

P.5 ENGLISH GRAMMAR SCHEME OF WORK TERM III

LEARNING OUTCOME: *The learner is able to use the vocabulary and structures related to security and peace in real life situations.*
The learner is able to apply the knowledge and skills acquired in real life situations.

WK	PD	TOPIC	SUB TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	MTHD/TECHNIQUES	IND. OF LIFE SKIILS & VALUES	L/AIDS	REF	REM
1	1 & 2	**PEACE AND SECURITY**	**THE FUTURE SIMPLE TENSE**	**Grammar**	**Listening Speaking Reading Writing**	**The Future Simple Tense** It is used when thinking or imaging of an action that will take place in the future. He, She, It } will You, They } will I, We } shall What will you do tomorrow? I shall visit my uncle tomorrow.	- describes the future simple tense - makes sentences in the future simple tense correctly.	explanation guided discovery	Negotiation temper control using persuasive language love	Wall charts of tenses	Effective Grammar page 26 P.5 curriculum page 15	
	3 &				**Listening Speaking Reading Writing**	**Affirmative negative and interrogative sentences.** Moses will play netball. Moses will not play netball. Will Moses play netball?	- changes the sentences to negative and interrogatives correctly.	question and answer	Interpersonal relationship forgiving other	Chalk board illustrations	MK precise Eng. Gram page 87.	

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	4					I shall go to school. I shall not go school. Shall I go to school? **N.B** Use 'some' and 'any'		guided discussion	interacting freely respect		P.5 curriculum page 17	
	5 & 6				**Listening Speaking Reading Writing**	**<u>Question tags.</u>** Annah will wait for you, won't she? They won't go for swimming, will they? N.B When the sentence is negative, the question tag is positive and when the sentence is positive the question tag will be negative. Emphasize 'shan't' and 'won't' used as contractions.	- mentions requirements for question tags. - makes oral sentences. - supplies suitable questions tags to the sentences.	explanation guided discussion	Creative thinking logical reasoning appreciation	chalkboard illustrations	Mk precise Eng. Gram page 115 P.5 curriculum page 17	
2	1 & 2				**Listening Speaking Reading Writing**	**<u>Active and Passive voices</u>**. Warren will drive a new bus tomorrow. A new bus will be driven by Warren tomorrow. **N.B** The past participle forms of verbs e.g. sing – sung write – written	- mentions the requirements of both active and passive voices. - changes the sentences to passive and then active voice.	explanation Question and answer	Critical thinking analysing statements friendliness	Wall charts of tenses	Mk precise Eng Gram page 97 P.5 curriculum page 17	
	3 & 4			**Direct Speech**	**Listening Speaking Reading Writing**	**<u>Quotation marks (" ")</u>** The actual words of the speaker are enclosed in quotation marks. (" ") "I shall punish you," said the teacher. He said, "We shall not attend the party."	- punctuates the given sentences using the quotation marks.	Guided discovery Demonstration	Critical thinking analysing statements friendliness	real life situations	Detailed English Gram pg 65 P.5 curriculum page 17	
	5 & 6			**Indirect speech**	**Listening Speaking Reading Writing**	**<u>Direct and Indirect speech</u>**. Indirect speech is used when reporting what was said. e.g. He wanted to know why I came late.	- differentiates direct from indirect speech.	Explanation	Decision making making choice	Chalk board illustrations	Mk precise Eng Gram page 200	

