

<u>P.5 ENGLISH GRAMMAR SCHEME OF WORK - TERM ONE 2024</u> 0703745068 / 0785681207

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W	/ P d	Topic	Sub- topic	Skills	Aspect	Competences	Content	Mtds	Activities	Instruct. materials	Life skills	Ref	Rm
1	3				нов	LIDAY	WORK	l .		1		1	
2				Listening Speaking Reading		The learner: - identifies the verb changes that take place in the Present Simple Tense identifies the difference between the present simple tense	The present simple tense - Meaning of the tense - Verb changes with third person singular: verb + s verb + es i) Emphasis is put on the appearance of the adverbs of frequency e.g. We often eat meat.	Story telling	- changing sentences into the negative & interrogative forms - changing sentences into passive voice	A chart showing tenses Chalkboard		ge p 1 nos 1-12 3 pp 50-54 sh Exercises pp 13-18	
3	1	Tenses	Present Simple Tense	Writing	Grammar	and the past simple tense. - identifies some adverbs of frequency used in the present simple tense. - constructs correct sentences in the present simple tense. - supplies the suitable question tags in the present simple tense	We eat meat every day. ii) Emphasis is put on the subject and verb agreement. e.g. The baby cries for milk. The babies cry for milk. a) Affirmative form b) Negative form c) Interrogative form *Auxiliary verbs used i.e. does & do Aff. We play football every day. Neg. We do not play football every day. Int. Do we play football every day? The passive voice of the Present simple tense: a) We often eat meat. Meat is often eaten. b) We do not often eat meat. Meat is not often eat meat. Meat is not often eaten. c) Do we often eat meat? Is meat often eaten? Question tags Anne walks to school, doesn't she? We don't eat pork, do we? He teaches French, doesn't he?	Demonstration Discussion Str	- constructing oral sentences in present simple tense changing sentences into passive voice		Effective communication Creative thinking	Brighter Grammar BK 2 pp 37-39. Essentials of English Language p 1 nos Junior English Comp. & Grammar pp 4-8. Brighter Grammar BK 3 pp 50-54 Essential English Workbook pp 14-16, 24-25. Primary Leaving English Exercises	

2	Tenses	Present Continuous Tense	Listening Speaking Reading Writing	Grammar	The learner: - explains the meaning of the present continuous tense describes the formation of the present continuous tense identifies the auxiliary verbs used in the present continuous tense constructs sentences using the present continuous tense forms the negative and interrogative sentences of the present continuous tense supplies the suitable question tags in the present continuous tense.	The Present continuous tense The present continuous tense is used to express an action taking place at that particular time or an action in progress. Formation of the present continuous tense formed by adding 'ing' to the main verb e.g. look + ing, play + ing etc. by dropping letter 'e' before adding 'ing' e.g. chase + ing = chasing, close + ing = closing write + ing = writing exceptionals dye + ing = dyeing, agree + ing = agreeing, flee + ing = fleeing, see + ing = seeing, be + ing = being free + ing = freeing by doubling the last letter before adding 'ing' (CVC rule)e.g. beg + ing = begging, drip + ing = dripping, cut + ing = cutting, dig + ing = digging, run + ing = running by changing 'ie' to 'y' before adding 'ing' e.g. lie + ing = lying, tie + ing = tying, die + ing = dying, vie + ing = vying Helping verbs used in the Present Continuous Tense: am, is, are Negative sentences: Using 'not' between the helping verb and the main verb e.g. They are not shouting. He is not coming back. I am not writing. Interrogative sentences: Beginning with the helping verb and ending with a question mark e.g. Is she writing? Are they going to the field? Ouestion tags e.g. Jane is sleeping, isn't she? We are not going to town, are we?	Demonstration Discussion Story telling	- constructing oral sentences in present continuous tense. - changing sentences into the negative & interrogative forms - changing sentences into the passive form of the present continuous tense. - doing a written exercise	A chart showing tenses Chalkboard Text books	Effective communication Creative thinking	Brighter Grammar BK 3 pp 50-54, p 79, Junior English Comp. & Grammar pp 4-8 Primary Leaving English Exercises pp 18 – 22, Essential English Workbook pp 14-16, 24-25	
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				Grammar		The passive voice of the Present Continuous Tense. Introducing in the word 'being' between the helping verb and the main verb e.g. Sarah is eating an apple. An apple is being eaten by Sarah.					
5 3	Tenses	Present Perfect Tense	Listening Reading Writing Speaking	Grammar	The learner: - identifies auxiliary verbs which are used in the present perfect tense. - constructs sentences in the present perfect tense. - changes the given present perfect sentences into the negative and interrogative forms correctly. - changes the present perfect tense sentences correctly into the passive voice. - discusses and identifies verb changes in present perfect tense.	The present perfect tense The meaning: The tense is used to talk about finished or completed actions in the immediate past (with just) whose effect can be felt in the present e.g. He has just gone out. I have just finished my homework. Helping verbs used: has & have i) Affirmative sentences ii) Negative sentences iii) Interrogative sentences Aff. Andrew has gone to town. Neg. Andrew has not gone to town. Int. Has Andrew gone to town? Question tags He has bought a pen, hasn't he? They have not eaten, have they? The passive voice of the present perfect tense. Use of the word 'been' to form the passive form of the present perfect tense. 1. The man has written a letter. A letter has been written by the man. 2. The man has not written a letter. A letter has not been written by the man	Demonstration Discussion Story telling	- revision of the already learnt tenses - constructing sentences in the present perfect tense. - changing sentences into the negative and interrogative forms. - changing sentences into the passive voice.	A chart showing tenses Chalkboard Text books	Effective communication	Essentials of English pp13 – 16, Brighter Grammar Bk 3 pp 50 – 54 Standard English Aid Bk 5 p 47, Essential English Workbook p 80 Junior English Composition & Grammar pp 9 - 14
6	1			1	EXAMINATION V	VEEK	ı	<u> </u>	L		1

