P.5 ENGLISH SCHEME (GRAMMAR) TERM II

WK	PD	TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	METHODS	ACTIVITIES	L/SKILLS	T/AIDS	REF	REM
1	1	Punctuation	Full stop	Listening Speaking Reading Writing	**The learner;** Reads, writes and pronounces the words correctly Answers both the oral and written questions	**Full stop (.)** This is a punctuation mark used at the end of a statement i.e. sentences which are not questions or exclamations	Brain storming Explanation Question and answer Guided discovery	Reading, writing and pronouncing the words Answering both the oral and written questions	Effective communication, fluency, audibility, self awareness and critical thinking	Charts, chalk board illustration and text books	St. Bernard book 5 page 74	
	2	Punctuation	Question mark (?)	Listening Speaking Reading Writing	**The learner;** Reads, writes and spells the words correctly Defines a question mark	**Question mark (?)** A question mark is used at the end of a question e.g. What is your name? I am eating, aren't I ?	Brain storming Explanation Question and answer Guided discovery	Reading, writing and pronouncing the words Answering both the oral and written questions	Effective communication, fluency, audibility, self awareness and critical thinking	Charts, chalk board illustration and text books	St. Bernard book 5 page 75	

	3	Punctuation	Exclamation mark	Listening Speaking Reading Writing	**The learner;** Defines an exclamation mark. Answers both the oral and written questions correctly	**Exclamation mark** This is a punctuation mark used after an exclamatory sentence e.g. What a beautiful girl my sister is!	Brain storming Explanation Question and answer Guided discovery	Reading, writing and pronouncing the words Answering both the oral and written questions	Effective communication, fluency, audibility, self awareness and critical thinking	Charts, chalk board illustration and text books	St. Bernard book 5 page 75	
2	**1**	Punctuation	Comma	Listening Speaking Reading Writing	**The learner;** Defines a comma. Answers the questions asked correctly	**Comma** A comma is a punctuation mark used in question tags, separating two sentences e.t.c.	Brain storming Explanation Question and answer Guided discovery	Reading, writing and pronouncing the words Answering both the oral and written questions	Effective communication, fluency, audibility, self awareness and critical thinking	Charts, chalk board illustration and text books	St. Bernard book 5 page 75	

	2	Punctuation	Capital letters	Listening Speaking Reading Writing	**The learner;** Identifies where capital letters are put in a sentence	**Capital letters** A, B, C, D, E e.t.c . The above letters are used at the beginning of a sentence	Brain storming Explanation Question and answer Guided discovery	Reading, writing and pronouncing the words Answering both the oral and written questions	Effective communication, fluency, audibility, self awareness and critical thinking	Charts, chalk board illustration and text books	St. Bernard book 5 page 74	
	3	Punctuation	Inverted comas (“ ”) or quotation marks	Listening Speaking Reading Writing	**The learner;** Identifies where inverted commas as put in a sentence Answers both the oral and written questions	**Inverted commas / quotation marks (“ ”)** Inverted commas are used to enclose the actual word said by somebody direct speech e.g. “I am a teacher,” he said.	Explanation Brain storming Guided discovery Think pair share Guided discussion	Identifying where inverted commas are used in a sentence Answering both the oral and written questions	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	St . Bernard Book 5 page 75	
3	1	Pronouns	Personal pronouns	Listening Speaking Reading Writing	**The learner;** Defines a pronoun States the types of pronouns Defines a personal pronoun	**Pronouns** These are words which can be used in place of nouns e.g. I, We, He, She e.t.c.	Explanation Brain storming Guided discovery Think pair share Guided discussion	Defining pronouns Stating the types of pronouns Defining a personal pronounce	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	St . Bernard Book 5 page76 and Sure key book 5 page 98	

