PRIMARY SEVEN ENGLISH SCHEME OF WORK TERM I – III

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

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

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

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

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

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

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

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

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

TERM III

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

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

4	6	Languaga atmostures	The learners:	Illustration	Droblem selvine	Dooding	A chart	MK Pook 7 na	1
4	6	Language structures - If we don't	The learners; Reads:	- Illustration	- Problem solving	 Reading texts and 	A chart showing	- MK Book 7 pg 140 – 146	
	pds		Information on environmental	- Explanation	- Identifying different		structural	140 – 140	
		- Ife.g If we had not cut		- Discussion through	strategies.	answering	sentences		
		trees, we would	protection	group work Field visits		questions on	about the		
		have had rain.	Writes texts related to			ways of			
		as well as	environmental protection.	- Projects		protecting the environment.	language structures		
			environmental protection.	- Story telling.			that are		
		- Bush burning as				- Completing	given.		
		well as over grazing				word puzzles and other	giveri.		
		cause degradation.							
		had to				spelling exercises			
		- We had to mulch in							
		order maintain				correctly.			
<u> </u>	4	fertility.	The learners:	Illustration	Lintoning	A may carries as	Challchaard	lunian Frantish	
5	4	Grammar:	The learners;	- Illustration	- Listening	- Answering	Chalkboard	- Junior English	
	pds	Adverbs	- Tells the different types of	- Explanation	- Speaking	questions	illustration	revised Haydn	
		- Types of adverbs	adverbs.	- Demonstration	- Reading	oral and	Charts	Richards pg 58 – 61	
		Adverbs of placeAdverbs of time	- Constructs correct oral and	- Discussion	- Writing	written	showing	-01	
		Adverbs of timeAdverbs of	written sentences using		- Effective	-	comparison		
			different types of adverbs.		communication		formation of		
		frequency Formation of adverbs	- Forms adverbs from the		- Critical thinking		adverbs.		
			given verbs and adjectives.				auverbs.		
		♣ By addingly♣ E.g slow – slowly	- Compare the given adverbs						
		♣ Irregular formation	correctly.						
		of adverbs e.g	- Place adverbs in their						
		Good – well.	correct order in sentences						
		- Comparison of							
		adverbs.							
		- By addinger and -							
		est							
		e.g fast – faster –							
		fastest							
		emphasize, the use of							
		more and most.							
		- Opposites of							
		adverbs.							
		e.g Quickly – most							
		quickly.							
		- Position or order of							
		adverbs.							
		auveins.					Ì	1	

4	10 pds	COMPREHENSION CEREMONIES Vocabulary Marriage, religious marriage, cultural marriage, state marriage, baptism, confirmation, introduction, wedding, engagement, function, fiancé, rings	The learners; - Describes a given ceremony - Listens and responds to given extracts - Uses the given vocabulary in sentences	Story tellingGuided discussionIllustration	 Interpersonal relationships Interacting freely with others Forgiving others. 	 Using the vocabulary and structures appropriately. Listening to and telling stories. 	Real objects	- MK Book 7 173 ff - Longman Book 7.
4	12 pds	Language structures - Use of relative pronouns. Who, whose - Neithernor— - Bothand - Prefer e.g Most couples prefer having a religious marriage to a state one.	The learners; Uses language appropriate to specific ceremonies. Writes sentences using the different language structures related.	IllustrationGuided discussionExplanation	 Coping with emotions Identifying other people's emotions. Being sensitive about other people's feelings. Recognizing causes for different emotions. 	 Writing structured sentences as well as constructing them. Writing stories on real imaginary marriage ceremonies 	A chart showing structured sentences with the language structures.	- MK Book 7 pg 173 – 176
6	10 pds	PREPOSITIONS CONDITIONAL SENTENCES If 2 and If 3 Emphasize the use of "unless"	The learner; - Answers oral and written questions correctly - Constructs if 2 and if 3 sentences correctly.	IllustrationExplanationDemonstrationDiscussion	- Listening - Speaking - Reading - Writing	- Answering questions orally and in written.	Chalkboard illustration Charts showing compariso n and formation of adverbs	- Junior Grammar and composition.

7	10 pds	RELATIVE CLAUSES The use of who, whom, that, which, whose, - Using relative pronouns to complete sentences - the use of whose in a sentence - The correct use of relative pronouns with prepositions.	The learners; - Use the relative pronouns in oral and written sentences correctly	IllustrationExplanationDiscussion	- Listening - Speaking - Reading - Writing	- Constructing of oral and written sentences - Brain storming on the pronouns.	- Chalkboard illustration	- Revision English by Ronald Forest pg 89 – 93	
7	10 pds	ADJECTIVAL QUALIFIERS - Joining sentences using adjectival qualifiers of result. a) tooto - b)sothat c)such an/athat d)enough to Joining sentences using adjectival qualities of reason; a)because b)so that c)so as d)in order to e)in orderthat Joining sentences using correlative conjunctions. a)Neithernor b)neithernor c)and neither d)and so e) Eitheror	The learners should; - Construct oral and written sentences using the given adjectival qualifiers correctly.	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing - Creative thinking - Critical thinking	- Constructing of oral and written sentences Brain storming on the adjectival qualifiers	- Chalkboard illustrations	- Junior English Composition and Grammar.	

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

		N.B: Emphasize negative, past tense and question tags The use of "can" / "able to" / "capable of"/ "ability to"							
10.	10 pds	ADVERBIAL	The learner; Constructs oral and written sentences using the given adverbial clauses correctly.	- Illustration - Explanation - Discussion	- Listening - Speaking - Reading - Writing - Effective communication - Critical thinking.	- Constructing oral and written sentences	- Chalkboard illustrations - Text books	- Junior English Grammar	