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						Changes on words. now (direct) then (indirect) ago before here there etc.. e.g. "I am going to school now." Said Doreen. Doreen said that she was going to school then. "I drink milk," said John. John said that he drank milk.	- mentions the changes in both speeches. - reports statements under the help of the given changes on words.	Question and answer Discovery	asking questions giving instruction		P.5 curriculum page 17	
3	1 & 2			**Direct and indirect speeches**	**Listening Speaking Reading Writing**	**<u>The Present Simple and Continuous tenses</u>**. "We always go to the mosque on Fridays," says Fatuma. Fatuma says that they always go to the mosque on Fridays. Baguma says, " I am listening to Music." Baguma says that he is listening to music.	- reports statements in the present simple and continuous tenses correctly.	Demonstration Question & answer Discovery	Negotiation temper control using persuasive language love	Chalk board illustrations	Detailed English Gramma page 66 P.5 curriculum page 17	
	3 & 4				**Listening Speaking Reading Writing**	**<u>The Present Perfect Tense.</u>** " I have drawn a map," said Lule. Lule said that he had drawn a map. "Ahabwe has scored good marks," said Joy. Joy said that Ahabwe had scored good marks.	- reports statements in the present perfect tense correctly.	Guided discovery Explanation	Interpersonal relationship forgiving other interacting freely respect	Chalk board illustrations	Detailed Eng Gram page 69 P.5 curriculum page 17	
	5 & 6				**Listening Speaking Reading Writing**	**<u>The Past Continuous Tense.</u>** He said, "I was bringing this play here." He said that he had been taking that play there. "It was raining heavily last night," said that it had been raining heavily the previous night.	- reports statements in the past continuous tense correctly.	Guided discovery Question & answer	Creative thinking logical reasoning appreciation	Chalk board illustrations	Mk Precise Eng Gram page 205 P.5 curriculu	

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4	1 & 2				**Listening Speaking Reading Writing**	**<u>The Future Tense</u>** "Wilson will visit you today," said James. James said that Wilson would visit us that day.	- reports statements in the future tense correctly.	Guided discovery Explanation	Critical thinking analysing statements friendliness	Chalk board illustrations	Mk Precise page 205 P.5 curriculum page 17	
	3 & 4			**Direct and indirect speeches**	**Listening Speaking Reading Writing**	**<u>Reporting questions</u>** "Is there anybody in the house?" asked Martin Martin wanted to know if there was somebody in the house. "Why are you late, Derrick?" asked Robert. Robert asked Derrick why he was late.	- reports the given questions correctly	Guided discussion Question & answer	Creative thinking logical reasoning appreciation	Chalk board illustrations	Mk Precise Eng Gram page 208 P.5 curriculum page 15	
	5 & 6				**Listening Speaking Reading Writing**	**<u>Reporting commands.</u>** "Get out of the office," said the deputy H/M. The deputy H/M told me to get out of his office. "Arrest the suspects now," ordered Kayihura. Kayihura ordered them to arrest the suspects then.	- reports commands correctly	Guided discovery Explanation	Self awareness self identification respect	Chalk board illustrations	Detailed Eng Gram page 73 P.5 curriculum page 15	
5	1 & 2				**Listening Speaking Reading Writing**	**<u>Reporting facts.</u>** Mr. Naboyo said, 'Water boils a 100 ^{0}C." Mr. Naboyo said that water boils at 100 ^{0}C.	- reports facts correctly.	Guided discussion Question & answer	Assertiveness being open cooperation	Chalk board illustrations	Mk Precise Eng Gram page 208 P.5 curriculu	

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	3 & 4			**TENSES**	**Listening Speaking Reading Writing**	**<u>The Future Continuous Tense</u>**. Used to show an event that will be taking place in the future for a period of time. e.g We shall be leaving for Nairobi next term. Jane will not be seeing us for a fortnight. They will be writing an examination.	- describes future continuous tense. - makes sentences in the future continuous tense correctly.	Explanation Question and answer Guided discovery	critical thinking analysing statements friendliness	Wall charts of tenses	Mk Precise Eng. Gram page 89 P.5 curriculum page 15	
	5 & 6			**The Future Continuous Tense**	**Listening Speaking Reading Writing**	**<u>Affirmative, negative and interrogative sentences.</u>** Saad will be writing P.L.E in November. Saad won't be writing P.L.E in November. Will Saad be writing P.L.E in November?	- makes affirmative, negative and interrogative sentences	Question and answer discovery	Creative thinking logical reasoning appreciation	Chalk board illustrations	Mk Precise Eng Gram page 120 P.5 curriculum page 15	
6	1 & 2				**Listening Speaking Reading Writing**	**<u>Question tags</u>** Francis will be reading the news, won't he? Jane will not be running, will she? It will be raining, won't it?	- supplies suitable question tags to the given sentences.	Guided discussion Question & answer	Effective communication accuracy clarity love	Chalk board illustrations	Mk Precise Eng Gram page 112 P.5 curriculum page 15	
	3 & 4				**Listening Speaking Reading Writing**	***Active and Passive voice*** Mukasa will be teaching us. We shall be being taught by Mukasa. She will be playing netball. Netball will be being played by her.	- changes from active to passive voice	Explanation Guided discovery	Non-violent conflict resolution resolving issues	Chalk board illustrations	Mk precise Eng Gram page 87	

