



### **P.5 ENGLISH GRAMMAR SCHEME OF WORK TERM 1**

**Expected learning outcomes.**

- The learner is able to use appropriate vocabulary related to vehicle repair and maintenance
- The learner is able to use adequate vocabulary used in the print media and shows the desire to read and write articles in the print media.
- The learner is able to use arrange a vocabulary appropriate grammatical structures related to travelling.

W K	P D	TOP IC	SUB TOPI C	SKILLS	ASPEC T	CONTENT	COMPETENCE S	METHO DS/TEC HNIQU ES	ACTIVI TIES	INDICAT ORS OF LIFE SKILLS AND VALUES	T/L AIDS	REFE REN CE	R E M
1	1 a n d 2			Listening Speaking Reading Writing	Structu res	Using ...broke down.... Using when did ....break down? When did Ochola's bicycle break down?	The learner -uses the given structures correctly  joins the given sentences using ...who....	Guided discussi on  Questio n and answer	Joining sentenc es using ....who .....	Effective communi cation critical thinking Fluency Creative thinking	Text book s	Mk EngB k 5 tr's guide page 5	

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						Using ....who.... This is the lady who sells bicycles.						page 6	
	3 & 4		Noun	Listening Speaking Reading Writing	Gramm ar	A noun is a naming word of a person e.g animal, or thing,, school, kettle, sickness. Identification of noun in sentences They saw a big <u>snake</u>	The learner; -tells what nouns are -identifies nouns in sentences	Guided discussi on  Explana tion	Identify ing nouns in sentenc es	Creative thinking  Critical thinking  Fluency Effective communi cation	Chalk boar d illust ratio n	The New first aid in Engli sh page 1	
	5 a n d 6			Listening Speaking Reading Writing		Types of nouns Proper nouns Common nouns  Collective nouns  Abstract nouns  Possessive nouns  Proper nouns Specific names of people, places, days of the week,	The learner -lists the types of nouns  -tells what proper nouns are  -Identifies proper nouns in given sentences	Explana tion	Identify ing proper nouns in sentenc es	Accuracy  Critical thinking  Effective communi cation	Chalk boar d illust ratio ns	Detai led Eng Gram mar page 79	

						months, titles of books, names of rivers, lakes, mountains							
2	1			Listening Speaking Reading Writing	Nouns	<u>Common nouns</u> Names given to groups of things e.g girl, town, table	The learner -Identifies common nouns in sentences	Question and answer	Identifies nouns in sentences	Critical thinking  Self awareness  Effective communication	Chalk board	Mk Precise Eng page 21-22	
	2 and 3			Listening Speaking Reading Writing		<u>Collective nouns</u> These nouns stand for a group of things of the same kind. E.g a swarm of bees, a host of angels	The learner -completes sentences with the correct collective nouns	Explanation	Completing sentences	Accuracy  Decision making  Critical thinking	Chalk board	Mk Precise Eng page 21-22	
	4 and 5			Listening Speaking Reading Writing	-do-	<u>Abstract nouns</u> Names of things which denote idea or state Forming nouns Nouns with .....ness sick – sickness	The learner -Defines abstract nouns -Forms nouns from words using ness	Explanation	Forming nouns	Accuracy  Decision making  Critical thinking	Wall chart of nouns	Detailed Eng grammar	

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						clever- cleverness sad – sadness kind – kindness happy – happiness clean – cleanliness						
	6			Listening Speaking Reading Writing		<u>Abstract nouns</u> Forming nouns from words Verbs educate – education connect – connection conduct – conduction deduct – deduction act- action inform – information attract – attraction	The learner -Forms nouns from the given verbs ending in tion -Makes sentences with the nouns	Questio n and answer  Explana tion	Formin g nouns from verbs	Creative thinking  Effective communi cation  Self awarene ss	Chalk boar d illust ratio ns	Mk Preci se page 22
3	1 a n			Listening Speaking Reading Writing	Nouns	<u>Abstract nouns</u> Forming nouns ending in 'sion' decide- decision	The learner -Forms nouns ending in 'sion'	Explana tion	Formin g nouns from verbs	Creative thinking	Wall chart	Mk Preci se page

