SCHEME OF WORK FOR THEME BASED DEVELOPMENT (ENGLISH GRAMMAR)

School……L/Area……Class……Term…Term One**…..Year…**2023**……**

WK	LESS	DAY	THEME	S/THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND. OF LSV	INTR. MAT.	REF	REMARKS
1	1		Our school and neighborhood	Location symbols and benefits of our school	**Vocabulary practice** Flag, tree, uniform, badge **Grammar** **Nouns** A noun is a naming word Plural formation of common nouns flag - flags tree - trees uniform - uniforms badge - badges structure / tense work present What is this/ that? This / That is……..  What is this? This is a tree.	The learner; -Pronounces , spells reads and writes words -Defines the word noun and gives the plural formation of common nouns. -Uses the given structures in correct tense and grammar	Whole word Look, say and use Whole sentence	-Pronouncing -Spelling words -Reading -writing -Defining the word noun -Giving plural forms -Responding to the given structures correctly	-Fluency -Articulation -Confidence	A chart Flash cards	NPsc for Uganda P.2 page 14 St. Bernard Bk 2 page 2-3	
	2				**Vocabulary practice** Money, food, medicine, water	The learner; -Pronounces,	Whole word	-Pronouncing words -Spelling words	Read objects	Real objects	St. Bernard	

					Grammar **Nouns** Word formation m_ney f__d m_dic_ne wat_r	spells, reads and writes words correctly -Gives the correct word formation and plural formation of common nouns -Uses the given structures in correct tense and grammar	Look, say and use Whole sentences	-Reading -Writing -Filling in the missing letters -Give the plural formation	Confidence Accuracy Audibility		pupil's Bk 2 page 3	
			Our school and neighborhood	Location symbols and benefits of our school	**Plural formation of common** nouns money- money food- food medicine- medicine water- water structure/ tense work present tense What is this / that This / That is……  What is that? That is medicine.			Responds to the given structures correctly	Real objects	Read objects	St. Bernard Bk 2 page 3	
	3		Our school and neighborhood	Location symbols and benefits of our school	**Vocabulary practice** Black, yellow, red, white Grammar Adjectives Adjectives are words which tell us more about nouns	The learner; -Pronounces, spells, reads and writes words correctly -Defines the word	Question and answer Whole word	-Pronouncing -Spelling -Reading words -Writing words -Defining adjectives -Forming words	Accuracy Critical thinking Awarenes	Real objects	St. Bernard bk 2 page 5	

					Adjectives Word formation bl_ck y_ll_w r_d wh_te structure and tense work	adjective and gives the correct word formation -Uses the given structures in the correct tense and grammar	Look, say and use	-Responding to given structures correctly	s			
			Our school and neighborhood	Location symbols and benefits of our school	**Present tense** What color is this/ that? It is……  What color is this? It is black  What color is that? It is red.							
	4				**Vocabulary practice** Broom, desk, library, capboard Grammar Nouns Plural formation of common nouns Singular Plural broom brooms desk desks library libraries cupboard cupboard	The learner; -Pronounces, spells, reads and writes words correctly -Gives plural formation of nouns -Uses the given structure in correct tense and grammar	Whole word Whole sentence Question and answer	-Pronouncing -Spelling -Reading -Writing -Forming plurals -Using and giving responses to given structures	Fluency Articulation Accuracy	Flash cards	St. Bernard Bk 2 page 7	

					structure / tense work present tense Is this a ……. / that a ……. Yes, it is. No, it is not.  Is this a desk? No, it is not.							
	5		Our school and neighborhood	Location symbols and benefits of our school	**Vocabulary practice** table, gun, blackboard, chair Grammar Nouns Plural formation of common nouns **Singular** **Plural** table tables gun guns blackboard blackboards chair chairs structure / tense work Present tense Are these / those……..? Yes, they are……. No, they are not Example  Are those tables? Yes, they are.  Are those chairs? no	The learner; -pronounces, spells, reads and writes -Gives plural formation of common nouns -Uses the given structures in correct tense and grammar	Question and answer Whole word Whole sentence	-Pronouncing -Spelling words -Reading -Writing words -Forming plurals of words -Responding to given structures	Fluency Guided discussion Articulation	A chart Table chair Black board	St. Bernard bk 2 page 108	

2	6		Our school and neighborhood	Location, symbols and benefits of our school	**Vocabulary practice** On, in under, near Grammar Prepositions A preposition is a particle used with a noun or pronoun Word order derun- under earn - near ni- in no on Sentence construction a)on-The cup is on the table b)near-The tree is near the house c)in-The pencil is in the tin d)under-The ball is under the chair Structure / tense work present tense Where is the ……? The……is ……..the…….  Where is the drum? The drum is near the pot.	The learner; -Pronounces, spells, reads and writes words correctly -Defines prepositions, writes words in their correct order and constructs sentences using given words -Uses the given structures in correct tense and grammar	Look, say and use Question and answer Whole sentence Demonstration	-Pronouncing -Spelling -Reading -Writing -Defining of prepositions -Giving word orders -Constructing sentences -Responding to given structures	Accuracy Confidence Audibility	Real objects	St. Bernard Bk 2 page 9 and 10	
	2		Our school and neighborhood	Benefits of the neighborhood from the school	**Vocabulary practice** child, ball, cupboard, army man Grammar Nouns Plural formation of common nouns Singular Plural child children	The learner; -Pronounces, spells, reads and writes words correctly. -Gives plural formation of common nouns	Demonstration Whole world Whole sentence	-Pronouncing -Spelling -Reading -Writing -Giving plural forms -Responding to the given structures	Fluency Accuracy Articulation	A chart	St. Bernard Bk 2 page 13	

					ball balls cupboard cupboards army man army men Structure / tense work Present simple Show me a ……. This / That is…… Example  Show me a table That is a table 	-Uses the given structures in correct tense and grammar						
	3		Our school and neighborhood	Benefits of the neighborhood from the school	**Vocabulary practice** book, ball, broom, badge Grammar Nouns Plural formation of common nouns Singular Plural book books ball balls broom brooms badge badges word order ookb- book allb- ball oombr broom dgeba badge structure / tense work Present tense Where is the ……..? The ……is…….the……..	The learner; -Pronounces, spells, reads and writes words correctly -Gives plural forms of words and writes words in their correct order. -Uses the given structures in correct tense and grammar	Whole word Demonstration Whole sentence	-Pronouncing -Spelling -Reading -Writing -Forming plurals of nouns -Giving correct order of words -Responding to the given structures	Accuracy Fluency Articulation	Real objects like books, ball, broom, badge	St. Bernard Bk 2 page 15	

					 Where is the ball? The ball is on the chair.  Where is the book? The book is near the broom							
	4		Our school and neighborhood	Benefits of the neighborhood from the school	**Vocabulary practice** gun, library, chalkboard, signpost Grammar Nouns Plural formation of common nouns **Singular** **Plural** gun guns library libraries chalkboard chalkboards signpost signposts Structure and tense work Present simple What is this or that? This or that is……  What is this?	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural formation of the common words. -Uses the given structure in correct tense and grammar	Whole word Listen, say and use	-Pronouncing words -Spells the words -Reads and writes the words -Gives the plural formation of words -Responds to the given structure correctly	Articulation Fluency Confidence	Flash cards	St. Bernard Bk 2 page 12	

					This is a gun.   What is that? That is a chalkboard.							
	5		Our school and neighborhood	Causes of problems between the school and the neibourhood	**Vocabulary practice** policeman, thief, army man, uniform Grammar Nouns Plural formation of common nouns **Singular Plural** police man- policemen thief- thieves army man- army men uniform- uniforms Structure / tense work Present simple Show me a / the……. This / That is a / the……  Show me a uniform This is a uniform	The learner; -Pronounces, spells, reads and writes the words -Gives the plural formation of common nouns -Uses the given structure in correct tense and grammar	Look, say and use Whole word Whole sentence	-Pronouncing the words -Spelling the words -Giving plural forms -Responding to the given structures	Fluency Effective communication Confidences	Flash card	St. Bernard Bk 2 page 16 NPsc for Uganda P.2 page 15	
3	1				**Vocabulary practice** Steal, fight, respect, helps Grammar Verbs A verb is a doing word	The learner; -Pronounces, spells, reads and writes the words. -Gives the order of tenses of verbs						
3	1		Our school and	Causes of problems	**Tenses of verbs** verb | Now tense | Past	-Uses the given structure in correct	Guided discussion	-Pronouncing -Spelling	Fluency	Flash cards	St. Bernard	

			neghborhood	between the school and the neighborhood	<table><tr><td></td><td></td><td>tense</td></tr><tr><td>steal fight respect help</td><td>stealing fighting respecting helping</td><td>stole fought respected helped</td></tr></table>Structure / tense work Present tense What don't you like? I don't like…… Example What don't you like? I don't like stealing. What don't you like I don't like fighting	tense and grammar	Question and answer	-Reading and writing -Giving the sentences of verbs -Responding to the given structures	Confidence Articulation		Bk 2 page 17 & 18	
3	2				**Vocabulary practice** dress, uniform, cup, court Grammar Nouns Plural formation of common nouns Singular Plural dress dresses uniform uniforms cap caps coat coats structure/ tense work present continuous What is he/ she wearing?	The learner; -Pronounces, spells, reads and writes the word -Gives the plural formation of common nouns -Uses the given structure in correct tense and grammar -Uses the given structure in correct tense and grammar	Whole word Look, say and use Whole sentence	-Pronouncing -Spelling -Reading and writing -Giving plural forms	Confidence Articulation Intonation	Real objects	St. Bernard Bk 2 page 21	

					She/ he is wearing a …… Example ???????? What is he wearing? He is wearing a cap ?????????????? What is he wearing? He is wearing a coat.							
3	3		Our home and community	Relationships among family members	**Vocabulary** mother, daughter, son, father Grammar Noun Plural forms of common nouns **Singular** **plural** mother mothers daughter daughters son sons father fathers Structure / Tense work Present simple tense	The learner; -Pronounces, spells, reads, writes and demonstrates meaning of words -Gives the plural form of the given words -Uses the given structure in correct tense and grammar	Demonstration Guided discovery Role play	-Pronouncing -Spelling -Reading -Demonstration meaning of words -Giving plural form of given words -Using the given structure in correct tense and grammar	-Interpersonal relationship -Fluency -Togetherness -Appreciation	A wall chart showing family members	St. Bernard pupils' book 2 page 23&24 NPsc for Uganda P.2 page 17	

					Show me your…….. This is my…….. She / He is……				-Care			
					Vocabulary brother, sister, uncle, aunt Grammar Nouns Plural forms of common nouns **Singular** **Plural** brother brothers sister sisters uncle uncles aunt aunts structure / tense work present simple tense Show me your…….. These / Those are…….. Example  Show me your sister These are my sisters	The learner; -Pronounces, spells, reads, writes and demonstrates meaning of words -Gives the plural form of the given words -Uses the given structure in correct tense and grammar	Guided discovery Whole word	-Pronouncing -Spelling -Reading -Writing -Demonstrating meaning of words -Giving plural forms of given words -Using the given structure in correct tense and grammar	- Interpersonal relationships -Fluency - Togetherness - Appreciation Care	A wall chart showing family members	St. Bernard pupil's book 2 page 25 NPsc for Uganda P.2 page 17**?????**	
3	5		Our home and community	Relationship among family members	**Vocabulary** grandparents, parents, teachers, doctors Grammar Nouns Singular and plural form of words **Plural** **singular form**	The learner; -Pronounces, spells, reads, writes and demonstrates meaning of words -Gives the plural form of the given words	Whole word Demonstration Guided discovery	Pronouncing Spelling Reading Writing the words Giving the singular forms of words	Interpersonal relationship Friendship formation	A wall chart showing family members	St. Bernard English thematic pupils book 2 page 26	

					grandparents grandparent parents parents teachers teachers doctors doctors Structure / Tense work Present simple tense Who are they? They are my/ our……. Example   Who are they? They are my parents.	-Uses the given structure in correct tense and grammar			Love Care		NPsc for Uganda P.2 page 17	
4	1		Our home and community	Relationship among family members	**Vocabulary** daughter, brother, uncle, grandmother Grammar Opposites of the words **Word** **Opposite** daughter son brother aunt uncle aunt grandmother grandfather	The learner; -Pronounces, spells, reads and writes the words -Gives the opposites of the given words -Uses the given structure in corrects tense and	-Guided discovery -Question and answer -Demonstration	-Pronouncing -Spelling -Reading -Writing the words -Giving the opposite of the given words -Answering questions correctly	Interpersonal relationship -Friendship formation -Love -Care	A wall chart showing family member	St. Bernard English Thematic pupil's Book 2 page 27 NPsc for	

					Structure / tense work Present perfect tense How many…….have you got? I have got……..	answer questions correctly			-Fluency		Uganda P.2 page 17	
4	2		Our home and community	Relationship among family members	**Vocabulary** shopkeeper, driver, nurse, teacher Grammar Nouns Plural forms of words **Singular** **Plural** shopkeeper- shopkeepers driver- drivers nurse- nurses teacher- teachers structure / tense work Show me a …… This is/ That is a …….. **Examples**  Show me a teacher? That is a teacher.	The learner; -Pronounces, spells, reads, writes and demonstrates meaning of words -Gives the plural form of the given words -Uses the given structure in correct tense and grammar	Whole word Demonstration Guided discovery	-Pronouncing -Spelling -Reading -Writing -Demonstrating meaning s of words -Giving plural form of the given words -Using the given structure in correct tense and grammar	Fluency Articulation of words Respect Love	Picture cards Word cards	St. Bernard English Thematic pupil's boo 2 page 31 and 32 NPsc for Uganda P.2 page 17	

					 Show me a driver? This is a driver.							
	3				**Vocabulary** under, inside, in, outside Grammar Prepositions Opposites of the given words **Word** **Opposite** under on inside outside in out bellow above Structure / tense work Present simple tense Where is the ……? The …….is ……..the……. Example 	The learner; -Pronounces, spells, reads, writes and demonstrates meaning of words -Gives the plural form of the given words -Uses the given structure in correct tense and grammar	Look, say and use	-Pronouncing -Spelling -Reading -Writing -Demonstrating meaning s of words -Giving plural form of the given words	Fluency Self-esteem	Word cards	St. Bernard English Thematic pupil's boo 2 page 34 NPsc for Uganda P.2 page	

					Where is the ball The ball is on the table							
	4		Our home and our community	Roles of different people in the community	Vocabulary shopkeeper, driver, doctor, nurse **Grammar** **Nouns** Fill in the missing letters shopkeep_r- shopkeeper dr_ver- driver doct_r- doctor nurs_- nurse Structure / Tense work Present simple tense What does a…….do? A …….. **Examples** 1. What does a doctor do? A doctor treats sick people 2.What does a nurse do/ A nurse looks after sick people	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Fills in the missing letters and makes correct words -Answers questions correctly	Role play Demonstration Guided discovery	-Pronouncing -Spelling -Reading -Writing -Demonstrating the meanings of words	-Fluency -Self-awarenes s -Concern -Care -love	Word cards	St. Bernard English Thematic pupil's Book 2 page 35 NPsc for Uganda P2 page 17	
4	5		Our home and our community	Roles of different people in the community	**Vocabulary** outside, inside, under, in Grammar Prepositions Opposites of the given words **word opposite** outside inside under on in out Structure/ tense work Present simple tense Where are the……? They are……..	The learner; -Pronounces, spells, reads writes and demonstrates the meanings of words -Gives the opposites of the given words -Answers the questions correctly.	Role play Demonstration Question and answer	-Pronouncing -Spelling -Reading -Writing -Demonstrating meaning s of words -giving the opposites of the given words Answering questions.	-Self awarenes s -Fluency -Appreciati on -Care	Picture cards	St. Bernard English pupil's Book 2 page 36 NPsc for Uganda P2 page 17	

