**GRAMMAR SCHEME OF WORK FOR PRIMARY SIX TERM ONE**

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| WK | PD | TOPIC | SUBTOPIC | SKILL | ASPECT | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFESKILLS AND VALUES | T/L AIDS | REF | REM |
| 1 | 1 | adjectives | Meaning of adjectives | Listening  Speaking  Reading  writing | -identifying adjectives | The learner:  Uses the adjectives to describe how to use the road safely | -meaning of adjectives  And their uses | Demonstration  Group discussion | Identifying adjectives  -pronouncing adjectives | -clarity  -accuracy | A chart showing adjectives |  |  |
|  | 2&3 | adjectives | Kinds of adjectives | Listening  Speaking  Reading  writing | Kinds of adjectives | The learner  -uses the adjectives to describe how to the road safely | -adjectives of quantity such as some,. Much  -adjective of number such as each, every  -demonstrative adjectives such as that, these, this | Direct method  Look and say | -Identifying different types of adjectives  -using the correct adjective in the right spaces | Accuracy  Articulation  Confidence  fluency | textbooks |  |  |
|  | 4 | Adjectives | Comparison of adjectives | Listening  Speaking  Reading  writing | Comparison of adjectives | The learner:  -compares the adjectives correctly  -identifies the degrees of comparison | - the three degrees of comparison  -the use of –er and –est | Group discussion  Look and say  Demonstration | -forming the comparative and the superlative degree of adjectives  -completing the given table | Decision making  -giving and following instructions | A chart showing the comparative and the superlative degree |  |  |
| WK2 | 1&2 | adjectives | Order of adjectives | Listening  Speaking  Reading  writing | Order of adjectives | The learner:  -uses the adjectives in their right order when describing things | Adjectives can be arranged in a correct order if they are more than one. The following formula can be used NOPSHACOMP(N) | Whole class discussion  Demonstration  Look and say | -arranging adjectives in their correct order | Effective communication | Sentences on a chart showing the correct order of adjectives |  |  |
|  | 3 | adjectives | Parallel adjectives | Listening  Speaking  Reading  writing | Parallel adjectives | The learner:  -use the parallel adjectives to describes different activities | Parallel adjectives are used the comparative degree such as , The older you grow, the wiser you become.  -The more food you eat, the fatter you become.  The further he moves ahead, the more problems he will face. | Demonstration  Look and say  Whole class discussion | -constructing sentences using the parallel adjectives | Effective communication  Fluency | Pupil’s textbook |  |  |
|  | 4 | adjectives | ..as…….as | Listening  Speaking  Reading  writing | …as….as……. |  | The pattern is used to compare two things of the same colour, size, manner and quality.  -It can used with both negative and negative statements. | Whole class discussion  Demonstration  D.S.S | Constructing sentences using the pattern …as…as…… | Effective communication | Pupil’s textbook |  |  |
| WK 3 | 1 | Adverbs | Meaning of adverbs and their uses | Listening  Speaking  Reading  writing | Meaning of adverbs and their uses | The learner:  Uses adverbs to describe different actions | Adverbs are words which tell us more about verbs, adjectives and other words. There are different kinds of adverbs and these include, manner, frequency, place, time, number, degree and affirmation | Whole class discussion  Look and say  demonstration | Identifying adverbs in the given sentences  Grouping adverbs according to their classes. | Effective communication  Fluency  clarity | Pupil’s textbook |  |  |
|  | 2 | adverbs | Formation of adverbs | Listening  Speaking  Reading  writing | Formation of adverbs | The learner:  Forms adverbs and uses them correctly | -adverbs of manner are formed by adding ‘ly’ to the adjective  -adjectives ending in ‘e’ ,the ‘e’ is simply dropped before adding ‘ly’  -some adverbs are the same as adjectives | Observation  Demonstration  discussion | Forming adverbs from adjectives  Pronouncing the adverbs correctly | Effective communication  Clarity  fluency | Blackboard illustrations |  |  |