									using appropriate		P.5 curriculum page 15	
	5 & 6			**Conjunctions**	**Listening Speaking Reading Writing**	**Using: Immediately…** When our teacher greeted us, we stood up. Immediately our teacher greeted us, we stood up. We stood up immediately our teacher greeted us. "I said, Amen." I picked a fork. Immediately I said Amen I picked a fork. I picked a fork immediately I said Amen.	- constructs sentences using immediately correctly. - joins the given sentences using immediately.	Guided discussion Question & answer	Decision making making choices asking questions	Real life situations	Mk Precise Eng Gram page 87 P.5 curriculum page 15	
7	1 & 2			**Conjunctions**	**Listening Speaking Reading Writing**	**Using: As soon as …….** We stood up immediately our teacher greeted us. As soon as our teacher greeted us, we stood up. We stood up as soon as our teacher greeted us.	- re-writes sentences using 'as soon as'	guided discussion question & answer	Negotiation requesting thanking patience	Real life situations	Mk. Precise Eng Gram page 127 P.5 curriculum page 17	
	3 & 4				**Listening Speaking Reading Writing**	**Using: No sooner..than….** As soon as the guest of honour arrived, we started singing the national anthem. No sooner had the guest of honour arrived than we started singing the national anthem.	- interprets the conjunction. - makes sentences using 'No sooner' correctly.	Guided discussion Explanation	self awareness self identification respect	Real life situations	Mk Precise Eng Gram page 129 P.5 curriculum page 17	

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	5 & 6				**Listening Speaking Reading Writing**	**Using: Hardly ……when….** The thief entered the house. The police caught him. hardly had the thief entered the house when the police caught him.	- interprets the conjunction. - makes sentences using 'hardly'	Explanation Question and answer Guided discovery	Negotiation temper control using persuasive language love	Chalk board illustrations	Mk. Precise Eng Gram page 129 P.5 curriculum page 17	
8	1 & 2				**Listening Speaking Reading Writing**	**Using: Scarcely…..when** The dust settled down. Another accident happed. Scarcely had the dust settled down when another accident happened. Using: Barely…….when He entered the classroom. The pupils kept quiet. Barely had he entered the classroom when the pupils kept quiet.	- interprets the conjunction - makes sentences using scarcely/barely …….when…….	Explanation Question and answer Guided discussion	Interpersonal relationship forgiving other interacting freely respect	Chalk board illustrations	Mk precise Eng Gram page 140 P.5 curriculum page 17	
	3 & 4			**Conjunctions**	**Listening Speaking Reading Writing**	**Using: Despite….** Bogere is sickly. He is always active. Despite the fact that Bogere is sickly, he is always active. Bogere is always active despite the fact that he is sickly.	- constructs sentences using 'despite'	Question and answer Guided discovery	Creative thinking logical reasoning appreciation	Chalk board illustrations	Mk Precise English Gram page 140 P.5 curriculum page 17	
	5 & 6				**Listening Speaking Reading Writing**	**Using: In spite of…..** Tony is poor. Tony is happy. In spite of the fact that Tony is poor, he is happy. Tony is happy in spite of the fact that he is poor.	- constructs sentences using " in spite of"	Explanation Question and answer	Critical thinking analysing statements friendliness	Chalk board illustrations	Mk Precise English Gram page 140	