<table>
<tr><td></td><td></td><td></td><td></td><td></td><td>Examples

1.Where are the drivers
They are outside the car</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>5</td><td>1</td><td></td><td>Our home and our community</td><td>Cultural practices and values in our community</td><td>Vocabulary
pray, greet, sing, drive
Grammar
Verbs
Verbs are doing words
Order of tenses of verbs<table><tr><td>Verb</td><td>Continuous</td><td>Past tense</td></tr><tr><td>pray
greet
sing
drive</td><td>praying
greeting
singing
driving</td><td>prayed
greeted
sang
drove</td></tr></table>Structure / tense work
Present simple tense
What do you do every day?
I / we ……. Every day
Example
1. What do you do every day?
I brush my teeth every day.</td><td>The learner;
-Pronounces, spells, reads, writes and demonstrates meanings of words.
-Uses the verbs in their tenses
-Answers the questions</td><td>Demonstration

Whole word

Question and answer</td><td>-Pronouncing
-Spelling
-Reading
-Writing
-Demonstrating the verbs
-Using the verbs in different tenses</td><td>Fluency

Self esteem

Appreciation

Care</td><td>Word cards</td><td>St. Bernard English pupil’s Book 2 page

NPsc for Uganda P2 page 17</td><td></td></tr>
<tr><td>5</td><td>2</td><td></td><td>Our home and our community</td><td>Cultural practices and value in the community</td><td>Vocabulary
pray, treat, eat, dance
Grammar
Verbs
Order of tenses of verbs</td><td>The learner;
-Pronounces, spells, reads, writes and demonstrates the words (verbs)</td><td>Demonstration

Question and</td><td>-Pronouncing
-Spelling
-Reading
-Demonstrating the words</td><td>-Fluency
-Self esteem
-Appreciati</td><td>Word cards</td><td>St. Bernard English Thematic Pupil’s</td><td></td></tr>
</table>

					Verb **Present simple** play plays treat treats eat eats dance dances structure/ Tense work present simple tense What does she/ he do every day? He/ she ……..every day. **Example** What does she do every day? She plays netball every day.	-Changes the verbs into present simple tense -Uses the verbs (words) in correct tense and answers questions correctly	answer Guided discovery	-Changing the verbs into present simple tense -Using the verbs in correct tense and grammar	on -Concern		book 2 page NPsc for Uganda P2 page 18	
5	3		The human body and health	Parts of the body and their functions	**Vocabulary** head, eye nose, leg Grammar Nouns Plural formation of nouns Noun plural formation head heads eye eyes nose noses leg legs structure / tense work present simple tense Show me your…….. This is / These are my…… **Example** 1. Show me your nose. This is my nose 2.Show me your ears These are my ears	The learner; -Pronounces, spells, reads, writes and demonstrates the meaning of words -Gives the plural forms of the given nouns -Uses the given words in correct tense and grammar	Demonstration Whole word Guided discovery	-Pronouncing -Spelling -Reading -Writing -Demonstrating the words	Fluency Self-esteem Concern Care Appreciation	Real life situation	St. Bernard English Thematic Pupil's book 2 page 45	

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<tr><td>5</td><td>4</td><td></td><td>The human body and health</td><td>Parts of the body and their functions</td><td>Vocabulary
knee, finger, toe, hand
Grammar
Nouns
Plural formation of nouns
Noun Plural form
knee knees
finger fingers
toe toes
hand hands
Structure/ tense work
Present perfect tense
How many……has/ have /he /she
I have/ he/ she has got……..
Example

How many eyes have you got
I have two eyes</td><td>The learner;

-Pronounces, spells, reads, writes and demonstrates the meaning of words
-Gives the plural forms of the given nouns
-Uses the given words in correct tense and grammar</td><td>Guided discover

Demonstration

Question and answer</td><td>-Pronouncing
-Spelling
-Reading
-Writing
-Demonstrating the words</td><td>-Fluency
-Self awarenes s
-Concern
-Care
- Appreciati on</td><td>Real life situatio n</td><td>St. Bernard English Thematic Pupil’s book 2 page 43</td><td></td></tr>
<tr><td>5</td><td>5</td><td></td><td>The human body and health</td><td>Parts of the body and their functions</td><td>Vocabulary
See, hear, touch, kneel
Grammar
Verbs
Order of tenses of verbs
<table><tr><td>Verb</td><td>Present tense</td><td>Continuo us tense</td></tr><tr><td>see
hear
touch
kneel</td><td>sees
hears
touches
kneels</td><td>seeing
hearing
touching
knelt</td></tr></table></td><td>The learner;
Pronounces, spells, reads and writes the words
-Uses the verbs in their tenses
-Answers questions correctly in correct tense and grammar</td><td>Demonstration

Guided discovery

Whole word</td><td>-Pronouncing
-Spelling
-Reading
-Writing the words
-Changing the verbs according to the tense order</td><td>- Confidens e
-Self estesm
-Self awarenes s
-Identity
-love</td><td>Real life situatio n</td><td>St. Bernard English Thematic Pupil’s book 2 page 46

NPsc for Uganda P2 page</td><td></td></tr>
</table>

					saw heard touched knelt Structure / tense work Presnt simple tense What do you use your……for? I use my…….to……. **Example** What do you use your eyes for? I use my eyes for seeing						19	
6	1		The human body and health	The human body and health	Vocabulary smell, kneel, touch. Hear Grammar Tenses of verbs smell smelling knell kneeling touch touching hear hearing structure/ tense work present continuous tense What are you doing? I am…… Example ?????????????????????????? ?????????????????????????? ?????????????????????????? ??	The learner; -Pronounces, spells, reads, writes and demonstrates the meaning of words -Changes the verbs into present continuous tense -Uses the structure in correct tense and grammar	Demonstration Guided discovery Question and answer	-Pronouncing -Spelling -Reading -Writing -Demonstrating the meaning of words -changing words into present continuous tense -Using the structure in correct tense and grammar.	Vertical expression Articulation Self-reliance Honesty	Real life situation Picture cards	St. Bernard English Thematic Pupil's book 2 page 47 and 48 NPsc for Uganda P2 page 19	

					What are you doing? I am kneeling  I am touching a book							

			The human body and health	Sanitation	Vocabulary boil, brush, wash, clean Grammar Order of tenses of verbs Verb present continuous boil boiling brush brushing wash washing clean cleaning Structure and tense work Present / continuous tense What are you doing I am / we are……. Example  1. What are you doing? I am cooking food. ?????????????????????????? ?????????????????????????? ?????????????????????????? We are brushing	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into present continuous tense -Uses the structures in correct tense and grammar	Role play Demonstration Guided discovery	-Pronouncing -Spelling -Reading -Writing -Demonstrating the meaning of words -Using the structure in correct tense and grammar	-Audibility -Confidence -Fluency -Sharing -Care	Real life situation Picture cards	St. Bernard English Thematic Pupil's book 2 page 50 NPsc for Uganda P2 page 19	

6	3		The human body and health	Sanitation	**Vocabulary** sweep, burn, collect, cut Grammar Verbs Order of tenses of verbs **Verb present continuous** sweep sweeping burn burning collect collecting cut cutting Structure/ Tense work What is he/ she doing? He / she is…… Example  What is he doing? He is sweeping	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into present continuous tense -Uses the structures in correct tense and grammar	Demonstration Guided discovery Role play	-Pronouncing -Spelling -Reading -Writing -changing the verbs into present continuous -Using the structure in correct tense and grammar	Articulation Confidence Audibility Care	Picture cards Real life situations	St. Bernard English Thematic Pupil's book 2 page 51 NPsc for Uganda P2 page 19	
6	4		The human body	Sanitation	**Vocabulary** slash, dig, cook, water Grammar Verbs Order of tenses of verbs **Verbs present continuous** slash slashing dig digging cook cooking water watering	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into present continuous tense -Uses the	Role play Whole word Guided discovery	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing the verbs into present continuous -Using the structures	-Fluency -Self awareness -Creative thinking -Concern	Word cards Real life situation	St. Bernard English Thematic Pupil's book 2 page NPsc for Uganda	

					Structure / tense work Structure / tense work Present continuous tense What are they doing? They are…….. Example 1. What are they doing? ?????????????????????????? ?????????????????????????? ?????????????????????????? They are watering crops	structures in correct tense and grammar		in correct tense and grammar			P2 page 19	
6	5		The human body	Sanitation	**Vocabulary** throw, cover, sweep, burn Grammar Verbs Order of tenses of verbs Verb Past simple tense throw threw cover covered sweep swept burn burnt Structure / tense work Past simple tense Did you……..? Yes, I did.	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into past simple tense -Uses the structures in correct tense and grammar	Role play Guided discovery Question and answer	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing the verbs into pat simple tense -Using the structures in correct tense	-Self awarenes s -Fluency -Creative thinking -Concern -Care	Word cards Real life situatio n	St. Bernard English Thematic Pupil's book 2 page NPsc for Uganda P2 page 19	
7	1		The human body and heath	Sanitation	**Vocabulary** slash, wash, cook, brush **Grammar** **Verbs**	The learner; -Pronounces, spells, reads, writes and demonstrates	Role play Guided discovery	-Pronouncing -Spelling -Reading -Writing	Audibility Creative thinking	Word cards Picture	St. Bernard English Thematic	

					Order of tense of verbs Verb Past simple tense slash slashed wash washed brush brushed Structure / Tense work Past simple tense What did you/ she/ he do yesterday last Monday? I / She/ He……the……. **Example** 1.What did you do last Monday(Slash) I slashed the compound last Monday.	the meanings of words -Changes the verbs into past simple tense -Uses the structures in correct tense and grammar	Guided discussion	-demonstration the meaning of words -Changing the verbs into pat simple tense -Using the structures in correct tense	Self-awarenes s Concern	cards	Pupil's book 2 page 54 NPsc for Uganda P2 page 19	
	2		The human body and heath	Sanitation	**Vocabulary** dig, burn, collect, boil Grammar Verbs Order of tenses of verbs **Verb Past simple tense** dig dug burn burnt collect collected boil boiled Structure/ Tense work Past simple tense What did we/ they do…….? We / they …… Example	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into past simple tense -Uses the structures in correct tense and grammar	Guided discussion Whole word Guided discovery	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing the verbs into pat simple tense -Using the structures in correct tense and grammar	-Audibility -Self awarenes s -Sharing	Sentens e cards Picture cards	St. Bernard English Thematic Pupil's book 2 page 55 NPsc for Uganda P2 page 19	

<table>
<tr>
<td>7</td><td>3</td><td></td><td>The human body and heath</td><td>Personal hygiene</td>
<td>Vocabulary
brush, boil, drink, eat
Grammar
Order of tenses of verbs
Verb present simple
brush brushes
boil boils
drink drinks
eat eats
Structure/ tense work
What do you do every day?
I ……. everyday
Example

What do you do every day?
I drink water everyday</td>
<td>The learner;
-Pronounces, spells, reads, writes and demonstrates the meanings of words
-Changes the verbs into past simple tense
-Uses the structures in correct tense and grammar</td>
<td>-demonstration
Guided discovery

Guided discussion</td>
<td>-Pronouncing
-Spelling
-Pronouncing
-Spelling
-Reading
-Writing
-demonstration the meaning of words
-Changing the verbs into present simple tense
-Using the structures in correct tense and grammar</td>
<td>-Fluency
-Articulation
-Sharing
-Togetherness</td>
<td>Picture cards
Sentence cards</td>
<td>St. Bernard English Thematic Pupil’s book 2 page 58

NPsc for Uganda P2 page 19</td>
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<td>7</td><td>4</td><td></td><td>The human body and heath</td><td>Personal hygiene</td>
<td>Vocabulary
smoke, clean, sweep, cover
Grammar
Verb
Order of tense of verbs
<table>
<tr><th>verb</th><th>Present simple</th><th>Present continuous</th></tr>
<tr><td>smoke
clean
sweep</td><td>smokes
cleans
sweeps</td><td>smoking
cleaning
sweeping</td></tr>
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<td>The learner;
-Pronounces, spells, reads, writes and demonstrates the meanings of words
-Changes the verbs into present simple and continuous tense
-Uses the</td>
<td>Demonstration

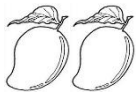
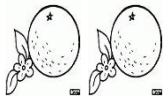
Guided discovery

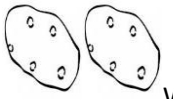
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<td>-Pronouncing
-Spelling
-Reading
-Writing
-demonstration the meaning of words
-Changing the verbs into present simple tense</td>
<td>-Creative thinking
-Self awareness
-Fluency
-Concern</td>
<td>Real life situation

Word cards</td>
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NPsc for Uganda P2 page</td>
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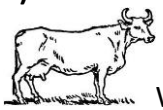
					cover / covers / covering Structure/ tense work' Present simple tense What do you use to……? I use……..to……. Example I use a brush to brush my teeth	structures in correct tense and grammar				19	
7	5		The human body and heath	Personal hygiene	Vocabulary water, toothpast, toothbrush Grammar Nouns Plural formation of nouns Noun — Plural form water — water tooth paste — tooth past toothbrush — toothbrushes soap — soap structure / Tense work Present simple tense What do you use to……? I use…… **Example** 1. I use water and soap to bath.	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Gives the plural forms of the given words -Uses the structures in correct tense and grammar	Demonstration Guided discussion Guided discussion	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing the verbs into pat simple tense -Using the structures in correct tense and grammar	-Fluency -Self esteem -Creative thinking -Problem solving -Concern -Sharing	Real objects e.g. Water, soap, toothpaste, toothbrush	St. Bernard English Thematic Pupil's book 2 page 59 NPsc for Uganda P2 page 21	
8	1		The human body and heath	Personal hygiene	**Vocabulary** wash, brush, water, sweep **Grammar** **Verbs** Order of tense of verbs **verb** / **Present simple** / **Past simple** wash / washes / washed brush / brushes / brushed water / waters / watered sweep / sweeps / swept	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes verbs into present simple and past simple tense -Uses the	Guided discovery Oral practice Observation	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing verbs into pat simple and past simple tense -Using the structures in correct tense and	-Fluency -Self esteem -Creative thinking -Problem solving -Concern -Sharing	Real life situations	St. Bernard English Thematic Pupil's book 2 page 58 & 61 NPsc for Uganda	

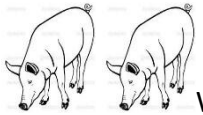
					Structure/ tense work Present simple tense When do you……? I …….. On …….. **Example** When do you wash utensils?(Monday)	structures in correct tense and grammar		grammar			P2 page 21	
8	2		Food and nutrition	Classification of food	**Vocabulary** mango, orange, potato, egg Grammar Nouns Plural formation of verbs **Noun** **plural form** mango mangoes orange oranges potato potatoes egg eggs Structure/ tense work Present simple tense What are these / those? These / Those are…… Example  These are mangoes  These are oranges	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Gives plural forms of words given -Uses the structures in correct tense and grammar	Demonstration Role play Guided discussion	-Pronouncing -Spelling -Reading -Writing -demonstrating the meaning of words -Giving plural forms of words given -Using the given structures in correct tense	-Creative thinking -Problem solving -Creative thinking -Sharing	Real objects i.e. mango, oranges, potatoes, eggs	St. Bernard English Thematic Pupil's book 2 page 63 NPsc for Uganda P2 page 23	
8	3		Food and nutrition	Classification of food	**Vocabulary** yam, groundnuts, pawpaw, cabbage Grammar	The learner; -Pronounces, spells, reads, writes and demonstrates	Demonstration Guided	-Pronouncing -Spelling -Reading -Writing	-Creative thinking -Problem solving	Real objects ie. Yams,	St. Bernard English Thematic	

