

W	P d	Topic	Sub- topic	Skills	Aspect	Competences	Content	Mtds	Activities	Instruct. materials	Life skills	Ref	Rm		
1	3	HOLIDAY WORK													
2	3	Tenses	Present Simple Tense	Listening	Grammar	The learner: - identifies the verb changes that take place in the Present Simple Tense.	<u>The present simple tense</u> - Meaning of the tense - Verb changes with third person singular: verb + s verb + es	Story telling	- changing sentences into the negative & interrogative forms	A chart showing tenses  Chalkboard	Creative thinking	Brighter Grammar p 1 nos 1-12 Brighter Grammar BK 3 pp 50-54 Primary Leaving English Exercises pp 13-18			
&	&			Speaking		- identifies the difference between the present simple tense and the past simple tense.	i) <u>Emphasis is put on the appearance of the adverbs of frequency</u> e.g. We often eat meat. We eat meat every day.		- changing sentences into passive voice						
				Reading		- identifies some adverbs of frequency used in the present simple tense.	ii) <u>Emphasis is put on the subject and verb agreement.</u> e.g. The baby cries for milk. The babies cry for milk.		- constructing oral sentences in present simple tense.						
3	1			Writing		- identifies some adverbs of frequency used in the present simple tense.	a) <b>Affirmative form</b> b) <b>Negative form</b> c) <b>Interrogative form</b> *Auxiliary verbs used i.e. does & do <b>Aff.</b> We play football every day. <b>Neg.</b> We do not play football every day. <b>Int.</b> Do we play football every day?		Discussion					- changing sentences into passive voice	Effective communication
			- constructs correct sentences in the present simple tense.  - supplies the suitable question tags in the present simple tense	<u>The passive voice of the Present simple tense:</u> a) We often eat meat. Meat is often eaten. b) We do not often eat meat. Meat is not often eaten. c) Do we often eat meat? <u>Is meat often eaten?</u> <u>Question tags</u> Anne walks to school, doesn't she? We don't eat pork, do we? He teaches French, doesn't he?											

3 & 4	2 & 3	Tenses	Present Continuous Tense	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>- explains the meaning of the present continuous tense.</li> <li>- describes the formation of the present continuous tense.</li> <li>- identifies the auxiliary verbs used in the present continuous tense.</li> <li>- constructs sentences using the present continuous tense.</li> <li>- forms the negative and interrogative sentences of the present continuous tense.</li> <li>- supplies the suitable question tags in the present continuous tense.</li> </ul>	<p><b><u>The Present continuous tense</u></b></p> <p>- The present continuous tense is used to express an action taking place at that particular time or an action in progress.</p> <p><b><u>Formation of the present continuous tense</u></b></p> <p>-formed by adding 'ing' to the main verb <b>e.g.</b> look + ing, play + ing etc.</p> <p>- by dropping letter 'e' before adding 'ing' e.g. chase + ing = chasing, close + ing = closing write + ing = writing</p> <p><b><u>exceptionals</u></b></p> <p>dye + ing = dyeing, agree + ing = agreeing, flee + ing = fleeing, see + ing = seeing, be + ing = being free + ing = freeing</p> <p>- by doubling the last letter before adding 'ing' (<b>CVC rule</b>) e.g. beg + ing = begging, drip + ing = dripping, cut + ing = cutting, dig + ing = digging, run + ing = running</p> <p>-by changing 'ie' to 'y' before adding 'ing' e.g. lie + ing = lying, tie + ing = tying, die + ing = dying, vie + ing = vying</p> <p><b><u>Helping verbs used in the Present Continuous Tense:</u></b> am, is, are</p> <p><b><u>Negative sentences :</u></b> Using 'not' between the helping verb and the main verb e.g. They are not shouting. He is not coming back.</p> <p>I am not writing.</p> <p><b><u>Interrogative sentences :</u></b> Beginning with the helping verb and ending with a question mark e.g. Is she writing? Are they going to the field?</p> <p><b><u>Question tags e.g.</u></b></p> <p>Jane is sleeping, isn't she?</p> <p>We are not going to town, are we?</p>	<p>Story telling</p> <p>Discussion</p> <p>Demonstration</p>	<ul style="list-style-type: none"> <li>- constructing oral sentences in present continuous tense.</li> <li>- changing sentences into the negative &amp; interrogative forms</li> <li>- changing sentences into the passive form of the present continuous tense.</li> <li>- doing a written exercise</li> </ul>	<p>A chart showing tenses</p> <p>Chalkboard</p> <p>Text books</p>	<p>Creative thinking</p> <p>Effective communication</p>	<p>Brighter Grammar BK 3 pp 50-54, p 79, Junior English Comp. &amp; Grammar pp 4-8</p> <p>Primary Leaving English Exercises pp 18 – 22, Essential English Workbook pp 14-16, 24-25</p>	E
