








SCHEME OF WORK FOR THEME BASED DEVELOPMENT (ENGLISH GRAMMAR)


School.....L/Area.....Class.....Term.....Term One.....Year.....2025



W K	L E S S	D A Y	THEME	S/THEME	CONTENT	COMPETENCES	METHOD S	ACTIVITIES	IND. OF LSV	INTR. MAT.	REF	R E M A R K S
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 Awareness	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 neighborho od	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, cupboard 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 Articulati on Accuracy	Flash cards	St. Bernard Bk 2 page 7	

				<div>structure / tense work</div> <div>present tense</div> <div>Is this a / that a</div> <div>Yes, it is.</div> <div>No, it is not.</div> <div></div> <div>Is this a desk?</div> <div>No, it is not.</div>																
	5	Our school and neighborhood	Location symbols and benefits of our school	<div>Vocabulary practice</div> <div>table, gun, blackboard, chair</div> <div>Grammar</div> <div>Nouns</div> <div>Plural formation of common nouns</div> <div><table><tr><td>Singular</td><td>Plural</td></tr><tr><td>table</td><td>tables</td></tr><tr><td>gun</td><td>guns</td></tr><tr><td>blackboard</td><td>blackboards</td></tr><tr><td>chair</td><td>chairs</td></tr></table></div> <div>structure / tense work</div> <div>Present tense</div> <div>Are these / those.....?</div> <div>Yes, they are.....</div> <div>No, they are not</div> <div>Example</div> <div></div> <div>Are those tables?</div> <div>Yes, they are.</div> <div></div> <div>Are those chairs?</div> <div>no</div>	Singular	Plural	table	tables	gun	guns	blackboard	blackboards	chair	chairs	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
Singular	Plural																			
table	tables																			
gun	guns																			
blackboard	blackboards																			
chair	chairs																			

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.....isthe.....  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? Theis.....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

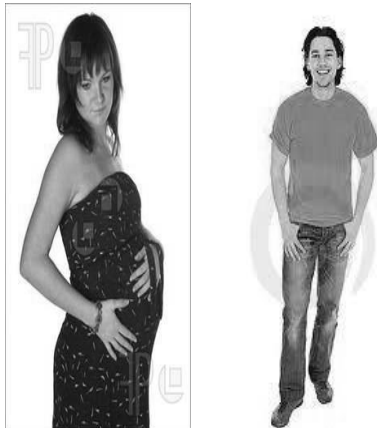
St.
Bernard
Bk 2 page
12


				 <p>This is a gun. What is that? That is a chalkboard.</p>							
	5	Our school and neighborhood	Causes of problems between the school and the neighbourhood	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 <div>verb</div> <div>Now tense</div> <div>Past</div>	-Uses the given structure in correct	Guided discussion	-Pronouncing -Spelling	Fluency	Flash cards	St. Bernard	

			neighborhood	between the school and the neighborhood	<table><tr><td></td><td></td><td>tense</td></tr><tr><td>steal</td><td>stealing</td><td>stole</td></tr><tr><td>fight</td><td>fighting</td><td>fought</td></tr><tr><td>respect</td><td>respecting</td><td>respected</td></tr><tr><td>help</td><td>helping</td><td>helped</td></tr></table> <p>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</p>			tense	steal	stealing	stole	fight	fighting	fought	respect	respecting	respected	help	helping	helped	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	
		tense																									
steal	stealing	stole																									
fight	fighting	fought																									
respect	respecting	respected																									
help	helping	helped																									
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 ?????????
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					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	- Interpers onal relationsh ips -Fluency - Together ness - Appreciati on Care	A wall chart showing family member s	St. Bernard pupil's book 2 page 25 NPsc for Uganda P.2 page 17?????	
3	5		Our home and community	Relationshi p 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 Demonstr ation Guided discovery	Pronouncing Spelling Reading Writing the words Giving the singular forms of words	Interpers onal relationsh ip Friendshi p formation	A wall chart showing family member s	St. Bernard English thematic pupils book 2 page 26	

				<div>grandparents grandparent parents parents teachers teachers doctors doctors</div> <div>Structure / Tense work Present simple tense Who are they? They are my/ our..... Example</div> <div></div> <div>Who are they? They are my parents.</div>	-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	<div>Vocabulary daughter, brother, uncle, grandmother Grammar Opposites of the words</div> <table><tr><td>Word</td><td>Opposite</td></tr><tr><td>daughter</td><td>son</td></tr><tr><td>brother</td><td>aunt</td></tr><tr><td>uncle</td><td>aunt</td></tr><tr><td>grandmother</td><td>grandfather</td></tr></table>	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	
Word	Opposite																				
daughter	son																				
brother	aunt																				
uncle	aunt																				
grandmother	grandfather																				

					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	<p>Vocabulary shopkeeper, driver, nurse, teacher Grammar Nouns Plural forms of words</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>shopkeeper-</td><td>shopkeepers</td></tr><tr><td>driver-</td><td>drivers</td></tr><tr><td>nurse-</td><td>nurses</td></tr><tr><td>teacher-</td><td>teachers</td></tr></table> <p>structure / tense work Show me a This is/ That is a</p> <p>Examples</p>  <p>Show me a teacher? That is a teacher.</p>	Singular	Plural	shopkeeper-	shopkeepers	driver-	drivers	nurse-	nurses	teacher-	teachers	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 meanings 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 book 2 page 31 and 32 NPSC for Uganda P.2 page 17	
Singular	Plural																					
shopkeeper-	shopkeepers																					
driver-	drivers																					
nurse-	nurses																					
teacher-	teachers																					



Show me a driver?
This is a driver.

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?

Theisthe.....