					Nouns Plural formation of noun **Noun** **Plural form** yam yams groundnut groundnuts pawpaw pawpaws cabbage cabbages Structure/ tense work Present / Tense Present simple tense What are these / those? These / those are…….. **Example**  What are these? These are yams.	the meanings of words -Gives plural forms of words given -Uses the structures in correct tense and grammar	discovery Question and answer	-demonstrating the meaning of words -Giving plural forms of words given -Using the given structures in correct tense	-Self awarenes s -Sharing -Concern	groundn uts, pawpaw s, cabbage s	Pupil's book 2 page 65 NPsc for Uganda P2 page 23	
8	4		Food and nutrition	Classificatio n of food	**Vocabulary** food, cassava, meat, rice Grammar Nouns Plural formations of nouns **Nouns** **Plural** food food cassava cassava meat meat rice rice Structure / Tense work Present simple tense Do you like……..? Yes, I do. No, I don't.	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Gives the plural formation of nouns given -Uses the structures in correct tense and grammar	Guided discovery Demonstr ation Question and answer	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Using the given structures in correct tense and grammar	-Fluency - Articulati on -Problem solving -Concern -Sharing	Real objects ie. Cassava, food, rice	St. Bernard English Thematic Pupil's book 2 page 65 NPsc for Uganda P2 page 23	

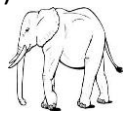
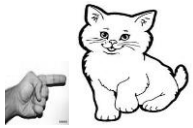
8	5		Food and nutrition	Classification of food	**Vocabulary** pea, fish, beans, milk Grammar Nouns Plural formation of nouns **Noun** **Plural form** pea peas fish fish meat meat rice rice Structure/ Tense work Present continuous tense What are you eating? I am eating …… Example	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Gives the plural formation of nouns given -Uses the structures in correct tense and grammar	Demonstration Guided discovery Question and answer	-Pronouncing -Spelling -Reading -Writing -demonstrating meanings of words -Using the structures in correct tense and grammar	-Problem solving -Articulation -Fluency -Concern -Sharing	Real objects ie. Peas, beans, real life situation	St. Bernard English Thematic Pupil's book 2 page 65 NPsc for Uganda P2 page 23	
9	1		Food and nutrition	Classification of food	**Vocabulary** fat, thin, sad, happy Grammar Adjectives Opposites of adjectives **Word** **Opposite** fat thin sad happy bad good smart shabby laugh cry big small	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Gives the opposites of the given words	Guided discovery Guided discussion Role play	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Gives the opposite of the given words	-Fluency -Articulation -Self awareness -Concern -Care	Real life situation	St. Bernard English Thematic Pupil's book 2 page 72 NPsc for Uganda P2 page 23	
9	2		Food and nutrition	Classification of food	**Vocabulary** small, strong, dull, weak **Grammar** **Adjectives** Comparisons of adjectives Positive / Comparative / Superlative	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Forms the	Demonstration Guided discovery Guided	-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Forming the	-Creative thinking -Fluency -Problem solving -Self awarenes	Real life situations	St. Bernard English Thematic Pupil's book 2 page 72	

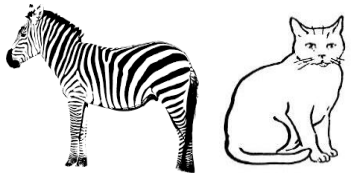
					<table><tr><td>small</td><td>smaller</td><td>smallest</td></tr><tr><td>strong</td><td>stronger</td><td>strongest</td></tr><tr><td>dull</td><td>duller</td><td>dullest</td></tr><tr><td>weak</td><td>weaker</td><td>weakest</td></tr></table>Structure/ Tense work Present simple tense Who is……. ……. is …… **Example**  Who is smaller? Jessica is smaller	comparative and superlative degrees of the given adjectives -Uses the structures in correct tense and grammar	discussion	comparative and superlative degrees of the given adjectives -Using the structures in correct tense and grammar	s		NPsc for Uganda P2 page 23	
9	3		Food and nutrition	Classification of food	**Vocabulary** brown, white, green, orange **Grammar** **Adjectives** Word formation Write these words correctly tewhi white bownr brown eengr green angeor orange Structure / tense work Present simple tense What colour is/ are…….? It is / They are…… **Example** What colour is the cabbage? It is green	The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Writes the words correctly -Uses the structures in correct tense and grammar	Guided discovery Guided discussion Question and answer	-Pronouncing -Spelling -Reading -Writing -Using the structures in correct tense and grammar	-Fluency -Creative thinking -Problem solving -Concern S	Real life situation	St. Bernard English Thematic Pupil's book 2 page 61 NPsc for Uganda P2 page 23	

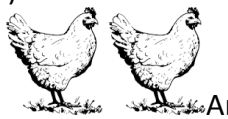
WK	LESS	DAY	THEME	S/THEME	CONTENT	CPMPETENCES	METHODS	ACTIVITIES	IND. OF LSV	INSTR. MAT.	REF	REMARKS
1	1		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** Goat, cow, sheep, pig Grammar Nouns **Plural formation of nouns** **Singular plural** goat goats cow cows sheep sheep pig pigs **structure / tense work** Present simple tense What is this/that This /That is **Examples** **a)**  What is this? This is a cow. **b)**  What is this? That is a goat.	The learner; -Pronounces, spells, reads and writes the words. -Gives plural form of nouns. -Uses the given structure in correct tense and grammar.	Guided discussion Explanation Whole world	Pronouncing, spelling, reading and writing Giving plural forms Responding to given structures correctly	Care Awareness Responsibility	A chart	St. Bernard Bk 2 page 74 NPsc for Ug Bk 2 page 26	

1	2		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** calf, lamb, kid, piglet **Grammar** **Nouns** Plural information of nouns **Singular** **plural** calf calves lamb lambs kid kids piglet piglets Structure / tense work Present simple tense What are these/those? These / those are……. Examples a)  What are these? These are piglets. b)  What are those? Those are calves.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural form of words. -Uses given structure in correct tense and grammar.	Guided discovery Explanation Whole sentence	Pronouncing, spelling, reading and writing Giving plural form of words Responsibility to given structures correctly	Awareness Cares Responsibility	A chart	St. Bernard Bk 2 page 77	

1	3		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** cat, rabbit, dog, lion **Grammar** Plural information of nouns **Singular plural** cat cats dog dogs rabbit rabbits lion lions Structure / tense work Present Simple Tense How many…….can you see? I can see…… **Examples** a)How many lions can you see? I can see one lion b) How many rabbits can you see? I can see two rabbits	The learner; -Pronounces, spells, reads and writes words. -Gives plural form of words -Uses given structure in correct tense and grammar.	Question and answer Guided discussion Explanation	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Articulation Care	A chart	St Bernard Bk 2 page 82 NPsc fop Ug Bk 2 page 26	

1	4		OUR ENVIRONMENT	Common animals and birds	**Vocavulary practice** cub, kitten, puppy, elephant **Grammar** **Nouns** Plural formation of nouns Singular plural cub cubs kitten kittens elephant elephants puppy pappies structure /tense work present Simple Tense What is this / that? This /That is…… **Example** a)  What is this? This is an elephant b)  What is that? That is a kitten.	The learner; -Pronounces, spells, reads and writes -Gives plural form of words -Uses the given structure in correct tense and grammar.	Look, say and use Exaplanation Guided discusssion	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Care Awareness Articulation	A chart	NPsc for UG Bk 2 PAGE 26	

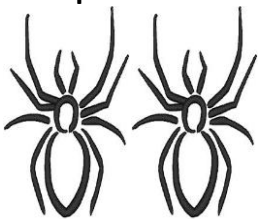
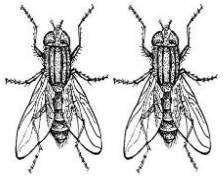
1	5		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** hyena, zebra, monkey, parrot **Grammar** **Nouns** Plural formation of nouns **Singular** **plural** hyena hyenas zebra zebras monkey monkeys parrot parrots structure /tense work present simple tense The ……..is bigger than…… **Examples** Zebra Cat  The Zebra is bigger than the cat.	The learner; -Pronounces, spells, reads and understands -Gives plural forms of words -Uses the given structure in correct tense and grammar.	Look, say and use Guided discussion Explanation	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Care Responsibility Awareness	A chart Pictures cards.	St. Bernard Bk 2 page 80 NPsc for Ug Bk 2 page 26	

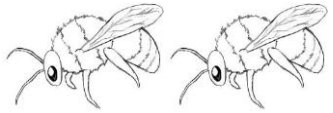
2	1		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** duck, hen, dove, weaverbird **Grammar** **Nouns** Plural formation of nouns Singular plural duck ducks hen hens weaverbird weaverbirds dove doves Structure/ tense work Present simple tense Are these / those ……? Yes, they are. / No, they are not **Examples** a)  Are these hens? Yes, they are. b)  Are these weaverbirds? No, they are not.	The learner; -Pronounces, spells, reads and writes words. -Gives plural form of words. -Uses the structure in correct tense and grammar.	Look, say and use Guyided discovery Question and answer.	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structure correctly	Awarene ss Care Responsi bility	A chart Picture cards	St. Bernard Bk 2 page 79 NPsc for Ug Bk 2 page 27	

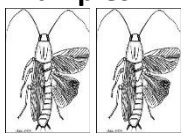
2	2		OUR ENVIRONMENT	Common birds and animals	**Vocabulary practice** cow, goat, sheep, pig **Grammar** **Nouns** Animal young ones Animal young ones cow calf goat kid sheep lamb pig pig structure/ tense work present simple tense What is the young one of…….? The young one of …….is…….. **Example** a) What is the young one of a cow? The young one of a cow is a calf	The learner; -Pronounces, spells, reads and writes words. -Gives young ones of animals. -Uses the given structures in correct tense and grammar.	Question and answer Guided discovery Explanation	Pronouncing Spelling Reading and writing Giving plural forms Responding to the given structures correctly	Care Awareness Responsibility	A chart	St Bernard Bk 2 page 83 NPsc for Ug Bk 2 page 26	

2	3		OUR ENVIRONMENT	Common birds and animals	**Vocabulary practice** cat, rabbit, dog, lion Nouns Animal young ones **Animal** **young one** cat kitten rabbit kitten dog puppy lion cub structure / tense work Present simple tense What is the young one of……..? The young one of……is…… **Example** What is the young one of a lion? The young one of a lion is a cub What is the young one of a rabbit The young one of a rabbit is a kitten.	The learner; -Pronounces, spells, reads and writes. -Gives young ones of animals -Uses the given structure in correct tense and grammar.	Explanation Question and answer Guided discovery	Pronounces Spelling Reading and writing words Giving young ones of animals Responding to given structures correctly	Care Awareness Responsibility	A chart	St. Bernard Bk 2 page 83 NPsc for Ug Bk 2 page 26	

2	4		OUR ENVIRONMENT	Common animals and birds	**Vocabulary practice** hen, duck, elephant, monkey **Grammar** **Nouns** Birds and animals and young ones Animal /bird young one hen chick duck duckling elephant calf monkey baby Structure / tense work Present simple tense What is the young one of a ……..? The young one of a ……is…… **Example** What is the young one of a duck? The young one of a duck is a duckling.	The learner; -Pronounces, spells, reads and writes words. -Gives young ones of birds and animals -Uses the given structure in correct tense and grammar	Guided discussion Explanation Guided discovery	Pronouncing Spelling Reading and writing Giving young ones of birds and animals Responding to given structures correctly	Care Awareness Responsibility	A chart	St. Bernard Bk 2 page 83 NPsc Bk 2 page 26	

2	5		OUR ENVIRONMENT	Common insects	**Vocabulary practice** insect, housefly, cockroach, spider **Grammar** **Nouns** Plural formation of nouns Singular plural housefly houseflies insect insects cockroach cockroaches spider spiders Structure/ tense work Present simple tense What are these/ those? These / Those are…….. **Example**:  What are these? These are spiders. ?  What are those? Those are houseflies.	The learner; -Pronounces, spells, reads and writes -Gives plural forms of words -Uses the given structure in correct tense and grammar	Look, say and use Guided discussion Whole world	Pronouncing Spelling Reading and writing giving plural forms Giving plural forms Responding to given structures correctly	Care Awareness Responsibility	A chart	NPsc for Ug Bk 2 page 27 St. Bernard Bk 2 page 87	

6	1		OUR ENVIRONMENT	Common insects	**Vocabulary practice** bee, grasshopper, wasp, mosquito **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** bee bees wasp wasps mosquito mosquitoes grasshopper grasshoppers structure / tense work Present simple tense What are these /those? These/ Those are…… **Example**  What are these? These are bees.	The learner; -Pronounces, spells, reads and writes words correctly. -Gives plural form of words. -Uses the given structure in correct tense and grammar.	Guided discussion Question and answer Explanation	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Care Responsibility Awareness Fluency	A chart	NPsc For Ug Bk 2 page 27 St. Bernard Bk 2 page 87	

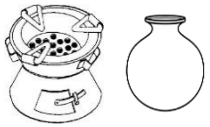
6	2				**Vocabulary practice** butterfly, ant, termites, cockroach **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** butterfly butterflies termite termites cockroach cockroaches ant ants Structure / tense work Present simple tense Are these / those…….? Yes, they are……/ No, they are not……. **Examples**  Are these cockroaches? Yes, they are.    Are those termites? No, they are not	The learner; -Pronounces, spells, reads and writes words -Gives plural form of words -Uses the given structure in correct tense and grammar	Guided discussion Explanation Whole world	Pronouncing Spelling Reading and writing Giving plural forms	Awareness Care Responsibility	A chart	St. Bernard Bk 2 page 88 NPsc Bk 2 page 27	

6	3		OUR ENVIRONMENT	Common insects	**Vocabulary practice** bean, maize, millet, cassava **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** bean beans maize maize millet millet cassava cassava structure /tense work present simple tense What is this/ that? This / That is…… **Example** a)  What is this? This is cassava. b)  What is that? That is a bean seed.	The learner; -Pronounces, spells, reads and writes words -Gives plural form of words -Uses the given structure in correct tense and grammar	Look, say and use Question and answer Whole world	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Care Responsibility Awareness	Real objects Picture cards A chart	NPsc for Ug Bk 2 page 27 St. Bernard Bk 2 PAGE 89	
6	4			Common	**Vocabulary practice**	The learner;	Look, say	Pronouncing	Awarene	Real	St Bernard	

				plants	pawpaw, tomatoe, mango, groundnut **Grammar** **Nouns** Plural formation **Singular** **Plural** pawpaw pawpaws tomato tomamtoes mango mangoes groundnut groundnuts Structure and tense work Present simple tense What are these or those? These / Those are……. **Examples** a)  What are these? These are groundnuts. b)  What are those? Those are mangoes.	-pronounces, spells, reads and writes words -Gives the plural form of nouns -Uses the given structure in correct tense and grammar	and use Observation Guided discussion	Spelling Reading and writing Giving plural forms Responding to given structures correctly	ss Care Responsibility Love	objects A chart	Bk 2 page 90 NPsc for Ug Bk 2 page 27	

6	5		OUR ENVIRONMENT	Common plants	**Vocabulary practice** leaves, flower, weed, seed **Grammar** Plural formation of nouns **Singular** **Plural** leaf leaves flower flowers seed seeds weed weeds Structure / tense work Present simple tense Are these / those….? Yes, they are/ No, they are not. **Example**  Are these flowers? No, they are not.  Are those seeds? Yes, they are.	The learner; -Pronounces, spells, reads and writes -Gives plural form of nouns -Uses the given structures in correct tense and grammar.	Question and answer Guided discussion Whole world	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Care Responsibility	A chart Real objects	NPsc for Ug Bk 2 page 27 St. Bernard Bk 2 page 91.	

