

P.5 ENGLISH GRAMMAR SCHEME OF WORK TERM 1

Expected learning outcomes.
-The learner is able to use appropriate vocabulary related to vehicle repair and maintenance
-The learner is able to use adequate vocabulary used in the print media and shows the desire to read and write articles in the print media.
-The learner is able to use arrange a vocabulary appropriate grammatical structures related to travelling.

WK	PD	TOPIC	SUB TOPIC	SKILLS	ASPECT	CONTENT	COMPETENCES	METHODS/TECHINIQUES	ACTIVITIES	INDICATORS OF LIFE SKILLS AND VALUES	T/L AIDS	REFERENCE	REM
1	1 and 2			Listening Speaking Reading Writing	Structures	Using …broke down…. Using when did ….break down? When did Ochola's bicycle break down?	The learner -uses the given structures correctly joins the given sentences using …who….	Guided discussion Question and answer	Joining sentences using ….who …..	Effective communication critical thinking Fluency Creative thinking	Text books	Mk EngBk 5 tr's guide page 5	

						Using ….who…. This is the lady who sells bicycles.						page 6	
	3 & 4		Noun	Listening Speaking Reading Writing	Gramm ar	A noun is a naming word of a person e.g animal, or thing,, school, kettle, sickness. Identification of noun in sentences They saw a big <u>snake</u>	The learner; -tells what nouns are -identifies nouns in sentences	Guided discussi on Explana tion	Identify ing nouns in sentenc es	Creative thinking Critical thinking Fluency Effective communi cation	Chalk boar d illust ratio n	The New first aid in Engli sh page 1	
	5 a n d 6			Listening Speaking Reading Writing		Types of nouns Proper nouns Common nouns Collective nouns Abstract nouns Possessive nouns Proper nouns Specific names of people, places, days of the week,	The learner -lists the types of nouns -tells what proper nouns are -Identifies proper nouns in given sentences	Explana tion	Identify ing proper nouns in sentenc es	Accuracy Critical thinking Effective communi cation	Chalk boar d illust ratio ns	Detai led Eng Gram mar page 79	

						months, titles of books, names of rivers, lakes, mountains							
2	1			Listening Speaking Reading Writing	Nouns	<u>Common nouns</u> Names given to groups of things e.g girl, town, table	The learner -Identifies common nouns in sentences	Question and answer	Identifies nouns in sentences	Critical thinking Self awareness Effective communication	Chalkboard	Mk Precise Eng page 21-22	
	2 and 3			Listening Speaking Reading Writing		<u>Collective nouns</u> These nouns stand for a group of things of the same kind. E.g a swarm of bees, a host of angels	The learner -completes sentences with the correct collective nouns	Explanation	Completing sentences	Accuracy Decision making Critical thinking	Chalkboard	Mk Precise Eng page 21-22	
	4 and 5			Listening Speaking Reading Writing	-do-	<u>Abstract nouns</u> Names of things which denote idea or state Forming nouns Nouns with ……..ness sick – sickness	The learner -Defines abstract nouns -Forms nouns from words using ness	Explanation	Forming nouns	Accuracy Decision making Critical thinking	Wall chart of nouns	Detailed Eng grammar	

						clever- cleverness sad – sadness kind – kindness happy – happiness clean – cleanliness							
	6			Listening Speaking Reading Writing		<u>Abstract nouns</u> Forming nouns from words Verbs educate – education connect – connection conduct – conduction deduct – deduction act- action inform – information attract – attraction	The learner -Forms nouns from the given verbs ending in tion -Makes sentences with the nouns	Question and answer Explanation	Forming nouns from verbs	Creative thinking Effective communication Self awareness	Chalk board illustrations	Mk Precise page 22	
3	1 a n			Listening Speaking Reading Writing	Nouns	<u>Abstract nouns</u> Forming nouns ending in 'sion' decide- decision	The learner -Forms nouns ending in 'sion'	Explanation	Forming nouns from verbs	Creative thinking	Wall chart	Mk Precise page	

