Tekart learning English Language Scheme of Work for Primary Three

Wk	PD	THEME	Aspect	skills	competences	content	methods	Activities	life skills	L/Aids	Ref
1	1	Our sub county	grammar	Listening Speaking Reading Writing	The learner; Lists the prepositions. Uses the preparation in oral expression. Completes the given sentences.	Revision on preposition e.g. in, for, at, near, by, over, of, under, on etc	Guided discovery observation	Reading competing sentences	Self expression Fluency confidence	Real objects e.g. cups, stones, books, brooms.	Mk English Bk 3 page 5
	2		Vocabulary (Grammar)	Listening Speaking Reading Writing	The learner; - Reads the words Uses the words in oral expression. Does the written exercise.	Vocabulary: North, East, West, South, Opposite, right, above, sunrise, sunset	Look and say Discussing	Reading fluency articulation	Reading Spelling	flash cards	Thematic curriculum Bk 3 Mk B3 page 124
	3		Structures (grammar)	writing	The learner; Answers questions correctly.	Where is the …. (chair, table, cup) The – is in ___ of the ------	Look & say	reading writing	Fluency	A chart showing sentences	Mk Thematic Eng pg 4
	4				The learner; - Identifies capital letters from the letters given. - Identifies a symbol of full stop (.) - Punctuates the given sentences.	Punctuation marks. The use of capital letters. We use the capital letters for the following; - Proper nouns e.g. for myself, Kibuye, Kampala. - Beginning a sentence e.g. This is a boy. When writing abbreviations e.g. VIP, USE, PLE - When writing initials e.g. S.E N.J, K.J - When writing titles e.g. heading e.g. THINGS WE MAKE. - When writing names of deity e.g. God	Demonstration - Question and answer. - Guided discovery	reading writing	observation	Chalk board illustration	

Wk	PD	THEME	Aspect	skills	competences	content	methods	Activities	life skills	L/Aids	Ref
1	4	OUR SUB COUNTY	Grammar	listening speaking reading		The use of full stop. (.) - We use it at the statement. e.g. The book is on the box. - It is also used while writing initials e.g. K.R					Mk. Precise Page 163-164
	5		Comprehension		The learner; - Reads the rhyme - Recites the rhyme - Answers questions about the rhyme.	The Rhyme: HOME	- Guided discussion. - Question and answer	- Reading - answering questions	- Articulation - Fluency - Confidence	Photocopies of the rhyme.	Thematic English ABC page 2
	6		Comprehension	Listening Speaking Reading Writing	The Learner; - Reads the story. - Identifies new words. - Answers oral and written questions.	The story OUR SUBCOUNTY	- Global discussion	-Reading -Answering question.	- Fluency - Articulation.	Photocopies the story.	Thematic English ABC page 9-10
2	1		Grammar		The learner; - Identifies the symbol of a question mark. - Uses the symbol orally and in written form.	The use of question mark (?) - We use a question mark at the end of the question. e.g. How old are you? What is your name? Is she your mother? Aren't they eating? At the of the question tag. It is not, isn't it?	- Observation - explanation	- Reading - Writing	- Fluency - Confidence	A chart showing sentences	Mk precise Page 165-166

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Wk	PD	THEME	Aspect	skills	competences	content	methods	Activities	life skills	L/Aids	Ref
	2		Grammar		The learner; - Identifies the symbol of a comma. - Uses the symbol orally and in written work.	Comma(,) The use of a comma; - We use a comma to separate items (listing items more than one) e.g. school, market, boy, table, etc					Precise 165-166,
	2			Listening Speaking Reading Writing		- Comma is also used to separate the main statement from a question tag. e.g. It is hot today, Isn't it? - It is used when writing addresses e.g. Hormisdallen Primary School, P.O. Box 30223, Kampala. - It is used after words like No, Yes,					
	3		Comprehension		The learner; - reads the story - Answers questions, oral and written.	A story about physical features near our school.	- Guided discussion. - Question and answer.	- reading - writing	- Fluency - Confidence	Photocopies of the story.	Monitor Eng Bk3
	4		Grammar		The learner; - Identifies the apostrophe. - Punctuates correctly using the apostrophe.	The use of apostrophe(') - It is used to indicate ownership e.g. Mary's dress. - Her mother's daughter Jane's ball. - It is used to write short forms and contractions. e.g. is not – isn't did not – didn't	Question and answer. Look and say	- Punctuating sentences. - Forming their own sentences.	- Identifying - articulation	A chart showing the use of apostrophe.	Mk. Precise page 165-166