|  | 3 | Adverbs | Comparison of adverbs | Listening  Speaking  Reading  writing | Comparison of adverbs | The learner:  -compares adverbs correctly and uses them in sentences | -adverbs are compared in the same way as adjectives. We use both the comparative and superlative degree to compare.  We use more and most with adverbs ending in ‘ly’such as more carefully, most carefully. Some adverbs remain the same as adjectives such as fast, | Direct method  Demonstration  Look and say | Comparing adverbs  Using the adverbs in sentences | Effective communication  Fluency  clarity |  |  |  |
|  | 4 | structure | ..as soon as…. | Listening  Speaking  Reading  writing | ..as soon as…. | The learner:  -uses the structure ..as soon as…. In sentences. | As soon as can be used in place of immediately and no sooner because carry a similar meaning | Whole class discussion  Look and a=say | Constructing sentences using the structure as soon as both orally and written | Logical presentation of ideas | Blackboard illustrations |  |  |
| WK4 | 1 | structure | Must/ mustn’t | Listening  Speaking  Reading  writing | Must/ mustn’t | The learner  Uses the modal verbs sentences correctly | Must and mustn’t are called modal verbs. They are used to emphasize the importance of something | Whole class discussion | Constructing sentences using  The modal verbs | Clarity  fluency | Blackboard illustrations |  |  |
|  | 1 | structure | Must…unless | Listening  Speaking  Reading  writing | Must…unless | The learner:  Uses the structure sentences correctly | The structure can be used to emphasize the importance of something | Look and say  demonstration | Reading sentences  Constructing sentences using the structure | Patience  Endurance  responsibility | Blackboard illustrations |  |  |
|  | 2 | structure | When/because | Listening  Speaking  Reading  writing | When/because | The learner:  Uses the structures correctly | When is used to refer to time while is used to give a reason for doing something. When is used to refer to time | Look and say  Whole class discussion | Reading sentences  Constructing  Sentences using while and because | Clarity  Fluency  Logical presentation | Blackboard illustrations |  |  |
|  | 3 | structures | ..should always…… | Listening  Speaking  Reading  writing | …should always……. | The learner:  Uses the structure in sentences correctly | The structure …  Should always….can be used to show obligation and that it should be done regularly | Whole class discussion | Constructing sentences using the structure …...should always……. | Clarity  fluency | Blackboard  illustrations |  |  |
|  | 4 | structures | First..next……then…… | Listening  Speaking  Reading  writing | First..next…….then……… | The learner:  Uses the structure to describe different steps of doing things | The structure can be used to describe the necessary steps in doing something in the right way.  First look right next left then right before you cross the road. | demonstration | Reading sentences  Constructing sentences using the structure first..next..then | Logical presentation of ideas | Blackboard illustrations |  |  |
| WK5 | 1 | speeches | Direct speech(pattern one | Listening  Speaking  Reading  writing | Direct speech(pattern one) | The learner:  Writes direct speech in pattern one  Punctuates sentences correctly | Meaning of direct speech  How to write direct speech in pattern one  The correct use of the punctuation marks.  **He said, ‘CL……….’** | Whole class discussion | Reading sentences  Punctuating sentences  Constructing sentences | Logical presentation of ideas  clarity | Pupil’s textbooks |  |  |
|  | 2 | speeches | Direct speech(pattern two) | Listening  Speaking  Reading  writing | Direct speech(pattern two) | The learner:  Writes direct speech in pattern two correctly | Meaning of direct speech  How to write direct speech in pattern two  ‘**CL…,’ he said** | Whole class discussion | Reading sentences  Punctuating sentences  Constructing sentences | Logical presentation of ideas | Pupil’s textbooks |  |  |
|  | 3 | speeches | Direct speech(pattern three | Listening  Speaking  Reading  writing | Direct speech(pattern three) | The learner:  Writes direct speech(pattern three) | In pattern three, the reporter is placed in the middle of the sentence or one sentence is broken into two parts  **“CL…..,”said the man,’SL…..**’ | Whole class discussion | Readings sentences  Punctuating sentences  Constructing sentences | Logical presentation of ideas  clarity | Pupil’s textbook |  |  |