	d 2				extend – extension suspend- suspension provide- provision divide- division	-Makes sentences with the learnt nouns	Question and answer		Effective communication  Critical thinking		21- 22	
	3 a n d 4		Listening Speaking Reading Writing		Abstract nouns Forming nouns ending in “nce’ accept – acceptance appear – appearance assist – assistance defend – defence exist – existence	The learner -forms nouns ending in “nce” -makes sentences with the noun	Explanation discussion  Question and answer	Forming nouns and sentences	Critical thinking  Effective communication  Decision making	Wall chart of nouns	MK precise page 21- 22	
	5 a n d 6		Listening Speaking Reading Writing		<u>Abstract nouns</u> Forming nouns ending in ment move- movement manage – management judge – judgment encourage – encouragement advertise – advertisement	The learner -Forms nouns ending in ment -makes sentences using the nouns	Explanation  Question and answer	Forming nouns and the making sentences	Self awareness  Effective communication  Critical thinking	Wall chart of nouns	Detailed Eng gram mar page 87	

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						agree – agreement employ – employment The ____ was clear							
4	1 a n d 2			Listening Speaking Reading Writing		<u>Abstract nouns</u> Mixed exercise Complete sentences using the words in the brackets The _____ of the new moon was followed by a heavy rainfall. (appear)	Pupils should be able to: -use the correct form of the words in the brackets	Guided discussi on	Comple ting sentenc es	Critical thinking  Decision making  Effective communi cation	Chalk boar d illust ratio n	Mk preci se Engli sh page 23	
	3 a n d 4			Listening Speaking Reading Writing	Print media	Vocabulary article, column, columnist, correspondent, crossword, editorial, journalist, media, reporter, sports	The learner - makesentence s using the words	Guided discussi on	Making sentenc es with the given words	Fluency  Accuracy self awarene ss  Creative thinking	Text book s	Mk EngB k 5 page 54 P.5 curr page 8	
	5 a t n m e d i a	Prin t m e d i a		Listening Speaking Reading Writing	Structu res	<u>Using: turn to</u> ...because .....about	The learner -uses the given structures correctly	Questio n and answer	Using the given	Self awarene ss	Text book s	Mk EngB k 5	

	d 6					Turn to page five because there is an article about children's rights. Using: I can see cartoons on this page			structu res	Critical thinking  Effective communi cation		page 55 Tr's guide P.5 Curr page 8	
5	1 a n d 2	Tens es		Listening Speaking Reading Writing	gramm ar	<u>PRESENTS SIMPLE TENSE</u> It is used to describe actions taking place daily, weekly, monthly, yearly, etc He always listens to music Matovu goes to church on Sundays	The learner -makes oral sentences -uses correct forms of the verbs in brackets	Recitati on Explana tion Questio n and answer	Making oral sentenc es  Comple ting sentenc es	Creative thinking  Effective communi cation	Chalk boar d illust ratio n	Mk Preci se Eng gram page 162	
	3 a n d 4			Listening Speaking Reading Writing	structu re	<u>Affirmative, negative and interrogative sentences</u> She greets people She doesnot greet people	The learner -changes sentences to negative and interrogative	Explana tion  Questio n and answer	Changi ng sentenc es	Creative thinking  Effective communi cation	Chalk boar d illust ratio ns	Preci se gram mar page 102	

						Does she greet people?				Self awareness			
	5	Tenses		Listening Speaking Reading Writing	Structure	<u>Active and passive voice of the present simple tense</u> The passive voice of the present simple tense is used as follows : is, am, are + a past participle verb E.g Kato plays football Football is played by Kato.	The learner -changes the given sentences to passive voice -changes the given sentences to active voice	Explanation  Question and answer	Changing sentences	Self awareness  Decision making  Critical thinking	Chalkboard illustration	Mk precise Grammar page 92	
6	1	Tenses		Listening Speaking Reading Writing	structure	<u>Question tags</u> When the sentences is affirmative, the question tag must be negative and vice versa e.g He likes posho, doesn't he?	The learner -puts question tags on given sentences  -makes sentences with their question tags	Explanation  Question and answer	Making question tags	Accuracy  Effective communication	Chalkboard illustrations	Mk Precise Grammar	