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Wk	PD	THEME	Aspect	skills	competences	content	methods	Activities	life skills	L/Aids	Ref
	5	OUR SUB COUNTY	Composition		The learner; - Draws the table. - Forms sentences from the given table.	Substitution table	- look and say. - Guided discovery	- Drawing - writing - reading	Confidence fluency	B/B Illustration	The matic English ABC bk3 pg 6
2	6		composition	Listening speaking reading writing	The learner; Re-arranges the sentences to make a good story. - Reads the story.	The Jumbled story.	Questions and answer Guided discussion	Re-arranging sentences. Reading	Sharing cooperation	Chalk board illustration	The matic ABC bk3 pag6
3	1		Grammar		The learner; - Identifies the exclamation mark. - Writes the exclamation mark. - Punctuates the sentences./	An exclamation mark (!) The use of an exclamation mark. - It is used to show surprise, admiration, fear, wonder, deep feeling, excitement. e.g Oh!, My God!, What a pity!, What! What a nice pen this is!	- Question and answer - Look and say.	punctuating sentences Reading	Confidence. Articulation Self esteem.	A chart showing sentences	Mk. Precise 165-166
	2		Grammar		The learner; - Writes abbreviations in full. - Does the given exercise	ABBREVIATIONS e.g. St. – Saint/ Street P.T.O – Please turn over. Feb. – February	observation	Writing the abbreviation in full	- fluency	A chart showing abbreviations.	Mk. Precise pg 21
	3				The learner; - Writes contractions in full. - Does the given exercise,	Contractions: e.g. isn't - is not o'clock – of the clock he's – he is hasn't – has not		Writing the contraction in full		A chart showing abbreviation	Lesson notes The new first Aid in Eng 104

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Wk	PD	THEME	Aspect	skills	competences	content	methods	Activities	life skills	L/Aids	Ref
	4		Composition		The learner; - Recites the poem. - Identifies the vocabulary - Answers questions orally& writes in the book.	Poem about landforms.		Reading the poem. Answering questions orally and written.	Articulation Confidence,	Photocopies of the poem	monitor bk page 10
	PD	**THEME**	**Skills**	**Aspect**	**Competences**	**Content**	**T/Methods**	**Activities**	**L/ Skills**	**T/L aids**	Ref
3	5	Livelihood in our sub-county in our sub-county	- Listening - Reading - writing - speaking	Composition	The learner; - Draws the table. - Reads the table. - Forms sentences sentence from the table.	A substitution table	Observation matching Guided discussion	Making correct sentences from the table.	Fluency Articulation	Chalk board illustration	ABC Thematic Eng bk 3 pp. 165-166
	6			Grammar (nouns)	The learner; - defines a noun - Identifies examples of nouns. - Underline the uncountable nouns.	Nouns – are naming words. Examples: Pen, teacher, desk, brother, November, Tuesday, Rose, Stella, etc. - Underline the uncountable nouns.	Observation. - look and say.	Defining a noun, example of nouns identified,	- Fluency - articulation - confidence - self esteem	A chart showing nouns.	The new First aid in Eng. Pg2
4	1				The learner; - Identifies the type of nouns. - Explain common nouns. - Give examples of common nouns. - Underline the common nouns	Types of nouns. - Common, compound, collective, proper. - Common nouns- They are general names of people, places, and things of the same kind. e.g. boys, Ronald, Roy, girls, Charles, countries, Kenya, India Rivers, Mountains, Lakes etc.		Underling the common nouns in the sentences given.		Real objects	Bright grammar bks 5 precise (MK) pg2