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[illegible]

7	3	Tenses	Past Simple Tense	Listening Reading Writing Speaking	<p>The learner:</p> <ul style="list-style-type: none"> <li>- identifies the ways by which the past tense of regular verbs is formed.</li> </ul>	<p><b><u>The Past Simple Tense</u></b>  <i>a) The past simple tense is used to express a completed action in the past and past habits.</i>  <b>b) <u>Formation of the past tense:</u></b>  <b>i) <u>Regular past tense form</u></b></p> <ul style="list-style-type: none"> <li>➤ <b>voiced + ed/d = /d/</b> e.g.  refuse ---- refused  rob ---- robbed  comb ---- combed</li> <li>➤ <b>t or d + ed/d = /ɪd/</b> e.g.  rot ---- rotted  spot ---- spotted  note ---- noted  nod ---- nodded</li> <li>➤ <b>voiceless + ed/d = /t/</b> e.g.  walk ---- walked  milk ---- milked  race ---- raced  drop ---- dropped</li> </ul> <p><b>ii) <u>Irregular past tense (mutation)</u></b>  Form different words in the past  e.g.  go ---- went  run ---- ran  come ---- came  fly ---- flew  do ---- did  buy ---- bought  flee ---- fled  bear ---- bore</p> <p><b>iii) <u>Zero past tense</u></b>  They don't change e.g.  cost ---- cost  hurt ---- hurt  cut ---- cut  broadcast ---- broadcast  hit ---- hit  shut ---- shut</p>	Brainstorming  Story telling  Discussion  Demonstration	<ul style="list-style-type: none"> <li>- forming the past simple tense of regular verbs correctly.</li> <li>- identifying the auxiliary verb (did) for the past tense.</li> <li>- constructing sentences in the past simple tense.</li> </ul>	<p>A chart showing tenses</p> <p>Chalkboard</p> <p>Text books</p>	Effective communication, creative thinking	<p>Junior English Composition and Grammar pp 27 – 29, Junior English – Revised pp 36 – 43  Brighter Grammar BK 3 pp 54 – 55, Primary Leaving English Exercises pp 26 - 29</p>	
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						- changes the given sentences into the passive voice of the past continuous tense correctly	<b><u>The passive voice of the past continuous tense.</u></b> a) He was driving a tractor. <b>A tractor was being driven</b> b) Was the boy eating an apple? <b>Was an apple being eaten by the boy?</b> c) Who was driving the lorry? <b>By whom was the lorry being driven?</b>		- changing sentences into the passive voice.			Primary Leaving English Exercises pp 29 - 31	
9	3	CONDITIONAL SENTENCES	If- clause one	Listening Speaking Reading Writing	Grammar	The learner: - identifies the tenses used in If 1 sentences.  - identifies the two clauses used in the conditional sentences.  - explains when If 1 (conditional 1 ) sentences should be used.  - constructs sentences correct conditional sentences	<b><u>a) IF I</u></b> (Used to state probabilities and possibilities) <b><u>Examples</u></b> b) If I go to town, I shall buy a new dress. c) If he comes late, he will not see the headmaster. <b><u>Tenses used</u></b> if-clause ---- present simple tense main clause ---- future simple tense  <b><u>If+ present simple + the future tense.</u></b>  <b><u>The use of a comma in a conditional sentence.</u></b> a) A comma is used when the if-clause begins a sentence. <b><u>Examples</u></b> - If I get some money, I shall go to town. - If my uncle comes, I will be very happy. b) A comma should not be used when a sentence begins with a main clause.  <b><u>Examples</u></b> - I shall go to town if I get some money. - Sarah will be happy if we visit her.	Role play  <					

10			EXAMINATION WEEK									