	d 2					extend – extension suspend- suspension provide- provision divide- division	-Makes sentences with the learnt nouns	Question and answer		Effective communication Critical thinking		21-22	
	3 and 4			Listening Speaking Reading Writing		Abstract nouns Forming nouns ending in "nce' accept – acceptance appear – appearance assist – assistance defend – defence exist – existence	The learner -forms nouns ending in "nce" -makes sentences with the noun	Explanation discussion Question and answer	Forming nouns and sentences	Critical thinking Effective communication Decision making	Wall chart of nouns	MK precise page 21-22	
	5 and 6			Listening Speaking Reading Writing		<u>Abstract nouns</u> Forming nouns ending in ment move- movement manage – management judge – judgment encourage – encouragement advertise – advertisement	The learner -Forms nouns ending in ment -makes sentences using the nouns	Explanation Question and answer	Forming nouns and the making sentences	Self awareness Effective communication Critical thinking	Wall chart of nouns	Detailed Eng grammar page 87	

						agree – agreement employ – employment The ___ was clear							
4	1 and 2			Listening Speaking Reading Writing		<u>Abstract nouns</u> Mixed exercise Complete sentences using the words in the brackets The _____ of the new moon was followed by a heavy rainfall. (appear)	Pupils should be able to: -use the correct form of the words in the brackets	Guided discussion	Completing sentences	Critical thinking Decision making Effective communication	Chalkboard illustration	Mk precise English page 23	
	3 and 4			Listening Speaking Reading Writing	Print media	Vocabulary article, column, columnist, correspondent, crossword, editorial, journalist, media, reporter, sports	The learner -makessentences using the words	Guided discussion	Making sentences with the given words	Fluency Accuracy self awareness Creative thinking	Textbooks	Mk EngBk 5 page 54 P.5 curr page 8	
	5 an	Print media		Listening Speaking Reading Writing	Structures	<u>Using: turn to</u> …because …..about	The learner -uses the given structures correctly	Question and answer	Using the given	Self awareness	Textbooks	Mk EngBk 5	

	d 6					Turn to page five because there is an article about children's rights. Using: I can see cartoons on this page			structu res	Critical thinking Effective communi cation		page 55 Tr's guide P.5 Curr page 8	
5	1 a n d 2	Tens es		Listening Speaking Reading Writing	gramm ar	PRESENTSIMPLE TENSE It is used to describe actions taking place daily, weekly, monthly, yearly, etc He always listens to music Matovu goes to church on Sundays	The learner -makes oral sentences -uses correct forms of the verbs in brackets	Recitati on Explana tion Questio n and answer	Making oral sentenc es Comple ting sentenc es	Creative thinking Effective communi cation	Chalk boar d illust ratio n	Mk Preci se Eng gram page 162	
	3 a n d 4			Listening Speaking Reading Writing	structu re	Affirmative, negative and interrogative sentences She greets people She doesnot greet people	The learner -changes sentences to negative and interrogative	Explana tion Questio n and answer	Changi ng sentenc es	Creative thinking Effective communi cation	Chalk boar d illust ratio ns	Preci se gram mar page 102	

						Does she greet people?				Self awareness			
	5 and 6	Tenses		Listening Speaking Reading Writing	Structure	<u>Active and passivevoice of the present simple tense</u> The passive voice of the present simple tense is used as follows : is, am, are + a past participle verb E.g Kato plays football Football is played by Kato.	The learner -changes the given sentences to passive voice -changes the given sentences to active voice	Explanation Question and answer	Changing sentences	Self awareness Decision making Critical thinking	Chalkboard illustration	Mk precise Grammar page 92	
6	1 and 2	Tenses		Listening Speaking Reading Writing	structure	<u>Question tags</u> When the sentences is affirmative, the question tag must be negative and vice versa e.g He likes posho, doesn't he?	The learner -puts question tags on given sentences -makes sentences with their question tags	Explanation Question and answer	Making question tags	Accuracy Effective communication	Chalkboard illustrations	Mk Precise Grammar	