|  | 4 | speeches | Indirect speech | Listening  Speaking  Reading  writing | Indirect speech | The learner:  Reports sentences from direct speech to indirect speech correctly | Meaning of indirect speech  Changing from one tense to another. e.g the present continuous to the past continuous  Changing adverbs of time e.g. tomorrow to the following day and many others | Look and say  Group discussion  Whole class discussion | Reading sentences  Changing sentences from direct to indirect speech | Logical presentation  Fluency  clarity | Pupil’s textbook |  |  |
| WK6 | 1 | Reported speech | Reporting verbs, the use of that, elimination of quotation marks | Listening  Speaking  Reading  writing | Reporting verbs, the use of that and elimination of quotation marks | The learner:  Constructs identifies reporting verbs and uses them correctly | Reporting verbs include: said, told, says, asked, inquired, wanted, wondered  The word ‘that’ is used to show the reported speech | Brain storming  demonstration | Constructing sentences using the structures  Writing the given exercises | Logical presentation of ideas  Fluency  clarity | textbooks |  |  |
|  | 2 | structures | Although/even though /even if | Listening  Speaking  Reading  writing | Although/even though/even if | The learner:  Constructs sentences using the structures correctly | Although/even though/even if+condition+result  Result+ although/even if/even though+ condition | Brain storming  Look and say | Constructing oral sentences using the structures  Writing the given sentences | Logical presentation of ideas | textbooks |  |  |
|  | 3&4 | Changes in the tense of the verb | Changing sentences to indirect speech when the reporting verb is in the present tense | Listening  Speaking  Reading  writing | Changing sentences to indirect speech when the reporting verb is the present tense | The learner:  Changes sentences to indirect speech correctly | When the reporting verb is in the present or future tense, there is no change in the tense of the verb in indirect but when it is in the past tense, then the tense of the verb has to change.  He says that he is good at singing. He said that he was good at singing. | Whole class discussion  Brain storming | Oral construction of sentences  Writing the exercises | Logical presentation of ideas | textbooks |  |  |
| WK 7 | 1 | speeches | Special rules for questions in indirect speech | Listening  Speaking  Reading  writing | Special rules for questions in indirect speech | The learner:  Reports questions in indirect speech correctly  Identifies the different types of questions | There are two kinds of questions. There are questions which begin with questioning words such as who, when, where, how, which, whose. Other questions begin with helping verbs such as is, are, were, has, have, had, was | LSU  Demonstration  Brain storming | Reading sentences  Reporting questions in indirect speech | Clarity  Fluency  Logical presentation of ideas | textbooks |  |  |
|  | 2 | speeches | Revision exercise on reported speech | Listening  Speaking  Reading  writing | Revision exercise on reported speech | The learner:  Reads and follows the given instructions  Reports the given questions in reported speech | There are 20 numbers on reported speech | Group discussion | Writing the given exercise in the exercise books | Logical presentation of ideas | Teacher’s lesson notes |  |  |
|  | 3 | structures | If I were…….. | Listening  Speaking  Reading  writing | If I were …….. | The learner:  Constructs sentences using the structure correctly  Uses the right tenses with the structure | The structure can be used in conditional sentences IF(2). It is used with the would tense. The structure may be used either at the beginning or the middle of the sentence | Whole class discussion | Constructing sentences using the structure If I were……….. | Logical presentation of ideas | Pupil’s textbook |  |  |
|  | 4 | structures | Whereas…. | Listening  Speaking  Reading  writing | Whereas……. | The learner:  Constructs sentences using the structure correctly | The structure is used to show that two things or people we are comparing are really different | Whole class discussion brain storming | Constructing sentences using the structure  Reading sentences | Logical presentation of ideas, | Pupil, textbooks |  |  |
| WK 8 | 1 | Structural patterns | Hardly, scarcely, barely | Listening  Speaking  Reading  writing | Hardly, scarcely, barely and no sooner | The learner:  Uses hardly, barely , scarcely | Used to give a negative meaning or impression or to mean almost nothing  There is hardly anybody in the room | Whole class discussion | Constructing sentences using the structural patterns  Writing the given activity | textbooks | Accuracy  fluency |  |  |