11	3	CONDITIONAL SENTENCES	If – clause two	Listening Speaking Reading Writing	Grammar	The learner: - identifies the differences between “if 1” and “if 2” - constructs sentences in “if 2” correctly. - identifies the tenses used in conditional 2 (If 2) - changes the given “if 1” sentences into “if2” correctly.	<b><u>IF 2</u></b> Used as a <b><u>wish/unlikely/impossible</u></b> (subjunctive)  <b><u>Tenses used:</u></b> main clause ---- would tense (conditional tense)  if-clause ---- past simple tense  <b><u>If + past simple tense + the would tense.</u></b>  If I got some money, ( <u>past simple tense</u> ) I would go to town. ( <u>would tense</u> )		- constructing sentences in if 2.  - changing sentences from If 1 to If 2 correctly.	A chart showing conditional sentences.	Problem solving, effective communication creative thinking	Oxford English Book 5 pp. 44-45  Brighter Grammar bk. 4 pp. 52-54.  Essentials of English. Lang. pp. 26-33  MK English Handbook pp. 57-58.  Junior English Comp. and Grammar pp 39 - 41

12	1 - 3	ADJECTIVES	Meaning of adjectives	Listening Speaking Reading Writing	<p>The learner:</p> <ul style="list-style-type: none"> <li>- explains what an adjective is.</li> <li>- identifies adjectives.</li> <li>- classifies adjectives</li> <li>- forms adjectives correctly.</li> <li>- constructs sentences using adjectives.</li> </ul>	<p><b>Adjectives</b> -<b>Meaning:</b> An adjective is a word used to describe qualities of a noun/tell us something about a noun or pronoun e.g. Mary is a <b>clever</b> girl. A <b>tall</b> boy. Examples of adjectives <b>Attribute vs predicate adjectives</b> Attribute adjectives come before the noun while predicate adjectives are used after a <b>linking</b> verb. Examples : -The <i>shabby</i> boy was punished. -The boy was <i>shabby</i>. <b>Classes of adjectives</b> <b>Descriptive</b> – show the kind or quality of a person or thing e.g. tall, kind, smart, small, generous, old etc <b>Demonstrative</b> – they point out the noun e.g. <i>that</i> girl, <i>such</i> a thing, <i>this</i> boy, <i>those</i> cakes, <i>these</i> mangoes. <b>Numerical/quantity</b> – show how much/many persons or things are meant e.g. I ate some rice. The hand has <i>five</i> fingers. <i>Few</i> cats like cold water. <i>All</i> men must die. We have <i>enough</i> sugar. <b>Interrogative</b> – these are used with nouns to ask questions e.g. <i>Whose</i> pen is this? <i>Which</i> way should we take? <b>Limiting adjectives</b> e.g. i) possessive adjectives <i>my</i> pen, <i>our</i> teacher, <i>her</i> cup, their home, <i>its</i> food ii) articles e.g. <i>the</i> chair, <i>an</i> egg <b>Formation of adjectives from nouns.</b> i) <b>Adjectives that end in.....ful</b> mercy - merciful, skill - skilful joy - joyful. ii) <b>Adjectives ending in...ous</b> mountain - mountainous fury - furious, fame - famous iii) <b>Adjectives ending in...able</b> value - valuable, enjoy - enjoyable</p>	<p>role play/simulation</p> <p>brain-storming</p> <p>demonstration</p> <p>Discussion</p>	<p>- forming adjectives from verbs and nouns.</p> <p>- constructing sentences using adjectives.</p>	<p>A chart showing the formation of adjectives.</p>	<p>creative thinking</p> <p>Effective communication</p>	<p>Junior English Revised pp.53-54</p> <p>English Aid Bk.5 pp.28-29</p> <p>The New First Aid in English p.77.</p> <p>High School English Grammar &amp; Comp. pp 19 - 22</p> <p>Students companion pp.138-140</p>	
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## P.5 ENGLISH GRAMMAR SCHEME OF WORK TERM II

Wk	Pd	Topic	Sub-topic	Skills	Aspect	Competences	Content	Mtds	Activities	Instruct. materials	Life skills	Ref	Rm
1	1-3	HOLIDAY WORK											
2 - 3	1 -3	PREVIOUS TERM'S WORK WEEK 10 & 11											
4	1-3	VERBS	MODAL VERBS	Listening  Speaking  Reading  Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- defines modal verbs</li> <li>- pronounces, reads and listens to the modal verbs correctly.</li> <li>- uses the modal verbs in sentences.</li> <li>- constructs sentences using the learnt modal verbs.</li> </ul>	<p><b>Modal verbs</b></p> <p>a) What are modal verbs? Modal verbs are helping verbs or auxiliaries used with other verbs to express ideas such as possibilities, permission and intentions.</p> <p><b>Examples:</b> can, shall, may, have to, will, must, could, should, might, ought</p> <p>b) <u>usage of modal verbs.</u></p> <p>i) <b>positive form</b> <i>He can eat all that food.</i> <i>You ought to see the nurse.</i></p> <p>ii) <b>negative form</b> <i>He can't eat all that food.