	2	Pronouns	Possessive pronouns	Listening Speaking Reading Writing	**The learner;** Defines possessive pronouns Gives the plural form of the given possessive pronouns	**Possessive pronouns** These are pronouns which shows possession e.g. mine, his, hers, theirs e.t.c.	Explanation Brain storming Guided discovery Think pair share Guided discussion	Defining possessive pronouns Giving the plural form of possessive pronouns given	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	Sure Key Book 5 page 99	
	3	Pronouns	Reflexive pronouns	Listening Speaking Reading Writing	**The learner;** Defines reflexive pronouns and states the examples	**Reflexive pronouns** These are pronouns formed by adding "self" or "selves" on the adjective pronouns	Explanation Brain storming Guided discovery Think pair share Guided discussion	Defining reflexive pronouns and stating the examples	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	Sure Key Book 5 page 99	
4	**1**	Adjectives	Comparison of adjectives (regular adjectives)	Listening Speaking Reading Writing	**The learner;** Defines adjectives Identifies the degrees of adjectives	**Adjectives** These are words which describe a noun **Degrees of adjective** - Positive - Comparative - Superlative Adjectives that take "er" "est"	Explanation Brain storming Guided discovery Think pair share Guided discussion	Defining adjectives Identifying the degrees of adjectives	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	Sure Key Book 5 page117	
	2	Adjectives	Regular adjectives which take "more" or "less"	Listening Speaking Reading Writing	**The learner;** Identifies the regular adjectives which take "more" or "less" Writes down the regular adjectives	**Regular adjectives which take adjectives which take "more" or "less" and "most" or "least"** **Examples** - Beautiful - Ignorant - Interesting - Careful	Brain storming Explanation Guided discovery Guided discussion	Idenitifying the regular adjectives which take "more" or "less"	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	Sure Key Book 5 page117	

	3	Adjectives	Application of degree of comparison in sentence and positive degrees	Listening Speaking Reading Writing	Answering both the oral and written questions correctly. Reads, writes and pronounces the given words correctly	**Using :…..as….as……** **Examples** Bob is as rich as Robinson My mother is as tall as my father A teacher is as important as a doctor e.t.c.	Brain storming Explanation Guided discovery Guided discussion	Answering both the oral and written questions correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	St. Bernard Book 5 page 89	
5	1	Adjectives	Using: …..no as ….as…..	Listening Speaking Reading Writing	Answers both the oral and written questions asked by the teacher	**Using:….. not as…….as….** **Examples** Katogo is not as clever as Mary The cat is not as fast as the hare.	Brain storming Explanation Guided discovery Guided discussion	Answering both the oral and written questions correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	St. Bernard Book 5 page 109	
	2	Adjectives	Comparative degree (Using: ……..than……..)	Listening Speaking Reading Writing	Reads, writes and pronounces the given words correctly Answers both the oral and written questions asked by the teacher correctly	**Using…. than…..** **Examples** Rose is fatter than Mary. An elephant is fatter than a cow. Peter is more friendly than his sister	Brain storming Explanation Guided discovery Guided discussion	Reading writing and pronouncing the given words correctly Answering both the oral and written questions correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	Sure key book 5 page 117	
	3	Adjectives	The superlative degree	Listening Speaking Reading Writing	Reads, writes and pronounces the given words correctly Answers both the oral and written questions asked by the teacher correctly	**The superlative Degree** **Examples** Of the three girls, Sarah is the tallest. Of the triplets, Timothy is the fattest.	Brain storming Explanation Guided discovery Guided discussion	Reading writing and pronouncing the given words correctly Answering both the oral and written questions correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration and text books	St. Bernard Book 5 page 89	

6	**1**	Adjectives	Irregular adjectives	Listening Speaking Reading Writing	**The learner;** Defines irregular adjectives Gives the examples of irregular adjectives	**Irregular adjectives** These are adjectives which change completely from the original words e.g. good …. better…. best many …. more ….most little…..less….least	Brain storming Explanation Guided discovery Guided discussion	Defining irregular adjectives Giving the examples of irregular adjectives	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure Key book 5 page 120	
	2	Adjectives	Application of a comparative degree	Listening Speaking Reading Writing	**The learner;** Answers both the oral and written questions asked by the teacher Reads and writes the given work	**Using: …. The … the….** **Example** The longer he worked, the more he earned The higher you go, the cooler it becomes	Brain storming Explanation Guided discovery Guided discussion	Answering both the oral and written questions correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure key book 5 page 30	
	3	Adjectives	Order of adjectives	Listening Speaking Reading Writing	**The learner;** Reads, writes and pronounces the given words correctly Answers the questions asked by the teacher	**Order of adjectives** We use the formular "NOPS HACOMN while answering the question s about order of adjectives N- Number OP opinion S –size /shape H-height A -Age C-colour O-Origin M-material N-noun	Brain storming Explanation Guided discovery Guided discussion	Reading, writing and pronouncing the words correctly. Answering the wuestions	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	MK book 6 page 107	

