



P.7 ENGLISH GRAMMAR SCHEME OF WORK FOR SECOND TERM

W K	P D	TOP IC	SUBT OPIC	SKILLS	ASPEC T	COMPETENCE S	CONTENT	METHODS / TECHNIQ UES	LEARNI NG ACTIVI TIES	INSTRU CTIONA L MATERI ALS	INDICA TORS OF LIFE SKILLS AND VALUES	REF	R e m
1	1 & 2	ELE CTR ONI C MED IA	Radio/ Televisi on	Listenin g Speakin g Reading Writing	Gramm ar	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	Vocabular y programm e, music announce ments, knob, volume, channel, speaker aerial guide presenter, studio advert, news,	Explanatio n Inquiry Question and answer Discussion Demonstra tion	*speakin g *spelling *Drawin g *Listeni ng To radio/T V	*TV set *Radio *Tapes *DVDs VCDs *CDs *chalkbo ard illustrati ons	Effective commun ication Identifyi ng emotion s Being sensitive Analysin g of stateme nts	Mk Bk 7 Pupil s bk Pg 118 Trs copy pg 118- 122 Long man Pupil s copy	

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						entertainment, broadcast, gospel, pop, tune line up, talk show, forecast					Bk.7 pg 113- 115
3 & 4	ELE CTR ONI C MED IA	Radio/ Televisi on	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses the given structure to make correct sentences -writes the given exercise using the structure.	If I If + present simple + shall/will e.g If you tune to this station, you will listen to a football commenta ry	Question and answer Discussion Explanatio n	Oral and written practice using the structur e	c/board illustrati ons A chart showing If I example s	Making critical stateme nts after analysin g situatio ns	Sylla bus Mk Bk 7 Ppls Bk pg 120 Long man pg 116
5 & 6	ELE CTR ONI C MED IA	Radio/ Televisi on	Listenin g Speakin g Reading Writing	Gramm ar	The learner -Uses the structure to make correct sentences. -Writes an exercise using the structure	If I using Unless..... e.g. Unless you listen to the news, you won't know the current affairs.	Discussion Question and answer Explanatio n	*writing sentence s *Formin g sentence s using the structur es given. -Oral and written practice	Charts on tenses c/board illustrati ons	Critical thinking Respond ing to question s appropri ately	Mk Bk 7 Pupil s copy pg 123- 125 Pupil s copy pg 125 Long man

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												Pupils copy pg
2	1	ELE CTR ON C MED IA	Radio/ Televisi on	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -uses the structure to make correct sentences -writes an exercise using the structure	If I *If I had money I would buy a radio. *I would buy a radio If I had money	Discussion Question and answer Explanatio n Singing	*constru cting sentence s using the structur es given *Oral and written practice	Charts written on example s of If clauses C/board illustrati ons Realia e.g. radio, T.V, tapes, CDs, DVDs	Effective commun ication critical thinking Analysin g of stateme nts	Mk Bk 7 Trs copy pg 123- 125 Pupil s copy pg 125 Long man pupil s copy pg 119
	3	ELE CTR ON C MED IA	Radio/ Televisi on	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses the structure given in correct sentences. -writes exercises using the structure given correctly	...and so.... Joan is a good presenter and so is Amina	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	Logical reasonin g Effective commun ication Logical thinking	
	5	ELE CTR	Radio/ Televisi	Listenin g	Gramm ar	The learner: -makes correct	I like..... I don't	Explanatio n	Constru cting	Learner' s daily	Critical thinking	Mk Trs

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

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											133 Long man pg 129- 133
5 & 6	ELE CTR ONI C MED IA	Other electro nic Media	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -pronounces the vocabulary. -uses the vocabulary in correct sentences orally in written form.	Vocabular y Eject, on/off, guide, studio, entertainm ent, CD player, recorder, the internet, press, extension cable, CD- ROM, compact	Dictation Discussion Explanatio n Question and answer Observatio n Look and say	Reading words Spelling words Constru cting Oral and written sentence s	CD player Cable Recorder A chart written on the vocabul ary	Fluency Articulat ion Audibilit y Accurac y	Mk BK 7 Trs. Copy pg 118- 122 Pupil s copy pg 121- 123 Long man pg 113- 115
4 1 a n d 2	ELE CTR ONI C MED IA	Other electro nic Media	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses the structure to make correct sentences -writes the given exercise using the structure correctly	If III If + past simple + would/cou ld verb. E.g. If I had had a lot of money, I would have recorded all the	Explanatio n Discussion Question and answer	Reading sentence s Constru cting sentence s Writing exercise s	c/board illustrati ons a wall chart showing example s of sentence s in If III	Taking decision s Analysin g stateme nts Evaluati ve facts	Mk Bk 7 Trs. Copy pg 123- 125 Pupil s copy pg 125 Long

