

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 <i>indicator</i>
2	1	PEACE AND SECURITY	Formation of Abstract Nouns	<p>Abstract nouns are names that denote ideas. They are usually formed from verbs and adjectives.</p> <p>We normally use suffixes to form them</p> <p>Examples</p> <p>judge...judgment</p> <p>protect...protection etc.</p>	Listening Speaking Reading writing	<p>The learner; Explains what abstract nouns are.</p> <p>Forms correct abstract nouns from given words.</p> <p>Uses them to construct or complete sentences.</p>	<p>Whole class discussion</p> <p>Guided Discovery</p> <p>Explanation</p>	<p>Reading words</p> <p>Forming nouns</p> <p>Answering questions</p> <p>Constructing</p>	<p>Text books</p> <p>Charts</p> <p>Print outs</p>	MK Primary English Book 5 Pages 194/195	

								and compl eting senten ces			
	2		Conjunctio ns Using conjunctio n "and"	Conjunction "and" is used to mean "in addition to" It also used to connect two things or phrases E.g. We arrested the thief and handed him to the police.	Listenin g Speakin g Reading writing	The learner: Constructs correct sentences using conjunction "and" Rewrites given sentences using the conjunction.	Group discussion Explanati on Guided Discovery	Reading sentences. Constructi ng sentences. Rewriting sentences	Text books Charts Print outs	St Bernard English Bk 5 page 169	
	3		Using conjunctio	The conjunction is use to show contrasts e.g.	Listenin g	The learner: Constructs correct	Group discussion	Reading sentences.	Text books	MK Precise English	

			<i>n</i> <i>"Although/</i> <i>But"</i>	<i>Although we rang the</i> <i>police, they didn't</i> <i>respond immediately.</i>	<i>Speakin</i> <i>g</i> <i>Reading</i> <i>writing</i>	<i>sentences using</i> <i>conjunctions</i> <i>"Although/But"</i> <i>Rewrites given</i> <i>sentences using the</i> <i>conjunctions.</i>	<i>Explanati</i> <i>on</i> <i>Guided</i> <i>Discovery</i>	<i>Constructi</i> <i>ng</i> <i>sentences.</i> <i>Rewriting</i> <i>sentences</i>	<i>Charts</i> <i>Print</i> <i>outs</i> <i>Chalkbo</i> <i>ard</i> <i>layout.</i>	<i>page</i> <i>144- 145</i>	
3	1		<i>Using</i> <i>conjunctio</i> <i>n</i> <i>"..so...that.</i> <i>."</i>	<i>Examples</i> <i>The judges so busy that</i> <i>we couldn't speak to</i> <i>him.</i> <i>The case was so simple</i> <i>that even the village</i> <i>chief could handle it.</i> <i>etc.</i>	<i>Listenin</i> <i>g</i> <i>Speakin</i> <i>g</i> <i>Reading</i> <i>writing</i>	<i>The learner:</i> <i>Constructs correct</i> <i>sentences using the</i> <i>given conjunction.</i> <i>Rewrites the given</i> <i>sentences correctly</i>	<i>Whole</i> <i>class</i> <i>discussion</i> <i>Guided</i> <i>Discovery</i> <i>Explanati</i> <i>on</i>	<i>Reading</i> <i>Placing</i> <i>adverbs in</i> <i>their right</i> <i>places</i>	 <i>Text</i> <i>books</i> <i>Charts</i> <i>Print</i> <i>outs</i>	<i>MK Precise</i> <i>English</i> <i>Page 144-</i> <i>145</i> <i>St Bernard</i> <i>Book 5</i> <i>page 168</i>	

									<i>Chalkboard layout.</i>		
	2		<i>Using Conjunction</i> <i>"....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</i> <i>Speaking</i> <i>Reading</i> <i>writing</i>	<i>The learner:</i> <i>Constructs correct sentences using the given conjunction.</i> <i>Rewrites the given sentences correctly</i>	<i>Whole class discussion</i> <i>Guided Discovery</i> <i>Explanation</i>	<i>Reading sentences.</i> <i>Constructing sentences.</i> <i>Rewriting sentences.</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i>	<i>MK precise English Grammar</i> <i>Page 120</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		Alphabetical 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><i>case, criminal, judge, magistrate.</i></u>		<i>Arranges the given words in alphabetical order correctly.</i>					
	2		<i>Related Opposites and similies</i>	<i>Examples</i> <i>defendant.....complainant</i> <i>punish.....reward</i> <i>guilty.....innocent</i> Similes Examples <i>Teacher is to classroom as judge is to court.</i>	<i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>writing</i>	<i>The learner:</i> <i>Identifies the different words relate to banking with their opposites.</i> <i>Completes the given sentences and similies correctly.</i>	<i>Whole class discussion</i> <i>Brain storming</i>		<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i>	<i>St Bernard English Book 5 pg176</i>	
	3		<i>The Present</i>	<i>This is the tense that talks about actions that have taken place. The</i>	<i>Listening</i> <i>Speaking</i>	<i>The learner differentiates this tense from other</i>	<i>Whole class discussion</i>			<i>St Bernard English</i>	