						It rains everyday, doesn't it?  Peter doesn't eat meat, does he? They don't play football, do they?							
	3 a n d 4	Trav ellin g		Listening Speaking Reading Writing	Vocabu lary	Further, about, fare, ticket, seta, cycle, speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, destination, passenger, travel, taxi, coach, by	The learner -describes different means of travel using the given vocabulary -spells the vocabulary -makes sentences using the vocabulary	Demons tration Discussi on	Spellin g new words  Making sentenc es	Accuracy  Effective communi cation	Chalk boar d illust ratio ns	Mk Preci se Gram mar  P.5 Curr page 3-4	
	5 a n d 6			Listening Speaking Reading Writing	Structu res	<u>Using" .....while.....</u> " <u>Examples</u> The conductor collected the fare The taxi was moving The conductor collected the fare	The learner -Joins sentences using the structure correctly	Explana tion  Discussi on  Questio n and answer	Joining given sentenc es using... while ....	Effective communi cation  Critical thinking  Creative thinking	Chalk boar d illust ratio ns	Mk Preci se Gram mar P.5 Curr page 3-4	

					while the taxi was moving							
7	1 a n d 2			Listening Speaking Reading Writing		<u>Using: While .....</u> <u>Example</u> We were travelling One of the children started crying the children started crying While we were travelling, one of the children started crying	The learner -constructs their own sentences using the given structures  -re writes and joins given sentences using the vocabulary	Question and answer  Explanation	Constructing sentences	Effective communication  Critical thinking  Creative thinking	Constructing sentences	Chalk board illustrations P.5 Curr page 3-4
	3 a n d 4			Listening Speaking Reading	Structures	<u>Using ... prefer....</u> <u>Example</u> I like travelling by bus I like travelling by taxi more I prefer travelling by a taxi to travelling by bus I like riding a bicycle more than driving a car I prefer riding a bicycle to driving a car	The learner -makes sentences using the given structures  -Joins sentences using the structures	Guided discussion	Making sentences	Effective communication  Critical thinking  Creative thinking  Self expressing	Chalk board illustrations	Teachers collection P.5 Curr page 3-4  P.5 Curr page 4

5 a n d 6			Listening Speaking Reading Writing	structu re	<u>The present continuous tense (now tense)</u> <u>It is used to express actions that are taking place now is, am + ing to the main verb e.g the shopkeeper is selling sugar.</u> <u>Use the correct form of the verb</u> <u>They are very fast. (run)</u>	The learner -Tells what present continuous tense is -Identifies the helping verbs used in the tense -Uses the correct form of the verb by adding “ing”	Explan ation Questio n and answer	Making sentenc es in the present continu ous tense	Effective communi cation  Critical thinking  Creative thinking  Self expressi ng	creat ed situat ions Tens e chart s	Mk Preci se Gram mar page 102 P.5 Curr page 3-4
8 1 a n d 2			Listening Speaking Reading  Writing	TENSE S	<u>Affirmative, negative and interrogativesent ences</u> She is eating an apple, She is not eating an apple. Is she eating an apple? We are travelling to Mombasa. We are not travelling to Mombasa.	The learner -adds question tags	Guided discussi on  Explana tion	Making sentenc es	Effective communi cation  Critical thinking  Creative thinking  Self expressi ng	Chalk boar d illust ratio n	Mk Preci se gram mar page 102

					Are we travelling to Mombasa?							
3 a n d 4			Listening Speaking Reading Writing		<b><u>QUESTION TAGS</u></b> She is eating an apple, isn't she? She is not eating an apple, is she?  We are travelling to Mombasa, aren't we? We are not travelling to Mombasa, are we?	The learner -Adds question tags	Guided discussion  Explanation	Making sentences	Effective communication  Critical thinking  Creative thinking  Self expressing	Chalk board illustration	Mk Precise Grammar page 102	
5 a n d 6			Listening Speaking Reading Writing		<u>Passive and active voice of the present continuous tense</u> are, am, is + being + a past participle verb. e.g They are beating me. (active) I am being beaten (passive)	The learner -Changes the sentences to passive voice  -Changes the given sentences from passive to active voice	Explanation  Question and answer	Changing sentences to passive voice	Effective communication  Critical thinking  Creative thinking  Self expressing	Chalk board illustration	Mk Precise eng gram mar page 92	