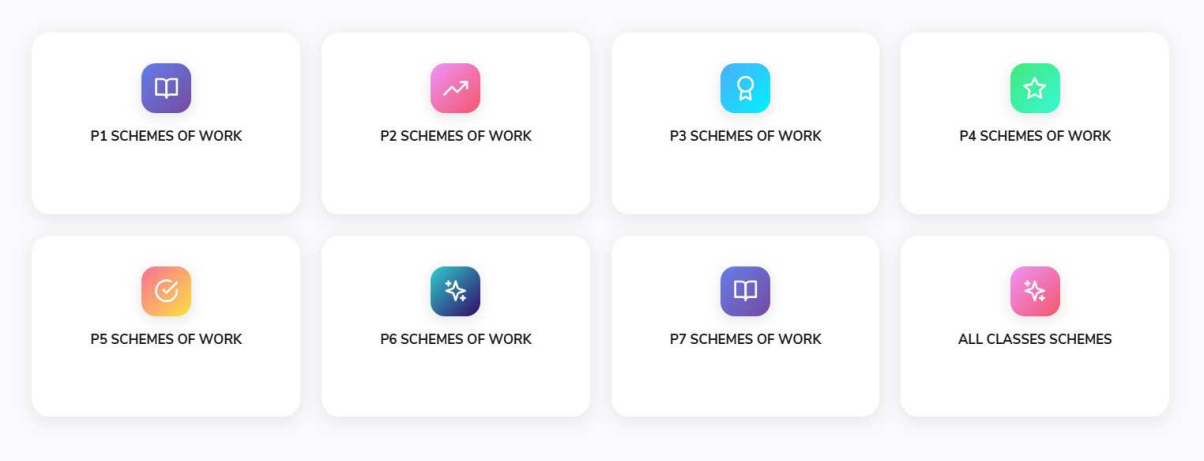
7	**1**	Adjectives	Qualifiers of adjectives (….so….that….)	Listening Speaking Reading Writing	**The learner;** Answers the questions about the use of "so……that" correctly	**Using ….so….that….. Examples** I was very tired/ could not eat I was so tired that I could not eat.	Brain storming Explanation Guided discovery Guided discussion	Answering the questions about the use of "so…that….)	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	St. Bernard Book 5 page 148	
	2	Adjectives	Qualifiers of adjectives **Using….so….that….)**	Listening Speaking Reading Writing	**The learner;** Answers the questions about the use of "such …. That " correctly.	**Using …. Such… that… Examples** Julius a tall man. He can touch that roof. Julius is such a tall man that he can touch that roof	Brain storming Explanation Guided discovery Guided discussion	Answering the questions about the use of "use… that.. correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure key book 5 page 106	

	3	Adjectives	Qualifiers of adjectives **(using: … too…to**	Listening Speaking Reading Writing	**The learner;** Answers the questions about the use of "too…to…" correctly	**Using: ….too…… to….** **Examples** The table is very heavy. Bob cannot carry it. The table is too heavy for Bob to carry.	Brain storming Explanation Guided discovery Guided discussion	Answering the questions about the use of "too…to…" correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure key book 5 page 104	
8	**1**	Adjectives	Qualifiers of adjectives (Re-writing as two separate sentences)	Listening Speaking Reading Writing	**The learner;** Re-writes the given sentences as two separate statements	**Re-write the following as two separate sentences** The panga was too blunt to cut down the tree The panga was very blunt . It could not cut down the tree	Brain storming Explanation Guided discovery Guided discussion	Answering the questions asked by the teacher correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	St. Bernard book 5 page 140	

	2	Adjectives	Qualifiers of adjectives (Using …..enough…to….)	Listening Speaking Reading Writing	**The learner;** Answers the questions about the use of "enough…to…." Correctly	**Using … enough… to…. Example** Jamir is strong. He can lift the box Jamir is strong enough to lift the following as two separate sentences	Brain storming Explanation Guided discovery Guided discussion	Answering the questions about the use of (enough ..to…) correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	St. Bernard book 5 page 140	
	3	Adjectives	Qualifiers of adjectives (Two separate sentences)	Listening Speaking Reading Writing	**The learner;** Re-writes the given sentences as two separate statements	**Re-write the following as two separate sentences** The knife was sharp enough for her to use it for peeling. The knife was sharp. She used it for peeling.	Brain storming Explanation Guided discovery Guided discussion	Re-writing the given questions as two separate sentences	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure key book 5 page 133	

9	**1**	Conditional sentences	If Clause 2 (If 2)	Listening Speaking Reading Writing	**The learner;** Answers the questions asked about "if clause 2" correctly	**If clause 2 (If 2)** We change "will / shall" to "would" and the man verb to the past simple tense when handling conditional clasue 2 e.g. If she writes to me, I will reply If she wrote to me, I would reply.	Brain storming Explanation Guided discovery Guided discussion	Answering questions asked about "If 2" correctly	Effective communication, self awareness, critical thinking, creative thinking	Charts, chalk board illustration	Sure key book 5 page 133	

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