P.4 ENGLISH – GRAMMAR SCHEME OF WORK FOR TERM TWO

E.LO.: Learners will be able to use appropriate vocabulary and structures to express themselves meaningfully in a wide range of situations using the past simple and past continuous tense form.

WK	PD	TOPIC	SUB TOPIC	ASPECT	SKILLS	CONTENT	COMPETENCES	Indicators of life skills and values	METHODS/ techniques	T/Learning Activities	Instructional materials	REF	
1	1 and 2	Time	Past simple tense	Definition	Listening Speaking Reading	The past simple tense This tense is used to describe actions that took place in the past and are not connected with the present. Changes on verbs	The learner; -describes past simple tense	**Effective communication** -fluency	Guided discovery Explanation	Mentioning verbs Changing sentences	A wall chart of tenses	Mk precise English Grammar	

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					Content	Competences	Values	Methods	Activities	Instructional materials	References
				Writing	Adding only "d" "b" adding "ed" care-cared love – loved close- closed smile – smiled vote – voted cook –cooked look – looked wash – washed watch – watched We _____it yesterday. (watch)	-changes verbs given. -uses correct form of the verbs	-articulation -audibility	Group work Brain storming	Completing sentences		page 80 Oxford advanced learners
3 and 4	Time	Past simple tense	Doubling the last letter	Listening Speaking Writing Reading	Doubling the last consonant. Add "ed" plan-planned stop –stopped skip –skipped stop-stopped clap –clapped exercise Using the correct form of words. He _____ happily yesterday.(clap) **Some verbs end in "ght"**	The learner; -changes the verbs. -makes the verbs using the verbs. -uses the correct form of the verbs.	**Effective communication** Fluency Articulation Audibility Interpersonal relationship	Discussion Question and answer Imitation Guided discovery	Mentioning verbs Changing sentences Completing sentences	Chalk board illustration	7th edited page 26

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	Week	Period	Theme	Sub-topic	Skills	Content	Objectives	Values	Methods	Activities	Materials	References
						teach – taught buy – bought bring – brought catch – caught fight – fought		**Problem solving** Love Sharing				
	5 and 6			Changing "y" to "i" plus "d" / "ed"	speaking writing reading listening	Changing "y" to "I" plus "d"/ "ed" Pay – paid Say – said Lay – laid	The learner; -changes verbs -uses the correct form of the verbs	**Problem solving** Love Sharing	Discussion Question and answer Imitation Guided discovery	Making sentences Dropping "y" for "d"/"ed"	Chalk board illustration	7th edited page 26
2	1 and 2	TIME	Past simple tense	Changing "I" or "u" to "a"	listening speaking reading writing	f) The 'ear' family swear – swore tear – tore wear – wore bear – bore g) **some verbs change 'I' or 'u' to 'a'** ring – rang sing – sang	The learner -changes verbs -uses the correct form of the verbs	sharing love assertiveness	guided discovery Explanation	making sentences completing sentences	chalk board illustration	page 15 English Aid book 4 pag

					drink – drank swim – swam shrink – shrank run – ran Exercise Use the verbs in the brackets to complete sentences correctly He _____ across the river yesterday. (swim)						e 15 Core English grammar page 3
3 a n d 4	TIME		Droppi ng "y" for "ied"	listenin g speakin g reading writing	**Verbs that drop "y" for "ied"** Examples carry – carried marry – married bury – buried hurry – harried worry – worried study – studied **Exercise** He _____ her last weekend. (marry) Sheila _____ a pot yesterday. (carry)	The learner: -changes "y" to "ied" -uses verbs in the brackets correctly	empath y care and concern	guided discove ry Explan ation	making sentenc es complet ing sentenc es	chalk board illustrat ion	Eng lish Aid boo k 4 pag e 15