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						<p>Fred is cleaning the room (active )</p> <p>The room is being cleaned by Fred.</p> <p>He is drinking milk ( active)</p> <p>Milk is being drunk ( passive )</p>							
9	1 a n d 2			<p>Listening /speaking</p> <p>Reading</p> <p>Writing</p>	Adverb	<p>An adverb is a word that tells us more about a verb, an adjective or another adverb. E.g Grace is extremely beautiful</p> <p>He talks loudly</p> <p><u>CLASSES OF ADVERBS</u></p> <p><u>Adverbs of manner</u></p> <p>They tell us how something happens e.g They sing beautifully.</p>	<p>The learner</p> <ul style="list-style-type: none"> <li>-Defines adverbs</li> <li>-Identifies verbs in sentences.</li> <li>-Describes adverbs of manner</li> <li>-Forms adverbs from adjectives by adding “ly”</li> </ul>	<p>Explanation</p> <p>Question and answer</p>	<p>Using appropriate language</p> <p>Clarity</p> <p>Fluency</p>	<p>Using appropriate language</p> <p>Clarity</p> <p>Fluency</p>	<p>Chalk board illustration</p>	<p>Mk</p> <p>Precise</p> <p>page 50 – 52</p> <p>P.5</p> <p>Curr page 4</p>	

						How to form adverbs add “ly” clear- clearly quick – quickly							
	3			Listening Speaking Reading Writing		<u>Adverbs of time</u> Tell us when something happened e.g He came yesterday Other adjectives of time include : now, since, soon, before, today, already, last week	The learner: -Identifies adverbs of time in the given sentences	Explana tion  Questio n and answer	Identify ing adverb s in sentenc es	Accuracy  Clarity  Fluency	Wall chart	Mk Preci se Eng Gram mar page 53 P.5 Curr page 4	
	4			Listening Speaking Reading Writing		<u>Adverbs of duration</u> These tell about the period an action lasted e.g They waited for three hours, an hour, a week, a year, moment etc	The learner -Makes sentences using the adverbs of duration	Explana tion  Questio n and answer	Identify ing adverb s in sentenc es	Accuracy  Clarity  Fluency	Wall chart	Mk Preci se Eng Gram mar page 53	
				Listening Speaking		<u>Adverbs of frequency</u>	The learner	Explana tion	Identify ing	Accuracy	Wall chart	Mk Preci	

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				Reading Writing		Tells us how often some thing happens/ happened e.g always , ever, seldom, usually, commonly, yearly, monthly, etc She often shouts in class	-Identifies adverbs of frequency in given sentences	Question and answer	adverb s of frequency	Clarity Fluency		se Eng Gram mar page 53  P.5 Curr page 4
10	1 a n d 2	Tenses		Listening Speaking Reading Writing	structure	<u>THE PRESENT PERFECT TENSE</u> The tense deals with events which have just taken place We use: Has/ have + a past participle verb e.g the farmers have grown maize. Use the words in the brackets. Peter has _____ home. (go)	The learner -tells what present perfect tense is -makes sentences in the present perfect tense.	Explanation  Question and answer	Making sentences in the perfect tense	Fluency  Accuracy  Creative thinking  Effective communication	Wall charts tenses	Mk Precise Gram mar page 76  Junior eng gram mar pg 12