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						gospel music on one DVD.					man pg 119	
3	ELE CTR ONI C MED IA	Other electronic Media	Listening Speaking Reading Writing	Grammar	The learner: -Uses the structures appropriately -reads the structures -writes exercises using the structures given correctly	---needn't-- -- -You needn't have switched off the DVD because I was watching a nice film. -She needn't have bought an empty CD because it has no music	Explanation Question and answer Discussion	Constructing and reading sentences. Oral and written practice	c/board illustrations A wall chart with written examples	Analysing statements Making choices		
4												
5	ELE CTR ONI C MED IA	Other electronic Media	Listening Speaking Reading Writing	Grammar	The learner: -reads the structure -uses the structure appropriately -writes exercises using the structure correctly	---and so-- - A CD should be kept well and so should a DVD.	Explanation Question and answer Discussion	Oral and written practice	c/board illustrations A chart written on given examples	Responding to questions Analysing statements		
6												
5	ELE CTR ONI C	Other electronic Media	Listening Speaking	Grammar	The learner: -changes sentences from direct to	Reported speech using the three	Explanation Discussion Question	Changing sentences from	c/board illustrations A chart	Evaluative facts Logical thinking		
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	d	MEDIA		Reading Writing		indirect speeches vice versa -reports or takes messages -writes out given exercises correctly	patterns -He said, "I am a radio presenter." -"I am a radio presenter," he said -"Why" Linda asked, "did you switch off the DVD?"	and answer Reporting	direct to indirect speech and vice versa	written on example s of Direct and Indirect stateme nts	Working in groups		
	3	ELE CTR ONI C MEDIA	Other electro nic Media	Listenin g Speakin g Reading Writing	Compre hension	The learner: -reads and interprets the story -gives answers in full sentences. -uses other	Teacher's collection -passage	Discussion Story telling Question and answer Explanatio n	Reading Writing Answeri ng question s	c/board illustrati ons strip cards Realia	Making choices Giving instructi ons Logical reasonin g	Teach er's collec tion	
	4	ELE CTR ONI C MEDIA	Other electro nic Media	Listenin g Speakin g Reading Writing	Compos ition	The learner: -reads and recites the poem -read and comprehends the poem -answers questions in full sentences -writes information about a given electronic media	Teacher's collection POEM/DI ALOGUE	Explanatio n Discussion Question and answer	Reading Writing Reciting Role play	c/board illustrati ons A poem written on a chart	Fluency Audibilit y Confide nce Articulat ion	Teach er's collec tion	
	5	ELE CTR ONI C MEDIA	Other electro nic Media	Listenin g Speakin g Reading Writing	Compos ition	The learner: -reads and recites the poem -read and comprehends the poem -answers questions in full sentences -writes information about a given electronic media	Teacher's collection POEM/DI ALOGUE	Explanatio n Discussion Question and answer	Reading Writing Reciting Role play	c/board illustrati ons A poem written on a chart	Fluency Audibilit y Confide nce Articulat ion	Teach er's collec tion	
	6	ELE CTR ONI C MEDIA	Other electro nic Media	Listenin g Speakin g Reading Writing	Compos ition	The learner: -reads and recites the poem -read and comprehends the poem -answers questions in full sentences -writes information about a given electronic media	Teacher's collection POEM/DI ALOGUE	Explanatio n Discussion Question and answer	Reading Writing Reciting Role play	c/board illustrati ons A poem written on a chart	Fluency Audibilit y Confide nce Articulat ion	Teach er's collec tion	

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6	1 a n d 2	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -reads and spells words correctly. -Uses the vocabulary to construct good sentences. -Uses language related to rights and responsibilities	Vocabular y Forced, freedom, rights, food, shelter, education, care, clothing, life, help, properly, work, protection, medication , attend, peace, homework, obedient, respect, refuse, report,, grow, clean, tidy, responsibl e, abuse, mistreatm ent, early marriage, convict, imprison, innocent, sugar- daddy, sugar- mummy, drop out,	Observatio n Explanatio n Question and answer Discussion Look and say	Reading the words. Spelling the words. Constru cting sentence s using the vocabul ary. Looking up meaning of words in dictiona ries	Dictiona ries c/board illustrati ons A wall chart written on the vocabul ary strip cards	Indicatio n Fluency Articulat ion Audibilit y	Mk Bk 7 Trs. Copy pg 147- 150 Pupil s copy pg 158- 159
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						labour, abortion, bad touches, chores						
3	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Identifies rights and responsibilities -talks about rights and responsibilities -writes and completes given exercises correctly	Rights and Responsibi lities	Explanatio n Question and answer Discussion	Identifyi ng rights and responsi bilities Oral and written practice	A chart written on the vocabul ary c/board illustrati ons	Logical thinking Evaluati ng facts	Mk Bk 7 Trs. Copy pg Pupil s copy pg 151- 153	
5	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -uses the given structures appropriately -writes out given exercises correctly. -uses the given and learnt structures during personal experiences	Structures ---more interested in---- than--- e.g Girls are more interested in cooking than playing. ----ought to ---- All children ought to go to school	Explanatio n Discussion Question and answer	Compari ng oral and written practice	A chart written on given example s c/board illustrati ons	Accurac y Logical reasonin g		
7	1 & 2	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Childre n's Rights and Respo nsibilit ies	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses the given structures appropriately	---in order to--- You should	Explanatio n Discussion Question	Constru cting sentence s using	Charts with given example	Accurac y Logical reasonin g	