7	1		OUR ENVIRONMENT	Common plants	**Vocabulary practice** red, blue, yellow, brown Grammar Adjectives **Word** **Formation** r_d red bl_e blue ye_low yellow b_own brown Structure / tense work What colour is / are……..? It is / They are……. **Example**  What colour is a ripe tomato? It is red. What colour are the maize? They are green.	The leaner; -Pronounces, spells, reads and writes words -Fill in the missing letters -Uses the given structure in correct tense and grammar.	Look, say and use Guided discussion Explanation	Pronouncing Spelling Reading and writing Filling in missing letters.	Care Awareness Responsibility	Real objects A chart	St. Bernard Bk 2 page 92 NPsc for Ug Bk 2 page 27	

7	2		THINGS WE MAKE	Things we make in our community	**Vocabulary practice** doll ball mat **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** doll dolls mat mats ball balls charcoal stove charcoal stoves Structure/tense work Present simple tense Using: Where is the……? This……is…… **Example**  Where is the charcoal stove? The charcoal stove is near the pot.  Where is the ball? The ball is under the table.	Then learner; -Pronounces, spells, reads and writes the words -Gives plural forms of words -Uses the given structures in correct tense and grammar.	Whole world -Whole sentence -Look say and use.	-Pronouncing the words -Spells -Reads -Writes the words -Responds to the structures correctly	-Fluency -Confidence -Articulation	Real materials doll, ball, mat	St. Bernard Bk 2 page 93	

7	3		THINGS WE MAKE	Things we make in our community	**Vocabulary practice** rope saucepan pot cushion **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** rope ropes cushion cushions pot pots saucepan saucepans Structure / tense work Present simple tense Using: Where are the……..? The …….. **Example**  Where are the pots? The pots are near the cushion.  Where are the saucepans? The saucepans are under the chair.	The learner; -Pronounces, spells, reads and writes the words. -Gives plural form of words -Uses the given structure in correct tense and grammar.	-Look, say and use -Whole world	-Pronouncing -Spelling -Reading -Writing -Gives plural forms -Responds to the structure correctly.	Fluency Confidence	Real objects Saucepans Rope Cushion	St. Bernard English Bk 2 page 93	

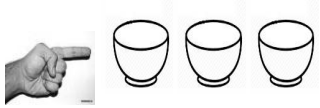
7	4		THINGS WE MAKE	Things we make in our commun ity	**Vocabulary practice** bed, chair, basket, stool **Grammar** **Nouns** Plural forms of nouns **Singular** **Plural** bed beds chair chairs basket baskets stool stools structure / tense work present simple tense Using: How many beds……..are there? There are…… **Example**  How many beds are there? There are two beds.  How many baskets are there? There are three baskets.	The learner; -Pronounces, spells, reads and writes the words -Gives the plural form of words -Uses the given structures in correct tense and grammar	Whole world Whole sentence Look, say and write	Pronouncing Spelling Reading Writing Responding to the given structure	Fluency Confiden ce Articulati on	Real life objects	St Bernard Bk 2 page 104 NPsc for Ug Bk 2 page 29	

7	5		THINGS WE MAKE	Thing we make in our community	**Vocabulary practice** mortar, pestle, ladle, table **Grammar** **Nouns** Plural forms of nouns **Singular** **Plural** mortar mortars pestle pestles ladle ladles table tables Structure / tense work Present simple tense Using: What is that/ this? This is/ That is……. **Example** What is this? This is a ladle.   What is that? That is a pestle	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural forms of words -Uses the given structure in correct tense and grammar.	Whole world Whole sentence Look, say and write	-Pronouncing -Reading -Writing -Giving plural forms -Responding to the structure	Fluency Articulation Confidence	Real objects like pestle, ladle, and table.	St. Bernard Bk 2 page 101 NPsc for Ug Bk 2 page 30	

8	1		THINGS WE MAKE	Materials used and their sources	**Vocabulary practice** sisal , banana fiber, clay, raffia **Grammar** **Nouns** Word order Arranging the letters to form a word salsi-sial layc-clay fiafar-rafia fibrebanana-bananafibre structure/ tense work present simple tense Using: What do you use to make a rope? I / we use……. **Examples** a)What do you use to make a dancing skirt -I use raffia to make raffia skirts b)What do you use to make a rope -I use sisal to make a rope.	The learner; -Pronounces, spells, reads and writes the words -Gives the word order of the words -Uses the structure in correct tense and grammar.	Look, say and write Whole world Whole sentence	-Pronouncing -Spelling -Reading -Writing -Responding to the structure correctly	Confidence Fluence Articulation	Real objects	St. Bernard Bk 2 page 98 NPsc Bk 2 page 28	

8	2		THINGS WE MAKE	Materials used and their sources	**Vocabulary practice** grass, thread, needle, stick Grammar Nouns Plural forms **Singular** **Plural** grass grass thread threads needle needles stick sticks structure and tense work present simple tense Using: What is…….doing? Tom is making……from……. **Examples** What is Tom doing?  What is Tom doing? Tom is making a hut from grass.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural form of words -Uses the given structure in correct tense and grammar.	Guided discussion Whole world Whole sentence	Pronouncing Spelling Reading and writing Giving plural forms Responding to give structures correctly	Creative thinking Care Self-awareness	Real things	NPsc Bk 2 page 29 St. Bernard Bk 2 page 99	

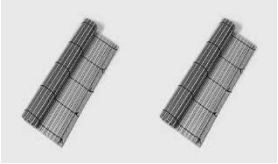
8	3		THINGS WE MAKE	Importance of things we make	**Vocabulary practice** box, bench, bus, dress **Grammar** **Nouns** Plural forms **Singular** **Plural** box boxes bench benches bus buses dress dresses structure / tense work Using: What is this or that? That is / This is……. **Examples**  What is this? This is a bus.  What is that? That is a bench.	The learner; -Pronounces, spells, reads and writes the word. -Gives the plural form of words -Uses the structure in correct tense and grammar.	Look, say, and write Whole word Whole sentence	-Pronouncing -Spelling -Reading -Writing -Gives plural forms -Responds to the structures correctly	Fluency Confidence Articulation	Flash cards	St. Bernard Bk 2 page 101 NPsc Bk 2 page 30	

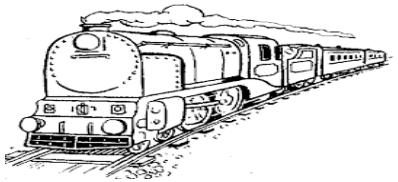
8	4		THINGS WE MAKE	Importance of things we make	**Vocabulary Practice** house, dish, mat, brush **Grammar** **Nouns** Plural forms **Singular** **Plural** house houses dish dishes mat mats brush brushes Structure and tense work Present simple tense Using: What are these / those? These / those are…….. **Examples**  What are these? These are houses  What are those? Those are dishes.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural forms of words -Uses the structure in correct tense and grammar.	Whole world Guided discussion	-Pronouncing -Reading -Spelling -Giving plural forms -Responding to the structures.	-Articulation -Fluency -Accuracy	Flash cards	St. Bernard Bk 2 page 102 NPsc Bk 2 page 30	

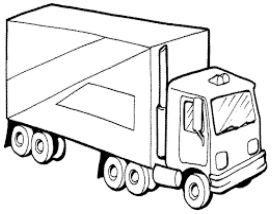
8	5		THINGS WE MAKE	Materials used and their sources	**Vocabulary practice** swamp, garden, shop, forest **Grammar** Plural forms **Singular** **Plural** garden gardens forest forests swamp swamps shop shops Structure / tense work Present continuous Using: What is……..doing? Sarah is getting grass from the… **Examples**  What is Sarah doing? Sarah is getting grass from the swamp  What is Betty doing? Betty is cutting sticks from the forest.	The learner; -Pronounces, spells, reads and writes the words -Gives the plural formation. -Uses structure in correct tense and grammar.	Look, say and write Whole world Whole world	-Pronouncing -Spelling -Reading -Writing -Giving plural forms -Responds to the given structure	Fluency Confidence	Flash cards	St. Bernard Bk 2 page 99 NPsc Bk 2 page 29	

9	1		THINGS WE MAKE	Materials used and their source	**Vocabulary practice** straw, palm leaves, sisal, papyrus **Grammar** **Nouns** Word order **Arranging the letters to form a word** awtst- straw slasi- sisal leavespalm- palm leaves pyruspa- papyrus Structure / tense work Present continuous Using: Tom is making…….from **Examples**  Tom is making a mat from straws  Mary is making a basket from sisal.	The learner; -Pronounces, spells, reads and writes the words. -Writes the words in their right order. -Uses the given structure in correct tense and grammar.	-Look, say and write -Whole word -Whole sentences	-pronouncing -Spelling -Writing -Writing words in correct order	Fluency Confidence Articulation	Flash cards	St. Bernard Bk 2 page 99 NPsc Bk 2 page 29	

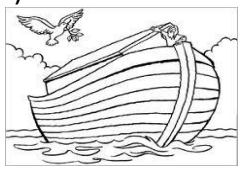
9	2		THINGS WE MAKE		**Vocabulary practice** boxes, buses, dresses, benches **Grammar** **Nouns** Singular forms **Singular** **Plural** box boxes bus buses bench benches dress dresses Structure/ tense work Present simple tense Using:Show me…….. These / Those are…… **Example** a)  Show me the brushes? These are brushes. b)  Show me the dresses These are dresses.	The learner; -Pronounces, reads and spells the words. -Gives the singular forms of the words -Uses the structure in correct tense and grammar	Whole world Look, say and use	-Pronouncing -Spelling -Reading -Writing -Giving singular forms -Responding to the structure correctly	Fluency Confidence Articulation	Flash cards	St. Bernard Bk 2 page 102 NPsc Bk 2 page 30	

9	3		THINGS WE MAKE	Importance of things we make	**Vocabulary practice** houses, dishes, mats, brushes **Grammar** **Nouns** Singular forms **Plural** **Singular** houses house dishes dish mats mat brushes brush Structure / tense work Using: How many …….are there? There are……. **Examples** a)  How many dishes are there b)  How many mats are there? There are two mats.	The learner; -Pronounces, spells, reads and writes the words -Gives the singular forms of the words -Uses the structure in correct tense and grammar.	-Whole world -Guided discovery -Whole sentence	-Pronouncing -Reading -Spelling -Writing -Giving singular form -Responding to the structures	-Fluency -Articulation -Confidence	Flash cards	St. Bernard Bk 2 page 104 NPsc Bk 2 page 30	

9	4		TRANSPORT IN OUR COMMUNITY	Means and uses of transport in our community	**Vocabulary practice** train, bus, bicycle, motorcycle **Grammar** **Nouns** Word formation **Fill in the missing letters** b_cycle tra_n bicycle train m_torc_cle- motorcycle b_s - bus structure / tense work present simple tense Where is the……..? The ……is…… **Examples**  Where is the bus? The bus is on the road.  Where is the train? The train is on the railway line.	The learner; -Pronounces, spells reads and writes words -Fills in the missing letters correctly -Uses the given structure in correct tense and grammar.	Question and answer Look, say and use Whole world	Prnouincing Spelling Reading and writing Filling in the missing letters Responding top given structures correctly `	Awarenes ss Responsi bility Effective commun ication	A chart	St. Bernard Bk 2 page 108 NPsc for Ug Bk 2 page 32	

9	5		TRANSPORT IN OUR COMMUNITY	Means and uses of transport in our community	**Vocabulary practice** aeroplane, cement, animal food **Grammar** **Nouns** Word order **Write the words correctly** dfoo- food malani- animal planeaero- aeroplane mentce cement Structure / tense work Present simple tense Where is the/ an……. The / An……is…… **Example**  Where is the aeroplane? The aeroplane is in the air.  Where is the food? The food is on the lorry.	The learner; -Pronounces, spells, reads and writes words -Writes words correctly -Uses the given structure in the correct tense and grammar.	Guided discussion Question and answer Look, say and use	Pronouncing Spelling Reading and writing Writing words correctly Responding to given structures correctly	Responsibility Care Awareness	A chart Picture cards	NPsc for Ug Bk 2 page 32 St. Bernard Bk 2 page 108	

10	1		TRANSPORT IN OUR COMMUNITY	Means and uses of transport in our community	**Vocabulary practice** Driver, cyclist, pilot, captain **Grammar** **Nouns** Plural formation **Singular** **Plural** driver drivers cyclist cyclists pilot pilots captain captains structure / tense work present simple tense Who is……(flying, driving) Musa is…… **Examples** a) Who is riding a bicycle? Kate is riding a bicycle. b) Who is driving a car? Musa is driving a car.	The learner; -Pronounces, spells, reads and writes words. -Gives the plural form of words. -Uses the given structure in correct tense and grammar.	Guided discovery Question and answer Look, say and use	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Critical thinking Care	A chart	St. Bernard Bk 2 page 109 NPsc Bk 2 page 32	

10	2		TRANSPORT IN OUR COMMUNITY	Means and uses of transport	**Vocabulary practice** black, grey, green, yellow **Grammar** Adjectives Word order **Fill in the missing letters** g_ey grey bl_ck black ye_low yellow gr__n green structure / tense work Present simple tense What colour is the……? The ……is……. **Example** a)  What colour is the boat? The boat is white b)…  What colour is the bus? The bus is yellow	The learner; -Pronounces, spells, reads and writes words correctly. -Fills in the missing letters in words -Uses the given structure in correct tense and grammar.	Look, say and use. Guided discussion Question and answer	Pronouncing Spelling Reading and writing Filling in missing letters Responding to given structures correctly	Awareness Care Responsibility	A chart Picture cards	St. Bernard Bk 2 page 10 NPsc for Ug Bk 2 page 32.	

10	3		TRANSPORT IN OUR COMMUNITY	Means and uses of transport in our community	**Vocabulary practice** lake, road, water, people **Grammar** **Nouns** Word formation **Fill in the missing letters** l_ke lake ro_d road wa_er water pe_ple people Structure / tense work Present simple tense Where is the / are the…….? The ……is/are…… **Example** Where are the people? The people are in the bus Where is the bicycle? The bicycle is on the road.	The learner; -Pronounces, spells, reads, and writes words correctly -Fills in the missing letters -Uses the given structure in correct tense and grammar.	Look, say and use Whole word Whole sentence	Pronouncing Seplling Reading and writing	Awarene ss Care Responsi bility Critical thinking	A chart	NPsc for Ug Bk 2 page 32	

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<td>TRANSPORT IN OUR COMMUNITY</td>
<td>Road safety</td>
<td>
Vocabulary practice
Cross, look, walk, driver
Grammar
Tenses of verbs
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Walk
Drive</td><td>Crossing
Looking
Walking
Driving</td><td>Crossed
Looked
Walked
Drove</td></tr>
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Structure / tense work
Present simple tense
Look right, look left, them, look right again

Example

You must look right, look left and right again before crossing the road.
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<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the correct tenses of verbs

-Uses the given structure in correct tense and grammar.</td>
<td>Question and answer

Guided discovery

Whole word</td>
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Spelling

Reading and writing</td>
<td>Awarenes ss

Responsi bility

Care</td>
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Picture cards

Word cards</td>
<td>NPsc for Ug Bkm 2 page 33

St. Bernard Bk 2 page 111</td>
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<td>Road safety</td>
<td>
Vocabulary practice
Ride, run, drive, cross
Grammar
Tenses of verbs
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drive
cross</td><td>riding
running
driving
crossing</td><td>rode
ran
drove
crossed</td></tr>
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Present simple tense
Don’t (run)……..

Example
a)Do not play on the road
b)Do not run on the road
</td>
<td>The learner;
-Pronounces, spells, reads and writes words.