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-awareness -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 meanings of words -giving the opposites of the given words Answering questions.	-Self awareness -Fluency -Appreciation -Care	Picture cards	St. Bernard English pupil's Book 2 page 36 NPsc for Uganda P2 page 17

				<div>Examples</div> <div></div> <div>1.Where are the drivers They are outside the car</div>																					
5	1	Our home and our community	Cultural practices and values in our community	<div>Vocabulary pray, greet, sing, drive</div> <div>Grammar</div> <div>Verbs Verbs are doing words Order of tenses of verbs</div> <table><tr><td>Verb</td><td>Continu ous</td><td>Past tense</td></tr><tr><td>pray</td><td>praying</td><td>prayed</td></tr><tr><td>greet</td><td>greeting</td><td>greeted</td></tr><tr><td>sing</td><td>singing</td><td>sang</td></tr><tr><td>drive</td><td>driving</td><td>drove</td></tr></table> <div>Structure / tense work Present simple tense What do you do every day? I / we Every day</div> <div>Example 1. What do you do every day? I brush my teeth every day.</div>	Verb	Continu ous	Past tense	pray	praying	prayed	greet	greeting	greeted	sing	singing	sang	drive	driving	drove	The learner; -Pronounces, spells, reads, writes and demonstrates meanings of words. -Uses the verbs in their tenses -Answers the questions	Demonstr ation Whole word Question and answer	-Pronouncing -Spelling -Reading -Writing -Demonstrating the verbs -Using the verbs in different tenses	Fluency Self esteem Appreciati on Care	Word cards	St. Bernard English pupil’s Book 2 page NPsc for Uganda P2 page 17
Verb	Continu ous	Past tense																							
pray	praying	prayed																							
greet	greeting	greeted																							
sing	singing	sang																							
drive	driving	drove																							
5	2	Our home and our community	Cultural practices and value in the community	<div>Vocabulary pray, treat, eat, dance</div> <div>Grammar</div> <div>Verbs Order of tenses of verbs</div>	The learner; -Pronounces, spells, reads, writes and demonstrates the words (verbs)	Demonstr ation Question and	-Pronouncing -Spelling -Reading -Demonstrating the words	-Fluency -Self esteem - Appreciati	Word cards	St. Bernard English Thematic Pupil’s															


				Verb play treat eat dance structure/ Tense work present simple tense What does she/ he do every day? He/ sheevery day. Example What does she do every day? She plays netball every day.	Present simple plays treats eats dances	-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	

5	4		The human body and health	Parts of the body and their functions	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	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	Guided discover Demonstration Question and answer	-Pronouncing -Spelling -Reading -Writing -Demonstrating the words	-Fluency -Self awareness -Concern -Care - Appreciation	Real life situation	St. Bernard English Thematic Pupil's book 2 page 43																
5	5		The human body and health	Parts of the body and their functions	Vocabulary See, hear, touch, kneel Grammar Verbs Order of tenses of verbs <table><tr><td>Verb</td><td>Present tense</td><td>Continuous tense</td></tr><tr><td>see</td><td>sees</td><td>seeing</td></tr><tr><td>hear</td><td>hears</td><td>hearing</td></tr><tr><td>touch</td><td>touches</td><td>touching</td></tr><tr><td>kneel</td><td>kneels</td><td>knelt</td></tr></table>	Verb	Present tense	Continuous tense	see	sees	seeing	hear	hears	hearing	touch	touches	touching	kneel	kneels	knelt	The learner; Pronounces, spells, reads and writes the words -Uses the verbs in their tenses -Answers questions correctly in correct tense and grammar	Demonstration Guided discovery Whole word	-Pronouncing -Spelling -Reading -Writing the words -Changing the verbs according to the tense order	- Confidence -Self esteem -Self awareness -Identity -love	Real life situation	St. Bernard English Thematic Pupil's book 2 page 46 NPsc for Uganda P2 page	
Verb	Present tense	Continuous tense																									
see	sees	seeing																									
hear	hears	hearing																									
touch	touches	touching																									
kneel	kneels	knelt																									

					<p>What are you doing? I am kneeling</p>  <p>I am touching a book</p>								
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				<p>The human body and health</p>	<p>Sanitation</p>	<p>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</p>  <p>1. What are you doing? I am cooking food.</p> <p>???????????????????????????????? ???????????????????????????????? ????????????????????????????????</p> <p>We are brushing</p>	<p>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</p>	<p>Role play Demonstration Guided discovery</p>	<p>-Pronouncing -Spelling -Reading -Writing -Demonstrating the meaning of words -Using the structure in correct tense and grammar</p>	<p>-Audibility -Confidence -Fluency -Sharing -Care</p>	<p>Real life situation Picture cards</p>	<p>St. Bernard English Thematic Pupil's book 2 page 50</p> <p>NPsc for Uganda P2 page 19</p>	
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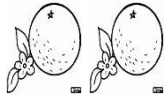
6	3	The human body and health	Sanitation	Vocabulary sweep, burn, collect, cut Grammar Verbs Order of tenses of verbs Verb present continuous sweep sweeping burn burning collect collecting cut cutting Structure/ Tense work What is he/ she doing? He / she is..... Example  What is he doing? He is sweeping	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	

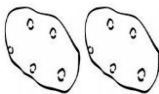
				Structure / tense work Structure / tense work Present continuous tense What are they doing? They are..... Example 1. What are they doing? ?????????????????????? ?????????????????????? ?????????????????????? They are watering crops	structures in correct tense and grammar		in correct tense and grammar			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 past simple tense -Using the structures in correct tense	-Self awareness -Fluency -Creative thinking -Concern -Care	Word cards Real life situation	St. Bernard English Thematic Pupil's book 2 page NPsc for Uganda P2 page 19	
7	1	The human body and health	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	