	3			Listening Reading		The learner: - identifies the ways by which the past tense of regular verbs is formed. - identifies the three different ways of	The Past Simple Tense a) The past simple tense is used to express a completed action in the past and past habits. b) Formation of the past tense: i) Regular past tense form voiced + ed/d = /d/ e.g. refuse refused	25	 forming the past simple tense of regular verbs correctly. identifying the auxiliary verb (did) 	A chart showing tenses Chalkboard Text books		36 – 43 p 26 - 29
7		Tenses	Past Simple Tense	Writing Speaking	Grammar	pronouncing the past tense of regular verbs. - constructs correct sentences in the past simple tense. - changes sentences from the present simple tense into the past simple tense correctly.	rob robbed comb combed * t or d + ed/d = /id/ e.g. rot rotted spot spotted note noted nod nodded * voiceless + ed/d = /t/ e.g. walk walked milk milked race raced drop dropped ii) Irregular past tense (mutation) Form different words in the past e.g. go went run ran come came fly flew do did buy bought flee fled bear bore iii) Zero past tense They don't change e.g. cost cost hurt hurt cut cut broadcast broadcast hit hit shut shut	Demonstration Discussion Story telling Brainstorming	for the past tense. - constructing sentences in the past simple tense.		Effective communication, creative thinking	Junior English Composition and Grammar pp 27 – 29, Junior English – Revised pp 36 – Brighter Grammar BK 3 pp 54 – 55, Primary Leaving English Exercises pp 26