			Perfect Tense	helping verbs used are “has/have” e.g. The judge has sentenced the criminal to life in prison.	g Reading writing	related tenses Constructs and complete the given sentences in the given tense correctly.	Brain storming			Book 5 pg167	
5	1		The Present Perfect Tense & its Passive	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. E.g. The criminals have arrested by the police.	Listening Speaking Reading writing	the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly.	Whole class discussion Brain storming	Constructing sentences Reading sentences Completing and rewriting sentences	Text books Charts Print outs Chalkboard layout.	MK Precise English Grammar Pg 85	

	2		<i>The past Simple Tense</i>	<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>	<i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>writing</i>	<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>	<i>Whole class discussion</i> <i>Guided Discovery</i> <i>Explanation</i>	<i>Constructing sentences</i> <i>Reading sentences</i> <i>Completing and rewriting sentences</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard layout.</i>	<i>St Bernard English Book 5 pg166</i>	
	3		<i>The Past Simple Tense & the Passive</i>	<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>	<i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>writing</i>	<p><i>the learner:</i></p> <p><i>Gives correct sentences in this tense.</i></p> <p><i>Changes the given sentences in passive form correctly.</i></p>	<i>Whole class discussion</i> <i>Guided Discovery</i> <i>Explanation</i>	<i>Constructing sentences</i> <i>Reading sentences</i> <i>Completing</i>	<i>Text books</i> <i>Charts</i> <i>Print outs</i> <i>Chalkboard</i>	<i>MK Precise English Grammar Pg 86</i>	

				<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 Speaking Reading writing</i>	<i>the learner: Differentiates between affirmative, negative and interrogative sentences. Constructs correct sentences in the different forms. Rewrites sentences from one form to another.</i>	<i>Brainstorming Whole class discussion Explanations Guided Discovery</i>	<i>Constructing sentences Reading sentences Writing sentences.</i>	<i>Text books Charts Print outs Chalkboard layout.</i>	<i>MK Precise English Grammar pg 92-98</i>	

2	BANKING	Word Formation, 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. Rewriting	Text books Charts Print outs Chalkboard	St Bernard English Book 5 pg 183-184	Logical presentation of ideas

				any money today. Wafula will not withdraw any money and neither will he deposit it.			Explanati on Guided Discovery	sentences	d layout.		
7	1		Using “Immed iately/ As soon as”	The conjunction “As soon as “ means the same as “Immediately” Examples. As soon as I entered the bank, I went to the manager	Listenin g Speakin g Reading writing	The learner: Constructs correct sentences using the given conjunction. Rewrites the given sentences correctly	Whole class discussion Explanati on Guided Discovery	Reading sentences. Constructi ng sentences. Rewriting sentences	Text books Charts Print outs Chalkboar d layout.	St Bernard English Book 5 pg 184-185	Fluency articulati on
.	2		Using “No soonerthan”	The conjunction means the same as “immediately”. It is used with “than” E.G. No sooner had I	Listenin g Speakin g Reading	The learner: Constructs correct sentences using the given conjunction.	Whole class discussion Explanati	Reading sentences. Constructi ng	Text books Charts	St Bernard English Book 5 pg 185-186	Confiden ce Fluency Logical presenta

				<i>entered the bank than I went to the manager.</i>	<i>writing</i>	<i>Rewrites the given sentences correctly</i>	<i>on Guided Discovery</i>	<i>sentences. Rewriting sentences</i>	<i>Print outs Chalkboard layout.</i>		<i>tion of ideas</i>
	3		<i>Using "Hardly /Barely/ Scarcely"</i>	<i>The conjunctions are used to mean the same as "Immediately". They are used with.."When". E.g. Hardly had I entered the bank when 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>Brainstorming Whole class discussion Explanati on Guided Discovery</i>	<i>Reading sentences. Constructi ng sentences. Rewriting sentences</i>	<i>Text books Charts Print outs Chalkboar d layout.</i>	<i>MK Precise English Grammar pg 122-123</i>	<i>Logical presenta tion of ideas</i>