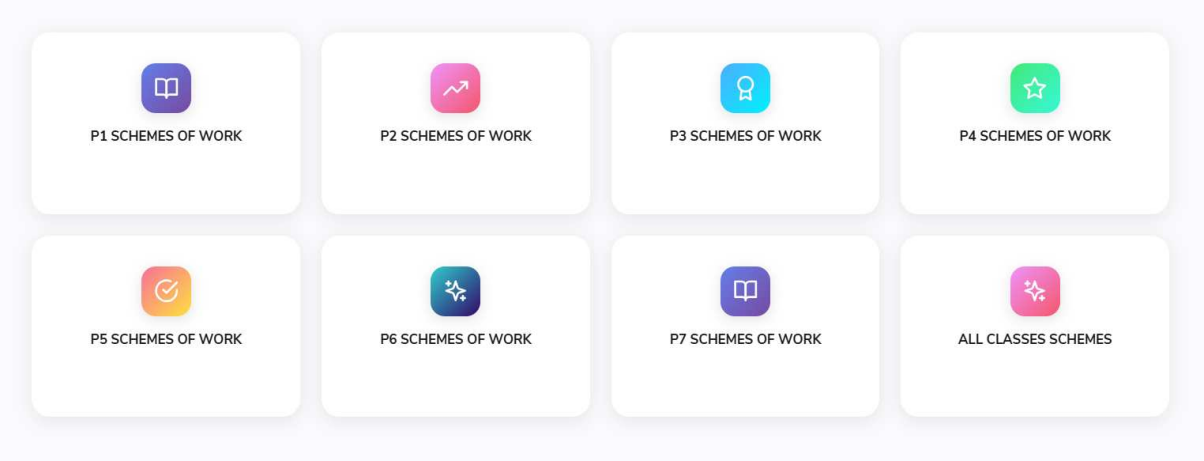
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								Guided discussion			P.5 curriculum page 17	
9	1 & 2				**Listening Speaking Reading Writing**	**Arranging words in a dictionary order.** a) By the first letter e.g bring awake come b) By the second letter bed, bag, bud, box, bin. c) By the third letter shut shed shine shall short d) By the fourth letter drain, drank, drank	- arranges the words alphabetically. - looks up some words in the dictionary easily	Guided discussion Explanation	Critical thinking analysing statements friendliness	Chalk board illustrations	Dictionary P.5 curriculum page 17	
	3 & 4			**Conjunctions**	**Listening Speaking Reading Writing**	**Using…..such a/an….that..** Joy is very clever. She scored 100% in Maths. Joy is such a clever girl that she scored 100% in Maths. Martin is very obedient. All the teachers like him. Martin is such an obedient boy that all teachers like him.	- interprets the structure - joins the sentences using the structure	Explanation Guided discussion	Critical thinking analysing statements friendliness	Chalk board illustrations	Mk Precise Eng Gram page 139 P.5 curriculum pg 17	
	5 & 6				**Listening Speaking Reading Writing**	**Using ……so….that…** The exams were easy. All pupils passed them. The exams were so easy that all pupils passed them.	- interprets the conjunction - joins the sentences using….so…that …	Guided discussion Question & answer	Decision making asking questions giving instruction	Chalk board illustrations	Mk Precise Eng Gram Page 140 P.5 curriculum pg 17	
10	1 & 2				**Listening Speaking Reading Writing**	**Using….so that…** Opio repaired the computer. He wanted to get money.	- interprets the conjunctions.	Explanation	Negotiation temper control	Chalk board illustrations	Mk Precise English	

						Opio repaired the computer so the ha could get money.	- joins the sentences correctly,	Question and answer	using persuasive language		Gram page 147 P.5 curriculum pg 17	
	3 & 4				**Listening Speaking Reading Writing**	**Using ……and…….** Rose bought pens. Mary bought pens. Rose and Mary bought pens. Joshua finished homework. Joshua ate supper. Joshua finished homework and ate supper.	- joins the sentences using 'and'	Guide discussion Explanation	Interpersonal relationship forgiving other interacting freely respect	Chalk board illustrations `	Mk Precise English Gram page 147 P.5 curriculum page 17	
	5 & 6				**REVISION**	**REVISION**	**REVISION**	**REVISION**		**REVISION**	**REVISION**	

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