						It rains everyday, doesn't it? Peter doesn't eat meat, does he? They don't play football, do they?							
	3 and 4	Travelling		Listening Speaking Reading Writing	Vocabulary	Further, about, fare, ticket, seta, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, destination, passenger, travel, taxi, coach, by	The learner -describes different means of travel using the given vocabulary -spells the vocabulary -makes sentences using the vocabulary	Demonstration Discussion	Spelling new words Making sentences	Accuracy Effective communication	Chalkboard illustrations	Mk Precise Grammar P.5 Curr page 3-4	
	5 and 6			Listening Speaking Reading Writing	Structures	<u>Using"…..while…..</u> <u>"</u> <u>Examples</u> The conductor collected the fare The taxi was moving The conductor collected the fare	The learner -Joins sentences using the structure correctly	Explanation Discussion Question and answer	Joining given sentences using… while ….	Effective communication Critical thinking Creative thinking	Chalkboard illustrations	Mk Precise Grammar P.5 Curr page 3-4	

						while the taxi was moving							
7	1 and 2			Listening Speaking Reading Writing		<u>Using: While ……..</u> <u>Example</u> We were travelling One of the children started the children started crying While we were travelling, one of the children started crying	The learner -constructs their own sentences using the given structures -re writes and joins given sentences using the vocabulary	Question and answer Explanation	Constructing sentences	Effective communication Critical thinking Creative thinking	Constructing sentences	Chalkboard illustrations P.5 Curr page 3-4	
	3 and 4			Listening Speaking Reading	Structures	<u>Using … prefer….</u> <u>Example</u> I like travelling by bus I like travelling by taxi more I prefer travelling by a taxi to travelling by bus I like riding a bicycle more than driving a car I prefer riding a bicycle to driving a car	The learner -makes sentences using the given structures -Joins sentences using the structures	Guided discussion	Making sentences	Effective communication Critical thinking Creative thinking Self expressing	Chalkboard illustrations	Teachers collection P.5 Curr page 3-4 P.5 Curr page 4	

	5 and 6			Listening Speaking Reading Writing	structure	<u>The present continuous tense (now tense)</u> <u>It is used to express actions that are taking place now is, am + ing to the main verb e.g the shopkeeper is selling sugar.</u> <u>Use the correct form of the verb</u> <u>They are very fast. (run)</u>	The learner -Tells what present continuous tense is -Identifies the helping verbs used in the tense -Uses the correct form of the verb by adding "ing"	Explanation Question and answer	Making sentences in the present continuous tense	Effective communication Critical thinking Creative thinking Self expressing	created situations Tense charts	Mk Precise Grammar page 102 P.5 Curr page 3-4	
8	1 and 2			Listening Speaking Reading Writing	TENSES	<u>Affirmative, negative and interrogativesentences</u> She is eating an apple, She is not eating an apple. Is she eating an apple? We are travelling to Mombasa. We are not travelling to Mombasa.	The learner -adds question tags	Guided discussion Explanation	Making sentences	Effective communication Critical thinking Creative thinking Self expressing	Chalkboard illustration	Mk Precise grammar page 102	

						Are we travelling to Mombasa?							
	3 and 4			Listening Speaking Reading Writing		**<u>QUESTION TAGS</u>** She is eating an apple, isn't she? She is not eating an apple, is she? We are travelling to Mombasa, aren't we? We are not travelling to Mombasa, are we?	The learner -Adds question tags	Guided discussion Explanation	Making sentences	Effective communication Critical thinking Creative thinking Self expressing	Chalkboard illustrations	Mk Precise Grammar page 102	
	5 and 6			Listening Speaking Reading Writing		<u>Passive and activevoice of the present</u> continuous tense are, am, is + being + a past participle verb. e.g They are beating me. (active) I am being beaten (passive)	The learner -Changes the sentences to passive voice -Changes the given sentences from passive to active voice	Explanation Question and answer	Changing sentences to passive voice	Effective communication Critical thinking Creative thinking Self expressing	Chalkboard illustration	Mk Precise eng grammar page 92	

