

ENGLISH GRAMMAR SCHEME OF WORK FOR PRIMARY FIVE TERM 3 2023

Wk	PD	TOPIC	ASPECT	CONTENT	SKILLS	COMPETENCES	METHODS	ACTIVITIES	L/AIDS	REF	L/s indicator
2	1	PEAC E AND SECURITY	Formation of Abstract Nouns	Abstract nouns are names that denote ideas. They are usually formed from verbs and adjectives. We normally use suffixes to form them. Examples judge...judgment protect...protection etc.	Listening Speaking Reading writing	The learner; Explains what abstract nouns are. Forms correct abstract nouns from given words. Uses them to construct or complete sentences.	Whole class discussion Guided Discovery Explanation	Reading words Forming nouns Answering questions Constructing	Text books Charts Print outs	MK Prim English Book 5 Pages 194/195	

							and compl eting senen ces			
2		Conjunctions Using conjunction “and”	Conjunction “and” is used to mean “in addition to” It also used to connect two things or phrases <i>E.g. We arrested the thief and handed him to the police.</i>	Listening Speaking Reading writing	<i>The learner:</i> Constructs correct sentences using conjunction “and” Rewrites given sentences using the conjunction.	Group discussion Explanation Guided Discovery	Reading sentences. Constructing sentences. Rewriting sentences	Text books Charts Print outs	St Bernard English Bk 5 page 169	
3		Using conjunction	The conjunction is used to show contrasts e.g.	Listening	<i>The learner:</i> Constructs correct	Group discussion	Reading sentences.	Text books	MK Precise English	

3	1	<i>n</i> "Although/ But"	<i>Although we rang the police, they didn't respond immediately.</i>	<i>Speakin g Reading writing</i>	<i>sentences using conjunctions "Although/But" Rewrites given sentences using the conjunctions.</i>	<i>Explanati on Guided Discovery</i>	<i>Constructi ng sentences.</i>	<i>Charts Print outs Chalkbo ard layout.</i>	<i>page 144- 145</i>	

2	<i>Using Conjunction “....too.....to.....”</i>	<i>Example</i> <i>The armed thief was too dangerous for us to arrest.</i> <i>The night was too dark for me to walk home alone.</i>	<i>Listening Speaking Reading writing</i>	<i>The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly</i>	<i>Whole class discussion Guided Discovery Explanation</i>	<i>Reading sentences. Constructing sentences. Rewriting sentences.</i>	<i>Text books Charts Print outs</i>	<i>MK precise English Grammar</i>	<i>Page 120</i>	<i>Chalkboard layout.</i>

3		Using conjunction "Not only....but also....."	Examples Not only did the police shoot at him but also killed him. Not only is my dad a teacher but also a trader.	Listening Speaking Reading writing	The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly	Brain storming Whole class discussion	Reading sentences. Constructing sentences. Rewriting sentences.	Text books Charts Print outs Chalkboard layout.	Junior English Revised Page 44-45 MK precise English Grammar Page 121		
4	1	Alphabetic al Order	When arranging words in alphabetical order, one has to know the sequence of the alphabet. Examples	Listening Speaking Reading writing	the learner: Tells what alphabetical order or letters are.	Brain storming Group discussion			Junior English Revised page 44-45		