7	3		The human body and heath	Personal hygiene	<p>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</p>  <p>What do you do every day? I drink water everyday</p>	<p>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</p>	<p>- demonstration Guided discovery Guided discussion</p>	<p>-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</p>	<p>-Fluency - Articulation -Sharing - Together ness</p>	<p>Picture cards Sentenc e cards</p>	<p>St. Bernard English Thematic Pupil's book 2 page 58 NPsc for Uganda P2 page 19</p>												
7	4		The human body and heath	Personal hygiene	<p>Vocabulary smoke, clean, sweep, cover Grammar Verb Order of tense of verbs</p> <table><tr><th>verb</th><th>Present simple</th><th>Present continuous</th></tr><tr><td>smoke</td><td>smokes</td><td>smoking</td></tr><tr><td>clean</td><td>cleans</td><td>cleaning</td></tr><tr><td>sweep</td><td>sweeps</td><td>sweeping</td></tr></table>	verb	Present simple	Present continuous	smoke	smokes	smoking	clean	cleans	cleaning	sweep	sweeps	sweeping	<p>The learner; -Pronounces, spells, reads, writes and demonstrates the meanings of words -Changes the verbs into present simple and continuous tense -Uses the</p>	<p>Demonstration Guided discovery Role play</p>	<p>-Pronouncing -Spelling -Reading -Writing -demonstration the meaning of words -Changing the verbs into present simple tense</p>	<p>-Creative thinking -Self awareness -Fluency -Concern</p>	<p>Real life situation Word cards</p>	<p>St. Bernard English Thematic Pupil's book 2 page NPsc for Uganda P2 page</p>
verb	Present simple	Present continuous																					
smoke	smokes	smoking																					
clean	cleans	cleaning																					
sweep	sweeps	sweeping																					

					<table><tr><td>cover</td><td>covers</td><td>covering</td></tr></table> Structure/ tense work' Present simple tense What do you use to.....? I use.....to..... Example I use a brush to brush my teeth	cover	covers	covering	structures in correct tense and grammar					19																																														
cover	covers	covering																																																										
7	5		The human body and heath	Personal hygiene	<table><tr><td colspan="3">Vocabulary</td></tr><tr><td colspan="3">water, toothpast, toothbrush</td></tr><tr><td colspan="3">Grammar</td></tr><tr><td colspan="3">Nouns</td></tr><tr><td colspan="3">Plural formation of nouns</td></tr><tr><td>Noun</td><td colspan="2">Plural form</td></tr><tr><td>water</td><td colspan="2">water</td></tr><tr><td>tooth paste</td><td colspan="2">tooth past</td></tr><tr><td>toothbrush</td><td colspan="2">toothbrushes</td></tr><tr><td>soap</td><td colspan="2">soap</td></tr><tr><td colspan="3">structure / Tense work</td></tr><tr><td colspan="3">Present simple tense</td></tr><tr><td colspan="3">What do you use to.....?</td></tr><tr><td colspan="3">I use.....</td></tr><tr><td colspan="3">Example</td></tr><tr><td colspan="3">1. I use water and soap to bath.</td></tr></table>	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	
Vocabulary																																																												
water, toothpast, toothbrush																																																												
Grammar																																																												
Nouns																																																												
Plural formation of nouns																																																												
Noun	Plural form																																																											
water	water																																																											
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structure / Tense work																																																												
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1. I use water and soap to bath.																																																												
8	1		The human body and heath	Personal hygiene	<table><tr><td colspan="3">Vocabulary</td></tr><tr><td colspan="3">wash, brush, water, sweep</td></tr><tr><td colspan="3">Grammar</td></tr><tr><td colspan="3">Verbs</td></tr><tr><td colspan="3">Order of tense of verbs</td></tr><tr><td>verb</td><td>Present simple</td><td>Past simple</td></tr><tr><td>wash</td><td>washes</td><td>washed</td></tr><tr><td>brush</td><td>brushes</td><td>brushed</td></tr><tr><td>water</td><td>waters</td><td>watered</td></tr><tr><td>sweep</td><td>sweeps</td><td>swept</td></tr></table>	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																			
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																																																										

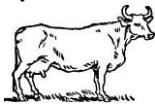

				Structure/ tense work Present simple tense When do you.....? I On Example When do you wash utensils?(Monday)	structures in correct tense and grammar		grammar			P2 page 21	
8	2	Food and nutrition	Classificatio n of food	Vocabulary mango, orange, potato, egg Grammar Nouns Plural formation of verbs Noun 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	Demonstr ation 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, potatoe s, eggs	St. Bernard English Thematic Pupil's book 2 page 63 NPsc for Uganda P2 page 23	
8	3	Food and nutrition	Classificatio n of food	Vocabulary yam, groundnuts, pawpaw, cabbage Grammar	The learner; -Pronounces, spells, reads, writes and demonstrates	Demonstr ation Guided	-Pronouncing -Spelling -Reading -Writing	-Creative thinking -Problem solving	Real objects ie. Yams,	St. Bernard English Thematic	

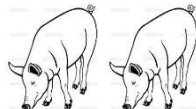

				<p>Nouns</p> <p>Plural formation of noun</p> <table><tr><td>Noun</td><td>Plural form</td></tr><tr><td>yam</td><td>yams</td></tr><tr><td>groundnut</td><td>groundnuts</td></tr><tr><td>pawpaw</td><td>pawpaws</td></tr><tr><td>cabbage</td><td>cabbages</td></tr></table> <p>Structure/ tense work</p> <p>Present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

8	5		Food and nutrition	Classification of food	<p>Vocabulary pea, fish, beans, milk Grammar Nouns Plural formation of nouns</p> <table><tr><td>Noun</td><td>Plural form</td></tr><tr><td>pea</td><td>peas</td></tr><tr><td>fish</td><td>fish</td></tr><tr><td>meat</td><td>meat</td></tr><tr><td>rice</td><td>rice</td></tr></table> <p>Structure/ Tense work Present continuous tense What are you eating? I am eating Example</p>	Noun	Plural form	pea	peas	fish	fish	meat	meat	rice	rice	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					
Noun	Plural form																									
pea	peas																									
fish	fish																									
meat	meat																									
rice	rice																									
9	1		Food and nutrition	Classification of food	<p>Vocabulary fat, thin, sad, happy Grammar Adjectives Opposites of adjectives</p> <table><tr><td>Word</td><td>Opposite</td></tr><tr><td>fat</td><td>thin</td></tr><tr><td>sad</td><td>happy</td></tr><tr><td>bad</td><td>good</td></tr><tr><td>smart</td><td>shabby</td></tr><tr><td>laugh</td><td>cry</td></tr><tr><td>big</td><td>small</td></tr></table>	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	
Word	Opposite																									
fat	thin																									
sad	happy																									
bad	good																									
smart	shabby																									
laugh	cry																									
big	small																									
9	2		Food and nutrition	Classification of food	<p>Vocabulary small, strong, dull, weak Grammar Adjectives Comparisons of adjectives</p> <table><tr><td>Positive</td><td>Comparative</td><td>Superlative</td></tr></table>	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 awareness	Real life situations	St. Bernard English Thematic Pupil's book 2 page 72												
Positive	Comparative	Superlative																								