-Gives the order of tenses of verbs

-Uses the given structure in correct tense and grammar</td>
<td>Explanation

Guided discussion

Whole sentence</td>
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Spelling

Reading and writing

Giving order of tenses

Responding to given structures correctly</td>
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Care

Responsibility</td>
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<td>St. Bernard Bk 2 page 112

NPsc Bk 2 page 33</td>
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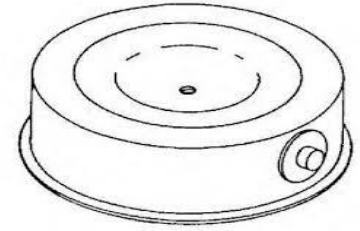
11	1		TRANSPORT IN OUR COMMUNITY	Road safety	**Vocabulary practice** bicycle, car, motorcycle, signpost **Grammar** **Nouns** **Plural formation of nouns** bicycle bicycles car cars motorcycle motorcycles signpost signposts Structure / tense work Present simple tense Don't …… **Examples** Don't play on the road Don't run while crossing the road. Don't drink and drive.	The learner; -Pronounces, spells, reads and writes words -Gives the plural form of words -Uses the given structure in correct tense and grammar.	Guided discussion Whole world Whole sentence	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Articulation Responsibility	A chart	NPsc for Ug Bk 2 page 33 St. Bernard Bk 2 page 112	

11	2		TRANSPORT IN OUR COMMUNITY	Dangerous things on the road	**Vocabulary practice** electronic wire, potholes, landmine, broken bottles **Grammar** **Nouns** Forming small words from **compound nouns** electric wire electric wires potholes pot holes landmine land mine broken bottles broken bottles structure / tense work present tense **Example** a)What is wrong? There are electronic wires on the road. b) What is wrong? There are pot holes on the road.	The learner; -Pronounces, spells, reads and writes words correctly. -Forms small words from compound nouns. -Uses the given structure in correct tense and grammar.	Whole world Whole sentence Guided discussion	Pronouncing Spelling Reading and writing Forming small words Responding to given structures correctly	Awareness Care Responsibility	A chart	St. Bernard Bk 2 page 113 NPsc Bk 2 page 33	

11	3		TRANSPORT IN OUR COMMUNITY	Dangerous things on the road	**Vocabulary practice** Rock, nail, stone, rubbish Grammar Nouns Plural formation of nouns **Singular** **Plural** rock rocks nail nails stone stones rubbish rubbish structure / tense work Present simple tense Avoid…… **Examples** a) Avoid playing with nails. b)Avoid throwing stones	The learner; -Pronounces, spells, reads and writes words. -Gives plural forms of nouns -Uses the given structures in correct tense and grammar	Guided discussion Question and answer Whole world	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly.	Awareness Care Responsibility	A chart	NPsc for Ug Bk 2 page 33	

11	4		TRANSPORT IN OUR COMMUNITY	Dangerous things on the road	**Vocabulary practice** Landmine, nail, stone, brokenbottle Grammar Nouns Word formation **Fill in the missing letters** La_dm_ne landmine na_l nail st_ne stone br_kenb_ttle brokenbottle structure / tense work Present simple tense Don't …… **Examples** Don't play with electric wires Don't play with stones	The learner; -Pronounces, spells, reads and writes. -Fills in the missing letters -Uses the given structure in correct tense and grammar.	Whole world Explanation Guided discussion	Pronouncing Spelling Reading and writing Filling in the missing letters Responding to given structures in correct tense.	Awareness Care Responsibility	A chart Word cards	St. Bernard Bk 2 page 112 BPsc for Ug Bk 2 page 33	

11	5		TRANSPORT IN OUR COMMUNITY	Dangerous things on the road	**Vocabulary practice** policeman, policewoman, lollipop, warden **Grammar** **Nouns** Plural formation of common nouns **Singular** **Plural** policeman policemen policewoman policewomen lollipop lollipops warden wardens Structure / tense work Present simple tense Who helps you to cross the road? The ……helps me to cross the road **Examples** a) The lollipop helps me to cross the road. b) The warden helps me to cross the road.	The learner; -Pronounces, spells, reads and writes words correctly -Gives plural form of words -Uses the given structure in correct tense in correct tense and grammar.	Whole world Whole sentence Guided discussion	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures	Awareness Respect Care	A chart	St. Bernard Bk 2 page 116 NPsc Bk 2 page 33	

12	1		TRANSPORT IN OUR COMMUNITY	Dangerous things on the road	**Vocabulary practice** Stones, electricity wires, landmines, madmen Grammar Singular formation **Plural** **Singular** stones stone electricity wires electricity wire madmen madman landmines landmine structure / tense work Present simple tense Be careful…….. **Example**  Be careful of broken bottles  Be careful of landmines	The learner; -Pronounces, spells, reads and writes words -Gives singular form of the word -Uses the given structure in correct tense and grammar.	Guided discussion Whole world Whole sentence	Pronouncing Spelling Reading and writing Giving singular form	Awareness Care Responsibility	A chart	St. Bernard Bk 2 page 115 NPsc Bk 2 page 33	

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<td>TRANSPORT IN OUR COMMUNITY</td>
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<td>
Vocabulary practice
Hurt, bleed, cry, pain
Grammar
Tenses of verbs
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cry
pain</td><td>Hurting
bleeding
crying
paining</td><td>hurt
bled
cried
pained</td></tr>
</table>
Structure /tense work
Present simple tense
Are you hurt?
Yes, I am/ No I am not.

Examples

Are you hurt?
Yes, I am.

Are you hurt?
Yes, I am.
</td>
<td>The learner;
-Pronounces, reads and writes words correctly.

-Gives tense of verbs.

-Uses the given structures in correct tense and grammar.</td>
<td>Whole world

Whole sentence

Guided discussion</td>
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Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly.</td>
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Responsibility

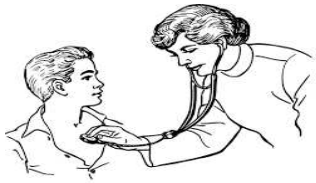
Awareness</td>
<td>Picture cards

A chart</td>
<td>St. Bernard Bk 2 page 114

NPsc for Ug Bk 2 page 33</td>
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<td>3</td>
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<td>ACCIDENTS AND SAFETY</td>
<td>Causes of common accidents in our community</td>
<td>
Vocabulary practice
Cut, hurt, bleed, burn
Grammar
Verbs
Tenses of verbs
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burn</td><td>cutting
bleeding
hurting
burning</td><td>cut
bled
hurt
burnt</td></tr>
</table>
Structure / tense work
Present simple tense
Using: What is wrong?
I am / She / He is……..

Examples

What is wrong?
She is hurt.

What is wrong?
He is hurt.
</td>
<td>The learner;
-Pronounces, spells, reads and writes the words.

-Gives the tenses of verbs

-Uses the structure in correct tense and grammar.</td>
<td>Whole word

Whole sentence

Guided discovery</td>
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Spelling

Reading

Writing

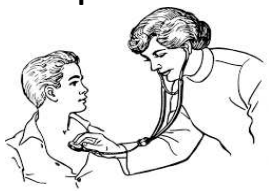
Responding to the structure</td>
<td>Fluency

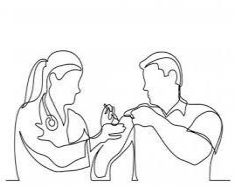
Confidence

Accuracy</td>
<td>Flash cards</td>
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12	4		ACCIDENTS AND SAFETY	Cause of common accidents in our community	**Vocabulary practice** Fire, poison, medicine, electricity Grammar Nouns Word formation Filling in the missing letters Fire electricity poison Medicine Structure / tense work Present simple tense Using: Don't play with…… It can burn / kill **Examples** a) Don't play with fire. It can burn you. b) Don't play with electricity. It can kill you	The learner; -Pronounces, spells, reads and writes the words. -Gives the word formation of words. -Uses the structure in correct tense and grammar	-Whole word -Whole sentence	-Pronouncing -Spelling -Reading -Responding to the structures	Fluency Confidence Articulation	Flash cards	?????????? ?????????? ?????????? ????????	

12	5		ACCIDENTS AND SAFETY	Causes of common accidents in our community	**Vocabulary practice** needle, knife, insect, razorblade **Grammar** **Nouns** Plural forms **Singular** **Plural** needle needles knife knives insect insects razorblade razorblades structure and tense work present simple Using: Don't play with…….. It can cat you…… **Examples** a)Don't play with a razorblade it can cut you b) Don't play with poison. it will kill you.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural form of words. -Uses the given structure in correct tense and grammar.	Whole world Look, say and write. Whole sentence	Pronouncing Spelling Reading Writing Giving plural forms Responding to the structure correctly	Articulation Fluency confidence	Real materials	St. Bernard English Bk 2 page 118	

13	1		ACCIDENTS AND SAFETY	Causes of common accidents in our community	**Vocabulary practice** panga, axe, hoe, pin Grammar Nouns Word formation **Fill in the missing letters** p_nga - panga a_e - axe ho_ - hoe structure / tense work Present simple tense Using: What is wrong? I am / She / He is hurt **Example**  What is wrong? He is hurt.  What is wrong? She is hurt.	The learner; -Pronounces, spells, reads and writes the words -Write the words in the correct order -Uses the structure with correct tense and grammar.	Whole world Whole sentence Guided discovery	Pronouncing Spelling Reading Writing Responding to the structure	Fluency Confidences Articulation	Flash cards	St. Bernard English Bk 2 page 118	

13	2		ACCIDENTS AND SAFETY	Causes of common accidents in our community	**Vocabulary practice** animal, spear, water, vehicle **Grammar** **Nouns** Plural forms **Singular** **Plural** animal animals spear spears water water vehicle vehicles Structure / tense work Present simple tense Using: What is wrong? I am/ She/ He is…… **Example**  What is wrong? He is hurt  What is wrong? He is hurt.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural forms of the words -Uses the given structure in correct tense and grammar.	Whole word Whole sentence Look, say and use	Pronouncing Spelling Reading Writing Giving plural forms Responding to the structure	Fluency Confidence	Flash cards	St. Bernard English Bk 2 page 119	

13	3		ACCIDENTS AND SAFETY	Management of accidents	**Vocabulary practice** hospital, clinic, sickbay, dispensary **Grammar** **Nouns** Word formation **Filling in the missing letters** h_spital hospital s_bay sickbay c_inic clinic d_spens_ry dispensary structure / tense work Present simple tense Using: Where do you go when you are hurt? I go to……when I am hurt. **Example** a)Where do you go when you are hurt? I go to the clinic when I am hurt.	The learner; -Pronounces, spells, reads and writes the words. -Writes the words the correct word formation. -Uses the given structure in correct tense and grammar.	Guided discovery Whole world Whole sentence	Pronouncing Spelling Reading Writing Give correct word formation -Responding to the structure correctly.	-Articulation -Fluency -accuracy	Flash cards.	St. Bernard English Bk 2 page 125	

13	4		ACCIDENTS AND SAFETY	Management of accidents	**Vocabulary practice** nurse, doctor, medicine **Grammar** **Nouns** **Singular** **Plural** nurse nurses doctor doctors medicine medicine alarm alarm Structure / tense work Present continuous tense Using: What is she / he doing? He / She is……. **Example**  What is she doing? She is taking medicine  What is he doing? He is caring for the patient.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural forms of the words. -Uses the given structure in correct tense and grammar.	Whole word Whole sentence	Pronouncing Spelling Writing Reading Giving the plural forms Responding to the structures correctly	Accuracy Articulation Fluency	Flash cards	St. Bernard Bk 2 English page 123	

13	5		ACCIDENTS AND SAFETY	Management of accidents	**Vocabulary practice** bandage, accident, ambulance, telephone **Grammar** **Nouns** Word formation **Filling in the missing letters** b_ndage bandage t_lephone telephone acc_dent accident a_bulance ambulance Structure / tense work Present continuous tense Using: What is he / she doing? He / she is……. **Example**   What is she doing? She is going to the hospital.	The learner; -Pronounces, spells, reads and writes the words. -Gives the correct word formation -Uses the structure in correct tense and grammar.	Look, say and use Whole world	Pronouncing Spelling Reading Writing Giving correct word formation Responding to the structures correctly	Fluency Confidence Articulation	Flash cards	St. Bernard English Bk 2 page 125	

<table>
<tr>
<td>14</td>
<td>1</td>
<td></td>
<td>ACCIDENTS AND SAFETY</td>
<td>Management of accidents</td>
<td>Vocabulary practice
Cry, treat, clean, call
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verbs</th><th>Now tense</th><th>Pat tense</th></tr>
<tr><td>cry
treat
clean
call</td><td>crying
treating
cleaning
calling</td><td>cried
treated
cleaned
called</td></tr>
</table>
Structure / tense work
Present continuous
Using: What is he/ she doing?
He / she is……

Example


What is he doing?
She is treating the patients.</td>
<td>The learner;
-Pronounces, spells, reads and writes the words.

-Gives the order of tenses of verbs

-Uses the structure in correct tense and grammar</td>
<td>Look, say and use

Whole world

Whole sentence</td>
<td>Pronouncing

Spelling

Reading

Writing

Giving the order of tense

Responding to the structure</td>
<td>Fluency

Accuracy

Confidence</td>
<td>Flash cards</td>
<td>St. Bernard English Bk 2 page 123</td>
<td></td>
</tr>
</table>

<table>
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<td>14</td>
<td>2</td>
<td></td>
<td>ACCIDENTS AND SAFETY</td>
<td>Management of accidents</td>
<td>
Vocabulary practice
care shout, carry, cry
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>care
shout
carry
cry</td><td>caring
shouting
carrying
crying</td><td>cared
shouted
carried
cried</td></tr>
</table>
Structure / tense work
Present simple tense
Using: What is he/ she doing?

Example
a)

What is she doing?
She is caring for her sister.
b).

