	The learner: -writes correct sentences using the structures given -tells measures that can be used to protect the environment	---as well as--- <i>Bush burning, as well as overgrazing, causes environmental degradation. ---had to--- We had to build terraces in order to protect our soil</i>	Explanatio n Question and answer Discussion	*reading sentences *constructi ng sentences oral and written practice	c/board illustrati ons A chart written on example s of correct sentence s	<i>confidence sharing accuracy making choices</i>	MK BK 77 Pupil' s copy pg 145	
-------------	---	---	---	---	---	--	--	---	---	--	--

For more schemes of work, please visit www.uganda.madpath.com