				<table><tr><td>small strong dull weak</td><td>smaller stronger duller weaker</td><td>smallest strongest dullest weakest</td></tr></table> <p>Structure/ Tense work Present simple tense Who is..... is</p> <p>Example</p> <div></div> <p>Who is smaller? Jessica is smaller</p>	small strong dull weak	smaller stronger duller weaker	smallest strongest dullest weakest	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						
small strong dull weak	smaller stronger duller weaker	smallest strongest dullest weakest																	
9	3	Food and nutrition	Classification of food	<p>Vocabulary brown, white, green, orange</p> <p>Grammar Adjectives Word formation Write these words correctly</p> <table><tr><td>tewhi</td><td>white</td></tr><tr><td>bownr</td><td>brown</td></tr><tr><td>eengr</td><td>green</td></tr><tr><td>angeor</td><td>orange</td></tr></table> <p>Structure / tense work Present simple tense What colour is/ are.....? It is / They are.....</p> <p>Example What colour is the cabbage? It is green</p>	tewhi	white	bownr	brown	eengr	green	angeor	orange	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 -Concerns	Real life situation	St. Bernard English Thematic Pupil's book 2 page 61 NPsc for Uganda P2 page 23	
tewhi	white																		
bownr	brown																		
eengr	green																		
angeor	orange																		

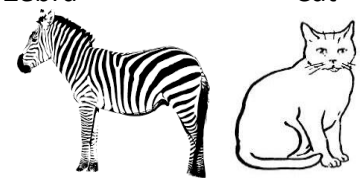
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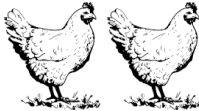

WK	LESS	DAYS	THEME	S/THEME	CONTENT	CPMPETENCES	METHODS	ACTIVITIES	IND. OF LSV	INSTR. MAT.	REF	REMARKS
1	1			OUR ENVIRONMENT	<p>Common animals and birds</p> <p>Vocabulary practice Goat, cow, sheep, pig Grammar Nouns Plural formation of nouns Singular plural goat goats cow cows sheep sheep pig pigs</p>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

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

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
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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 discussio n	Pronouncing Spelling Reading and writing Giving plural forms Responding to given structures correctly	Care Awarene ss Articulati on	A chart	NPsc for UG Bk 2 PAGE 26
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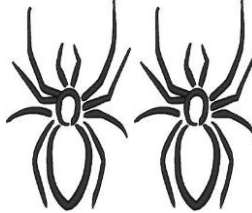
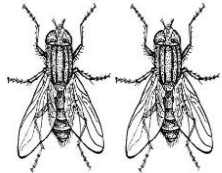
1	5		OUR ENVIRONMENT	<p>Common animals and birds</p> <p>Vocabulary practice hyena, zebra, monkey, parrot</p> <p>Grammar</p> <p>Nouns Plural formation of nouns</p> <p>Singular plural</p> <p>hyena hyenas</p> <p>zebra zebras</p> <p>monkey monkeys</p> <p>parrot parrots</p> <p>structure /tense work</p> <p>present simple tense</p> <p>Theis bigger than.....</p> <p>Examples</p> <p>Zebra Cat</p>  <p>The Zebra is bigger than the cat.</p>	<p>The learner;</p> <p>-Pronounces, spells, reads and understands</p> <p>-Gives plural forms of words</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Look, say and use</p> <p>Guided discussion</p> <p>Explanation</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p> <p>Responding to given structures correctly</p>	<p>Care</p> <p>Responsibility</p> <p>Awareness</p>	<p>A chart</p> <p>Pictures cards.</p>	<p>St. Bernard Bk 2 page 80</p> <p>NPsc for Ug Bk 2 page 26</p>	
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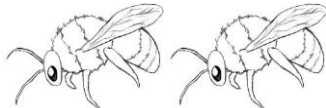
2	1	OUR ENVIRONMENT	Common animals and birds	<p>Vocabulary practice duck, hen, dove, weaverbird</p> <p>Grammar</p> <p>Nouns Plural formation of nouns</p> <table><tr><td>Singular</td><td>plural</td></tr><tr><td>duck</td><td>ducks</td></tr><tr><td>hen</td><td>hens</td></tr><tr><td>weaverbird</td><td>weaverbirds</td></tr><tr><td>dove</td><td>doves</td></tr></table> <p>Structure/ tense work Present simple tense Are these / those? Yes, they are. / No, they are not</p> <p>Examples</p> <p>a)</p> <div></div> <p>Are these hens? Yes, they are.</p> <p>b)</p> <div></div> <p>Are these weaverbirds? No, they are not.</p>	Singular	plural	duck	ducks	hen	hens	weaverbird	weaverbirds	dove	doves	<p>The learner; -Pronounces, spells, reads and writes words.</p> <p>-Gives plural form of words.</p> <p>-Uses the structure in correct tense and grammar.</p>	<p>Look, say and use</p> <p>Guyided discovery</p> <p>Question and answer.</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p> <p>Responding to given structure correctly</p>	<p>Awarene ss</p> <p>Care</p> <p>Responsi bility</p>	<p>A chart</p> <p>Picture cards</p>	<p>St. Bernard Bk 2 page 79</p> <p>NPsc for Ug Bk 2 page 27</p>
	Singular		plural																	
duck	ducks																			
hen	hens																			
weaverbird	weaverbirds																			
dove	doves																			