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wk	PD	THEME	Skills	Aspect	Competences	Content	T/Methods	Activities	L/ Skills	T/L aids	Ref
4	2	LIVELIHOOD IN OUR SUB-COUNTY IN OUR SUB-COUNTY			The learner; - defines proper nouns. - Identifies examples of proper nouns. - Gives examples of per category.	- Proper nouns – they are actual / specific names of people. - Example: Gayaza, Kamwokya, Kyebando, Kampala, Ssemanda. - Uganda Moses, Kenya, - Names of people. - Names of places - Names of cities, counties.		Underling proper nouns in the sentences given.		Real objects.	Bright grammar Bks precise (Mk) page
	3		listening speaking writing	Composition	The learner; - Reads the jumbled sentence. - Identifies the vocabulary. - Arranges correctly to form a story meaningfully.	Jumbled story.	Demonstration Look and say	Arranging in good order.	Fluency Articulation audibility appreciation	Photocopies of the jumbled story.	Less on notes .
	4		reading	Grammar	**The learner;** - defines collective nouns. - Identifies the new words & explains. - Completes the given sentences correctly./	**Collective nouns** - They are group names of people and things e.g. fleet, swarm, bunch, bouquet, park etc. - Completing the given sentences -		Writes and completes the given sentences.		A chart showing collective nouns.	Real objects. Mk. Precise page 19 The new Eng Pg 15

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wk	PD	THEME	Skills	Aspect	Competences	Content	T/Methods	Activities	L/ Skills	T/L aids	Ref
	5	LIVELIHOOD IN OUR SUB-COUNTY IN OUR SUB-COUNTY		comprehension	The learners; - Reads the story. - Identifies & uses new words in oral sentences. - Answers questions orally and in the book.	- Passage/ story "Mrs. Olum & her children"	Guided discussion. Explanation	Answering the given exercise correctly.		Photocopies of the story.	Monitor bk. 3 page 86
	6			Composition	The learner; Reads and fills the spaces correctly.	Guided composition		Filling in correctly.		Chalkboard illustration	ABC MK Thematic Eng. Bk3 page 18
5	1			Grammar	The learner; - Defines compound nouns. - Identifies example of compound nouns. - Joins two words to form one. - Reads and spells formed words.	Compound nouns. Two words joined to form one. Examples – bedroom, flower girl, headteacher, keyboard head+ teacher- Headteacher Key + board – key board Bed + room – bedroom		Reading Spelling & forming words.		Real objects	Precise Mk. page 19
	2		Listening Speaking Reading Writing	Grammar	The learner; - Names nouns that add's' in plurals. - Names nouns that add 'es' in plurals. - Rewrites sentences in plural.	Plurals of nouns Those which add 's' broom- brooms boy – boys book – books table - tables girl – girls pen – pens	class discussion observation	writes plurals of the given words. Rewrites sentences in plural.	Fluency Articulation Self esteem	Real objects	Lesson notes

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	2	LIVELIHOOD IN OUR SUB-COUNTY IN OUR SUB-COUNTY				Those which add '-es' tomato – tomatoes box – boxes potato – potatoes match – matches Writing the plural of the given words.					
	3			Comprehension	The learner; - Acts the dialogue with the friends. - Identifies the vocabulary. - Answer the questions orally and writes in the book. -	A dialogue " A Fishmonger"	- Role play - look and say	Answering questions following the dialogue		Photocopies of the dialogue	Mk. English Bk 3 page 91
	4			Grammar	The learner; - Identifies nouns that drop 'y' and add 'ies'. - Re-writes sentences in plural.	Plurals of nouns. - That drop 'y' and add 'ies' Examples baby – babies puppy – puppies lorry – lorries sky – skies country – countries Story – stories party – parties lady – ladies - Those that end with 'y' but add's' monkey monkeys key – keys Valley – valleys holiday – holidays					