	5 and 6	TIME	PAST SIMPLE TENSE	The "ee" family	listening speaking reading writing	**a) The 'ee' family** sleep – slept sweep – swept feed – fed keep – kept see – saw seek – sought speed – sped	The learner: -changes the verbs -completes sentences using the given verbs to complete given sentences	decision making friendship formation audibility	demonstration group work guided discussion discovery	listing verbs changing verbs completing sentences	A wall chart of tenses	Advanced learners dictionary page R 26
3	1 and 2	Time	Past simple tense	Verbs that do not change in the past simple tense	Listening Speaking Reading Writing	i) **some verbs do not change at all** cut – cut put – put cost – cost hit – hit hurt – hurt beat – beat burst – burst split – split cast – cast let – let quit – quit	The learner: -changes the verbs -completes sentences using the given verbs to complete given sentences	**effective communication** - audibility - articulation -fluency	guided discussion explanation Island hop	listing verbs changing verbs completing sentences	A wall chart of tenses	Advanced learners dictionary page R 26
	3 a	Time	Past simple	Verbs that	listening	ii) **Other verbs change differently**	The learner	decision making	demonstration	listing verbs	Chalk board	English

n d 4		e tense	change differen tly	speakin g reading writing	speak – spoke weave – wove drive – drove choose – chose strike – struck go – went bite – bit give – gave arise – arose exercise use the verbs in brackets to complete the sentences correctly **Exercise** She _____ a nice basket yesterday. (weave)	-changes given verbs sentences -makes sentences -completes sentences	friendsh ip formatio n audibilit y	group work guided discussi on discove ry island hop	changin g verbs complet ing sentenc es	illustrat ion	Aid boo k 4 pag e 16
5 a n d 6	TIME TIME	Past simpl e tense	Affirma tive, negativ e and interro gative		**Affirmative, negative and interrogative sentences** Mugisha danced at the party (affirmative)	The learner: -changes given sentences -makes sentences	self-awarene ss problem solving respect	guided discussi on explana tion	making sentenc es changin g sentenc es to	Chalk board illustrat ion	Cor e Eng gra mm ar pg

						Mugisha didn't dance at the party. (negative) Did/Didn't Mugisha dance at the party? (interrogative) Question tags (past simple tense) Exercise	-completes sentences	love			negative and interrogative	
4	1 and 2	TIME	Past simple temse	Active and passive voice	listening speaking reading writing	**Active and passive voice** Was/ were + past participle form (passive voice) 1-Alex drank the milk. (active) -The milk was drunk by Alex (passive) 2 – cows ate the crops. -The crops were eaten by cows. Exercise Refer to Mk Precise English Grammar	The learner - makes and changes sentences into active or passive voice.	nonviolent conflict resolution empathy love	guided discussion demonstration	making sentences re-writing sentences	Chalk board illustration	Mk Precise English Grammar page 94

3 and 4	TIME	Conjunctions	…either … or …	listening speaking reading writing	**Using , …either … or …** Mary will send a letter Mary will make a call Mary will either send a letter or make a call.	The learner uses ….either….or… in the sentences	cope with stress and emotions love togetherness	demonstration discussion	making sentences	Chalk board illustration	Mk Precise English Book Page 130
5 and 6	TIME	Conjunctions	Either… or….	listening speaking reading writing	**Using: Either …. or ……** Edwin will play music .Angella will play music Either Edwin or Angella will play music.	The learner uses …..either….or….in sentences	**effective communication** -fluency - audibility - articulation	demonstration discussion	making sentences	Chalkboard illustration	Mk precise page 136

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| 4 | 1 and 2 | TIME | Conjunctions | ..too..to... | listening speaking reading writing | **Using: ...too...to....** Shows negative ideas of not. ....for....used when subjects are different 1. Anguyi is very weak. Anguyi can't run fast. -Anguyi is too weak to run fast. 2. The test is very hard. Joy can't pass it -The test is too hard for Joy to pass. | The learner uses ...too...to.... to join sentences | Problem solving - interpersonal relationship self-awareness | guided discovery explanation | joining sentences | Chalk board illustration | Mk precise page 136 |
| | 3 and 4 | TIME | conjunctions | ...so..that... | listening speaking reading writing | **Using: ...so...that...** -Uchoma is very short. Uchoma can't touch the ceiling. -Uchome is so short that she can't touch the ceiling. g | The learner - makes and joins sentences | friendship formation care and concern tolerance respect | guided discussion explanation | making sentences joining sentences | Chalk board illustration | Mk Eng grammar page 126 |

