**GREENHILL JUNIOR ACADEMY**

**PRIMARY THREE ENGLISH GRAMMAR SCHEME OF WORK FOR TERM THREE 2015**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | **MANAGING RESOURCES IN OUR SUB COUNTY** | NATURAL RESOURCES | The use of some and any.  Examples   * There is some water in the cup. * There isn’t any water in the cup. * Some is used in positive sentences while any is used in questions and negative sentences. | Learners:   * explain how some is used in sentences e.g * In positive sentences. * Show how any is used in sentences. * Complete sentences using some and any. * Construct sentences using some and any. | Explanation.  Question and answer. | Constructing sentences.  - Completing sentences.  - completing sentences using some and any.  - constructing sentences using some and any. | Fluency  Acceptance  Appreciation. | Text books  Learners | ENG AID BK 3 by Patel |  |
| 3 | Changing sentences from any to some. | Learners:   * Change sentences from negative to positive and positive to negative. | Group discussion  observation  question and answer. | -Pronouncing words.  -Sentence making.  Answering questions | Creativity  Responsibility  Concern.  Appreciation | Textbooks. | Primary three thematic curriculum .page 26. |  |
| Punctuation   * Capital letters. * Apostrophe. * Exclamation mark. | Learners:   * Punctuate sentences correctly using: * Capital letters. * Apostrophe * Exclamation mark. | Group discussion  -observation  -question and answer. | -Pronouncing words.  - punctuating sentences. | Care  Responsibility.  Concern.  Appreciation | Pictures  Textbooks  chart | Primary three thematic curriculum .page 26. |  |
| The use of much.   * Much is used before uncountable * nouns as an adjective. * It is used in negative sentences. | Learners:   * Explain the use of much before uncountable nouns. * Show how it is used in negative sentences. | Explanation  Discussion  Question and answer | Reading sentences  Answering questions | Appreciation  Care  Responsibility | Text books | Eng Aid bk 3 |  |
| 4 | The use of a lot of:   * It is used before countable and uncountable nouns. * It is used to change sentences from negative to positive where much or many have been used. | Learners:   * Construct sentences. * Change sentences from negative to positive. | Discussion  Observation  Question and answer. | -Pronouncing words.  -Sentence making.  Changing sentences from negative to positive. | Care  Responsibility.  Concern.  Appreciation | Textbooks.  . | Primary three thematic curriculum .page 26. |  |
|  | Conjunctions  Using … who…   * It is used to join two parts of sentences. * It must be followed by a verb.   . | Learners:  Join sentences using … who… | Discovery  Discussion  Explanation  Question and answer. | Pronouncing spelling  Changing sentences from negative to positive. | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
|  |  | The use … whose … in sentences.  It is in possession | Learners:  Joining sentence  using … whose… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences. | Fluency  Accuracy  Effective communication. | Text books. | Progress in English. |  |
| 5 | MANAGING RESOURCES IN OUR SUB- COUNTY | The of … because… in sentences. | earners: L  Join sentences using  … because… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences. | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
| Joining sentences using… which … | Learners:  Join sentences using … which… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
| Joining sentences using…although… in the beginning and in the middle. | Learners:  Join sentences using … although …  Although… | Discovery  Discussion  Explanation | Pronouncing spelling  Joining sentences | Fluency  Accuracy  Effective communication. | Text books | Progress in English |  |
|  | The Future present tense.  The use of will and shall. | Learners:  Construct sentences using will and shall.  Complete sentences using will and shall. | Discovery  Discussion  Explanation | Reading sentences.  Constructing sentences using will and shall. | Fluency  Accuracy  Effective communication. | Text books |  |  |
| 6 | Forming present continuous tense for verbs that end in ‘e’  Examples  Exercise, | Construction of sentences.  Forning words in present continuous tense | Group discussion  -observation  -question and answer. | Spelling  Making sentences  Forming words | Creative thinking  Decision making endurance | Charts  Learners | Mk English hand book page 12 |  |
|  | Forming present continuous tense for verbs that end in ‘e’  Examples  Exercise, | Construction of sentences.  Forning words in present continuous tense | Group discussion  -observation  -question and answer. | Spelling  Making sentences  Forming words | Creative thinking  Decision making endurance | Charts  Learners | Mk English hand book page 12 |  |
| 7 | Forming present continuous tense for words that double letters.  Examples.  Exercise | Construction of sentences.  Forning words in present continuous tense. | Group discussion  -observation  -question and answer. | Spelling  Making sentences  Forming words | Creative thinking  Decision making endurance | Charts  Learners  Text books | Mk English hand book page 45 |  |
|  | Collective nouns  These nouns stand for a group of things or individuals. | Defining collective nouns.  Giving examples of collective nouns.  Rewriting sentences giving collective nouns. | Group discussion  -observation  -question and answer | Giving examples  Rewriting sentences | Creative thinking  Decision making endurance | Chart  Learners  Text books | Thematic curr. Page 34  Teachers resources |  |
| 8 | Positive and negative sentences.  Positive sentences take up the ‘yes’ response while the negative sentences take up the ‘no’ response. | Learners:  Show the difference between negative and positive sentences.  Give examples of negative and positive sentences  Changing sentences from positive to negative and negative to positive.  Change sentences into question form. | Group discussion  -observation  -question and answer | Identifying the difference between negative and positive sentences.  Changing sententences into negative and positive form.  Changing sentences into positive form. | Fluency  Accuracy  Effective communication | Chart  Text books | Thematic curr. Page 35  Teachers resources |  |
|  | IRREGULAR VERBS  Identifying irregular verbs.  Changing words into present, past and past participle. | Learners:  Identify the irregular verbs.  Change words and sentences to past and past participle. | Class discussion  Explanation  Question and answer . | Identifying irregular verbs  Changing words and sentences into past and past participle. | Fluency  Appreciation  care | Learners  Text books  Chart | MK precise English  Progreess in English |  |
| 9 | Prefixes and their opposites.  un, im. Il, dis. In  Examples  Impossible, unable, disable etc  Opposites of the prefixes. | Learners:  Different prefixes.  Give examples of words that take up the prefixes.  Write down the opposites of prefixes. | Class discussion  Explanation  Question and answer . | Identifying different prefixes.  Give examples of words that take up the prefixes.  Write the opposite of prefixes. | Fluency  Appreciation  care | . Learners  Text books  Chart | MK precise English  Progreess in English |  |
|  |  |  |  |  |  | . |  |  |
|  |  |  |  |  | . |  |  |  |