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5	5	LIVELIHOOD IN OUR SUB-COUNTY IN OUR SUB-COUNTY	Listening speaking reading writing	Comprehension	The learner's - Defines relationships in families. - Answers questions about the family tree.	A family tree	Observation Guided discussion	Answering the questions about the family tree.	Fluency Articulation Self esteem Confidence	Our environment	MK. English Bk 3 page 143
	6			Composition	The learners; - Read through the guided composition/ dialogue. - Fills the gaps correctly.	A guided composition Guided dialogue	look and say Guided discovery	Filling the blanks correctly.		Chalk board illustration	Lesson notes
6	1			Grammar	The learner, - Identifies nouns that change 'f' to 'ves' in plural. - Names nouns that add sin's' plural but end with 'f'. - Writes plurals of nouns that change 'f' to 'ves' and those that add 's'.	Plurals of nouns. Nouns that change 'f' to 'ves' Examples: knife – knives leaf – leaves calf – calves loaf- loaves wolf – wolves Those that add's' to the nouns. dwarf – dwarfs roof – roofs hoof – hoofs chief – chiefs	explanation	Writes plurals of nouns that change 'f' to 'ves' – 's'		Real objects	Mk precise page 19
	2				The learner; - Identifies irregular nouns. - Is able to write the irregular nouns to plural form.	Irregular nouns – Those that change the spelling and pronunciation e.g. child – children tooth – teeth foot – feet louse – lice man - men		Writes plurals of irregular nouns		Real objects	Mr. Precise page 8

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wk	PD	THEME	Skills	Aspect	Competences	Content	T/Methods	Activities	L/ Skills	T/L aids	Ref
	2	LIVELIHOOD IN OUR SUB-COUNTY IN OUR SUB-COUNTY	Listening Reading Writing			Nouns that remain in plural form. e.g. pair of shorts – pairs of shorts. pair of trousers – pairs of trousers Father-in-law – father in law Son-in-law – Sons – in-law			Fluency Articulation		
	3		Speaking	Comprehension	The learner; -Recites the rhyme. -Identifies new words and uses them in sentences. -Answers questions orally & writes in the books.	A rhyme about soil	Recitation Guided discussion Explanation	Answering questions about the poem.	Self esteem	Photocopies of the rhyme	Mk thematic English Bk.3 page 26
	4			Grammar	The learner; - Identifies & names nouns that don't change. - Answer the given activity	Nouns which do not change e.g. furniture – furniture deer – deer sleep – sheep water – water milk – milk luggage - luggage		Writing Nouns at don't change		A chart that shows nouns.	Mk Precise page 11
	5			Composition	The learner; - Reads the table correctly. - Forms correctly sentences from the table.	Substitution table using 'some' and 'any'	Look and say	Forming sentences from the table.		Chalkboard illustration	Mk English Book 3 page 103 English Aid book3

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wk	PD	THEME	Skills	Aspect	Competences	Content	T/Methods	Activities	L/ Skills	T/L aids	Ref
	6	ENVIRONMENT IN OUR SUB-COUNTY		Comprehension	The learner; - Reads the story - Identifies new words and uses them in sentences. - Answers questions about the story correctly.	Story " Work in the Garden"		Answers the given exercise correctly.		Photocopies of the story	ABC thematic English book 3 page 32
7	1		listening reading writing speaking	Grammar	The learner Changes sentences from singular to plural	Changing sentences from singular to that; e.g. The bag is dirty The bags are dirty. is – are has – have this – these that – those I – we My - our	Questioning technique Explanation Guided discussion	Changing sentences from singular to plural.	Fluency Articulation Self esteem	Black board illustration	Lesson notes Mk Thematic English b.k3
	2				The learner; - Identifies vocabulary about occupation. - Arranges jumbled letters to form words. - arranging in abc order.	Occupation Vocabulary Chairperson, secretary, parish leader, policeman, butcher, plumber, baker, florist, poet, author, barber		- arranges jumbled letters. - arranges words in abc order	Look and say	Our environment	Mk Primary English bk3 Page 86
	3			Comprehension	The learner; - role plays the dialogue Identifies the vocabulary in the dialogue Answer questions orally and writes.	A dialogue "Why wear a sweater"	Role play	Acting the dialogue Answering questions about the dialogue.		Photocopies of the dialogue	Mk English bk 3 page 20