						Fred is cleaning the room (active) The room is being cleaned by Fred. He is drinking milk (active) Milk is being drunk (passive)							
9	1 and 2			Listening /speaking Reading Writing	Adverb	An adverb is a word that tells us more about a verb, an adjective or another adverb. E.g Grace is extremely beautiful He talks loudly <u>CLASSES OF ADVERBS</u> <u>Adverbs of manner</u> They tell us how something happens e.g They sing beautifully.	The learner -Defines adverbs -Identifies verbs in sentences. -Describes adverbs of manner -Forms adverbs from adjectives by adding “ly”	Explanation Question and answer	Using appropriate languag e Clarity Fluency	Using appropriate language Clarity Fluency	Chalk board illust ratio n	Mk Precise page 50 – 52 P.5 Curr page 4	

						How to form adverbs add “ly” clear- clearly quick – quickly							
	3			Listening Speaking Reading Writing		<u>Adverbs of time</u> Tell us when something happened e.g He came yesterday Other adjectives of time include : now, since, soon, before, today, already, last week	The learner: -Identifies adverbs of time in the given sentences	Explanation Question and answer	Identifying adverbs in sentences	Accuracy Clarity Fluency	Wall chart	Mk Precise Eng Grammar page 53 P.5 Curr page 4	
	4			Listening Speaking Reading Writing		<u>Adverbs of duration</u> These tell about the period an action lasted e.g They waited for three hours, an hour, a week, a year, moment etc	The learner -Makes sentences using the adverbs of duration	Explanation Question and answer	Identifying adverbs in sentences	Accuracy Clarity Fluency	Wall chart	Mk Precise Eng Grammar page 53	
				Listening Speaking		<u>Adverbs of frequency</u>	The learner	Explanation	Identifying	Accuracy	Wall chart	Mk Preci	

				Reading Writing		Tells us how often some thing happens/ happened e.g always , ever, seldom, usually, commonly, yearly, monthly, etc She often shouts in class	-Identifies adverbs of frequency in given sentences	Question and answer	adverbs of frequency	Clarity Fluency		se Eng Grammar page 53 P.5 Curr page 4	
10	1 and 2	Tenses		Listening Speaking Reading Writing	structure	<u>THE PRESENT PERFECT TENSE</u> The tense deals with events which have just taken place We use: Has/ have + a past participle verb e.g the farmers have grown maize. Use the words in the brackets. Peter has _____ home. (go)	The learner -tells what present perfect tense is -makes sentences in the present perfect tense.	Explanation Question and answer	Making sentences in the perfect tense	Fluency Accuracy Creative thinking Effective communication	Wall charts tenses	Mk Precise Grammar page 76 Junior eng grammar pg 12	

	3 and 4			Listening Speaking Reading Writing		Changes on verbs 'ed' is added on regular verbs e.g cook – cooked clean – cleaned push – pushed <u>Irregular verbs change</u> spellings completely speak – spoken go – gone hide – hidden see – seen sit – sat drink – drunk	The learner -Gives the past particle of verbs	Question and answer	Writing the past participle of verbs	Critical thinking Effective communication	Wall charts of tenses	Mk precise grammar pg 76 junior Eng grammar page 12	
	5 and 6			Listening Speaking Reading Writing		Affirmative, negative and interrogative sentences e.g Ruth has eaten pork. Ruth has not eaten pork Has Ruth eaten pork?	The learner -Changes the sentences to negative and interrogative	Guided discussion	Changing sentences to negative and interrogative	Effective communication Critical thinking Fluency	Chalkboard illustration	English grammar in use page 15	

11	1 and 2	Tenses		Listening Speaking Reading Writing	Structure	<u>Question and tags</u> Affirmative sentences take negative question tag and vice versa Moses has cut a tree, hasn't he? Moses has not cut a tree, has he? We haven't eaten lunch. Have we?	The learner -Adds question tags on sentences	Explanation Question and answer	Adding question tags on sentences	Critical thinking	Chalkboard illustration	Mk Precise Eng grammar page 92	
	3 and 4	Tense		Listening Speaking Reading Writing	Structure	<u>Active and passive</u> voice of the present perfect tense has/ have + been + a past participle verb. Musiime has cut a tree. A tree has been cut by Musiime. He has sung a nice song A nice song has been sung.	The learner -Gives the passive voice of the given present perfect tense -Changes given sentences to active voice	Guided discussion Brain storming	Changing sentences from active voice to passive voice and vise versa	Effective communication Creative thinking	Create situations Chalkboard illustration	Mk Precise English Grammar page 92	