				<i>Judge, magistrate, criminal, case</i> <u>case, criminal, judge, magistrate.</u>		<i>Arranges the given words in alphabetical order correctly.</i>					
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2		<i>Related Opposites and similes</i>	<i>Examples defendant.....complainant punish.....reward guilty.....innocent</i> Similes Examples <i>Teacher is to classroom as judge is to court.</i>	<i>Listening Speaking Reading writing</i>	<i>The learner: Identifies the different words relate to banking with their opposites. Completes the given sentences and similes correctly.</i>	<i>Whole class discussion Brain storming</i>		<i>Text books Charts Print outs Chalkboard layout.</i>	<i>St Bernard English Book 5 pg176</i>	
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3		<i>The Present</i>	<i>This is the tense that talks about actions that have taken place. The</i>	<i>Listening Speaking</i>	<i>The learner differentiates this tense from other</i>	<i>Whole class discussion</i>			<i>St Bernard English</i>	
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			Perfect Tense	<p>helping verbs used are "has/have" e.g.</p> <p><i>The judge has sentenced the criminal to life in prison.</i></p>	g Reading writing	<p>related tenses</p> <p><i>Constructs and complete the given sentences in the given tense correctly.</i></p>	Brain storming			Book 5 pg167	
5	1		The Present Perfect Tense & its Passive	<p>When changing sentences in this tense to passive form, the helping verbs used are "have been/has been". The main verbs change to their participle forms.</p> <p><i>E.g. The criminals have arrested by the police.</i></p>	Listening Speaking Reading writing	<p><i>the learner: Gives correct sentences in this tense.</i></p> <p><i>Changes the given sentences in passive form correctly.</i></p>	<p>Whole class discussion</p> <p><i>Brain storming</i></p>	<p>Constructing sentences</p> <p><i>Reading sentences</i></p> <p><i>Completing and rewriting sentences</i></p>	<p>Text books</p> <p><i>Charts</i></p> <p><i>Print outs</i></p> <p><i>Chalkboard layout.</i></p>	<p>MK Precise English Grammar</p> <p><i>Pg 85</i></p>	

2		The past Simple Tense	<p><i>The Past Simple tense is used to talk about actions that took place sometime in the past. No helping verbs are used in this tense. The main verbs simply change to their past tenses.</i></p> <p><i>E.g.</i></p> <p><i>A thief broke into Juma's house last night.</i></p>	Listening Speaking Reading writing	<p><i>The learner differentiates this tense from other related tenses</i></p> <p><i>Constructs and complete the given sentences in the given tense correctly.</i></p>	Whole class discussion Guided Discovery Explanation	Constructing sentences Reading sentences Completing and rewriting sentences	Text books Charts Print outs	St Bernard English Book 5 pg166	
3		The Past Simple & the Passive	<p><i>In this tense, when changing the sentences to their passive voice, the helping verbs used are "was/were". The main verbs change to their participle forms</i></p> <p><i>E.g.</i></p>	Listening Speaking Reading writing	<p><i>the learner: Gives correct sentences in this tense.</i></p> <p><i>Changes the given sentences in passive form correctly.</i></p>	Whole class discussion Guided Discovery Explanation	Constructing sentences Reading sentences Completing and rewriting sentences	Text books Charts Print outs	MK Precise English Grammar Pg 86	

				<i>Juma's shop was broken into by a thief last night.</i>			<i>on</i>	<i>g and rewriting sentences</i>	<i>d layout.</i>		
6	1		<i>Affirmative, Negative & interrogative sentences</i>	<i>Affirmative sentence are also called positive sentences. Negative sentences suggest that something is untrue or didn't happen. They are normally qualified by the word "not or never" Interrogative sentences are those written in question form</i>	<i>Listening</i>	<i>the learner: Differentiates between affirmative, negative and interrogative sentences.</i>	<i>Brain storming</i>	<i>Constructing sentences</i>	<i>Text books</i>	<i>MK Precise English Grammar pg</i>	<i>92-98</i>

2	BANKI NG	Word Formati on, Opposites & Abbreviations.	word formation E.g. cash.....cashier account.....accountant Opposites E.g. deposit...withdraw save.....spend Abbreviations E.g. a/c.....account Cr..... credit	Listening speaking reading writing	the learner: Makes correct nouns from the given words. Gives correct opposites of the given words. Writes the given abbreviations in full.	Brain storming Whole class discussion Explanation Guided Discovery	Forming sentences Writing sentences Writing words if full forms		St Bernard English Book 5 pg 179-180	Confidence articulation
3		Conjunction "Neither....nor..."/ "...neither...nor...."	The conjunction is used only in negative sentence. Examples. Neither the cashier nor the teller is here. Wafula will neither deposit nor withdraw	Listening speaking Reading writing	The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly	Brain storming Whole class discussion	Reading sentences. Constructing sentences.	Text books Charts Print outs Rewriting	St Bernard English Book 5 pg 183-184	Logical presentation of ideas