		1		Listonina		ahangas santanass	a) Affirmative form			A abort		ı	
				Listening		- changes sentences from affirmative to	a) Affirmative form		ahanaina	A chart			
							b) Negative form		- changing	showing			
				Speaking		negative and	c) Interrogative form.		affirmative sentences	tenses			
				Speaking		interrogative forms	Aff . Diana bought a new book.		into negative &				
						correctly.	Neg. Diana did not buy a new book.		interrogative forms.	Chalkboard			
							Int. Did Diana buy a new book?	g.					
				Reading		- supplies suitable		Discussion		Text books			
						question tags in the past	Question tags	sns	- changing into the			- do -	
						simple tense.	Tom lost his book, didn't he?)isc	passive voice of the			40	
				Writing			She was absent, wasn't she?		past simple tense.				
			_		qo	- changes past tense	You did not pass, did you?						
			qo		p -	sentences into the					딮		
			•		-	passive voice correctly.	The passive voice of the Past Simple				atio		
		qo				Faces of the second of the sec	Tense				nica		
		•				- identifies the	The auxiliary verbs used	uo			l III		
							Was/were + past participle	ati			IIII		
						auxiliary verbs used to	a) The cat drank some milk.	ıstı			ပိ		
						form the passive voice	Some milk was drunk by the	Demonstration			Effective communication		
						of the past simple tense.	cat.)en			Тес		
							b) Aisha did not eat the mango.				田		
							The mango was not eaten by						
							Aisha.						
							c) Did the cat drink the milk?						
							Was the milk drunk by the						
							cat?						
							cut.						
						The learner:	The Past Continuous Tense.		- constructing	A chart		Standard	
				Listening	- do -	- identifies differences	Formation:		sentences in the past	showing		English	
	3					between the present	- main verb + ing		continuous tense	tenses		Aid	
						continuous tense and	- auxiliary verbs: was/were e.g.		orally.			bk.5. pp	
		Tenses		Speaking		the past continuous	was playing			Chalkboard		19-20	
						tense.	were dancing/singing		- changing				
						- identifies the different	was/were running/skipping		sentences into the	Text books		Brighter	
				Reading		helping verbs used in			negative and			Grammar	
				Reading		the two tenses.	i) Affirmative sentences		interrogative			bk.3.	
8						- constructs sentences	ii) Negative sentences		forms.			p 54.	
				Writing		in the past continuous	iii) Interrogative sentences					F	
						tense.	Aff. It was raining heavily yesterday.					Junior	
						- changes the given past	Neg. It was not raining heavily					English	
						continuous tenses	yesterday.					Comp &	
						sentences into the	Int. Was it raining heavily					Grammar	
						negative and	yesterday?					pp.15-18	
						interrogative forms	yesterday:					**	
						correctly.							
						correctly.							

						- changes the given sentences into the passive voice of the past continuous tense correctly	The passive voice of the past continuous tense. a) He was driving a tractor. A tractor was being driven b) Was the boy eating an apple? Was an apple being eaten by the boy? c) Who was driving the lorry? By whom was the lorry being driven?		- 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	a) IF I (Used to state probabilities and possibilities) Examples b) If I go to town, I shall buy a new dress. c) If he comes late, he will not see the headmaster. Tenses used if-clause present simple tense main clause future simple tense If+ present simple + the future tense. The use of a comma in a conditional sentence. a) A comma is used when the if-clause begins a sentence. Examples 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. Examples I shall go to town if I get some money. Sarah will be happy if we visit her.	Demonstration Discussion Role play	- constructing conditional sentences orally. - answering written questions that involve If I. - filling in the missing clauses.	A chart showing conditional sentences.	Problem solving, effective communication creative thinking	Junior English Comp. & Grammar pp. 37- 38 Brighter Grammar bk.4 p. 48. Essentials of Eng. Lang. pp.26-33 Oxford English Course bk.5 p.44 Basic English for Upper Primary p55

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			EX	XAMINATI	ION W	EEK						
11 3	3	CONDITIONAL SENTENCES	If – clause two	Listening Speaking Reading Writing	Grammar	The leaner: - 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.	IF 2 Used as a wish/unlikely/impossible (subjunctive) Tenses used: main clause would tense (conditional tense) if-clause past simple tense If + past simple tense + the would tense. If I got some money, (past simple tense) I would go to town. (would tense)	- 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	