</i> <i>She couldn't do all the work.</i></p> <p>iii) <b>interrogative form</b> <i>Can I help you, please?</i> <i>May I enter, please?</i></p>	<p>Discussion</p> <p>Role play</p> <p>Demonstration</p>	<ul style="list-style-type: none"> <li>- pronouncing the modal verbs.</li> <li>- constructing sentences using modal verbs.</li> <li>- changing modal verb forms from positive to negative and interrogative forms.</li> <li>- carrying out role play using the modal verbs.</li> </ul>	<p>Real objects:</p> <p>Chalkboard</p> <p>rulers</p> <p>books</p> <p>pens</p> <p>sets etc</p>	<p>politeness</p> <p>making requests</p>	<p>Practical English Usage pp 322 – 328, 333 – 336, 507 – 508</p> <p>Revision English for KCPE pp80 - 89</p>	

5	1-3	VERBS	MODAL VERBS	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- pronounces, reads and listens to the modal verbs correctly.</li> <li>- identifies the modal verbs</li> <li>- makes requests using the modal verbs correctly.</li> <li>- changes modal verbs from their present form to the past form.</li> <li>- constructs sentences using the learnt modal verbs.</li> </ul>	<p>c) Modal verbs used to make requests, suggestions and permission. e.g. <b><i>May I borrow your book, please?</i></b></p> <p><b><i>Could you do this work for me during your free time?</i></b></p> <p><b><i>Would you mind giving me company?</i></b></p> <p>Can – could Shall – should May – might Will - would</p>	Discussion  Demonstration	<ul style="list-style-type: none"> <li>- pronouncing the modal verbs</li> <li>- identifying the modal verbs from the given sentences.</li> <li>- making requests, suggestions and permissions using the modal verbs.</li> <li>- changing modal verbs from their present to the past form.</li> </ul>	Real objects:  Chalkboard  Rulers  Books  sets etc	Negotiation  Making requests	Practical English Usage pp 322 – 328, 333 – 336, 507 – 508 Revision English for KCPE pp80 - 89	
6	1-3	SPEECHES	DIRECT AND INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- defines direct speech.</li> <li>- identifies actual words of a speaker.</li> <li>- punctuates sentences in direct speech.</li> <li>- constructs sentences in direct speech</li> </ul>	<p>Two ways of reporting:</p> <p>a) Direct speech b) Indirect (reported) speech.</p> <p><b>Dfn:</b> Direct speech refers to the actual words of the speaker when reporting e.g. <i>"I am sick," said Jane.</i> <i>"What is the time?" asked the teacher.</i></p> <p><b>Using:</b></p> <ul style="list-style-type: none"> <li>- Quotation marks (inverted commas)</li> <li>- comma</li> <li>- full stop</li> <li>- question mark</li> <li>- capital letters</li> </ul>	role play story telling  Discussion Explanation	<ul style="list-style-type: none"> <li>- defining direct speech.</li> <li>-discussing punctuation marks used in direct speech.</li> <li>- punctuating sentences correctly.</li> <li>- constructing oral and written sentences in direct speech.</li> </ul>	A chart showing changes made while changing from direct to indirect speech.	Reporting  Patience  Speech	Living Eng. Structure for schools pp136 – 148 MK Handbook for P.5 – P. 7 p71	

7	1-3	SPEECHES	INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- defines the indirect speech.</li> <li>- identifies the tense, pronoun and adverb changes.</li> <li>- changes sentences from direct to indirect (reported) speech.</li> <li>- constructs sentences in the reported speech.</li> </ul>	<p><b>Dfn:</b> Indirect speech is the changing of the actual words of the speaker to the words used when reporting. Hence, it is called <b>reported speech</b> e.g. Jane said, "I am hungry." Jane said that she was hungry.</p> <p><b>TENSE CHANGES</b> All the present tenses change to the corresponding past.</p> <p>1. Present Simple changes to Past Simple tense e.g. "I like posho," said Doreen.</p> <p><b>Doreen said that she liked posho.</b></p> <p>2. Present Continuous changes to Past Continuous Tense :</p> <p>i) other changes ii) pronouns e.g. I.....she/he We.....they You.....me/us My.....her/his etc iii) adverb of time/place e.g. now.....then today.....that day ago.....before here.....there this.....that iv) adjectives v) verbs</p>	<p>Discussion</p> <p>Explanation</p> <p>role play</p> <p>story telling</p>	<ul style="list-style-type: none"> <li>- defining the indirect speech.</li> <li>- identifying the tense, pronoun and adverb changes.</li> <li>- changing sentences from direct to indirect (reported) speech.</li> <li>- constructing sentences in the reported speech.</li> </ul>	A chart showing changes made while changing from direct to indirect speech.	Reporting Patience Speech	Revision English for KCPE pp. 90 – 98 MK hand book for P.5 – P.7 pp 71 High School English Grammar & Composition pp226 - 227	