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. The adverbs of time commonly used are “daily/weekly/usually/of ten/ sometimes/every year/rarely/ etc.</i>	<i>Listening Speaking Reading writing</i>	<i>the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly</i>	<i>Whole class discussion Whole class discussion Explanation Guided Discovery</i>	<i>Reading sentences Constructing sentences</i>	<i>Text books Charts Print outs Chalkboard layout.s</i>	<i>St Bernard English Book 5 pg 182</i>	<i>Logical presentation of ideas</i>
	2		<i>The Past Simple Tense & 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 Speaking Reading writing</i>	<i>the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly</i>	<i>Brain storming Whole class discussion Explanation</i>	<i>Reading sentences Rewriting sentences</i>	<i>Text books Charts Print outs</i>	<i>MK Precise English Grammar pg 186</i>	<i>Audibility fluency</i>

				<i>change to their past tenses. 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. The helping verbs used are: "shall/will" E.g.</i>	<i>Listening Speaking Reading writing</i>	<i>the learner: Gives correct sentences in this tense. Changes the given sentences in passive form correctly</i>	<i>Brain storming Whole class discussion Explanation Guided Discovery</i>	<i>Reading sentences Rewriting sentences</i>	<i>Text books Charts Print outs 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 Speaking</i>	<i>The learner: Explains what is meant by Indirect speech.</i>	<i>Brain storming Whole class</i>	<i>Reading sentences punctuation</i>	<i>Text books Charts</i>	<i>Mk Precise Eng Grammar pages 177/1</i>	<i>Logical presentation of ideas</i>

				<i>Examples</i> <i>(Pattern 1)</i> <i>1. Moses said, "I am very hungry."</i>	<i>Reading writing</i>	<i>Punctuates the given sentences in direct speech correctly.</i>	<i>discussion</i> <i>Explanati on</i> <i>Guided</i> <i>Discovery</i>	<i>g sentences</i>	<i>Print outs</i> <i>Chalkbo ard layout.</i>	<i>78</i>	
	2		<i>Direct Speech</i> <i>(Punctu ation)</i>	<i>This is the speech where the reporter quotes the exact words of the speaker.</i> <i>Examples</i> <i>(Pattern 11)</i> <i>"I am hungry," said Moses.</i>	<i>Listenin g</i> <i>Speakin g</i> <i>Reading writing</i>	<i>The learner:</i> <i>Gives correct sentences in direct speech.</i> <i>Punctuates the given sentences in this pattern correctly.</i>	<i>Brain storming</i> <i>Whole class discussion</i>	<i>Reading sentences</i> <i>Constructi ng sentences</i> <i>punctuatin g 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>	

	3		Indirect speech	<p>Changes of pronouns, adverbs of time, and other speech parts in Reported speech</p> <p>Examples</p> <p>today.....that day</p> <p>tomorrow....the next day</p> <p>myself.....himself/herself</p> <p>mine.....his/hers</p> <p>last year.....the previous year</p>	<p>Listening</p> <p>Speaking</p> <p>Reading writing</p>	<p>The learner:</p> <p>Identifies the different words that change in reported speech.</p> <p>Changes the given words into reported speech correctly</p>	<p>Whole class discussion</p> <p>Brain storming</p>	<p>Reading sentences</p> <p>Constructing sentences</p> <p>punctuating sentences</p> <p>Rewriting sentences</p>	<p>Text books</p> <p>Charts</p> <p>Print outs</p> <p>Chalkboard layout.</p>	Detailed English Grammar Pg 67--81	
10	1		Indirect speech	<p>Changing sentences into indirect speech</p> <p>Examples</p> <p>"I am hungry now," said Moses.</p> <p>Moses said that he was hungry then.</p>	<p>Listening</p> <p>Speaking</p> <p>Reading writing</p>	<p>The learner:</p> <p>Gives correct sentences in indirect speech in this Pattern.</p> <p>Rewrites given sentences in indirect</p>	<p>Whole class discussion</p> <p>Brain storming</p>	<p>Reading sentences</p> <p>Constructing sentences</p>	<p>Text books</p> <p>Charts</p> <p>Print outs</p>	Detailed English Grammar Pg 67--81	

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