3 a n d 4			Listening Speaking Reading Writing		Changes on verbs 'ed' is added on regular verbs e.g cook – cooked clean – cleaned push – pushed <u>Irregular verbs</u> <u>change</u> spellings completely speak – spoken go – gone hide – hidden see – seen sit – sat drink – drunk	The learner -Gives the past particle of verbs	Question and answer	Writing the past participle of verbs	Critical thinking  Effective communication	Wall charts of tenses	Mk precise grammar pg 76 junior Eng grammar page 12
5 a n d 6			Listening Speaking Reading Writing		Affirmative, negative and interrogative sentences e.g Ruth has eaten pork. Ruth has not eaten pork Has Ruth eaten pork?	The learner -Changes the sentences to negative and interrogative	Guided discussion	Changing sentences to negative and interrogative	Effective communication  Critical thinking  Fluency	Chalk board illustration	English grammar in use page 15



11	11	Tenses		Listening Speaking Reading Writing	Structure	<u>Question and tags</u> Affirmative sentences take negative question tag and vice versa Moses has cut a tree, hasn't he? Moses has not cut a tree, has he? We haven't eaten lunch. Have we?	The learner -Adds question tags on sentences	Explanation  Question and answer	Adding question tags on sentences	Critical thinking	Chalkboard illustration	Mk Precise English grammar page 92	
	34	Tenses		Listening Speaking Reading Writing	Structure	<u>Active and passive</u> voice of the present perfect tense has/ have + been + a past participle verb. Musiime has cut a tree. A tree has been cut by Musiime. He has sung a nice song A nice song has been sung.	The learner -Gives the passive voice of the given present perfect tense  -Changes given sentences to active voice	Guided discussion  Brain storming	Changing sentences from active voice to passive voice and vice versa	Effective communication  Creative thinking	Create situations  Chalkboard illustration	Mk Precise English Grammar page 92	

	5	Conjunctions		Listening Speaking Reading Writing	Structure	<u>Although</u> Although is used to show both a negative and positive idea in a single sentences. e.g Although she is beautiful, she isn't married. she is not married although she is beautiful.	The learner -Joins the given sentences using although correctly	Guided discussion  Question and answer	Critical thinking  Effective communication Creative thinking	created situations	Created situations	Mk Eng Precise page 121
1	1	Conjunctions		Listening Speaking Reading Writing	Structure	<u>So ....that and such a ....that.....</u> He was a rich man. he bought the whole village He was so rich that he bought the whole village. He was such a rich man that he bought the whole village.	The learner -Joins the given sentences using the given conjunctions	Guided discussion  Question and answer	Joining sentences	Creative thinking  Effective communication  Rote method  Self expression	Chalk board illustrations	Mk Eng Precise page 126
	3	an		Listening Speaking Reading		<u>Neither</u> <u>.....nor.....</u>	The learner -Tells when neither is used	Explanation	Joining sentences	-do-	Calk board	Mk Eng Preci

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d 4			Writing		It is used to show that none of the two will happen e.g He did not greet the visitors. He did not smile at them. He neither greeted the visitors nor smiled at them.	Join sentences using neither	Question and answer			illustration	see page 132	
5 and 6			Listening Speaking Reading Writing		<u>Either..... Or ....</u> It is used to show that one of the things will happen or happened. E.g He must laugh. He must cry He must either laugh or cry. Mary will eat fish. Mary may eat meat. Mary may eat either fish or meat.	The learner -joins the given sentence using either	Explanation  Question and answer  Brain storming	Joining sentences	Fluency  Self expression  Creative thinking  Effective communication	Chalk board illustration	Mk Precise engram mar pg 130	

13	1 a n d 2	Conjunction		Listening Speaking Reading Writing	Structure	<u>.....too...to...</u> It shows the idea of 'not' e.g That lady is very fat. She cannot run. That lady is too fat to run. "For" is used when joining sentences with different subjects e.g The desk is very heavy. I cannot carry it The desk is too heavy for me to carry.	The learner -joins given sentences using ...too...to...	Explanation  Question and answer	Joining sentences	Fluency  Self expression  Effective communication  Creative thinking	Chalk board illustration	Mk eng precise grammar page 136	
	3 a n d 4			Listening Speaking Reading Writing		<u>...enough...to....</u> Enough is used after an adjective or adverb e.g He ran fast. He won the race He ran fast enough to win the race	The learner -joins sentences using enough	Joining sentences using enough		Chalk board illustration	Mk Precise English Grammar page 134		