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8	1-3	SPEECHES	INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <p>i) identifies changes required in indirect speech.</p> <p>ii) changes sentences from direct to indirect speech correctly.</p> <p>iii) constructs sentences in the reported speech.</p>	<p><b><u>TENSE CHANGES</u></b></p> <p>3. Present Perfect tense changes to the Past Perfect tense</p> <p>4. Past Simple to the Past Perfect tense:</p> <p><b><i>yesterday.....the day before/ the previous day</i></b></p> <p>(iv) demonstrative pronouns</p> <p>future tense changes with:</p> <p>i) nouns only</p> <p>(ii) pronouns</p> <p>(iii) adverbs of time / place e.g.</p> <p><b><i>tomorrow.....the following day/ the next day</i></b></p> <p>(iv) demonstrative pronouns</p>	Discussion	Story telling	Role play	Demonstration	<p>- defining the indirect speech.</p> <p>- identifying the tense, pronoun and adverb changes.</p> <p>- changing sentences from direct to indirect (reported) speech.</p> <p>- constructing sentences in the reported speech.</p>	A chart showing changes made while changing from direct to indirect speech.	Reporting Patience Speech	98	<p>MK hand book for P.5 – P.7 pp 71, Revision English for KCPE pp. 90 –</p> <p>Practical English usage oxford Pdf04_506</p>
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9	1-3	SPEECHES	DIRECT AND INDIRECT SPEECH	Listening	Speaking	Reading	Writing	Grammar	<p>The learner:</p> <p>i) defines commands and requests.</p> <p>ii) identifies commands and requests in given sentences.</p> <p>iii) changes imperative sentences from direct to indirect speech.</p> <p>iv) constructs sentences in the imperative mood.</p>	<p><u>REPORTING COMMANDS AND REQUESTS.</u></p> <p><b>Dfn:</b> A command is an order from authority directing someone to do something.</p> <p>The imperative mood becomes an infinitive.</p> <p>The reporting verbs used are: <b><i>told, ordered, commanded, asked, requested, etc.</i></b></p> <p>Examples</p> <p>i) "Keep quiet!" shouted the teacher. <i>The teacher ordered us/ them/ the pupils to keep quiet.</i> <i>The teacher told us to keep quiet.</i></p> <p>ii) "Don't be afraid," he told me. <i>He told me not to be afraid.</i> <i>He requested me not to be afraid.</i></p>	Discussion	role play	Explanation	story telling	<p>- defining commands and requests.</p> <p>- identifying commands and requests in given sentences.</p> <p>- changing imperative sentences from direct to indirect speech.</p> <p>- constructing sentences in the imperative mood.</p>	A chart showing changes made while changing from direct to indirect speech.	Reporting	Patience	Speech	requesting	High School English Grammar & Composition pp 227 – 228, Brighter Grammar Bk 3 pp71 - 74 Primary Leaving English Exercises pp54 - 55
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10	1-3	SPEECHES	DIRECT AND INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <p>i) identifies direct questions.</p> <p>ii) changes direct questions into indirect questions or report direct questions correctly.</p>	<p><b>REPORTING QUESTIONS</b></p> <p>When reporting questions, the statement order is used instead of the question order.</p> <p>The question mark is dropped.</p> <p>Changes required to change direct speech to reported/ indirect speech.</p> <p>- Use of "whether" of "if" in reported speech when the question begins with an auxiliary verb e.g. "Are you going to the market?" Mary asked me. <b><i>Mary asked me whether/ if I was going to the market.</i></b></p> <p>- Use of interrogative words in reported/ indirect speech when the question begins with an interrogative word e.g. "When will the bell ring?" asked Tom. <b><i>Tom wanted to know when the bell would ring.</i></b></p> <p>Reporting verbs such as, asked, enquired, wanted to know, etc.</p>	<p>Role play</p> <p>Discussion</p> <p>Demonstration</p>	<p>- identifying direct questions.</p> <p>- changing direct questions into indirect questions or report direct questions correctly.</p>	<p>A chart showing changes made while changing from direct to indirect speech.</p>	<p>Reporting</p> <p>Patience</p> <p>Speech</p> <p>requesting</p>	<p>Primary Leaving English Exercises pp54-55, Practical English Usage pp 504 – 506, High school English Grammar &amp; Composition pp227.</p>	