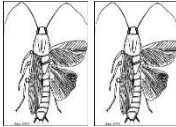

2	2	OUR ENVIRONMENT	Common birds and animals	Vocabulary practice cow, goat, sheep, pig Grammar Nouns Animal young ones Animal young ones cow calf goat kid sheep lamb pig pig structure/ tense work present simple tense What is the young one of.....? The young one ofis..... Example a) What is the young 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
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2	3			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	
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2	4	OUR ENVIRONMENT	<p>Common animals and birds</p> <p>Vocabulary practice hen, duck, elephant, monkey</p> <p>Grammar Nouns Birds and animals and young ones Animal /bird young one hen chick duck duckling elephant calf monkey baby</p> <p>Structure / tense work Present simple tense What is the young one of a? The young one of ais.....</p> <p>Example What is the young one of a duck? The young one of a duck is a duckling.</p>	<p>The learner; -Pronounces, spells, reads and writes words.</p> <p>-Gives young ones of birds and animals</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Guided discovery</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving young ones of birds and animals</p> <p>Responding to given structures correctly</p>	<p>Care</p> <p>Awareness</p> <p>Responsibility</p>	A chart	<p>St. Bernard Bk 2 page 83</p> <p>NPsc Bk 2 page 26</p>	
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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.....	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
	 What are these? These are spiders. ?  What are those? Those are houseflies.									

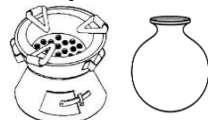

6	1		OUR ENVIRONMENT	Common insects	Vocabulary practice bee, grasshopper, wasp, mosquito Grammar Nouns Plural formation of nouns Singular Plural bee bees wasp wasps mosquito mosquitoes grasshopper grasshoppers structure / tense work Present simple tense What are these /those? These/ Those are..... Example  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	
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6	2			<p>Vocabulary practice butterfly, ant, termites, cockroach</p> <p>Grammar</p> <p>Nouns Plural formation of nouns</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>butterfly</td><td>butterflies</td></tr><tr><td>termite</td><td>termites</td></tr><tr><td>cockroach</td><td>cockroaches</td></tr><tr><td>ant</td><td>ants</td></tr></table> <p>Structure / tense work Present simple tense Are these / those.....? Yes, they are...../ No, they are not.....</p> <p>Examples</p> <div></div> <p>Are these cockroaches? Yes, they are.</p> <div></div> <p>Are those termites? No, they are not</p>	Singular	Plural	butterfly	butterflies	termite	termites	cockroach	cockroaches	ant	ants	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Gives plural form of words</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p>	<p>Awareness</p> <p>Care</p> <p>Responsibility</p>	<p>A chart</p>	<p>St. Bernard Bk 2 page 88</p> <p>NPsc Bk 2 page 27</p>	
Singular	Plural																				
butterfly	butterflies																				
termite	termites																				
cockroach	cockroaches																				
ant	ants																				



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




6	5		OUR ENVIRONMENT	Common plants	<p>Vocabulary practice leaves, flower, weed, seed</p> <p>Grammar Plural formation of nouns</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>leaf</td><td>leaves</td></tr><tr><td>flower</td><td>flowers</td></tr><tr><td>seed</td><td>seeds</td></tr><tr><td>weed</td><td>weeds</td></tr></table> <p>Structure / tense work Present simple tense Are these / those....? Yes, they are/ No, they are not.</p> <p>Example</p> <div></div> <p>Are these flowers? No, they are not.</p> <div></div> <p>Are those seeds? Yes, they are.</p>	Singular	Plural	leaf	leaves	flower	flowers	seed	seeds	weed	weeds	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.
Singular	Plural																				
leaf	leaves																				
flower	flowers																				
seed	seeds																				
weed	weeds																				

7	1		OUR ENVIRONMENT	Common plants	Vocabulary practice red, blue, yellow, brown Grammar Adjectives <table><tr><th>Word</th><th>Formation</th></tr><tr><td>r_d</td><td>red</td></tr><tr><td>bl_e</td><td>blue</td></tr><tr><td>ye_low</td><td>yellow</td></tr><tr><td>b_own</td><td>brown</td></tr></table> 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.	Word	Formation	r_d	red	bl_e	blue	ye_low	yellow	b_own	brown	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 Explanatio n	Pronouncing Spelling Reading and writing Filling in missing letters.	Care Awarene ss Responsi bility	Real objects A chart	St. Bernard Bk 2 page 92 NPsc for Ug Bk 2 page 27
Word	Formation																				
r_d	red																				
bl_e	blue																				
ye_low	yellow																				
b_own	brown																				


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



7	4		THINGS WE MAKE	Things we make in our community	Vocabulary practice bed, chair, basket, stool Grammar Nouns Plural forms of nouns Singular bed chair basket stool 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 Confidence Articulation	Real life objects	St Bernard Bk 2 page 104 NPsc for Ug Bk 2 page 29
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7	5		THINGS WE MAKE	Thing we make in our community	<p>Vocabulary practice mortar, pestle, ladle, table</p> <p>Grammar</p> <p>Nouns Plural forms of nouns</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>mortar</td><td>mortars</td></tr><tr><td>pestle</td><td>pestles</td></tr><tr><td>ladle</td><td>ladles</td></tr><tr><td>table</td><td>tables</td></tr></table> <p>Structure / tense work Present simple tense Using: What is that/ this? This is/ That is.....</p> <p>Example</p> <div><p>What is this? This is a ladle.</p></div> <div><p>What is that? That is a pestle</p></div>	Singular	Plural	mortar	mortars	pestle	pestles	ladle	ladles	table	tables	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
Singular	Plural																				
mortar	mortars																				
pestle	pestles																				
ladle	ladles																				
table	tables																				