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7	4	ENVIRONMENT IN AND WEATHER		Grammar	The learner; - Read the riddles correctly. - Identifies the different roles / work done by different people.	Structures: 1. I am in-charge of a library. I am a librarian 2. I write articles for newspapers or magazines. Who am I ? You are an editor. 3. I cut and sell meat, I am a -- --------		Answering the riddles correctly.		Real objects	Lesson notes
7	5		Listening Reading Speaking Writing	Composition	The learner" - Reads the composition correctly. - Fills the missing words (gaps) correctly.	Guided composition " A rainy Day"	Explanation Guided discussion look and say	Filling in the missing words correctly	Fluency Articulation Self esteem	Black board illustration	Mk. English Bk 3 pages 10
	6			comprehension	The learner reads the story. - Identifies the new words in the story. - Use them in oral express, spells then - Answer oral and written questions about the story.	A story " The water cycle"	Global discussion	Reading Observation Answering oral and writing questions	Articulation Self esteem expression	Photocopies of the story	Thematic English Bk 3 page 40

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8	1	ENVIRONMENT AND WEATHER		Grammar	The learner; Identifies people and their work. - Identifies their places of work. - Completes the table given correctly.	People and their work. Cobbler – mends shoes. Fisherman - Catches fish Pilot- flies aero planes drivers – drive vehicles. Places of work teacher- school doctor – hospital vendor – market Shopkeeper - shop		Write and completes the table correctly		Real objects	Mk Primary English bk 3 Page 86
	2				The learner; - Identifies tools used by different people. - Copies and completes the given table.	Tools used by different people. Barber- shaver Cobbler – needle Conductor- money Farmer- hoe/ slather Secretary - computer		Copy and complete the table.		real objects	Mk Primary Englsh Bk 3 Page 86
	3		Listening Reading speaking Writing	Composition	The learner; Reads the jumbled sentences - Identifies and arranges the story correctly.	Jumbled story	Guided discussion explanation	Arranging sentences correctly to form a good story	Fluency Articulation Self esteem	Black board illustration	ABC thematic English bk 3 page 41

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wk	PD	THEME	Skills	Aspect	Competences	Content	T/Methods	Activities	L/ Skills	T/L aids	Ref
	4	ENVIRONMENT AND WEATHER		Grammar	The learner - Defines a pronoun. - Identifies examples of pronoun - Names types of pronouns - Defines personal pronouns - Underlines & chooses the right pronoun.	Pronouns- A word used in a place of a noun. Examples of pronouns; he, she, it, they, her, yourself, whose, you, ours, etc. Types of pronouns. - personal pronouns - Possessive pronouns - relative pronoun - reflexive pronoun Personal pronoun – pronoun used to replace names of people and things e.g. I, me, my, you, him, he, we, etc	Questioning technique	Choosing the right pronoun for the gaps. Underline pronouns		T Black board illustration	The new first Aid in English page 80
	5				The learner; -Defines possessive pronouns -Identifies examples of possessive pronouns. -Completes the given sentences correctly.	Possessive pronouns – pronouns which, show, ownership, e.g. hers, mine, his, ours etc. She – hers – her You – your, yours they – there, theirs, them I me mine my		Completing the sentences correctly		Real objects	The new first Aid in English page 80
	6				The learner; - Defines reflexive pronoun. - Gives examples of reflexive pronouns. - Fills the gaps with correct pronouns.	Reflexive pronoun – they are self pronouns. e.g. himself, herself (female) Myself, yourself, himself, Herself, Itself } Singular themselves, our selves, yourselves } plural		Fills the gaps with correct pronouns		Real objects	do

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9	1	ENVIRONMENT AND WEATHER	Listening Speaking reading writing	Grammar	The learner - Defines relative pronoun. - Identifies & gives examples. - Complete the sentences using the pronouns.	Relative pronouns - join two parts of a sentence e.g. who, whose, whom, what, completes the sentences using the correct pronouns. - This is the pen which I bought yesterday.	Guided discussion Explanation	Completes the sentences using the given pronouns.	Fluency articulation Self esteem	Black board illustration	The new English Aid page 80
	2				The learner; - Read the sentences correctly. - Joins the sentences correctly.	**Conjunctions:** Joining sentences using …who/whose… That is the boy. He won the gold medal. That is the boy who won the gold medal That is the lady. Her daughter is sick. That is the lady whose daughter is sick.		Joins two sentences using 'who' and whose'		blackboard	lesson notes mk precise
	3				The learner; - Read the sentences correctly. - Joins the sentences correctly	Joining sentences using 'when' and 'which' Examples I fell down, I was running. I fell down when I was running That is the pen. I use it to write home work That is the pen which I use to write home.		Joins two sentences using 'when' and while'		Black board illustration	MK Primary Book 3