What is he doing?
He is carrying a basket.
</td>
<td>The learner;
-Pronounces, spells, reads and writes the words

-Gives the order of tenses of verbs

-Uses the structure in correct tense and grammar.</td>
<td>Whole world

Whole sentence

Look, say and use</td>
<td>Pronouncing

Spelling

Reading

Writing

Giving the order of tenses of verbs

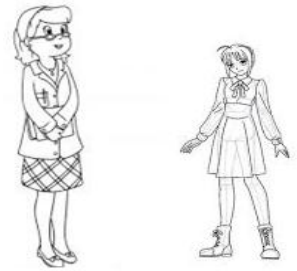
Responding to the structure</td>
<td>Fluenmcy

Confidence

Articulation</td>
<td>Flash cards</td>
<td>St. Bernard English Bk 2 page 125</td>
<td></td>
</tr>
</table>

14	3		ACCIDENTS AND SAFETY	First aid	**Vocabulary practice** Cold pad, bandage, cotton wool, Pair of scissors. **Grammar** **Nouns** Plural formation **Singular** **Plural** cold pad cold pads bandage bandages cotton wool cotton wool pair of scissors pair of scissors Structure / tense work Present simple tense Using: What is this/ that? **Example**  What is this? This is cotton wool  What is that? That is a bandage.	The learner; -Pronounces, spells, reads and writes the words -Gives the plural forms of words -Uses the given structures correctly	Look, say and use Whole word	Pronouncing Reading Spelling Writing Changing to plural forms Responding to the structure	Fluency Confidence Articulation	Real objects Bandage Cotton wool	St. Bernard English Bk 2 126	

14	4		ACCIDENTS AND SAFETY	First aid	**Vocabulary practice** needle, safety pin, basin, cold pad **Grammar** **Nouns** Plural forms **Singular** **Plural** needle needles safetypin safety pins basin basins coldpad cold pads structure/ tense work present simple tense Using: What do we use ……for? I / we use……..for……. **Example**  What do we use a basin for? We use a basin for bathing. ?????????????????????????????? What do you use a cold pad for? We use a cold pad for cooling the body temperature.	The learner; -Pronounces, spells, reads and writes the words. -Gives the plural forms of words -Uses the given structure in correct tense and grammar.	Look, say and use Whole word	Pronouncing Spelling Reading Writing Giving plural forms Responding to structures	Fluency Confidence Accuracy	Real materials Safety pin basin	St. Bernard English Bk 2 page 126	

14	5		ACCIDENTS AND SAFETY	First aid	**Vocabulary practice** Bandage, cotton wool, basin, pair of scissors **Grammar** **Nouns** Word formation **Filling in the missing** b_ndage bandage b_sn basin cottonw__l cotton wool sc_ssors scissors structure / tense work present simple tense Using: May I have……. Yes, you may. No, you may not. **Example**  May I have a bandage? Yes, you may.	The learner; -pronounces, spells, reads and writes words -Giving plural forms of the words -Using the structure in correct tense and grammar	Look, say and use Whole world Whole sentences	Pronouncing Spelling Reading Writing	Fluency Confidence Accuracy	Real materials Basin	St. Bernard English Bk 2 page 127	

SCHEME OF WORK FOR THEME BASED DEVELOPMENT (ENGLISH)

School……L/Area……English……Class……Term……Term Three……Year……

WK	LESS	DAY	THEME	S/THEME	CONTENT	COMPETENCES	METHODS	ACTIVITIES	IND OF LSV	INSTR. MAT.	REF	REMARKS
1	1		PEACE AND SECURITY	Roles of people who keep peace and security	**Vocabulary practice** teacher prefect policeman army man **Grammar** **Nouns** A noun is a naming word Plural formation of common nouns **Singular** **Plural** teacher teachers policeman policemen prefect prefects armyman army men Structure / tense work Present tense Who is this / that? This / That is…….. **Examples** a)	The learner; -Pronounces, spells, reads and writes words. -Defines the word noun and gives plural formation of common nouns. -Uses the given structure in correct tense and grammar.	Whole world Look, say and use Whole sentence	Pronouncing Spelling words Reading Writing Defining the word noun Giving plural forms Responding to the given structures correctly	Fluency Articulation Confidence	A chart Flash cards	NPsc for Ug Bk 2 page 38 St. Bernard Bk 2 page 131-132	

					 Who is this? This is a prefect. b)  Who is that? That is a policeman							

1	2		PEACE AND SECURITY	Roles of people who keep peace and security	**Vocabulary practice** Church, school, mosque, prison **Grammar** **Nouns** Plural formation of common nouns **Singular** **Plural** church churches school schools mosques mosques prison prisons structure and tense work Present simple tense Show me a/an/the…… That is/ This is a/an/the……. **Examples** a)  Show me a prison This is a prison b)  Show me a mosque. That is a mosque.	The learner; -Pronounces, spells, reads and writes words correctly. -Gives the plural forms of the common nouns -Uses the given structure in correct tense and grammar	Whole word Look, say and use Whole sentence	Pronouncing Spelling words Reading Writing Giving plural forms	Confidence Accuracy Audibility	A chart	NPsc for Ug Bk 2 page 38 St. Bernard Bk 2 page 132	

1	3		PEACE AND SECURITY	Roles of people who keep peace and security	**Vocabulary practice** Parent, nun, matron, imam **Grammar** **Nouns** Plural formation of nouns **Singular Plural** Structure / tense work Present simple tense Who teaches / preaches? The …….. **Example** a)Who takes care of the children at home? b) The parent takes of the children at home.	The learner; -Pronounces, spells, reads and writes words correctly -Gives the plural forms of words. -Uses the given structure in correct tense and grammar.	Whole world Queation and answer Whole sentense	Pronouncing Spelling Reading words Writing words Giving plural forms Responding to given structures correctly	Accuracy Fluency Audibility	A chart for peace and security	NPsc for Ug Bk 2 page 38	

1	4		PEACE AND SECURITY	Roles people who keep peace and security	**Vocabulary practice** Priest, army woman, imam, security, guard **Grammar** **Nouns** Plural forms of nouns **Singular** **Plural** priest priests armywoman army women imam imams security guard –security guards Structure / tense work Present simple tense Who keeps law and order? The …….. **Examples** a) Who defends the county? The army defends the country. b) Who leads prayers in the mosque? The imam leads prayers in the mosque.	The learner; -pronounces, spells, reads and writes correctly. -Gives the plural form of words. -Uses the given structures in correct tense and grammar .	Question and answer Whole world Look, say and use	Pronouncing Spelling Reading words Writing words Giving plural forms Responding to given structures correctly	Self-awareness Responsibility Respect	A chart Flash cards	NPsc for Ug Bk 2 page 38 St. Bernard Bk 2 page 33	

<table>
<tr>
<td>1</td>
<td>5</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Roles of people who keep peace and security</td>
<td>Vocabulary practice
teach, keep, obey, preach
Grammar
Verbs
A verb is a doing word
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>teach
keep
obey
preach</td><td>Teaching
keeping
obeying
preachin g</td><td>taught
kept
obeyed
preached</td></tr>
</table>
Structure / tense work
Present simple tense
Who teaches / preaches
A/ The……

Examples
a) Who obeys his parent?
A child obeys his parent.
b) Who keeps law and order?
A police keeps law and order.</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the order of tense of verbs

-Uses the given structure in correct tense and grammar</td>
<td>Question and answer

Whole world

Whole sentence</td>
<td>Pronouncing

Spelling

Writing words

Giving order od tense of verbs

Responding to given structures correctly</td>
<td>Fluency

Articula tion

Audibili ty</td>
<td>A chart</td>
<td>NP sc for Ug Bk 2 page 38

St. Bernard Bk 2 page 133</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Ways of promoting peace and security</td>
<td>Vocabulary practice
Thank, obey, give, share
Grammar
Verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>thank
obey
share
give</td><td>thanking
obeying
sharing
giving</td><td>thanked
obeyed
shared
gave</td></tr>
</table>
Structure / tense work
Present continuous tense
What do you like?
I like…….

Examples
a) What do you like?
I like sharing
b) What do you like?
I like obeying elders</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives correct order of tenses of verbs
-Uses the given structures in correct tense and grammar</td>
<td>Guided discussion

Articulation

Whole word</td>
<td>Pronouncing

Spelling words

Writing
Giving order of tenses of verbs

Responding to given structures correctly</td>
<td>Respon sibility

Articula tion

Fluency</td>
<td>A chart

Word cards</td>
<td>St. Bernard Bk 136

NPsc for Ug Bk 2 page 38</td>
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</tr>
</table>

2	2		PEACE AND SECURITY	Ways of promoting peace and security	**Vocabulary practice** Share, help, give, greet **Grammar** **Verbs** Order of tenses of verbs **verb** / **Now tense** / **Past tense** share / sharing / shared help / helping / helped give / giving / gave greet / greeting / greeted Structure / tense work Present continuous tense What is he/she doing? He / she is…… **Example** a)  What is she doing? She is sharing the mango b)…….  What is he doing? He is giving his friend a pencil.	The learner; -Pronounces, spells, reads and writes words correctly -Give the correct order of tenses of verbs -Uses the given structures in correct tense and grammar	Demonstration Whole world Look, say and use	Pronouncing Spelling Writing words Giving order of tenses of verbs Responding to given structures correctly	Fluency Awareness Audibility	A chart	St. Bernard Bk 2 page 139	

<table>
<tr>
<td>2</td>
<td>3</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Ways of promoting peace and security</td>
<td>Vocabulary practice
Help, love greet, play
Grammar
Verbs
Order of tenses of verbs
<table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>help
love
greet
play</td><td>helping
loving
greeting
playing</td><td>helped
loved
greeted
played</td></tr></table>Structure / tense work
Present continuous tense
Do you like……?
Yes, I would

Examples
a) Do you like loving your friends?
Yes, I do.
b) Do you like helping one another?
Yes, I do.</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives correct order of tenses of verbs

-Uses the given structures in correct tense and grammar.</td>
<td>Guided discussion

Question and answer

-look, say and use</td>
<td>Pronouncing

Spelling

Reading and writing
Giving the tenses of verbs

Responding to the given structures</td>
<td>Confidence

Fluency

Articulation</td>
<td>Flash cards</td>
<td>St. Bernard Bk 2 page 187 NPsc for Ug Bk 2 page 38</td>
<td></td>
</tr>
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<table>
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<td>4</td>
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<td>PEACE AND SECURITY</td>
<td>Ways of promoting peace and security</td>
<td>
Vocabulary practice
Pray, forgive, skip, share
Grammar
Verbs
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>pray
forgive
skip
share</td><td>praying
forgiving
skipping
sharing</td><td>prayed
forgave
skipped
shared</td></tr>
</table>
Structure / tense work
Present continuous tense
What are they doing?
We/ They / I am are……

Examples
a)

What are they doing
They are sharing a mango
b)

What are they doing?
They are praying.
</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the order of the tenses of verbs

-Uses the given structures in correct tense and grammar</td>
<td>Guided discovery

Question and answer

Whole world</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to the given structure</td>
<td>Fluency

Confidence

Articulation</td>
<td>Flash cards

A chart</td>
<td>St. Bernard Bk 2 page 138

NPsc for Ug Bk 2 page 39</td>
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</tr>
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<table>
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<td>5</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Ways of promoting peace and security</td>
<td>
Vocabulary practice
greet, forgive, joy, pray
Grammar
Verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>greet
forgive
pray</td><td>greeting
forgiving
paying</td><td>greeted
forgave
prayed</td></tr>
</table>
Structure / tense work
Present continuous tense
What are they / we doing?
I am / We / They are……

Examples
a)

What are they doing?
They are greeting.
b)

What are we doing?
We are praying.
</td>
<td>The learner;
-Pronounces, spells, reads and writes the words correctly

-Gives the order of tenses of verbs

-Uses the given structure in correct tense and grammar.</td>
<td>Demonstration

Guided discussion

Whole world</td>
<td>Pronouncing

Spelling words

Writing words

Giving the tenses of verbs</td>
<td>Fluency

Confidence

Articulation</td>
<td>A chart

Flash cards</td>
<td>St. Bernard Bk 2 page 139

NPsc for Ug Bk 2 page 39</td>
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<td>3</td>
<td>1</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Ways of promoting peace and security</td>
<td>Vocabulary practice
abuse , bite, steal, pinch
Grammar
Verb
Order of tense of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>pinch
steal
bite
abuse</td><td>pinching
stealing
biting
abusing</td><td>pinched
stole
bit
abused</td></tr>
</table>
Structure / tense work
Present simple tense
It is bad to ……
It is bad to abuse people.

Example
a) It is bad to pinch others
b) It is bad to steal.</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the order of tenses of verbs

-Uses the given structure in correct tense and grammar</td>
<td>Guided discussion

Whole world

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing words

Giving the tenses of verbs

Responding to the given structures correctly</td>
<td>Fluency

Awareness

Audibility</td>
<td>Flash cards</td>
<td>NPsc for Ug Bk 2 page 39

St. Bernard Bk 2 page 144</td>
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<table>
<tr>
<td>3</td>
<td>2</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Importance of promoting peace and security</td>
<td>Vocabulary practice
Help, share, forgive, work
Grammar
Verbs
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>Help
share
forgive
work</td><td>helping
sharing
forgiving
working</td><td>helped
shared
forgave
worked</td></tr>
</table>
Structure / tense work
Present simple tense
It is good to……..one another
It is good to…….

Example
a)It is good to <u>help</u> one another (help, beat)
b) It is good to <u>work</u> with one another. (love, work)</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the order of tense of verbs correctly

-Uses the given structures in correct tense and grammar</td>
<td>Guided discussion

Whole word

Whole sentence</td>
<td>Pronouncing

Spelling words

Reading and writing

Giving the tenses of verbs

Responding to the given structures correctly</td>
<td>Awareness

Responsibility

Articulation</td>
<td>Flash cards</td>
<td>St. Bernard Bk 2 page 143

NPSC Bk 2 page 39</td>
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<table>
<tr>
<td>3</td>
<td>3</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>Importance of promoting peace and security</td>
<td>Vocabulary practice
slap, push, abuse, bite
Grammar
Verbs
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>slap
push
abuse
bite</td><td>slapping
pushing
abusing
biting</td><td>slapped
pushed
abused
bit</td></tr>
</table>
Structure / tense work
Present simple tense
Do not…….
a) Do not abuse one another.
b) Do not bite your friends</td>
<td>The learner;
-Pronounces, spells reads and writes correctly

-Gives the correct order of tenses of verbs.
-Uses the given structure in correct tense and grammar</td>
<td>Demonstration

Question and answer

Whole world</td>
<td>Pronouncing

Spelling

Reading

Writing
Demonstration on the verbs

Giving tenses of verbs
Responding to the given structures correctly</td>
<td>Fluency

Awareness

Care</td>
<td>Flash cards

Picture cards</td>
<td>St. Bernard Bk 2 page 145

NP sc Bk 2 page 39</td>
<td></td>
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</table>

<table>
<tr>
<td>3</td>
<td>4</td>
<td></td>
<td>PEACE AND SECURITY</td>
<td>importance of promoting peace and security</td>
<td>Vocabulary practice
Forgive, love, pray, play
Grammar
Verbs
Order of tense of verbs
<table>
<tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>forgive
love
pray
play</td><td>forgiving
loving
praying
playing</td><td>forgave
loved
prayed
played</td></tr>
</table>
Structure / tense work
Present simple tense
Always love one another.

Examples
a)Always pray with one another
b)Always forgive one another</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Gives the correct order of tenses of verbs

-Uses the given structures in correct tense and grammar</td>
<td>Whole world

Whole sentence

Demonstration</td>
<td>Pronouncing

Spelling
Reading

Writing

Demonstrating verbs

Giving the tense of verbs
Responding to given structures correctly</td>
<td>Care

Love

Self esteem

Fluency</td>
<td>Word cards</td>
<td>St. Bernard Bk 2 page 145

NPsc Bk 2 page 39</td>
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<table>
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<td>3</td>
<td>5</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Child work and child abuse</td>
<td>Vocabulary practice
bad, clean, heavy, dark.
Grammar
Adjectives
Comparison of adjectives
<table>
<tr><th>Positive</th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>bad
clean
heavy
dark</td><td>worse
cleaner
heavier
darker</td><td>worst
cleanest
heaviest
darkest</td></tr>
</table>
Structure / tense work
Present simple tense
It is good / bad to……

Example
It is good to <u>clean</u> your bag.
(clean, dark)</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Compares the given adjectives correctly

-Uses the given structures in correct tense and grammar</td>
<td>Guided discussion

Whole word

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing

Comparing given adjectives

Responding to given structures correctly</td>
<td>Fluency

Awareness

Articulation</td>
<td>A chart</td>
<td>St. Bernard Bk 2 page 147

NPsc for Ug page 41</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>1</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Child work and child abuse</td>
<td>Vocabulary practice
fight, beat, work, report
Grammar
Verbs
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>fight
beat
work
report</td><td>fighting
beating
working
reporting</td><td>fought
beat
worked
reported</td></tr>
</table>
Structure / tense work
Present simple tense
It is good/ bad to……..

Examples
It is good to report strangers (beat, report)</td>
<td>The learner;
-Pronounces, spells, reads and writes words.

-Gives the tenses of verbs in correct order

-Uses the given structures in correct tense and grammar</td>
<td>Guided discovery

Whole world

Question and answer</td>
<td>Pronouncing

Spealing

Reading and writing words

Giving tenses of verbs

Responding to the given structures correctly</td>
<td>Fkuency

Care

Love

Respect</td>
<td>Flash cards

Word cards</td>
<td>NOsc for Ug Bk 2 page 41

St. Bernard Bk 2 page 147</td>
<td></td>
</tr>
</table>

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<td>4</td>
<td>2</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Child work and child abuse</td>
<td>Vocabulary practice
late, touch, abuse, walk
Grammar
Verbs
Order of tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>touch
abuse
walk</td><td>Touching
abusing
walking</td><td>touched
abused
walked</td></tr>
</table>
Structure / tense work
Present continuous tense
I don’t like…….