	5 and 6	Conjunctions		Listening Speaking Reading Writing	Structure	<u>Although</u> Although is used to show both a negative and positive idea in a single sentences. e.g Although she is beautiful, she isn't married. she is not married although she is beautiful.	The learner -Joins the given sentences using although correctly	Guided discussion Question and answer	Critical thinking Effective communication Creative thinking	created situations	Created situations	Mk Eng Precise page 121	
12	1 and 2	Conjunctions		Listening Speaking Reading Writing	Structure	<u>So ….that and such a ….that…..</u> He was a rich man. he bought the whole village He was so rich that he bought the whole village. He was such a rich man that he bought the whole village.	The learner -Joins the given sentences using the given conjunctions	Guided discussion Question and answer	Joining sentences	Creative thinking Effective communication Rote method Self expression	Chalk board illustrations	Mk Eng Precise page 126	
	3 an			Listening Speaking Reading		<u>Neither …..nor…….</u>	The learner -Tells when neither is used	Explanation	Joining sentences	-do-	Calk board	Mk Eng Preci	

	d 4			Writing		It is used to show that none of the two will happen e.g He did not greet the visitors. He did not smile at them. He neither greeted the visitors nor smiled at them.	Join sentences using neither	Question and answer			illustration	se page 132	
	5 a n d 6			Listening Speaking Reading Writing		<u>Either…….. Or ….</u> It is used to show that one of the things will happen or happened. E.g He must laugh. He must cry He must either laugh or cry. Mary will eat fish. Mary may eat meat. Mary may eat either fish or meat.	The learner -joins the given sentence using either	Explanation Question and answer Brain storming	Joining sentences	Fluency Self expression Creative thinking Effective communication	Chalkboard illustration	Mk Precise eng grammar pg 130	

13	1 and 2	Conjunction		Listening Speaking Reading Writing	Structure	<u>……too…to…</u> It shows the idea of 'not' e.g That lady is very fat. She cannot run. That lady is too fat to run. "For" is used when joining sentences with different subjects e.g The desk is very heavy. I cannot carry it The desk is too heavy for me to carry.	The learner -joins given sentences using …too…to…	Explanation Question and answer	Joining sentences	Fluency Self expression Effective communication Creative thinking	Chalkboard illustrations	Mk eng precise grammar page 136	
	3 and 4			Listening Speaking Reading Writing		<u>….enough…to…..</u> Enough is used after an adjective or adverb e.g He ran fast. He won the race He ran fast enough to win the race	The learner -joins sentences using enough	Joining sentences using enough		Chalk board illustration	Mk Precise English Grammar page 134		

						He ran fast enough to win the race When one of the sentences is negative, use the opposite of the adjectives given "….not….enough to ….e.g I am very weak. I can't walk. I am not strong enough to walk						

N.B: (STRUCTURE)long way / not far. (travelling)

Common nouns

Singulars and plurals

a) **adding and plurals**

e.g ball – balls
toy- toys
girl- girls
table – tables

b) **adding 'es' to anoun**

e.g church – churches
bench – benches
class – classes
cloth – clothes

c) **Nouns ending in "o" add es**
echo – echoes
tomato – tomatoes
mango – mangoes

d) **Nouns which end in "o' but add "s" to form plurals**
radio – radios
video – videos
piano – pianos

e) **Changing 'y' to 'i' plus 'es'**
bakery – bakeries
lorry – lorries
ferry – ferries

f) **Some nouns that have a vowel before y take only 's'**
key – keys
toy – toys
chimney – chimneys
monkey – monkeys

g) **Nouns ending "fe" change "f" to "v" + "tes"**
wife – wives
knife – knives

h) **exceptional**
chief – chiefs
cliff – cliffs
belief – beliefs

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reef – reefs
roof – roofs

i) **Nouns ending in 'um' change to a**
stadium – stadia
memorandum – memoranda
referendum - referanda

j) **Nouns that change the middle letters**
tooth – teeth
man – men
mouse– mice
louse – lice
foot – feet