	1 - 3	ADJECTIVES	Meaning of adjectives	Listening Speaking Reading Writing	Grammar	The learner: - explains what an adjective is identifies adjectives classifies adjectives correctly constructs sentences using adjectives.	Adjectives -Meaning: 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 clever girl. A tall boy. Examples of adjectives Attribute vs predicate adjectives Attribute adjectives come before the noun while predicate adjectives are used after a linking verb. Examples: -The shabby boy was punishedThe boy was shabby. Classes of adjectives Descriptive – show the kind or quality of a person or thing e.g. tall, kind, smart, small, generous, old etc Demonstrative – they point out the noun e.g. that girl, such a thing, this boy, those cakes, these mangoes. Numerical/quantity – show how much/many persons or things are meant e.g. I ate some rice. The hand has five fingers. Few cats like cold water. All men must die. We have enough sugar. Interrogative – these are used with nouns to ask questions e.g. Whose pen is this? Which way should we take? Limiting adjectives e.g. i) possessive adjectives my pen, our teacher, her cup, their home, its food ii) articles e.g. the chair, an egg Formation of adjectives from nouns. i) Adjectives that end inful mercy – merciful, skill – skilful joy – joyful. ii) Adjectives ending inous mountain – mountainous fury – furious, fame – famous iii) Adjectives ending inable value – valuable, enjoy – enjoyable	Discussion demonstration brain-storming role play/simulation	- forming adjectives from verbs and nouns. - constructing sentences using adjectives.	A chart showing the formation of adjectives.	Effective communication creative thinking	Junior English Revised pp.53-54 English Aid Bk.5 pp.28-29 The New First Aid in English p.77. High School English Grammar & Comp. pp 19 - 22 Students companion pp.138- 140	
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				The learner:	Formation of adjectives		- forming	A chart		Junior
		Listening		- identifies the	(Continued)		adjectives from	showing the		English
				adjectives.	iv) Adjectives ending inal		verbs and nouns.	formation of		Revised
		G 1:		J	music - musical, nature - natural			adjectives.		pp.53-54
		Speaking		- forms adjectives	parent – parental					
				from nouns and	v) Adjectives ending intic		- constructing			English
		Reading		verbs correctly.	fantasy – fantastic, chaos – chaotic		sentences using			Aid Bk.5
		Reading		•	energy – energetic		adjectives.			pp.28-29
					vi) Adjectives ending inar		3			
		Writing		- constructing	circle – circular, triangle -					MK
				sentences using	triangular				ρĎ	English
				adjectives	vii) Adjectives ending inic				cin	Handbook
				J	metal – metallic, hero - heroic	on			in	for P.5 –
					with Additional Albert albert as a second	role play/simulation			creative thinking	P.7 p47
					vi) Adjectives that change in	nu]			ve	1 1
					spellings and pronunciation.	/sir			ati	
∞	Formation of adjectives				depth – deep, breath – broad	lay,			rea	
Æ	iti				heat - hot, width - wide	[d a			c	
Ţ	βec				wool – woollen, gold – golden/gold	ole				MK
	ad					I			u	English
ADJECTIVES	of								ioi	Handbook
	ion		ī		Nouns used as adjectives.				cai	p.43
	lati		na		a) Noah is putting on a <u>cotton</u> dress.	lon			ni	
	i.i.		Grammar		b) There is a great demand for	discussion			nu	Students
	Fo		rai		<u>Uganda</u> coffee.	scı			mr	companion
			5			di			201	pp.138-
			_						e (140
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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		topic			HOLI	DAY	WORK			<u> </u>				
2 - 3	1 -3				PR	EVIOUS	TERM	1'S WORK	WE	EEK	10 & 11				
4	1-3	VERBS	MODAL VERBS	Listening Speaking Reading Writing	Grammar	The learner:	eads ne rrectly. al verbs ntences	Modal verbs a) What are modal verbs? Modal verbs are help verbs or auxiliaries us with other verbs to express ideas such a possibilities, permiss and intentions. Examples: can, shall, may, have will, must, could, showight, ought b) usage of modal veries i) positive form the can eat all that for you ought to see the nurse. ii) negative form the can't eat all that She couldn't do all the work. iii) interrogative form the can I help you, please the language of modal veries the nurse.	sed s sion e to, ould, erbs. ood. e	Demonstration Discussion Role play	- pronouncing the modal verbs. - constructing sentences using modal verbs. - changing modal verb forms from positive to negative and interrogative forms. - carrying out role play using the modal verbs.	Real objects: Chalkboard rulers books pens sets etc	making requests	Practical English Usage pp 322 – 328, 333 – 336, 507 – 508 Revision English for KCPE pp80 - 89	