Examples
1. I don’t like abusing others.
2. I don’t like walking alone.</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives the order of tenses of verbs

-Uses the given structures in correct tense and grammar</td>
<td>Question and answer

Guided discussion

Whole world</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to the given structures correctly</td>
<td>Care

Awareness

Responsibility</td>
<td>A chart</td>
<td>St. Bernard Bk 2 page 148

NPsc for Ug Bk 2 page 41</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>3</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Child work and child abuse</td>
<td>Vocabulary practice
burn, fight, abuse, beat
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>burn
fight
abuse
beat</td><td>burning
fighting
abusing
beating</td><td>burnt
fought
abused
beat</td></tr>
</table>
Structures / tense work
Present simple tense
It is bad to……..

Examples
a) It is bad to abuse people.
b) It is bad to beat others.</td>
<td>The learner;
-Pronounces, spells reads and writes words.

-Gives tenses of verbs in their correct order.

-Uses the given structures in correct tense and grammar</td>
<td>Guided discussion

Question and answer

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing words

Giving the tenses of verbs
Responding to the given structures correctly</td>
<td>Fluency

Confidence

Articulation</td>
<td>Flash cards</td>
<td>NPsc Bk 2 page 41

St. Bernard Bk 2 page 147</td>
<td></td>
</tr>
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<table>
<tr>
<td>4</td>
<td>4</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Child work and child abuse</td>
<td>Vocabulary practice
wash, fetch, sweep, mop
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>wash
fetch
sweep
mop</td><td>washing
fetching
sweeping
mopping</td><td>washed
fetched
swept
mopped</td></tr>
</table>
Structures / tense work
Present simple tense
It is good to

Example
a) It is good to wash your uniform
b) It is good to sweep the compound.</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives the tenses of verbs in correct order

-Uses the given structure in correct tense and grammar.</td>
<td>Guided discussion

Question and answer

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing words

Giving the tenses of verbs</td>
<td>Fluency

Confidencs

Articulation</td>
<td>Flash cards</td>
<td>St. Bernard Bk 2 page 147

NPsc Bk 2 page 41</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>4</td>
<td>5</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Effects of child abuse</td>
<td>Vocabulary practice
fear, worry, run, cry
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>fear
worry
run
cry</td><td>fearing
worrying
running
crying</td><td>feared
worried
ran
cried</td></tr>
</table>
Structure / tense work
Present simple tense example
a)It is bad to worry all the time
b)It is bad to fear your parent</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives the order of tenses of verbs

-Uses the given structures in correct tense and grammar</td>
<td>Look, say and use

Whole world

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing words

Giving the tenses of verbs</td>
<td>Confidence

Articulation

Fluency</td>
<td>A chart

Flash cards</td>
<td>St. Bernard Bk 2 page 147

NPsc Bk 2 page 41</td>
<td></td>
</tr>
</table>

5	1		CHILD PROTECTION	Effects of child abuse	**Vocabulary practice** Lame, blind, deaf, pain **Grammar** **Adjectives** **Word formation** l_me lame bl_nd blind pa_n pain de_af deaf **structure / tense work** **present simple tense** What can you see in the picture? **Example** What can you see in the picture?  I can see a lame man	The learner; -Pronounces, spells, reads and writes words -Fills in the missing letters -Uses the given structure in correct tense and grammar	Question and answer Guided discussion Whole word	Pronouncing Spelling Reading and writing words Filling in the missing letters Responding to the given structures correctly.	Fluency Confidense Articulation	A chart	St. Bernard Bk 2 page 151 NPsc Bk 2 page 41	

<table>
<tr>
<td>5</td>
<td>2</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Ways of child protection</td>
<td>Vocabulary practice
Advise, guide, help, listen
Grammar
Verbs
Tenses of verbs
<table><tr><th>Verbs</th><th>Now tense</th><th>Past tense</th></tr><tr><td>advise
guide
help
listen</td><td>advising
guiding
helping
listening</td><td>advised
guided
helped
listened</td></tr></table>Structure / tense work
Present simple tense
It is good to…….

Example
It is good to listen to your parents</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives the correct order of tenses of verbs

-Uses the given structures in correct tense and grammar</td>
<td>Role play

Guided discovery

Whole world</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly</td>
<td>Fluency

Care

Togetherness</td>
<td>A chart</td>
<td>St. Bernard Bk 2 page 153

NPsc Bk 2 page 41</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>5</td>
<td>3</td>
<td></td>
<td>CHILD PROTECTION</td>
<td>Ways of promoting child protection</td>
<td>Vocabulary practice
help, advise, forgive , listen
Grammar
Verbs
Tense of verbs
<table>
<tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>help
advise
forgive
listen</td><td>helping
advising
forgiving
listening</td><td>helped
advised
forgave
listened</td></tr>
</table>
Structure / tense work
Present simple tense
We/ you should always …….

Example
a)We should always listen to our parents
b) You should always listen to elders.</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly.

-Gives the tenses of verbs correctly

-Uses the given structures in correct tense and grammar.</td>
<td>Role play

Guided discussion

Whole world</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tnses of verbs
Responding to given structures correctly</td>
<td>care

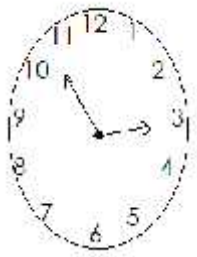
sharion g

respect

interpe rsonal relation ship</td>
<td>A chart</td>
<td>NPsc Bk 2 page 41

St. Bernard Bk 2 page 154</td>
<td></td>
</tr>
</table>

5	4		MEASURES	Time	**Vocabulary practice** Four, eight, nine, five **Grammar** **Adjectives** **Word order** urof four einn nine ivfe five tghie eight **structure / tense work** **present simple tense** what time is it It is (seven, two one……) **Example**  What time is it? It is eight o'clock	The learner; -Pronounces, spells, reads and writes words correctly -Tells the time correctly -Uses the given structures in correct tense and grammar	Demonstration Look, say and use Guided discussion	Pronouncing Spelling Reading and writing words Telling time Responding to given structures correctly	Accuracy Responsibility Effective communication	Real objects	St. Bernard Bk 2 page 155 NPsc for Ug Bk 2 page 44	

5	5		MEASURES	Time	**Vocabulary practice** time, quarter, hour, past **Grammar** **Adjectives** **Word** **order** mite time artquea quarter apts past rhou hour **Structure / tense work** **Present simple tense** What time is it? It is ……past…… **Examples**  What time is it? It is three o'clock  What time is it? It is a quarter past ten o'clock	The learner; -Pronounces, spells, reads and writes words -Tells the given time correctly -Uses the given structures in correct tense and grammar	Demonstration Guided discovery Look, say and use	Pronouncing Spelling Reading and writing words Telling given time Responding to given structures correctly	Accuracy Responsibility Effective communication	Real objects	NPsc for Ug Bk 2 page 44	

6	1		MEASURES	Time	**Vocabulary practice** Sunday, Monday, Tuesday , Wednesday **Grammar** Nouns Short forms **Word** **short form** Sunday Sun Monday Mon Tuesday Tue Wednesday wed Structure and tense work Present simple tense What is it? It is …….. **Example** What day is it? It is Tuesday. What day is it? It is Wednesday.	The learner; -Pronounces, spells, reads and writes words -Tells the day of the week -Uses the given structure in correct tense and grammar.	Guided discussion Look, say and use Whole world	Pronouncing Spelling Reading and writing Telling the days of the week Responding to given structures correctly	Awareness Accuracy Responsibility	A chart	St Bernard Bk 2 page 157 NPsc for Ug Bk 2 page 44	

6	2		MEASURES	Time	**Vocabulary practice** Thursday, Friday, Saturday, week **Grammar** **Nouns** Short forms **Words** **short form** Thursday Thur Friday Fri Saturday Sat Week Wk Structure and tense work What day is it? It is …….. **Examples** What day is it? It is Saturday. What day is it? It is Thursday.	The learner; -Pronounces, spells, reads and writes words -Tells the days of the week. -Uses the given structure in correct tense and grammar.	Guided discussion Question and answer Whole world	Pronouncing Spelling Reading and writing words Telling the days of the week Responding to the given structures correctly	Awareness Accuracy Responsibility	A chart Flash cards	NPSsc for Ug Bk 2 page 44 St. Bernard Bk 2 page 157	

6	3		MEASURES	Time	**Vocabulary practice** First, second, third, fourth **Grammar** **Adjectives** (positions) **Day** **Position** Sunday first Monday second Tuesday third Wednesday fourth Structure and tense work Present simple tense What is the ……..day of the week? ……..is the …….day of the week. **Example** What is the third day of the week? Tuesday is the third day of the week.	The learner; -Pronounces, spells, reads and writes words correctly. -Gives positions of days of the week -Uses the given structures in correct tense and grammar.	Guided discussion Whole sentence Whole word	Pronouncing Spelling Reading and writing Giving position of the days of the week	Awareness Accuiracy Effective communication	A chart	NPsc Bk 2 page 44 St. Bernard Bk 2 page 158	

<table>
<tr>
<td>6</td>
<td>4</td>
<td></td>
<td>MEASURES</td>
<td>Time</td>
<td>Vocabulary practice
January, February, March, April
Grammar
Nouns
Short forms
<table><tr><th>Month</th><th>Short form</th><th>Position</th></tr><tr><td>January
February
March
April</td><td>Jan
Feb
Mar
Apr</td><td>first
second
third
fourth</td></tr></table>Structure / tense work
Present simple tense
There are_____months of the year.

Example
There are twelve months of the year</td>
<td>The learner;
-pronounces, spells, reads and writes words.

-Tells the months of the year accordingly

-Uses the given structure in correct tense and grammar</td>
<td>Guided discovery

Look, say and use

Whole word</td>
<td>Pronouncing

Spelling

Reading and writing words

Telling months of the year
Responding to given structures correctly</td>
<td>Awareness

Accuracy

Effective communication

Appreciation</td>
<td>A chart

Word cards</td>
<td>NPsc for Ug Bk 2 page 44

St. Bernard Bk 2 page 160</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>6</td>
<td>5</td>
<td></td>
<td>MEASURES</td>
<td>Time</td>
<td>Vocabulary practice
May, June, July, August
Grammar
Nouns
Short form
<table><tr><th>Month</th><th>Short form</th><th>Position</th></tr><tr><td>May
June
July
August</td><td>May
Jun
Jul
Aug</td><td>fifth
sixth
seventh
eighth</td></tr></table>Structure / simple tense
Present simple tense
What is the ……..of the year?
The ……..month of the year is……..

Examples
a)What is the sixth month of the year?
The sixth month of the year if June.</td>
<td>The leaner;
-Pronounces, spells, read and writes words correctly

-Identifies months of the year accordingly

-Uses the given structure in correct tense and grammar</td>
<td>Guided discussion

Whole world

Whole sentence</td>
<td>Pronouncing

Spelling

Reading and writing words

Identifying months of the year in their order

Responding to given structures correctly</td>
<td>Accuracy

Awareness

Effective communication</td>
<td>A chart</td>
<td>NPsc Bk 2 page 44

St. Bernard Bk 2 page 160</td>
<td></td>
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<table>
<tr>
<td>7</td>
<td>1</td>
<td></td>
<td>MEASURES</td>
<td>Time</td>
<td>Vocabulary practice
September, October, November, December
Grammar
Nouns
Short form
<table>
<tr><th>Month</th><th>Short form</th><th>Position</th></tr>
<tr><td>September
October
November
December</td><td>Sept
Oct
Nov
Dec</td><td>ninth
tenth
eleventh
twelfth</td></tr>
</table>
Structure / tense work
Present simple tense
……is the……month of the year

Examples
October is the tenth month of the year
December is the twelfth month of the year</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly

-Identifies the months of the year

-Uses the given structure in correct tense and grammar</td>
<td>Question and answer

Whole world

Guided discovery</td>
<td>Pronouncing

Spelling

Reading and writing words

Identifying months of the year

Responding to given structures correctly</td>
<td>Awareness

Accuracy

Effective communication</td>
<td>A chart

Word cards</td>
<td>NPsc Bk 2 page 44

St. Bernard Bk 2 page 161</td>
<td></td>
</tr>
</table>

7	2		MEASURES	Units of measure	**Vocabulary practice** Half, litre, kilogram, coin **Grammar** Plural formation of nouns **Singular** **plural** half halves litre litres kilogram kilograms coin coins structure / tense work Present simple tense May I have ……..(kilogram, litre)please Yes, you may. **Example** a)May I have two kilograms of bean please? Yes, you may.	The learner; -Pronounces, spells, reads and writes words -Gives the plural form of words -Uses the given structure in correct tense and grammar.	Guided discussion Question and answer Whole sentense	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Accuracy Articulation Awareness	Real objects A chart	St. Bernard Bk 2 page 164 NPsc Bk 2 page 44	

7	3		MEASURES	Units of measure	**Vocabulary practice** Packet, metre, kilogram, litre **Grammar** **Nouns** **Singular** **Plural** packet packets kilogram kilograms litre litres metre metres structure / tense work presenty simple tense How much is a (kilogram, litre, and packet) of……..) It is…….. **Example** How much is a kilogram of meat? (4000sh) It is four thousand shillings only.	The learner; -Pronounces, spells, reads and writes -Gives the plural form of words -Uses the given structure in correct tense and grammar.	Guided discussion Question and answer Look, say and use	Pronouncing Speaking Reading and writing Giving plural forms Responding to given structures correctly	Accuracy Awareness Articulation Audibility	Real things A chart	NPsc for Ug Bk 2 page St. Bernard Bk 2 page 166	

<table>
<tr>
<td>7</td>
<td>4</td>
<td></td>
<td>MEASURES</td>
<td>Units of measure</td>
<td>Vocabulary practice
Long, high, wide, tall
Grammar
Adjectives
Comparison of adjectives
<table>
<tr><th>Positive</th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>long
high
wide
tall</td><td>longer
higher
wider
taller</td><td>longest
highest
widest
tallest</td></tr>
</table>
Structure / tense work
Present simple tense
Show me a (long, short, tall).(rope, stick, boy)

Example
a)Show me a long rope


This is a long rope</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-compares the adjectives correctly

-Uses the given structures in correct tense and grammar</td>
<td>Guided discovery

Look, say and use

Demonstration</td>
<td>Pronouncing

Spelling

Reading and writing

Comparing adjectives

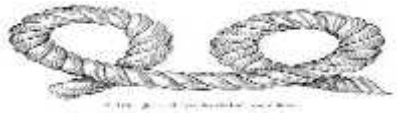
Responding to given structures correctlty</td>
<td>Critical thinking

Accuracy

Articulation</td>
<td>Real objects

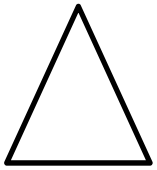
A chart</td>
<td>NPsc for Ug page 45

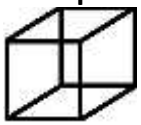
St. Bernard Bk 2 page 169</td>
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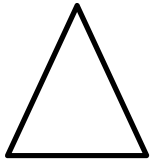
7	5		MEASURES	Units of measure	**Vocabulary practice** Short, long, wide, high **Grammar** **Adjectives** Opposites **Word** **opposite** short long/ tall wide narrow high low long short structure / tense work Present simple tense Is this (stick, rope). (long, short) Yes, it is / No it is not **Example** a)  Is this rope long? Yes, it is.  Is this stick long? No, it is not.	The learner; -Pronounces, spells, reads and writes words -Gives opposites of adjectives -Uses the given structures in correct tense and grammar	Demonstration Guided discussion Whole world	Pronouncing Spelling Reading and writing Giving opposites of adjectives Responding to given structures correctly	Critical thinking Accuracy Articulatioin	Real objects A chart	St. Bernard Bk 2 page 170 NPsc for Ug Bk 2 page 45	