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	5 and 6	TIME	conjunctions	...such a/an..that...	listening speaking reading writing	**Using ...such a / an .... that .....** -Uchoma is very bright. All teachers love her. -Uchoma is such a bright girl that all teachers love her.	The learner: makes sentences joins sentences	care and concern tolerance fluency	guided discussion demonstration	making sentences joining sentences	Chalk board illustration	Mk Precise English Grammar page 130
5	1 and 2	TIME	conjunctions	Neither ...nor...	listening speaking reading writing	**Using: Neither... nor....** -Gemugu is not present. Joy is not present -Neither Nelson nor Joy is present.	The learner makes sentences joins sentences	friendship formation self esteem confidence	guided discussion explanation	making sentences joining sentences	Chalk board illustration	Mk Precise English Grammar page 130
	3 and 4	TIME	conjunctions	...neither...nor.....	listening speaking	**Using: ....neither .... nor....** -Amon is not reading. Amon is not attentive Amon is neither reading nor attentive.	The learner makes sentences joins sentences	care and concern tolerance fluency	guided discussion	making sentences	Chalk board illustration	Mk Precise English Gra

				reading writing	Exercise				demons tration	joining sentenc es		mm ar pag e 130

5 a n d 6	TIME
	
	TIME
		An adver b	Definiti on and classes of adverb	listenin g
				
				speakin g
				
				reading
				
				writing
					An adverb is a word that tells us more about a verb.
					Classes of adverbs
					  a) How adverbs , badly, nicely, happily
					  b) When adverbs – now, today, soon , already
					  c) Adverbs of duration - a week, hours, moment
					  d) Adverbs of degree adverbs –much, almost, very , quite
					  e) where adverbs: here, there, Kenya, market
					Underline adverbs in each sentence.
						The learner -describes adverbs -mentions adverbs -identifies adverbs in sentences	interper sonal relation ship self- awarene ss love respect decision making	guided discussi on
								
								demons tration
								
								think, pair and share
									identifyi ng adverbs
									
									listing adverbs
										A wall chart showin g some adverb s	Mk Pre cise Eng lish Pag e 51

						-John writes <u>neatly</u> -Ann is <u>smartly</u> dressed.						
6	1 and 2	TIME	adverbs	Formation of adverbs	listening speaking reading writing	**Formation of adverbs** a) adding only "ly" clear – clearly proud – proudly slow – slowly loud – loudly smart – smartly poor – poorly exercise	A learner forms adverbs makes sentences a learner completes sentences	coping with stress and emotions love togetherness	guided discussion discovery direct method demonstration	changing adverbs using correct form of the words	A wall chart showing formation of adverbs	Mk Precise English grammar pg 56
	3 and 4	TIME	adverbs	Adding "ly" to adverbs ending with "I"	listening speaking reading writing	b) **adding "ly" to adverbs ending with "l"** careful – carefully equal – equally hopeful – hopefully skilful –skillfully mental – mentally annual – annually	forms adverbs makes sentences complete sentences	assertiveness empathy care and concern.	direct method demonstration	adding "ly" to the adverbs ending with "l"	A wall chart showing formation of adverbs	Mk Precise English grammar pg 56

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5 and 6	TIME	adverbs	" replacing "y" with "I" plus "ly"	listening speaking reading writing	c) **Replacing "y" with "i" plus "ly"** angry – angrily happy – happily easy – easily heavy – heavily	forms adverbs makes sentences complete sentences	creative thinking **effective communication** fluency articulation	guided discussion market stall	replacing "y" with i to form adverbs	A wall chart showing formation of adverbs	Mk Precise Eng pg 56
6 1 and 2	TIME	adverbs	Dropping "e " and adding "ly"	listening speaking reading writing	d)**Dropping "e " and adding "ly"** simple – simply true – truly gentle – gently humble – humbly	form adverbs make sentences complete sentences	**effective communication**fluency **self esteem** confidence love	question and answer discussion market stall	dropping "e" and adding "ly"	A wall chart showing formation of adverbs	Mk Precise English grammar pg 56
3 and 4	TIME	Adverbs	Retaining (e), adding"ly"	listening speaking	a) **Retaining (e), adding "ly"** immediate – immediately nice – nicely	form adverbs make sentences	coping with stress and	guided discovery	retaining "e" and add "ly"	A wall chart showing formati	Mk Precise English lish

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		Adverbs	Adverbs which are the same as adjectives	reading writing	attentive – attentively immense- immensely extreme – extremely f) **Some adverbs which are the same as adjectives** hard, fast, well, late	complete sentences	emotions love togetherness	market stall			on of adverbs	Grammar pg56
5 and 6	TIME	The past continuous tense	Definition	speaking reading writing listening	**The Past Continuous Tense** This tense is used to show that two activities were taking place at the same time. …was / were + a verb ending "ing" Dogs were barking while owls were hooting. Isaiah was listening to music while Jonah was dancing.	A learner describes the past continuous tense makes oral sentences completes the sentences given	coping with stress and emotions love togetherness	demonstration discovery group work discussion	making sentences changing sentences	Chalk board illustration		Mk Precise English grammar page 82 Core Eng gramm mm