						<p>He ran fast enough to win the race</p> <p>When one of the sentences is negative, use the opposite of the adjectives given</p> <p>“....not....enough to ....e.g</p> <p>I am very weak. I can't walk.</p> <p>I am not strong enough to walk</p>										
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**N.B:** (STRUCTURE)long way / not far. (travelling)

### **Common nouns**

#### **Singulars and plurals**

##### **a) adding and plurals**

e.g ball – balls

toy- toys

girl- girls

table – tables

##### **b) adding 'es' to anoun**

e.g church – churches

bench – benches

class – classes

cloth – clothes

- c) **Nouns ending in “o” add es**  
echo – echoes  
tomato – tomatoes  
mango – mangoes
- d) **Nouns which end in “o’ but add “s” to form plurals**  
radio – radios  
video – videos  
piano – pianos
- e) **Changing ‘y’ to ‘i’ plus ‘es’**  
bakery – bakeries  
lorry – lorries  
ferry – ferries
- f) **Some nouns that have a vowel before y take only ‘s’**  
key – keys  
toy – toys  
chimney – chimneys  
monkey – monkeys
- g) **Nouns ending “fe” change “f” to “v” + “tes”**  
wife – wives  
knife – knives
- h) **exceptional**  
chief – chiefs  
cliff – cliffs  
belief – beliefs

reef – reefs

roof – roofs

i) **Nouns ending in ‘um’ change to a**

stadium – stadia

memorandum – memoranda

referendum – referenda

j) **Nouns that change the middle letters**

tooth – teeth

man – men

mouse – mice

louse – lice

foot – feet

k) **Nouns ending in “us” change “us” to “i”**

fungus – fungi

stimulus – stimuli

cactus – cacti

syllabus – syllabi

radius – radi

l) **Nouns ending in “is” change to “e”**

oasis – oases

axis – axes

analysis – analyses

crisis – crises

synthesis – syntheses

m) **Compound nouns**

are nouns made up of two or more words  
a hyphen is used  
head of state – heads of state  
head of department – heads of department  
tooth – brush – tooth brushed  
house wife – house wives  
by-election – by elections

n) **Exceptional**

passer by – passers by  
looker –on – lookers – on

o) **nouns that don't change**

furniture – furniture  
luggage – luggage  
shee – sheep  
music – music  
news – news  
physics – physics  
measles – measles  
phers – phers  
shorts – shorts  
bums – bums  
scissors – scissors

**PRESENT PERFECT TENSE ( CHANGE ON VERBS)**

double the last letter and add 'ed'  
admit – admitted  
stop – stopped  
fit – fitted



clap – clapped  
mop- mopped  
prefer – preferred  
map – mapped

**REPLACE ‘Y’ WITH ‘I’**

Cry – cried  
Marry – married  
Hurry – hurried  
Copy – copied  
Study – studied

**Change ‘I’ to ‘u’**

Drink – drunk  
Sing – sang  
Shrink – shrunk  
Swing – swung  
Dig – dug  
Cling – clung

Verbs ending in ght

Catch –caught  
Teach –taught  
Think – thought  
Buy – bought  
Bring – brought

**Verbs ending in ‘en’**

Take – taken  
Shake – shaken

Nouns ending in “f” change “f” to “v” and add “es”

calf – calves  
wolf – wolves  
shelf – shelves  
leaf – leaves  
loaf – loaves  
self – selves

1. **ABSTRACT NOUNS (ssion)**

permit- permission  
submit- submission  
admit- admission

2. **ABSTRACT NOUNS (al)**

Arrive – arrival  
approve – approval  
revive – revival  
propose – proposal

Mistake – mistaken  
Fall – fallen  
See – seen  
Swell – swollen  
Steal – stolen  
Write – written  
Spring – sprung

**Verbs of the ‘ear’**

Family change ‘ea’ to o  
Tear- torn  
Bear – born  
Swear – sworn  
Wear – worn

betray - betrayal

3. **ABSTRACT NOUNS (ry)**

discover- discovery  
deliver – delivery

4. **ABSTRACT NOUNS (ence)**

silent - silence  
present - presence  
prefer- preference  
differ – difference