8	1		MEASURES	Units of measures	**Vocabulary practice** Litre, kilogram, packet, measure **Grammar** **Nouns** **Word** **order** tcepak packet ertil litre logkram kilogram structure / tense work present simple tense How many (litres) of …….are there? There is / are…….. **Example** a) How many litres of milk are there?  3 litres There are three litres of milk.	The learner; -Pronounces, spells, reads and writes words -Writes words correctly -Uses the given structure in correct tense and grammar	Guided discussion Question and answer Demonstration	Pronouncing Reading Spelling Writing Writing words correctly Responding to given structures correctly	Critical thinking Accuracy Effective communication	Real objects A chart	St. Bernard Bk 2 page 168 NPsc for Ug Bk 2 page 45	

8	2		MEASURES	Units of measure	**Vocabulary practice** shilling, note, cost, coin **Grammar** **Nouns** **Word** **formation** sh_lling shilling c_in coin no_e note cos_ cost structure / tense work present simple tense May I have……. (coin)? Yes, you may. **Example** a)May I have a five thousand shilling note? Yes, you may. May I have two coins? Yes, you may.	The learner; -Pronounces, spells, reads and writes words correctly -Forms words correctly (fills in missing letters) -Uses the given structure in correct tense and grammar	Demonstration Guided discussion Role play	Pronouncing Spelling Reading and writing Filling in missing letters Responding to given structures correctly	Effective communication Articulation Awareness	Real objects	NPsc for Ug Bk 2 page 45 St. Bernard Bk 2 page 164	

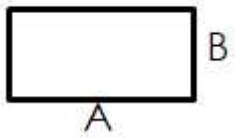
8	3		MEASURES	Shape and solids	**Vocabulary practice** circle, triangle, square, rectangle **Grammar** **Nouns** Plural formation of nouns **Singular** **Plural** circle circles rectangle rectangles square squares triangle triangles structure / tense work What shape is this? It is a …….. **Example**  What shape is this? It is a rectangle.  What shape is this? It is a triangle.	The learner; -Pronounces, spells, reads and writes -Gives plural forms of words -uses the given structures in correct tense and grammar.	Question and answer Guided discussion Whole world	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Accuracy Effective communication	Cut outs A chart	St. Bernard Bk 2 apge 171 NPSsc Bk 2 page 45	

8	4		MEASURES	Shapes and solids	**Vocabulary practice** triangle, box, rectangle, square **Grammar** **Nouns** Plural formation of nouns **Singular** **plural** triangle triangles box boxes rectangle rectangles square squares structure and tense work present simple tense How many sides/ corners has a ……..? It has …….. sides **Examples**  a)How many corners has a box/ It has eight corners. b) How many sides has a box. It has six sides.	The learner; -Pronounces, spells, reads and writes words correctly -Gives plural form of words -Uses the given structures in correct tense and grammar	Guided discovery Question and answer Whole word	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Critical thinking Accuracy Credibility	A chart Real objects	NPsc Bk 2 page 45 St. Bernard Bk 2 page 172	

8	5		MEASURES	Shapes and slides	**Vocabulary practice** triangle, circle, box, rectangle **Grammar** **Nouns** Word formation sreuaq square xob box tarecngle rectangle trilegna triangle structure and tense work Present simple tense Is this a (triangle…)…..? Yes, it is / No, it is not Examples a)  Is this a circle? No, it is not. b)  Is this a rectangle? Yes, it is.	The learner; -Pronounces, spells, reads and writes words. -Writes words in their correct form -Uses the given structure in correct tense and grammar	Guided discovery Question and answer Whole world	Pronouncing Spelling Reading and writing words Writing words in correct order	Critical thinking Accuracy Credibility	Real objects A chart	St. Bernard Bk 2 page 173 NPsc Bk 2 page 45	

<table>
<tr>
<td>9</td>
<td>1</td>
<td></td>
<td>MEASURES</td>
<td>Shapes and solids</td>
<td>
Vocabulary practice
long, short, shorter, longer
Grammar
Adjectives
Comparison of adjectives
<table>
<tr><th>Positive</th><th>Comparative</th><th>Superlative</th></tr>
<tr><td>long
short</td><td>longer
shorter</td><td>longest
shortest</td></tr>
</table>
Structure / tense work
Which side is longer/ shorter than….
This / That side is longer/ shorter than……

Example



a) Which side is longer?
Side A is longer than side B.
b) Which side is shorter?
Side B is shorter than side A.
</td>
<td>
The learner;
-Pronounces, spells, reads and writes words

-Compares sides of objects

-Uses the given structures in correct tense and grammar
</td>
<td>
Question and answer

Guided discovery

Whole world
</td>
<td>
Pronouncing

Spelling

Reading and writing

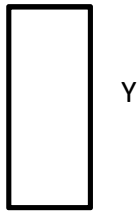
Comparing sides of objects

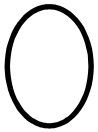
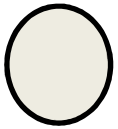
Responding to given structures correctly
</td>
<td>
Critical thinking

Decision making

Accuracy
</td>
<td>Real objects</td>
<td>
NPsc for Ug Bk 2 page 45

St. Bernard Bk 2 page 175
</td>
<td></td>
</tr>
</table>

9	2		MEASURES	Shapes and solids	**Vocabulary practice** wide, heavy, wider, heavier **Grammar** **Adjectives** Word formation W_de wide Heav_ heavy Wid_r wider Structure / tense work Present simple tense Which side is wider / heavier? This/ That side is wider or heavier than…… **Example**  Which side is wider? Side Y is wider than side S.	The learner; -Pronounces, spells, reads and writes words -Fills in the missing letters -uses the given structure in correct tense and grammar	Guided discussion Question and answer Whole world	Pronouncing Spelling Reading and writing Filling in the missing letters Responding to given structures correctly	Decision making Critical thinking Accuracy	Real objects	NPsc for Ug Bk 2 page 45 St. Bernard Bk 2 page 177	

9	3		MEASURES	Shapes and solids	**Vocabulary practice** white, yellow, green, blue **Grammar** **Adjectives** w_ite white b_ue blue _ellow yellow gree_ green Structure and tense work Present simple tense What colour is this / that? It is……..  What colour is this/ It is white.  What colour is this? It is yellow	The learner; -Pronounces, spells, reads and writes words -Identifies colours and fills in the missing letters -Uses the given structures in correct tense and grammar	Question and answer Guided discussion Look, say and use	Pronouncing Spelling Reading and writing Identifying colours and filling in the missing letters Responding to given structures	Awareness Critical thinking Accuracy	Real objects with different colours	NPsc Bk 2 page 45 St. Bernard Bk 2 page 176	

<table>
<tr>
<td>9</td>
<td>4</td>
<td></td>
<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Recreation activities at home and school</td>
<td>Vocabulary practice
clean, cook, play, visit
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>clean
cook
play
visit</td><td>cleaning
cooking
playing
visiting</td><td>cleaned
cooked
played
visited</td></tr>
</table>
Structure / tense work
Past tense

What did you do last (holiday, Sunday)?
I / we……. last……..

Examples
a) What did you do last holiday?
I visited my grandparents last holiday.
b) What did you do last Sunday?
I went to church last Sunday.</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives order of tenses of verbs
-Uses the given structure in correct tense and grammar</td>
<td>Guided discussion

Explanation

Question and answer</td>
<td>Pronouncing

Spelling

Reading and writing

Giving tenses of verbs

Responding to given structures correctly</td>
<td>Cooperation

Critical thinking

Awareness</td>
<td>A chart</td>
<td>NPsc for Ug Bk 2 page 48

St. Bernard Bk 2 page 179</td>
<td></td>
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<td>9</td>
<td>5</td>
<td></td>
<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Recreation activities at home and at school</td>
<td>Vocabulary practice
shop, care, watch, pray
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>shop
care
watch
pray</td><td>shopping
caring
watching
praying</td><td>shopped
cared
watched
prayed</td></tr>
</table>
Structure / tense work
Past tense

What did he/ she last……..?
He/she

Examples
a) What did he do last evening?
he watched TV last evening.
b) What did she do last week?
She prayed last week</td>
<td>The learner;
-Pronounces, spells , reads and writes words
-Giving tenses of verbs in their correct order

-Uses the given structure in correct tense and grammar</td>
<td>Guided discussion

Explanation

Question and answer</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly</td>
<td>-Love

-Care

-Co-operation

-Responsibility</td>
<td>A chart</td>
<td>St Bernard Bk 2 page 180

NPsc B2 page 48</td>
<td></td>
</tr>
</table>

<table>
<tr>
<td>10</td>
<td>1</td>
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<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Recreation activities at home and at school</td>
<td>Vocabulary practice
rest, visit, read, ride
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>rest
visit
read
ride</td><td>resting
visiting
reading
riding</td><td>rested
visited
read
rode</td></tr>
</table>
Structure / tense work
Past tense

What did you do last (holiday/ Sunday/ Saturday)
I / we…….last…….

Examples
a)

What did you do last holiday?
I rode my bicycle last holiday.
b)

What did you do last Sunday?
We read a bible last Sunday</td>
<td>The learner;
-Pronounces, spells, reads and writes words

-Gives the correct order of tenses of verbs
-Uses the given structure in correct tense and grammar.</td>
<td>Guided discussion

Explanation

Question and answer</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly</td>
<td>Effective communication

Care

Awareness</td>
<td>A chart

A picture</td>
<td>St. Bernard Bk 2 page 179

NPsc for Ug Bk 2 page 48</td>
<td></td>
</tr>
</table>

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<td>10</td>
<td>2</td>
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<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Cultural festivals</td>
<td>Vocabulary practice
give, using, dance, eat
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>give
sing
dance
eat</td><td>giving
singing
dancing
eating</td><td>gave
sang
danced
ate</td></tr>
</table>
Structure / tense work
What did uncle / father do…..?
Uncle / father ……..?

Examples
a) What did father do?
Father sang last Sunday (sing)
b) What did uncle do?
Uncle danced yesterday (dance)</td>
<td>The learner;
-Pronounces, spells, reads and writes words correctly
-Gives the tenses of verbs correctly

-Uses the given structures in correct tense and grammar</td>
<td>Guided discussion

Explanation

Whole word</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly</td>
<td>Awareness

Communication

Critical thinking</td>
<td>A chart</td>
<td>St. Bernard Bk 2 page 181

NPsc Bk 2 page……..</td>
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</table>

10	3		RECREATION FESTIVALS AND HOLLIDAYS	Cultural festivals	**Vocabulary practice** father, brother, uncle, mother **Grammar** **Nouns** Plural formation **Singular** **Plural** father fathers brother brothers uncle uncles mother mothers structure / tense work past tense Who names……? ……named…… **Examples** a)Who named the child? Father named the child. b) Who named twins? Mother named the twins.	The learner; -Pronounces, spells, reads and writes words correctly -Gives the plural forms of words -Uses the given structures in correct tense and grammar	Explanation Guided discussion Whole word Whole sentence	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Interpersonal relationship Effective communication	A chart	St. Bernard Bk 2 page 182 NPsc Bk 2 page 48	

10	4		RECREATION FESTIVALS AND HOLLIDAYS	Cultural festivals	**Vocabulary practice** grandmother, aunt, twin, name **Grammar** **Nouns** Plural formation **Singular** **Plural** grandmother grandmothers aunt aunts twin twins name names structure / tense work Who named……? …….named…… **Example** Who named the baby? Grandmother named the baby.	The learner; -Pronounces, spells, reads and writes words correctly -Gives plural form of words -Uses the given structure in correct tense and grammar	Guided discussion Explanation Whole word	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Awareness Interpersonal relationship Acceptance	A chart	St. Bernard Bk 2 page 182 NPsc for Ug Bk 2 page 48	

<table>
<tr>
<td>10</td>
<td>5</td>
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<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Holidays</td>
<td>Vocabulary practice
sing, dance, act, pray
Grammar
Verbs
Tenses of verbs
<table>
<tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr>
<tr><td>sing
dance
act
pray</td><td>singing
dancing
acting
praying</td><td>sang
danced
acted
prayed</td></tr>
</table>
Structure / tense work
What did Musa / Mary do?
Musa / Mary……..

Examples
a)

What did Musa do?
Musa sang yesterday.
b)

What did Mary do?
Mary danced yesterday.</td>
<td>The learner;
-Pronounces, spells, reads and writes words
-Gives the order of tenses of verbs

-Uses the given structure in correct tense and grammar</td>
<td>Explanation

Guided discussion

Whole word</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

Responding to given structures correctly</td>
<td>Effective communication

Awareness

Critical thinking</td>
<td>A chart

Picture cards</td>
<td>St. Bernard Bk 2 page 183

NPsc for Ug Bk 2 page 49</td>
<td></td>
</tr>
</table>

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<td>11</td>
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<td>RECREATION FESTIVALS AND HOLLIDAYS</td>
<td>Holidays</td>
<td>Vocabulary practice
eat, drink, play, visit
Grammar
Verbs
Tenses of verbs
<table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>eat
drink
play
visit</td><td>eating
drinking
playing
visiting</td><td>ate
drank
played
visited</td></tr></table>
Structure / tense work
Past tense

What did you (eat/ drink) during holidays?
I / We……..during holidays

Examples
a)What did you eat during holiday?
We ate fruits during holidays.
b) What did you drink during holidays?
I drank soda during holidays.</td>
<td>The learner;
-Pronounces, spells, reads and writes words
-Gives the order of tenses of verbs

-Uses the given structure in correct tense and grammar</td>
<td>Explanation

Guided discussion

Question and answer</td>
<td>Pronouncing

Spelling

Reading and writing

Giving the tenses of verbs

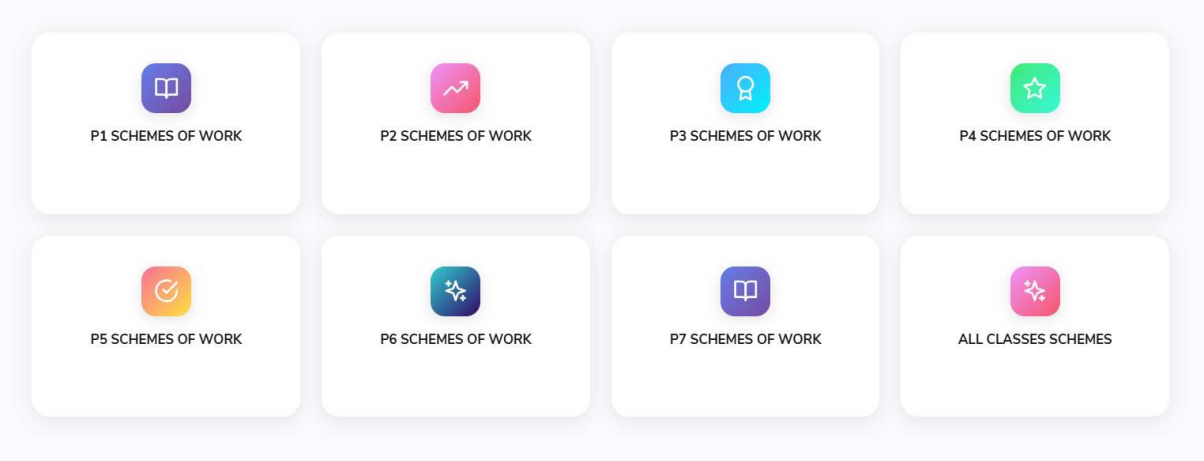
Responding to given structures correctly</td>
<td>Articulation

Awareness

Interpersonal relationship</td>
<td>A chart</td>
<td>St. Bernard Bk 2 page 185

NPsc Bk 2 page 49</td>
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