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												page 171
7	1 and 2	TIME TIME	past continuous tense	Affirmative, negative and interrogative	speaking reading writing listening	**Affirmative, negative and interrogative** Mariam was singing anthems. (affir) Mariam was not singing anthems. (negative) Was/ wasn't Mariam singing anthems? (interrogative)	Changing sentences accordingly	fluency self esteem **effective communication** articulation fluency Audibility	discussion question and answer	making sentences changing sentences	Chalk board illustration	Core Eng Gram page 172
	3 and 4	TIME	The past continuous tense	Question tags	speaking reading writing listening	**Question tags** Joseph was reading news, wasn't he? Joseph wasn't reading news, was he? They were swimming in the river, weren't they?	makes oral sentences. supplies question tags suitably.	**effective communication** articulation fluency	Explanation Question and answer	supplying question tags to sentences	Chalk board illustration	Core Eng Gram page 172

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					They were not swimming in the river, were they? Exercise		audibility **self esteem** love confidence						
	5 a n d 6	TIME	The past contin uous tense	Active and passive voice	speakin g reading writing listenin g	**Active and passive voice** …was / were + being ….ing(passive) Being shows continuity of actions / results. Mujabi was riding a bicycle (active) A bicycle was being ridden by Mujabi (passive)	Make oral sentences Change sentences into passive / active voice	**effectiv e commu nicatio n** articulat ion fluency self esteem fluency				Chalkb oard illustrat ion	Cor e E ngg ram m pag e 172 Mk Eng Gra mm pag e 95
8	1 a n	TIME	Conju nction s	… enough to …	speakin g	**Using: … enough to …**	A learner: -makes sentences	interper sonal		making sentenc es	question and answer	Chalk board	Cor e Eng

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					reading writing listening	Nambi is very rich. She can buy a car Nambi is rich enough to buy a car. A pio is very young. She cannot join the army. Apio is not old enough to join he army.	-joins sentences	relation ships problem solving love sharing unity	joining sentenc e	rewritin g sentenc es	illustrat ion	Gra mm pag e 115
d 2												
3 a n d 4	BEH AVIO UR	Struct ures	...befor e.../...af ter...	speakin g reading writing listenin g	**Using ...before.../...after...** He says a prayer before eating food. He eats food after saying a prayer. Mary cooked matooke after peeling them. Mary peeled matooke before cooking them.	-The learner; -makes sentences -joins sentences	**effectiv e commu nicatio n** -fluency - articulat ion - audibilit y self esteem	discussi on explana tion	using ...before ... and after ... in sentenc es	Chalkb oard illustrat ion	Cor e Eng Gra mm pag e 115

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								confiden ce				
	5 a n d 6	BEH AVIO UR	Conju nction	When ..../ ...when	speakin g reading writing listenin g	**Using : When ..../ ...when ....** When I saw a snake, I killed it. I killed a snake when I saw it. When Mutinge went home, he watched foot ball Mutinye went home. He watched foot ball. Mutinye watched foot ball when he went home.	-making sentences -joining sentences	self esteem love confiden ce problem solving love respect	guided discussi on demons tration	using: when..../ ...when ..... in sentenc es	Chalk board illustrat ion	Mk Pre cise Eng lish Gra mm a
9	1 a n d 2	BEH AVIO UR	Conju nction	As ..../ ...as....	speakin g reading writing	**Using: As ..../ ...as....** He was running. He fell down. As he was running, he fell down He fell down as he was running.	A learner makes sentences. joins sentences.	self esteem problem solving respect	guided discussi on observa tion	using as....in sentenc es	Chalk board illustrat ion	Mk Pre cise Eng lish Gra