5	1-3	VERBS	MODAL VERBS	Listening Speaking Reading Writing	Grammar	The learner: - pronounces, reads and listens to the modal verbs correctly identifies the modal verbs - makes requests using the modal verbs correctly changes modal verbs from their present form to the past form constructs sentences using the learnt modal verbs.	c) Modal verbs used to make requests, suggestions and permission. e.g. May I borrow your book, please? Could you do this work for me during your free time? Would you mind giving me company? Can – could Shall – should May – might Will - would	Demonstration Discussion	- pronouncing the modal verbs - identifying the modal verbs from the given sentences making requests, suggestions and permissions using the modal verbs changing modal verbs from their present to the past form.	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	The learner: - defines direct speech. - identifies actual words of a speaker. - punctuates sentences in direct speech. - constructs sentences in direct speech	Two ways of reporting: a) Direct speech b) Indirect (reported) speech. Dfn: Direct speech refers to the actual words of the speaker when reporting e.g. "I am sick," said Jane. "What is the time?" asked the teacher. Using: - Quotation marks (inverted commas) - comma - full stop - question mark - capital letters	Discussion role play Explanation story telling	 defining direct speech. discussing punctuation marks used in direct speech. punctuating sentences correctly. constructing oral and written sentences in direct speech. 	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	The learner:	Dfn: Indirect speech is the changing of the actual words of the speaker to the words used when reporting. Hence, it is called reported speech e.g. Jane said, "I am hungry." Jane said that she was hungry. TENSE CHANGES All the present tenses change to the corresponding past. 1. Present Simple changes to Past Simple tense e.g. "I like posho," said Doreen. Doreen said that she liked posho. 2. Present Continuous changes to Past Continuous Tense: i) other changes ii) pronouns e.g. Ishe/he Weshe/he Weher/his etc iii) adverb of time/place e.g. nowthen todaythet	Discussion role play Explanation story telling	- defining the indirect speech. - identifying the tense, pronoun and adverb changes. - changing sentences from direct to indirect (reported) speech. - constructing sentences in the reported speech.	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	1-3	SPEECHES	INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	The learner: i) identifies changes required in indirect speech. ii) changes sentences from direct to indirect speech correctly. iii) constructs sentences in the reported speech.	TENSE CHANGES 3. Present Perfect tense changes to the Past Perfect tense 4. Past Simple to the Past Perfect tense: yesterdaythe day before/ the previous day (iv) demonstrative pronouns future tense changes with: i) nouns only (ii) pronouns (iii) adverbs of time / place e.g. tomorrowthe following day/ the next day (iv) demonstrative pronouns	Role play Story telling Demonstration	 defining the indirect speech. identifying the tense, pronoun and adverb changes. changing sentences from direct to indirect (reported) speech. constructing sentences in the reported speech. 	A chart showing changes made while changing from direct to indirect speech.	Reporting Patience Speech	MK hand book for P.5 – P.7 pp 71, Revision English for KCPE pp. 90 –	Dractical Englich ucado oxford DoSOA - 506
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9	1-3	SPEECHES	DIRECT AND INDIRECT SPEECH	Listening Speaking Reading Writing	Grammar	The learner: i) defines commands and requests. ii) identifies commands and requests in given sentences. iii) changes imperative sentences from direct to indirect speech. iv) constructs sentences in the imperative mood.	REPORTING COMMANDS AND REQUESTS. Dfn: A command is an order from authority directing someone to do something. The imperative mood becomes an infinitive. The reporting verbs used are: told, ordered, commanded, asked, requested, etc. Examples i) "Keep quiet!" shouted the teacher. The teacher ordered us/ them/ the pupils to keep quiet. The teacher told us to keep quiet. ii) "Don't be afraid," he told me. He told me not to be afraid. He requested me not to be afraid.	Discussion role play Explanation story telling	- defining commands and requests. - identifying commands and requests in given sentences. - changing imperative sentences from direct to indirect speech. - constructing sentences in the imperative mood.	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	The learner: i) identifies direct questions. ii) changes direct questions or report direct questions correctly.	QUESTIONS When reporting questions, the statement order is used instead of the question order. The question mark is dropped. Changes required to change direct speech to reported/ indirect speech. - 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. Mary asked me whether/ if I was going to the market. - 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. Tom wanted to know when the bell would ring. Reporting verbs such as, asked, enquired, wanted to know, etc.	Demonstration Discussion Role play	- identifying direct questions into indirect questions or report direct questions correctly.	A chart showing changes made while changing from direct to indirect speech.	Reporting Patience Speech requesting	Primary Leaving English Exercises pp54-55, Practical English Usage pp 504 – 506, High school English Grammar & Composition pp227.
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11	1-3	CONJUNTIONS	CLASSES OF CONJUNTIONS	Listening Speaking Reading Writing	Grammar	The learner: - explains what the term 'conjunctions' means identifies some commonly used conjunctions in English constructs sentences using given conjunctions correctly.	Conjunctions Conjunctions are used to join a group of words or clauses together; Classes of conjunctions Correlative conjunctions; These are conjunctions always used in pairs. Examples: eitheror neithernor both but also	Demonstration Discussion Role play	- defining conjunctions. - identifying the commonly used conjunctions in English. - Constructing sentences using different kinds of conjunctions.	Real objects: rulers chalkboard bags	comparing	MK Precise English Grammar pp127 - 145, Practical English usage. Pp129 - 132 Nelson Grammar 5 F.R. Witty pp40.	
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						The learner: - defines correlative	Adverbial modifiers They are used to modify		- defining correlative	Text		
				Listening		conjunctions - identifies correlative	adjectives as well as adverbs. Examples		conjunctions - identifying	books		
				Speaking		conjunctions constructs sentences	tooto sothat suchthat	ıtion	correlative conjunctions		comparing	86 - 87
				Reading		using correlative conjunctions correctly.	b) adverbial	Explanation	- constructing sentences using correlative		appreciating	- P.7 pp
12	1-3		ONS	Writing		- joins sentences using correlative conjunctions.	modifiers These modifiers show the shortest time		conjunctions - joining			
			CONJUNTIONS		Grammar		possible an action happened.	ussion	sentences using correlative conjunctions			MK Handbook for P.5 pp225 - 226
		TIONS	_				No sooner hadthan Hardly hadwhen	Disc				\sim
		NJUNC	ELATIV				Scarcelywhen					Junior BK 6,
		<u>0</u>	CORRI					tion				
								emonstral				ntial English Work English Language
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		SNOILONDENOC	CORRELATIVE CONJ		Gre			Demonstration Discussion	conjunctions			