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11	1-3	CONJUNCTIONS	CLASSES OF CONJUNCTIONS	Listening Speaking Reading Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- explains what the term 'conjunctions' means.</li> <li>- identifies some commonly used conjunctions in English.</li> <li>- constructs sentences using given conjunctions correctly.</li> </ul>	<p><b><u>Conjunctions</u></b> Conjunctions are used to join a group of words or clauses together;</p> <p><b><u>Classes of conjunctions</u></b> <b><u>Correlative conjunctions;</u></b> These are conjunctions always used in pairs.</p> <p><b><u>Examples:</u></b> either.....or..... neither .....nor..... both .....and .... not only ..... but also .....</p>	Demonstration	Discussion	Role play	<ul style="list-style-type: none"> <li>- defining conjunctions.</li> <li>- identifying the commonly used conjunctions in English.</li> <li>- Constructing sentences using different kinds of conjunctions.</li> </ul>	<p>Real objects:</p> <p>rulers</p> <p>chalkboard</p> <p>bags</p>	<p>comparing</p> <p>appreciating</p>	MK Precise English Grammar pp127 - 145, Practical English usage. Pp129 - 132 Nelson Grammar 5 F.R. Witty pp40.	
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12	1-3	CONJUNCTIONS	CORRELATIVE CONJUNCTIONS	Listening  Speaking  Reading  Writing	Grammar	<p>The learner:</p> <ul style="list-style-type: none"> <li>- defines correlative conjunctions</li> <li>- identifies correlative conjunctions.</li> <li>- constructs sentences using correlative conjunctions correctly.</li> <li>- joins sentences using correlative conjunctions.</li> </ul>	<p><b>Adverbial modifiers</b>  They are used to modify adjectives as well as adverbs.  <u><b>Examples</b></u>  .....too.....to.....  ....so.....that.....  .....such.....that.....</p> <p><b>b) adverbial modifiers</b>  These modifiers show the shortest time possible an action happened.</p> <p><u><b>Examples</b></u>  No sooner had.....than.....  Hardly had.....when.....  Scarcely.....when.....</p>	<div>Explanation</div> <div>Discussion</div> <div>Demonstration</div>	<ul style="list-style-type: none"> <li>- defining correlative conjunctions</li> <li>- identifying correlative conjunctions</li> <li>- constructing sentences using correlative conjunctions</li> <li>- joining sentences using correlative conjunctions</li> </ul>	Text books	<div>comparing</div> <div>appreciating</div>	Essential English Workbook Bk 6, MK Handbook for P.5 – P.7 pp 86 - 87 Our English Language Junior Bk 3 pp225 - 226	
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## **P.5 Junior English Scheme of work – Term Three,**

Wk	Pd	Topic	S/ topic	Skills	Competences	Content	Mtds	Activities	L / Aids	L/ skills	Ref	Re
1	1	H O L I D A Y W O R K										
2&3	1	P R E V I O U S T E R M'S W O R K										
4  5 &	1  1	PRONOUNS	Types of pronouns	Listening	The learner: -defines distributive pronouns. - identifies distributive pronouns. - constructs sentences using distributive pronouns.	<u><b>Distributive pronouns</b></u> <b>e.g.</b> each, neither, either, every etc. <u><b>Sentences:</b></u> <b>1. Every</b> boy in this school <b>wears</b> shorts. <b>2. Either</b> of the boys <b>was</b> arrested last evening. <b>3. None</b> of the pupils in the collapsed building <b>was</b> hurt. <b>4. Every</b> teacher in this school <b>has</b> a phone.  These pronouns are usually followed by a singular verb.	demonstration          discussion	-identifying the distributive pronouns  - grouping pronouns.  - constructing sentences using pronouns.	Chalkboard illustrations.  Pupils Textbooks.  seats, books, rulers, rubbers watches.  bags,	identifying	English Revision for KCPE pp.61-64 Brighter Grammar Bk3 pp1-4.	