8	1		THINGS WE MAKE	<p>Material s used and their sources</p> <p>Vocabulary practice sisal , banana fiber, clay, raffia</p> <p>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.....</p> <p>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.</p>	<p>The learner; -Pronounces, spells, reads and writes the words</p> <p>-Gives the word order of the words</p> <p>-Uses the structure in correct tense and grammar.</p>	<p>Look, say and write</p> <p>Whole world</p> <p>Whole sentence</p>	<p>-Pronouncing</p> <p>-Spelling</p> <p>-Reading</p> <p>-Writing</p> <p>-Responding to the structure correctly</p>	<p>Confidence</p> <p>Fluence</p> <p>Articulation</p>	<p>Real objects</p>	<p>St. Bernard Bk 2 page 98</p> <p>NPsc Bk 2 page 28</p>	
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8	2		THINGS WE MAKE	<p>Material s used and their sources</p> <p>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.....</p> <p>Examples What is Tom doing?</p>  <p>What is Tom doing? Tom is making a hut from grass.</p>	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Gives the plural form of words</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Guided discussion</p> <p>Whole world</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p> <p>Responding to give structures correctly</p>	<p>Creative thinking</p> <p>Care</p> <p>Self-awareness</p>	<p>Real things</p>	<p>NPsc Bk 2 page 29</p> <p>St. Bernard Bk 2 page 99</p>	
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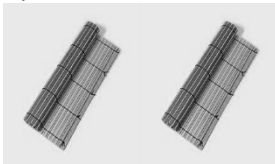
8	3		THINGS WE MAKE	Importan ce of things we make	Vocabulary practice box, bench, bus, dress Grammar Nouns Plural forms Singular box bench bus dress structure / tense work Using: What is this or that? That is / This is..... Examples  What is this? This is a bus.  What is that? That is a bench.	The learner; -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 Confiden ce Articulati on	Flash cards	St. Bernard Bk 2 page 101 NPsc Bk 2 page 30
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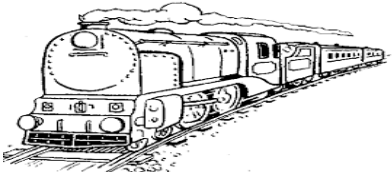
8	4		THINGS WE MAKE	Importan ce of things we make	Vocabulary Practice house, dish, mat, brush Grammar Nouns Plural forms Singular house dish mat brush Plural houses dishes mats brushes Structure and tense work Present simple tense Using: What are these / those? These / those are..... Examples  What are 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.	- Articulati on -Fluency - Accuracy	Flash cards	St. Bernard Bk 2 page 102 NPsc Bk 2 page 30
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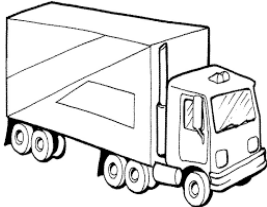
8	5	THINGS WE MAKE	Material s used and their sources	<p>Vocabulary practice swamp, garden, shop, forest</p> <p>Grammar Plural forms</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>garden</td><td>gardens</td></tr><tr><td>forest</td><td>forests</td></tr><tr><td>swamp</td><td>swamps</td></tr><tr><td>shop</td><td>shops</td></tr></table> <p>Structure / tense work Present continuous Using: What is.....doing? Sarah is getting grass from the...</p> <p>Examples</p>  <p>What is Sarah doing? Sarah is getting grass from the swamp</p>  <p>What is Betty doing? Betty is cutting sticks from the forest.</p>	Singular	Plural	garden	gardens	forest	forests	swamp	swamps	shop	shops	<p>The learner; -Pronounces, spells, reads and writes the words</p> <p>-Gives the plural formation.</p> <p>-Uses structure in correct tense and grammar.</p>	<p>Look, say and write</p> <p>Whole world</p> <p>Whole world</p>	<p>-Pronouncing</p> <p>-Spelling</p> <p>-Reading</p> <p>-Writing</p> <p>-Giving plural forms</p> <p>-Responds to the given structure</p>	<p>Fluency</p> <p>Confidence</p>	<p>Flash cards</p>	<p>St. Bernard Bk 2 page 99</p> <p>NPsc Bk 2 page 29</p>
Singular	Plural																			
garden	gardens																			
forest	forests																			
swamp	swamps																			
shop	shops																			

9	1	THINGS WE MAKE	<p>Material s used and their source</p> <p>Vocabulary practice straw, palm leaves, sisal, papyrus</p> <p>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</p> <p>Examples</p>  <p>Tom is making a mat from straws</p>  <p>Mary is making a basket from sisal.</p>	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Writes the words in their right order.</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>-Look, say and write</p> <p>-Whole word</p> <p>-Whole sentences</p>	<p>-pronouncing</p> <p>-Spelling</p> <p>-Writing</p> <p>-Writing words in correct order</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	<p>Flash cards</p>	<p>St. Bernard Bk 2 page 99</p> <p>NPsc Bk 2 page 29</p>	
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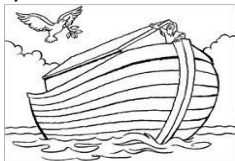

