**GRAMMAR SCHEME OF WORK FOR PRIMARY FIVE TERM ONE 2015**

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| WK | PD | TOPIC | SKILS | ASPECT | COMPETENCES | CONTENT | METHOD | ACTIVITIES | L.AIDS | LIFESKILS/VALUES | REF | REM |
| 2 | 1 | TENSES | Reading  Listening  Speaking  Writing | Irregular verbs | The learner:  -tells what irregular verbs are.  -gives some of the examples of irregular verbs.  -completes sentences using the correct form of the verbs in brackets.  - tells the difference between past tense and past participle forms | -A table showing some irregular verbs  -An exercise about completing sentences using the correct form of the verb in brackets | Whole class discussion  Question and answer  Explanation | Identifying some of the irregular verbs  Oral sentence construction | Printed notes | Accuracy  Fluency | Essential Eng. Work book pg 16-18 |  |
|  | 2 | TENSES | Reading  Listening  Speaking  Writing | The present perfect tense | The learner:  -tells the meaning of this tense.  -identifies the helping verbs used.  -constructs sentences in the present perfect tense. | -The definition  -the tenses used ie…has /have…..plus the participle form of the verb.  -Constructing sentences in the present perfect tense  -affirmative , negative and interrogative sentences | Whole class discussion  Question and answer  Explanation | Constructing sentences both oral and written | Printed notes | Accuracy  Fluency | Precise mk Eng. Grammar pg 77-78 |  |
|  | 3 | TENSES | Reading  Listening  Speaking  Writing | The present perfect passive | The learner:  -tells how the passive form of the tense is developed  -identifies the helping verbs used  -writes sentences in the present perfect passive. | The helping verbs used in this tense.  Examples of sentences in the passive form  An exercise about changing sentences in the present perfect passive | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 | Conditional sentences | Reading  Listening  Speaking  Writing | The use of IF1 | The learner:  -identifies the main clause and the IF clause.  -tells the tenses used in the two clauses  -constructs sentences in IF1  - | The use of IF1  -the IF-clause.  -the main clause.  -tenses used in both clauses.  An exercise concerning IF1 | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency | Mk precise Eng.Gram pg 14 |  |
| 3 | 1 | TENSES | Reading  Listening  Speaking  Writing | The past simple tense | The learner:  -tells the uses of this tense  -constructs sentences in affirmative, negative and interrogative forms | The use of the past simple tense.  Defining the tense.  Telling some actions that happen in the past. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 2 |  | Reading  Listening  Speaking  Writing | The past simple passive | The learner:  -tells the helping verbs used in this passive voice.  -constructs sentences in the passive form | The use of the past simple passive.  The helping verbs used in this tense are:….was/were plus the participle form of the verb.  Examples of sentences in the passive form. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 3 | Modal verbs. | Reading  Listening  Speaking  Writing | The use of since, for and from | The learner:  -explains how these words are used.  -constructs sentences using these modal verbs. | The use of since, for and from  Some examples of sentences with these modal verbs. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 | TENSES | Reading  Listening  Speaking  Writing | The past continuous tense | The learner:  -tells how the tense is used.  -constructs sentences using the tense. | The use of the past continuous tense.  The helping verbs used in this tense include: was /were+ …ing with both singular and plural subjects. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
| 4 | 1 | MODAL VERBS | Reading  Listening  Speaking  Writing | Using …must/……….mustn’t | The learner:  -describes how these modal verbs are used.  -constructs sentences using these modal verbs. | The use of …must/ mustn’t.(Refer to notes) | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 2  And 3 | ARTICLES | Reading  Listening  Speaking  Writing | The use of a, an and the | The learner:  -mentions the use of these articles.  -completes sentences using the suitable articles. | The types of articles and their uses (Refer to the notes) | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 | RELATIVE PRONOUN | Reading  Listening  Speaking  Writing | The use of some relative pronouns | The learner:  -tells what relative pronouns are  -constructs sentences using suitable relative pronouns. | The use of relative pronoun who, whom, whose, which and that | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
| 5 | 1 | ADVERBS | Reading  Listening  Speaking  Writing | Formation of adverbs | The learner:  -defines an adverb.  -gives some examples of adverbs.  -tells how some adverbs are formed | The definition of an adverb  Identifying adverbs  Forming adverbs from adjectives | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 2 |  | Reading  Listening  Speaking  Writing | The position of adverbs in a sentence | The learner:  -tells how adverbs are positioned  -puts the adverbs in the right position in the sentences. | Adverbs can follow the direct object of the sentence or they can follow the verb if there is no direct object.  (Refer to the notes) | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 3 |  | Reading  Listening  Speaking  Writing | Classes of adverbs | The learner:  -tells the classes of the adverbs.  -gives an example on each class of adverb.  -arranges adverbs according to the classes. | Adverbs of manner  Adverbs of time  Adverbs of duration  Adverbs of frequency  Adverbs of place | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 |  | Reading  Listening  Speaking  Writing | Comparisons of adverbs | The learner:  -identifies the degree of adverbs  -gives examples of each degree of adverb  -completes sentences correctly. | Three degrees of adverbs:  Positive, comparative and superlative.  Formation of adverbs in the three degrees. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
| 5 | 1 |  | Reading  Listening  Speaking  Writing | More exercise about adverbs | The learner:  -writes the correct formation of adverbs | Forming adverbs from the given words. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 2 | QUESTION TAGS | Reading  Listening  Speaking  Writing | Question tags | The learner:  -defines question tags.  -identifies the affirmative and negative statements.  -completes statements with suitable question tags. | Forming question tags by identifying the negative and positive statements.  Helping verbs in each tense. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 3 |  | Reading  Listening  Speaking  Writing | Special forms of question tags | The learner:  -completes the given statements with suitable tags. | Special tags which are formed from….. Am/used to/shall/will/need /needn’t. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 | TENSES | Reading  Listening  Speaking  Writing | The present simple tense | The learner:  -tells how the tense is used  -constructs sentences in the present simple tense. | The use of the present simple tense (Refer to notes)  Affirmative, negative and interrogative sentences. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
| 6 | 1 |  | Reading  Listening  Speaking  Writing | The present simple passive | The learner:  -identifies the helping verbs used in this tense.  -writes sentences in the present simple passive. | The helping verbs used are: …is /….are…+the participle form of the main verb.  Examples of sentences in the present simple passive form. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 2 | STRUCTURAL PATTERNS | Reading  Listening  Speaking  Writing | The use of …so that…/…..in order…. | The learner:  -constructs sentences using the structures correctly. | The use of ...so that…/….in order….(Refer to the notes) | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 3 |  | Reading  Listening  Speaking  Writing | The use of ….prefer…..to…./…like ….more than | The learner:  --constructs sentences using the structures correctly | The use of …prefer…to…/…like…..more than…. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
|  | 4 |  | Reading  Listening  Speaking  Writing | The use ……while /….when.. | The learner:  -tells the difference between using..While…./when.  -constructs sentences using the two structures. | While:  Is used to suggest that two activities were going on at the same time  When:  Is used to suggest that an activity was going on but interrupted by another one. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |
| 7 | 1 | REVISION WORK | Reading  Listening  Speaking  Writing | Affirmative, negative and interrogative sentences | The learner:  -constructs sentences in the three forms. | Affirmative (positive)/negative and interrogative sentences. | Whole class discussion  Question and answer  Explanation | Answering both oral and written questions | Printed notes | Accuracy  Fluency |  |  |