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	4 & 5			Comprehension		Advertisement. Table of content Poem	Observation	Answering questions	Self esteem Fluency	Photocopies of adverts , poem, table of content	Less on notes
wk	**PD**	**THEME**	**Sub theme**	**content**	**Competences**	**Methods**	**Activities**	**L/ Skills**	**T/L aids**	**Ref**	
10	**1**	LIVING THINGS, PLANTS IN OUR SUB -COUNTY	Parts of a flowering plants and their uses	Verbs and their tenses A verb is an action word. Examples play drink stand come fetch clap cry laugh stop	The learner; Identifies a verb uses verbs in oral expression	Look and say Guided discovery	Reading doing actions	Self expression Confidence Self awareness	Real objects chalk board illustration	Standard English Aid bk page 29	
	2			comprehension A calendar	The learner Studies the calendar Answers questions about the calendar	Look and say Global discussion Questions and answer	Answering questions about the calendar.	Observation Orderliness Critical thinking	chalk board illustration	Mk Eng book 3 page 20	
	3		Crop growing practices	The present simple tense Verbs which add‘s’ 3rd person (singular) He jumps, She jump, It barks. 1st person you sing you jump you kick 1stperson I sing We sing We dance	The learner; Changes the verbs to the present simple tense using the 1st, 2nd, and 3rd person singular. - Uses the verbs in oral expression.	Guided discussion - Explanation - Whole word - Questions and answer	Using verbs in sentences with the correct tense.	Articulation Identification Critical thinking.	A chart showing verbs and their tenses.	Ang. book 3 page 29	

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wk	PD	THEME	Sub theme	content	Competences	Methods	Activities	L/ Skills	T/L aids	Ref
	4		Crop growing practices	The present simple tenses add 'es' 3rd person she watches He watches Jane brushes 2nd Person You wash you catch 1st person I wash We brush	The learner; Changes the verbs to the present simple tense using the 1st, 2nd and 3rd person singular. Uses the verbs in oral expression.	Guided discovery explanation Whole word Question & answer	Using verbs in oral, expression	Critical thinking - articulation - Identification	A chart showing verbs and their tenses	Standard Eng. Aid bk 3 pages 29
				Verbs which drop 'y' and put 'I' then add 'es' Carry – carries fly – flies Marry – marries bury- buriest 3rd person plural (the verbs don't change) e.g. They sing They dance They wash	The learner; - Changes the given verbs to the present simple tense. - Uses the verbs in oral expression	Explanation question and answer	Using verbs in oral expression	Articulation critical thinking	Chalkboard illustration	Eng Aid bks page 29 monitor bks pages 27
	6			The present continuous tense. Verbs which add 'ing' only bark - barking cook – cooking talk - talking bring – bringing catch – catching beat – beating break – breaking drink – drinking	The learner; Changes the verbs to the present continuous tense. - Use the verbs in oral expression.	Explanation Demonstration	Using verbs in oral expression. Changing verbs to present continuous tense.	Self expression Confidence Critical Thinking	Chalk board illustration	Monitor book page 28