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9	3		THINGS WE MAKE	Importan ce of things we make	Vocabulary practice houses, dishes, mats, brushes Grammar Nouns Singular forms Plural houses dishes mats brushes Structure / tense work Using: How manyare there? There are..... Examples a)  How many 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 - Confiden ce	Flash cards	St. Bernard Bk 2 page 104 NPsc Bk 2 page 30	
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9	4		TRANSPORT IN OUR COMMUNITY	<p>Means and uses of transport in our community</p> <p>Vocabulary practice train, bus, bicycle, motorcycle</p> <p>Grammar Nouns Word formation</p> <p>Fill in the missing letters b_cycle tra_n bicycle train m_torc_cle- motorcycle b_s - bus</p> <p>structure / tense work present simple tense Where is the.....? Theis.....</p> <p>Examples</p>  <p>Where is the bus? The bus is on the road.</p>  <p>Where is the train? The train is on the railway line.</p>	<p>The learner; -Pronounces, spells reads and writes words</p> <p>-Fills in the missing letters correctly</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Question and answer</p> <p>Look, say and use</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Filling in the missing letters</p> <p>Responding to given structures correctly</p>	<p>Awareness</p> <p>Responsibility</p> <p>Effective communication</p>	<p>A chart</p>	<p>St. Bernard Bk 2 page 108</p> <p>NPsc for Ug Bk 2 page 32</p>	
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9	5		TRANSPORT IN OUR COMMUNITY	<p>Means and uses of transport in our community</p> <p>Vocabulary practice aeroplane, cement, animal food</p> <p>Grammar Nouns Word order</p> <p>Write the words correctly dfoo- food malani- animal planeaero- aeroplane mentce cement</p> <p>Structure / tense work Present simple tense Where is the/ an..... The / An.....is.....</p> <p>Example</p>  <p>Where is the aeroplane? The aeroplane is in the air.</p>  <p>Where is the food? The food is on the lorry.</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Writes words correctly</p> <p>-Uses the given structure in the correct tense and grammar.</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Writing words correctly</p> <p>Responding to given structures correctly</p>	<p>Responsibility</p> <p>Care</p> <p>Awareness</p>	<p>A chart</p> <p>Picture cards</p>	<p>NPsc for Ug Bk 2 page 3 2</p> <p>St. Bernard Bk 2 page 108</p>	
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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 driver cyclist pilot captain Plural drivers cyclists pilots 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	
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10	2		TRANSPORT IN OUR COMMUNITY	<p>Means and uses of transport</p> <p>Vocabulary practice black, grey, green, yellow</p> <p>Grammar Adjectives Word order</p> <p>Fill in the missing letters g_ey grey bl_ck black ye_low yellow gr__n green</p> <p>structure / tense work Present simple tense What colour is the.....? Theis.....</p> <p>Example a)</p>  <p>What colour is the boat? The boat is white</p> <p>b)...</p>  <p>What colour is the bus? The bus is yellow</p>	<p>The learner; -Pronounces, spells, reads and writes words correctly.</p> <p>-Fills in the missing letters in words</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Look, say and use.</p> <p>Guided discussion</p> <p>Question and answer</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Filling in missing letters</p> <p>Responding to given structures correctly</p>	<p>Awareness</p> <p>Care</p> <p>Responsibility</p>	<p>A chart</p> <p>Picture cards</p>	<p>St. Bernard Bk 2 page 10</p> <p>NPsc for Ug Bk 2 page 32.</p>	
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10	3		TRANSPORT IN OUR COMMUNITY	<p>Means and uses of transport in our community</p> <p>Vocabulary practice lake, road, water, people</p> <p>Grammar</p> <p>Nouns Word formation</p> <p>Fill in the missing letters l_ke lake ro_d road wa_er water pe_ple people</p> <p>Structure / tense work Present simple tense Where is the / are the.....? Theis/are.....</p> <p>Example Where are the people? The people are in the bus</p> <p>Where is the bicycle? The bicycle is on the road.</p>	<p>The learner; -Pronounces, spells, reads, and writes words correctly</p> <p>-Fills in the missing letters</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Look, say and use</p> <p>Whole word</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p>	<p>Awareness</p> <p>Care</p> <p>Responsibility</p> <p>Critical thinking</p>	A chart	NPsc for Ug Bk 2 page 32	
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10	4				TRANSPORT IN OUR COMMUNITY	Road safety	<p>Vocabulary practice Cross, look, walk, driver Grammar</p> <p>Tenses of verbs</p> <table><tr><td>verb</td><td>Now tense</td><td>Past tense</td></tr><tr><td>Cross Look Walk Drive</td><td>Crossing Looking Walking Driving</td><td>Crossed Looked Walked Drove</td></tr></table> <p>Structure / tense work Present simple tense Look right, look left, then, look right again</p> <p>Example</p>  <p>You must look right, look left and right again before crossing the road.</p>	verb	Now tense	Past tense	Cross Look Walk Drive	Crossing Looking Walking Driving	Crossed Looked Walked Drove	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Gives the correct tenses of verbs</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Question and answer</p> <p>Guided discovery</p> <p>Whole word</p>	<p>Pronopuncin g Spelling</p> <p>Reading and writing</p>	<p>Awarene ss</p> <p>Responsi bility</p> <p>Care</p>	<p>A chart</p> <p>Picture cards</p> <p>Word cards</p>	<p>NPsc for Ug Bkm 2 page 33</p> <p>St. Bernard Bk 2 page 111</p>
verb	Now tense	Past tense																	
Cross Look Walk Drive	Crossing Looking Walking Driving	Crossed Looked Walked Drove																	

10	5			TRANSPORT IN OUR COMMUNITY	Road safety	Vocabulary practice Ride, run, drive, cross Grammar Tenses of verbs <table><tr><td>verb</td><td>Now tense</td><td>Past tense</td></tr><tr><td>ride run drive cross</td><td>riding running driving crossing</td><td>rode ran drove crossed</td></tr></table> Present simple tense Don't (run)..... Example a)Do not play on the road b)Do not run on the road	verb	Now tense	Past tense	ride run drive cross	riding running driving crossing	rode ran drove crossed	The learner; -Pronounces, spells, reads and writes words. -Gives the order of tenses of verbs -Uses the given structure in correct tense and grammar	Explanation Guided discussion Whole sentence	Pronouncing Spelling Reading and writing Giving order of tenses Responding to given structures correctly	Awareness Care Responsibility	A chart Picture cards	St. Bernard Bk 2 page 112 NPsc Bk 2 page 33
verb	Now tense	Past tense																
ride run drive cross	riding running driving crossing	rode ran drove crossed																