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				listening	Teddy was eating. She bit herself. As Teddy eating was eating, she bit herself. Teddy bit herself as she was eating Exercise			question and answer			mm a
3 a n d 4	BEH AVIO UR	conju nction s	While ..../...w hile	speakin g reading writing listenin g	Using: **While ..../...while .....** Herbert was teaching. Aaron was writing While Herbert was teaching, Aaron was writing Herbert was teaching while Aaron was writing.	makes sentences. joins sentences.	self esteem problem solving respect	guided discussi on observa tion questio n and answer market stall	making sentenc es joining sentenc es rewritin g sentenc es	Chalk board illustrat ion	Mk Pre cise Eng lish Gra mm a
5 a n d 6	BEH AVIO UR	conju nction s	Althoug h.../....a lthough ...	speakin g reading writing	**Using: Although.../....althou gh...** Sarah is beautiful .s he is not smart.	makes sentences joins sentences	effective commu nication self esteem	questio n and answer Island hop		Chalk board illustrat ion	

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					listening	Although Sarah is beautiful she is not smart. Sarah is beautiful although is not smart		fluency				
10	1 and 2	BEHAVIOUR	Structures	Using May I / Would you..?	speaking reading writing listening	**structures** Would you like a …..? No, thank you. May I ….., please? Yes, you may …….. No, you may not ….	makes sentences use polite language in daily life	effective communication self esteem fluency	guided discussion	making sentences	Chalk board illustration	Mk Primary Eng Bk 4 pg 145
	3 and 4	BEHAVIOUR	Structures	Using "must" and "should	speaking reading writing listening	You must/ should …. We must not / should not …. We must be kind to other people.	makes sentences use polite language in daily life	effective communication self esteem fluency	guided discussion	our classroom shop school canteen	Chalk board illustration	Mk precise English Grammar
	5 and 6	BEHAVIOUR	Structures	Using "much" and "many"	speaking reading	Using: … much../ …many… Musa did not sell many books.	makes sentences using …much… and 'many'	effective communication	guided discussion	using much and many in	Money Water Pencils Books Sugar	Mk precise English lish

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				writing listening	He did not give me much money		self esteem fluency	demons tration discussi on	sentenc es		Gra mm ar
1 1	1 a n d 2	BEH AVIO UR	Struct ure	Using: ….some … / … any …	speakin g reading writing listenin g	**Using: ….some … / … any …** There is some ice in the shop There isn't any ice in the shop	making sentences re-write sentences	**effectiv e commu nicatio n** -fluency -articulat ion -audibilit y self esteem love confiden ce	guided discussi on demons tration discussi on	making sentenc es using some and any	money water pencils books sugar	Mk pre cise Eng lish Gra mm ar
	3 a n	BEH AVIO UR	Struct ure	Using: ….much	listenin g	How much is / are ….? How much does ……..cost?	making sentences	**effectiv e commu**	group work	making sentenc es	Classro om shop	Mk Pre cise

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d 4			… / … many …	speakin g reading writing	What is the cost of ….? Exercise		**nicatio n** -fluency - articulat ion - audibilit y self esteem confiden ce	demons tration discove ry questio n and answer	rewritin g sentenc es		Eng pg 145 Yhe sur e perf ect suc cess P.4 cou rse pag e 52
5 6	BEH AVIO UR	Struct ure	Using: ….than …	listenin g speakin g reading	**Using: ….than ……** Pencils are cheaper than pens. A book is more expensive than a sweet.	making sentences using …enough to…. to join sentences	**effectiv e commu nicatio n** -fluency - articulat	group work demons tration	making sentenc es	Classro om shop	Mk Pre cise Eng pg 145
	BEH AVIO UR	Struct ures	Using …enoug h to ….	writing	**Using …enough to ….** Dauda has enough money to buy a car.		ion - audibilit y	discove ry	rewritin g sentenc es		

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						I do not have enough money to buy water.		self esteem love confidence	question and answer				
12	1 and 2	BEH AVIO URS	Struct ure	Contrac tions	listenin g speakin g reading writing	**Contractions** is not – isn't cannot – can't shall not – shan't will not – won't does not – doesn't did not – didn't	writing constructio n in full making sentences		guided discove ry	making sentenc es using the given construc tions	Chalk board illustrat ion	Mk Pre cise pag e 216	
	3 and 4	BEH AVIO UR	Alpha betica l order	Alphab etical order		**Alphabetical order** By the first letter market, shop, town, buy By the second letter. b, buy, bring, bought By the third letter shoes, shall, shell, shirt. Exercise	writing in alphabetica l order	**effectiv e commu nicatio n** audibilit y articulat ion fluency	guided discussi on run and write	re- arrangin g words alphabe tically	Chalk board illustrat ion	Mk Pre cise pag e 216	

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						self esteem confidence				