k) **Nouns ending in "us" change "us" to "i'**
fungus – fungi
stimulus – stimuli
cactus – cacti
syllabus – syllabi
radius – radi

l) **Nouns ending in "is" change to 'e"**
oasis – oases
axis- axes
analysis – analyses
crisis – crises
synthesis - syntheses

m) **Compound nouns**

are nouns made up of two or more words
a hyphen is used
head of state – heads of state
head of department – heads of department
tooth – brush – tooth brushed
house wife – house wives
by-election – by elections

n) **Exceptional**
passer by – passers by
looker –on – lookers – on

o) **nouns that don't change**
furniture – furniture
luggage – luggage
shee – sheep
music – music
news – news
physics – physics
measles – measles
phers – phers
shorts – shorts
bums – bums
scissors – scissors

PRESENT PERFECT TENSE (CHANGE ON VERBS)
double the last letter and add 'ed'
admit – admitted
stop – stopped
fit – fitted

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clap – clapped
mop- mopped
prefer – preferred
map – mapped

REPLACE 'Y' WITH 'I'
Cry – cried
Marry – married
Hurry – hurried
Copy – copied
Study – studied

Change 'I' to 'u'
Drink – drunk
Sing – sang
Shrink – shrunk
Swing – swung
Dig – dug
Cling – clung

Nouns ending in "f" change "f" to"v" and add"es"
calf – calves
wolf – wolves
shelf – shelves
leaf – leaves
loaf – loaves
self – selves

Verbs ending in ght
Catch –caught
Teach –taught
Think – thought
Buy – bought
Bring – brought

Verbs ending in 'en'
Take – taken
Shake – shaken

1. **ABSTRACT NOUNS (ssion)**
   permit- permission
   submit- submission
   admit- admission

2. **ABSTRACT NOUNS (al)**
   Arrive – arrival
   approve – approval
   revive – revival
   propose – proposal

Mistake – mistaken
Fall – fallen
See – seen
Swell – swollen
Steal – stolen
Write – written
Spring – sprung

Verbs of the 'ear"
Family change 'ea' to o
Tear- torn
Bear – born
Swear – sworn
Wear – worn

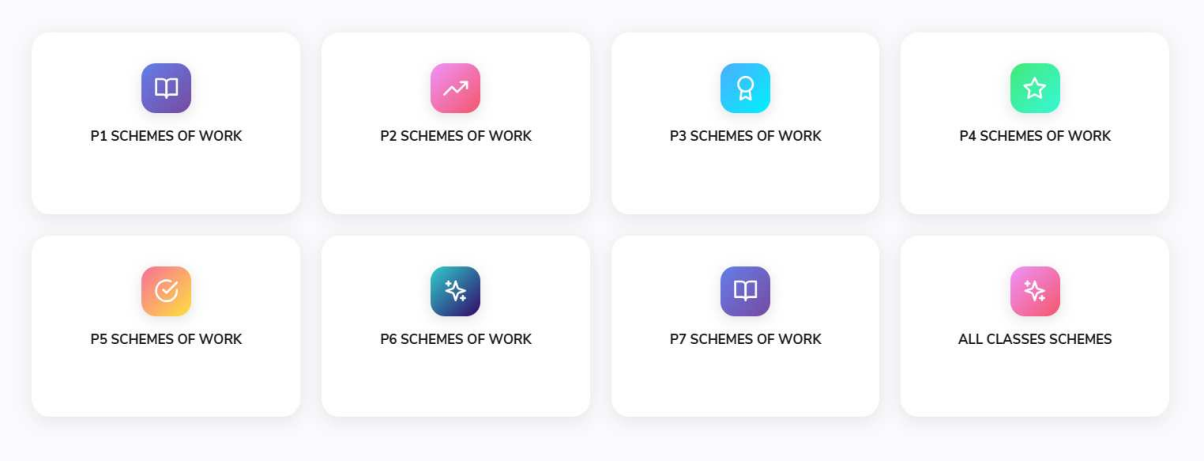
betray - betrayal

3. **ABSTRACT NOUNS (ry)**
discover- discovery
deliver – delivery

4. **ABSTRACT NOUNS (ence)**
silent - silence
present - presence
prefer- preference
differ – difference

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