				Reading								
6	E X A M I N A T I O N W E E K											

7	1	<b>HOMOPHONES</b>	<b>Some common homophones</b>	<p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p>	<p>The learner:</p> <ul style="list-style-type: none"> <li>- defines homophones.</li> <li>- identifies homophones</li> <li>- constructs sentences using homophones correctly.</li> </ul>	<p><b><u>HOMOPHONES:</u></b></p> <p><b><u>Meaning:</u></b> These are words that have the <u>same</u> sound, but <u>different</u> meaning and spelling.</p> <p><b>e.g.</b>  him - hymn  our - hour  knight - night  their - there  read - reed  break - break  ring - wring  bee - be  meet - meat  right - write  sea - see  bean - been  sun - son  boar - bore  weight – wait  bear - bare  medal – meddle  collar - caller  flour - flower  stationery – stationary  ewe - you  check – cheque  key - quay  flower - flour</p>	<p>Demonstration</p> <p>Brainstorming</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>- Identifying homophones</li> <li>- Pronouncing the homophones correctly.</li> <li>- Giving homophones for different words.</li> <li>- Constructing sentences using homophones.</li> </ul>	<p>A chart showing some homophones.</p> <p>- chalkboard</p>	<p>appreciation</p>	<p>The New First Aid in English p58; pp.61-63, Essential English Workbook 6 pp38-39 Junior English -Revised Edition</p>	
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8	1	SYNONYMS		Listening	The learner: - defines synonyms.	<b><u>SYNONYMS:</u></b> <b><u>Meaning:</u></b> Words which are similar in meaning <b>e.g.</b> circular – round join – unite abandon - leave abrupt - sudden abundant – plentiful courageous – brave disperse – scatter anticipate – expect loathe – hate deceive – cheat cease – stop omen – sign sufficient – enough vacant – empty indolent – lazy odour – smell annual – yearly insane – mad detest – hate assist – help stubborn – obstinate conceal - hide	demonstration	- defining synonyms  - stating synonyms of different words  - constructing sentences using synonyms	charts  real objects	speech	-The New First Aid in English. pp61-62  -MK Precise English p.127.  -Junior English Revised  Basic English for Upper Primary pp62-64  Essential English Workbook 6 pp64 - 66		
			Speaking	- identifies synonyms									
			Reading	- constructs sentences using synonyms correctly.									
			Writing										
9		E X A M I N A T I O N										W E E K	

<b>10</b>	2	<b>SEQUENCING DEVICES</b>	<b>Linking words</b>	Reading	The learner: - identifies the linking words.	<b>(Linking words)</b> First, then, after, before, immediately, afterwards, later, no sooner	demonstration	- identifying linking words. - constructing sentences correctly.	Chalkboard illustrations	Reporting Arranging	KPC Oka Volume 1 pp. 71–72  English Times Tenses and Conditions pp. 20-26	
<b>11</b>	2			Listening	- constructs sentences using sequencing words.		discussion	- arranging sentences in order using the devices.				
				Writing	- uses sequencing words to write short coherent sentences.			- joining sentences using the devices.				
				Speaking								