				<i>any money today. Wafula will not withdraw any money and neither will he deposit it.</i>			<i>Explanation Guided Discovery</i>	<i>sentences</i>	<i>d layout.</i>		
7	1		<i>Using “Immediately/ As soon as”</i>	<i>The conjunction “As soon as” means the same as “Immediately” Examples. As soon as I entered the bank, I went to the manager</i>	<i>Listening Speaking Reading writing</i>	<i>The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly</i>	<i>Whole class discussion Explanation Guided Discovery</i>	<i>Reading sentences. Constructing sentences. Rewriting sentences</i>	<i>Text books Charts Print outs Chalkboard layout.</i>	<i>St Bernard English Book 5 pg 184-185</i>	<i>Fluency articulation</i>
.	2		<i>Using “No soonerthan”</i>	<i>The conjunction means the same as “immediately”. It is used with “than” E.G. No sooner had I</i>	<i>Listening Speaking Reading</i>	<i>The learner: Constructs correct sentences using the given conjunction.</i>	<i>Whole class discussion Explanation</i>	<i>Reading sentences. Constructing sentences</i>	<i>Text books Charts</i>	<i>St Bernard English Book 5 pg 185-186</i>	<i>Confidence Fluency Logical presentation</i>

			<i>entered the bank than I went to the manager.</i>	writing	Rewrites the given sentences correctly	on Guided Discovery	sentences. Rewriting sentences	Print outs Chalkboard layout.		tion of ideas
3		Using "Hardly /Barely/ Scarcely " E.g. <i>Hardly had I entered the bank when I went to the manager.</i>	The conjunctions are used to mean the same as "Immediately". They are used with.."When".	Listening Speaking Reading writing	The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly	Brain storming Whole class discussion Explanation Guided Discovery	Reading sentences. Constructing sentences. Rewriting sentences	Text books Charts Print outs Chalkboard layout.	MK Precise English Grammar pg 122-123	Logical presentation of ideas

8	1		<i>The Present Simple Tense and the Passive</i>	<i>The present simple tense is used to talk about actions that happen from time to time.</i> <i>The adverbs of time commonly used are "daily/weekly/usually/of ten/ sometimes/every year/rarely/ etc.</i>	<i>Listening</i> <i>Speaking</i> <i>Reading writing</i>	<i>the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly</i>	<i>Whole class</i> <i>Whole class</i> <i>Explanation Guided Discovery</i>	<i>Reading sentences</i> <i>Constructing sentences</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layouts</i>	<i>St Bernard English Book 5 pg 182</i>	<i>Logical presentation of ideas</i>
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	2		<i>The Past Simple & the Passive</i>	<i>The Past Simple tense is used to talk about action that took place sometime in the past. No helping verbs are used in this tense. The main verbs simply</i>	<i>Listening</i> <i>Speaking</i> <i>Reading writing</i>	<i>the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly</i>	<i>Brain storming</i> <i>Whole class</i> <i>Explanation</i>	<i>Reading sentences</i> <i>Rewriting sentences</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i>	<i>MK Precise pg 186</i>	<i>Audibility fluency</i>
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				<i>change to their past tenses.</i> <i>E.g.</i>			<i>Guided Discovery</i>		<i>Chalkboard layout.</i>		
3			<i>The Future Simple Tense and the Passive</i>	<i>The future simple tense is used to describe actions that are likely to take place in the future.</i> <i>The helping verbs used are: "shall/will"</i> <i>E.g.</i>	<i>Listening</i> <i>Speaking</i> <i>Reading writing</i>	<i>the learner: Gives correct sentences in this tense.</i> <i>Changes the given sentences in passive form correctly</i>	<i>Brain storming</i> <i>Whole class discussion</i> <i>Explanation</i> <i>Guided Discovery</i>	<i>Reading sentences</i> <i>Rewriting sentences</i> <i>Print outs</i> <i>Chalkboard layout.</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i>	<i>Mk Precise Grammar Page 91.</i>	<i>Fluency Logical presentation of ideas</i>
9	1		<i>Direct Speech (Punctuation)</i>	<i>This is the speech where the reporter quotes the exact words of the speaker.</i>	<i>Listening</i> <i>Speaking</i> <i>Reading punctuation</i>	<i>The leaner: Explains what is meant by Indirect speech.</i>	<i>Brain storming</i> <i>Whole class punctuation</i>	<i>Reading sentences</i> <i>punctuatin</i>	<i>Text books</i> <i>Charts</i>	<i>Mk Precise Eng Grammar pages177/1</i>	<i>Logical presentation of ideas</i>