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	SIBI LITI ES AND FRE EDO M	Respo nsibilit ies	Reading Writing		-writes out given exercises correctly using the given structures	always move in groups in order to avoid child abuse. ---either--- or--- You either provide food to your children or you risk going to prison	and answer	the structur es given oral and written practice	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	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses the given structure appropriately -uses the structure in daily experiences -writes out given exercises correctly	---is likely to--- Making wrong friends is likely to affect your studies.	Explanatio n Question and answer	Reading sentence s Constru cting sentence s Writing sentence s correctly	c/board illustrati ons A chart written on given example s of the structur e	Accurac y Guiding others making choices			
5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE	Childre n's Rights and Respo nsibilit ies	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -Uses given relative pronouns to join given sentences correctly to show that something or	Relative pronouns whose, who, where, when, that, what, whom which,	Explanatio n Discussion Look and say	Reading exercise s, Making sentence s using the relative pronoun	A chart written on given example s of relative pronoun s c/board	Logical reasonin g Respond ing to question s Analysin g	Mk Bk 7 Pupil s copy pg 159		

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

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						insemination, discomfort, injury, secure thirst, hunger hindrance, Natural, distress, frighten, poacher, sanctuary		and sentences				
5 & 6	RIG HTS, RES PONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -identifies animal freedoms and needs -uses given structures appropriately	Structures Much as--- Much as a cow is an animal, it also needs protection	Explanation Discussion	Reading and writing sentences Oral and written practice	c/board illustrations A chart written on given examples	Indication Logical thinking Making choices Analysing statements		
9 1 & 2	RIG HTS, RES PONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -uses the structures given appropriately -construct own sentences using the structure given -write out given exercises correctly	---need not have--- Obbo need not have tied his goat on the motorcycle carrier	Explanation Discussion Question and answer	Reading and writing sentences	c/board illustrations A chart written on given examples.	Logical thinking Making choices Taking decisions		
3	RIG	Animal	Listening	Grammar	The learner:	Where as--	Explanation	Reading	c/board	Logical		

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	4	HTS, RES PONSIBILITIES AND FREEDOM	needs and Freedoms	g Speaking Reading Writing	ar	-expresses him/her self using the structure given appropriately -construct good sentences using the structure given. -write out given exercises correctly.	- Where as people want their rights, they do not respect animal freedoms.	n Discussion Question and answer	and writing sentences	illustrations A chart written on given examples	thinking Defending one's decisions		
	5 & 6	RIG HTS, RES PONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -forms nouns from verbs correctly -spells and writes words correctly -writes a list of nouns formed from verbs. -writes out given exercises correctly.	Formation of Nouns from verbs e.g. Sit seat Scarce-scarcity Warm-warmth Know-knowledge Thin-thought	Explanation Observation Look and say Question and answer Discussion	Reading verbs Forming verbs from nouns. Oral and written practice	c/board illustrations A chart written on examples of verbs formed from nouns	Audibility Articulation Accuracy Asking questions		
10	1 and 2	RIG HTS, RES PONSIBILITIES AND FREEDOM	Animal needs and Freedoms	Listening Speaking Reading Writing	Grammar	The learner: -pronounces vocabulary appropriately -writes abbreviations related to animal welfare -writes short texts on animal needs and	Abbreviations and acronyms related to animal welfare WSPA, UWEC, UWA USPA, WCU,	Explanation Question and answer Discussion Observation Look and say	Reading and writing abbreviations Writing texts about animal needs and	Resource Personnel i.e. veterinary officers. Dictionaries A chart written	Fluency Accuracy Articulation Sharing		