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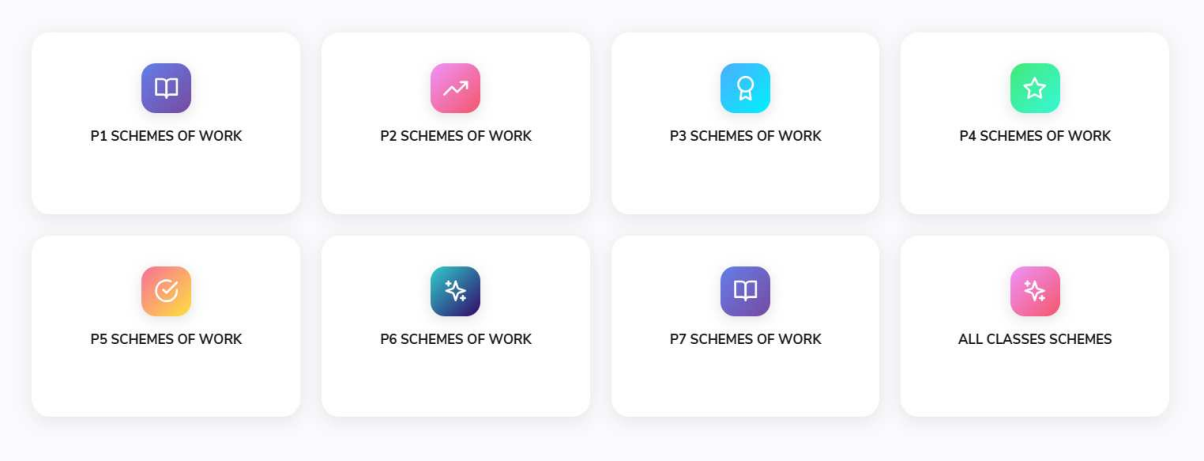
wk	PD	THEME	Sub theme	content	Competences	Methods	Activities	L/ Skills	T/L aids	Ref
11	1	Plants in our sub-county	Crop – growing practices	Comprehension A story forests	The learner; - Reads the story Answers both oral and written comprehension question	Global discussion Questioning technique	reading answering question	Articulation Self expression. Fluency confidence	chalkboard illustration	Thematic ABC book page 24.
	2	Managing resources in our sub-county	Saving resources	The present continuous tense; Verbs which drop 'e' and then add 'ing' smile – smiling smoke – smoking take – taking give – giving	The learner; - Changes the verbs by dropping 'e' - Uses the verb in oral expression.	Explanation Guided Discovery	Using verbs in oral expression Changing verbs.	Self expression Changing verbs.	A chart showing verbs	Monitor book 3 page 51
	3		The present continuous tense	Verbs which double their last letters before adding 'ing' put – putting shut – shutting clap – clapping stop – stopping begin – beginning	The learner; Changes the verbs to the present continuous tense. - Uses the verbs in oral expression.	Guided discovery. Questioning techniques	Using verbs in sentences	Articulation fluency self expression	A chart showing verbs and their tenses.	Monitor bk 3 padre 31
	4			The past simple tense. verbs which add 'ed' talk – talked bark – barked laugh – laughed pull – pulled fetch – fetched	The learner; Changes the verbs to past tense. Uses the verbs in making sentences	Explanation whole word Guided discovery.	Making sentences. Changing the verbs	Fluency Articulation	A chart showing verbs and their tenses	Monitor book 3 page 5

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wk	PD	THEME	Sub theme	content	Competences	Methods	Activities	L/ Skills	T/L aids	Ref
	5			Verbs which change the spelling & pronunciation in past tense e.g. write–wrote go - went take - took	The learner; Changes the verbs to past tense. - Reads and spells the verbs.	Whole word Explanation Question & answer.	Reading spelling making sentences	Critical thinking. Articulation	A chart showing verb and their tenses	Monitor bk 3
11	1	Managing resources	Saving resource	Comprehension An advertisement about interviews	The learner; Studies the advertisement. Answer both oral and written comprehension questions about the advertisement.	Global discussion Questioning technique	Reading Answering questions	Orderliness Critical thinking	Chalkboard illustration	Teacher's collection.
12	1		spending resources	The future tense. We use I, We } shall He, She, It, They, You } will e.g. I shall go to town next week. They will eat food at night.	The learner; Uses shall and will in the sentences.	Guided discovery whole sentences	Making sentences in future tense.	Critical thinking	Chalkboard illustration	English Aid bks page 14
	2			The present perfect tense. We use has, was, have were before the verb e.g. He has eaten food. take taken eat - eaten break – broken skip – skipped steal - stolen	The learner; - Change the verbs to present perfect tense. - Uses the verbs in oral expression	- Explanation - Guided discussion	Using verbs in oral expression	Articulation critical thinking	Real objects chalkboard illustration	English revision book 3 page 26

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