			<p><i>Examples (Pattern 1)</i></p> <p>1. Moses said, "I am very hungry."</p>	Reading writing	<p><i>Punctuates the given sentences in direct speech correctly.</i></p>	<p><i>discussion</i> <i>Explanation</i> <i>Guided</i> <i>Discovery</i></p>	<p><i>g sentences</i></p>	<p><i>Print outs</i> <i>Chalkboard layout.</i></p>	78	
2		<p><i>Direct Speech (Punctuation)</i></p>	<p><i>This is the speech where the reporter quotes the exact words of the speaker.</i></p> <p><i>Examples (Pattern 11)</i></p> <p><i>"I am hungry," said Moses.</i></p>	<p>Listening Speaking Reading</p>	<p><i>The learner: Gives correct sentences in direct speech.</i></p>	<p><i>Brain storming</i> <i>Whole class discussion</i></p>	<p><i>Reading sentences</i> <i>Constructing sentences</i> <i>punctuating sentences</i></p>	<p><i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i></p>	<p><i>Detailed English Grammar</i> <i>Pg 67--81</i></p>	

3			Indirect speech	Changes of pronouns, adverbs of time, and other speech parts in Reported speech	Listening Speaking Reading writing	The learner: <i>Identifies the different words that change in reported speech.</i> <i>Changes the given words into reported speech correctly</i>	Whole class discussion	Reading sentences <i>Constructing sentences</i> <i>Punctuating sentences</i> <i>Rewriting sentences</i>	Text books <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i>	Detailed English Grammar <i>Pg 67--81</i>	
10	1		Indirect speech	Changing sentences into indirect speech Examples "I am hungry now," said Moses. Moses said that he was hungry then.	Listening Speaking Reading writing	The learner: <i>Gives correct sentences in indirect speech in this Pattern.</i> <i>Rewrites given sentences in indirect</i>	Whole class discussion	Reading sentences <i>Constructing sentences</i> <i>Punctuating sentences</i> <i>Print outs</i>	Text books <i>Charts</i> <i>Print outs</i>	Detailed English Grammar <i>Pg 67--81</i>	

					<i>speech correctly.</i>		<i>punctuatin g sentences</i> <i>Rewriting sentences</i>	<i>Chalkbo ard layout.</i>		
2		<i>Indirect speech</i>	<i>Reporting Questions and commands</i> <i>Examples</i> <i>“What is your father’s name?” the teacher asked.</i> <i>The teacher wanted to know what my father’s name was.</i> <i>2. “Wake up now, girls,” the matron ordered.</i> <i>The matron ordered the girls to wake up then.</i>	<i>Listenin g</i> <i>Speakin g</i> <i>Reading writing</i>	<i>The learner: Gives examples of sentences in in form of commands and questions. Rewrite the given sentences in Reported speech correctly</i>	<i>Whole class discussion</i> <i>Guided Discovery</i>	<i>Reading sentences</i> <i>Constructi ng</i> <i>punctuatin g sentences</i> <i>Rewriting sentences</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkbo ard layout.</i>	<i>Detailed English Grammar</i> <i>Pg 67--81</i>	