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					freedom	ABS, ADI, AVAR, ASAB, CAPS		freedom	on abbreviations			
3 & 4	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedoms	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -writes correct verbs in the past perfect tense. -writes out given exercises correctly	Past perfect tense had gone had seen had done had dug had written e.t.c	Explanatio n Question and answer Look and say Discussion	Reading and writing verbs completi ng given exercise s correctly	c/board illustrati on A chart written on verbs	Articulat ion Accurac y Fluency		
5 & 6	RIG HTS, RES PON SIBI LITI ES AND FRE EDO M	Animal needs and Freedoms	Listenin g Speakin g Reading Writing	Compos ition	The learner: -acts the dialogue on animal needs and freedom. -writes short texts related to animal needs and freedoms. -reads and comprehends the dialogue	DIALOGU E (Teacher's initiative)	Discussion Question and answer Explanatio n Dramatisa tion Role play	Reading the dialogue Acting the dialogue Writing short texts on Animal needs and freedom s	c/board illustrati ons A chart written on the dialogue	Making choices Taking decision s Critical thinking	Teach er's collec tion	
1 & 2	ENV IRO NME NTA L PRO TEC TIO	Import ance of Enviro nment al protect ion	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -articulates and spells the words -uses the vocabulary in sentences	Vocabular y Pollution, garbage, refuse, erosion, drought, floods,	Observatio n Explanatio n Dictation Look and say Question	Reading and spelling words. Writing and forming sentence	c/board illustrati ons strip cards A chart written on the	Accurac y Articulat ion Fluency Confide nce	Mk Bk 7 Trs. Copy pg 134- 137 Pupil'	

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	N					storms, source, raw materials, habitat, flora fauna, manure conserve, drainage, conservation smoking, burning, over grazing	and answer	s using the vocabulary	vocabulary Environment around the school.		s copy pg 133-135 Young talk readings from the New vision News paper
3 & 4	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	The learner: -identifies activities that affect the environment -constructs sentences using the given structures -writes out given sentences correctly using the structures given	Structures We must -- -to--- We must protect our environment to have rain. ----so ---- -Our well was polluted so we did not have clean water.	Discussion Explanation Question and answer	Reading sentences Constructing sentences Completes and re-writes given exercises correctly	c/board illustrations A chart written given examples	Logical reasoning Taking decisions	Mk bk 7 Trs. Copy pg 137-142 Pupil's copy pg 136-137 English composition and Grammar pg

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											42-44	
5 & 6	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	The learner: -uses the structure given in sentences appropriately -writes out given exercises correctly	Structures Since--- Since the forests have been cut, we shall have no rain. ----since--- We shall have no rain since the forests have been cut.	Explanation Discussion Question and answer	Reading and writing sentences Constructing sentences using 'since' Re-writing given exercises correctly	c/board illustrations A chart written on given examples	Accuracy Confidence Evaluating facts		
1 & 2	ENVIRONMENTAL PROTECTION	Importance of Environmental protection	Listening Speaking Reading Writing	Grammar	The learner: -tells what abstract nouns are -gives examples of abstract nouns -forms abstract nouns from verbs and adjectives	Abstract nouns These are the names of feelings, ideas and other things we cannot see, touch or count. They do not exist on their own. E.g. pity, cruelty, obedience, stupidity, honesty,	Explanation Discussion Question and answer Look and say Dictation	Reading nouns Spelling Writing a list of abstract nouns	c/board illustrations A chart written on examples of abstract nouns	Accuracy Evaluative facts Fluency Articulation		

						confusion						
3	ENV IRO NME NTA L PRO TEC TION	Ways of protect ing the enviro nment	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -articulates and spells words correctly -uses words in vocabulary in sentences -looks up the meanings of words given in the dictionary	Vocabular y Refuse, erosion, terraces, crop rotation mulching, dumping, pollute, conserve, erode, reserve, degrade, dust bin, dispose, incinerator , waste basket	Dictation Explanatio n Question and answer Discussion Look and say	Reading the vocabul ary spelling words Constru cting sentence s Comple ting written exercise s	c/board illustrati ons A chart written on the vocabul ary and some sentence s	Accurac y Fluency Articulat ion Confide nce Audibilit y	MK Bk. 7 Pupil' s copy pg 151- 153	
5 & 6	ENV IRO NME NTA L PRO TEC TION	Ways of protect ing the enviro nment	Listenin g Speakin g Reading Writing	Gramm ar	The learner: -identifies activities that conserve the environment -constructs good sentences using the structures given. -writes out exercises given correctly	If I If we don't- -- If we don't build terraces, the soil will erode. If III If we had not cut down all the trees, we would have had more rain.	Explanatio n Discussion Question and answer	Constru cting If - conditio nal sentence s. Oral and written practice	c/board illustrati ons. A chart written on conditio nal sentence s in the If clauses.	Confide nce Sharing Accurac y Making choices	Mk Bk 7 pupil' s copy pg 142- 145	
1 1	ENV	Ways	Listenin	Gramm	The learner:	---as well	Explanatio	Reading	c/board	Confide	MK	

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

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