P.5 Junior English Scheme of work - Term Three,

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Wk	Pd	Topic	S/ topic	Skills	C	omp	eten	ces	Conte	ent		Mtds	5		Ac	ctiv	ities	5	L / Aids	L/ skills	Ref	Re
1	1		-1	Н	0	L	.]) A	Y		W	•	0	R	K				•	-1	
2&3	1		P R	E V	Ι	0	U	S	Т	E	R	M'S	W	V	0	R	K					
4 & 5	1	PRONOUNS	Types of pronouns	Reading Speaking Writing	-de dis pro - dis pro sei dis pro	efines stribu stribu onou onteno stribu onou	tive ns. identive ns. constr ces u tive ns.	tifies ructs ising	Distriprond e.g. e either, Sente 1. Eve this so shorts 2. Eith boys v last ev 3. No pupils collaps was h 4. Eve in this a phor These are followe singula	each, parents and	neithery etc. y etc. y in wears of the arrested the uilding eacher ol has ronour usuall by b.	a < 5 o discussion demonstration		dispr	dentif stribu ronou group ronou const entend ronou	utive ins oing ins. ructi	ing		Chalkboard illustrations. Pupils Textbooks. seats, books, rulers, rubbers watches. bags,	identifying	English Revision for KCPE pp.61-64 Brighter Grammar Bk3 pp1-4.	
6				EXA	A M	IN	I A T	ΓΙΟ	N	W	EE	(

7	1	HOMOPHONES	Some common homophones	Listening Speaking Reading Writing	The learner: - defines homophones. - identifies homophones - constructs sentences using homophones correctly.	HOMOPHONES: Meaning: These are words that have the same sound, but different meaning and spelling. e.g. 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	Demonstration Brainstorming	- Identifying homophones - Pronouncing the homophones correctly. - Giving homophones for different words. - Constructing sentences using homophones.	A chart showing some homophones. - chalkboard	appreciation	The New First Aid in English p58; pp.61-63, Essential English Workbook 6 pp38-39 Junior English -Revised Edition	
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Listening The learner: - defines synonyms. Speaking Reading Writing Writing Writing Listening The learner: - defines synonyms. Speaking - identifies synonyms - identifies synonyms - constructs sentences using synonyms synonyms synonyms correctly. SYNONYMS: Meaning: Words which are similar in meaning e.g. 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 BYNONYMS: Meaning: Words which are similar in meaning - stating synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing sentences using synonyms of different words - constructing - cons	-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
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10	2			Reading	The learner: - identifies the linking words constructs sentences using sequencing	(Linking words) First, then, after, before, immediately, afterwards, later, no sooner	demonstration	 identifying linking words. constructing sentences correctly. arranging sentences in order 	Chalkboard illustrations	Reporting Arranging	KPC Oka Volume 1 pp. 71–72 English Times Tenses
11	2	SEQUENCING DEVICES	Linking words	Writing Speaking	words. - uses sequencing words to write short coherent sentences.		discussion demon	using the devices. - joining sentences using the devices.			and Conditions pp. 20-26