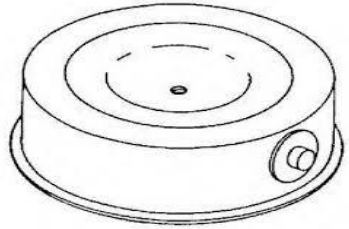
11	1		TRANSPORT IN OUR COMMUNITY	Road safety	Vocabulary practice bicycle, car, motorcycle, signpost Grammar Nouns Plural formation of nouns bicycle bicycles car cars motorcycle motorcycles signpost signposts Structure / tense work Present simple tense Don't Examples Don't play on the road Don't run while 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	
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11	3		TRANSPORT IN OUR COMMUNITY	<p>Dangerous things on the road</p> <p>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.....</p> <p>Examples a) Avoid playing with nails. b) Avoid throwing stones</p>	<p>The learner; -Pronounces, spells, reads and writes words.</p> <p>-Gives plural forms of nouns -Uses the given structures in correct tense and grammar</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p> <p>Responding to given structures correctly.</p>	<p>Awareness</p> <p>Care</p> <p>Responsibility</p>	A chart	NPsc for Ug Bk 2 page 33	
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11	4			TRANSPORT IN OUR COMMUNITY	<p>Dangerous things on the road</p> <p>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</p> <p>Examples Don't play with electric wires Don't play with stones</p>	<p>The learner; -Pronounces, spells, reads and writes.</p> <p>-Fills in the missing letters</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Whole world</p> <p>Explanation</p> <p>Guided discussion</p>	<p>Pronouncing Spelling</p> <p>Reading and writing</p> <p>Filling in the missing letters</p> <p>Responding to given structures in correct tense.</p>	<p>Awareness</p> <p>Care</p> <p>Responsibility</p>	<p>A chart</p> <p>Word cards</p>	<p>St. Bernard Bk 2 page 112</p> <p>BPsc for Ug Bk 2 page 33</p>	
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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 policeman policewoman lollipop warden Plural policemen policewomen lollipops wardens Structure / tense work Present simple tense Who helps you to cross the road? Thehelps 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
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12	1			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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12	2	TRANSPORT IN OUR COMMUNITY	Dangers things on the road	Vocabulary practice Hurt, bleed, cry, pain Grammar Tenses of verbs	The learner; -Pronounces, reads and writes words correctly. -Gives tense of verbs. -Uses the given structures in correct tense and grammar.	Whole world Whole sentence Guided discussion	Pronouncing Spelling Reading and writing Giving the tenses of verbs Responding to given structures correctly.	Care Responsibility Awareness	Picture cards A chart	St. Bernard Bk 2 page 114 NPsc for Ug Bk 2 page 33
				<table><tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>hurt bleed 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.	verb	Now tense	Past tense	hurt bleed cry pain	Hurting bleeding crying paining	hurt bled cried pained
verb	Now tense	Past tense								
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12	4		ACCIDENTS AND SAFETY	<p>Cause of common accidents in our community</p> <p>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</p> <p>Examples a) Don't play with fire. It can burn you. b) Don't play with electricity. It can kill you</p>	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Gives the word formation of words.</p> <p>-Uses the structure in correct tense and grammar</p>	<p>-Whole word</p> <p>-Whole sentence</p>	<p>-Pronouncing</p> <p>-Spelling</p> <p>-Reading</p> <p>-Responding to the structures</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	Flash cards	<p>??????????</p> <p>??????????</p> <p>??????????</p> <p>??????????</p>	
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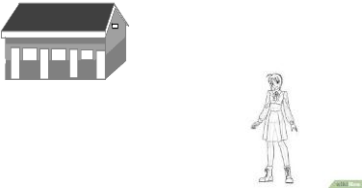
12	5		ACCIDENTS AND SAFETY	Causes of common accidents in our community	Vocabulary practice needle, knife, insect, razorblade Grammar Nouns Plural forms Singular needle knife insect razorblade Plural needles knives insects razorblades structure and tense work present simple Using: Don't play with..... It can cut 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	
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13	1		ACCIDENTS AND SAFETY	<p>Causes of common accidents in our community</p> <p>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</p> <p>Example</p>  <p>What is wrong? He is hurt.</p>  <p>What is wrong? She is hurt.</p>	<p>The learner; -Pronounces, spells, reads and writes the words</p> <p>-Write the words in the correct order</p> <p>-Uses the structure with correct tense and grammar.</p>	<p>Whole world</p> <p>Whole sentence</p> <p>Guided discovery</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading</p> <p>Writing</p> <p>Responding to the structure</p>	<p>Fluency</p> <p>Confidences</p> <p>Articulation</p>	<p>Flash cards</p>	<p>St. Bernard English Bk 2 page 118</p>	
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13	3		ACCIDENTS AND SAFETY	<p>Management of accidents</p> <p>Vocabulary practice hospital, clinic, sickbay, dispensary</p> <p>Grammar</p> <p>Nouns Word formation</p> <p>Filling in the missing letters h_spital hospital s_bay sickbay c_inic clinic d_spens_ry dispensary</p> <p>structure / tense work Present simple tense Using: Where do you go when you are hurt? I go to.....when I am hurt.</p> <p>Example a)Where do you go when you are hurt? I go to the clinic when I am hurt.</p>	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Writes the words the correct word formation.</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Guided discovery</p> <p>Whole world</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading</p> <p>Writing</p> <p>Give correct word formation -Responding to the structure correctly.</p>	<p>- Articulation</p> <p>-Fluency</p> <p>- accuracy</p>	Flash cards.	St. Bernard English Bk 2 page 125	
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13	4			ACCIDENTS AND SAFETY	<p>Management of accidents</p> <p>Vocabulary practice nurse, doctor, medicine</p> <p>Grammar</p> <p>Nouns</p> <table><tr><th>Singular</th><th>Plural</th></tr><tr><td>nurse</td><td>nurses</td></tr><tr><td>doctor</td><td>doctors</td></tr><tr><td>medicine</td><td>medicine</td></tr><tr><td>alarm</td><td>alarm</td></tr></table> <p>Structure / tense work</p> <p>Present continuous tense</p> <p>Using: What is she / he doing?</p> <p>He / She is.....</p> <p>Example</p>  <p>What is she doing?</p> <p>She is taking medicine</p>  <p>What is he doing?</p> <p>He is caring for the patient.</p>	Singular	Plural	nurse	nurses	doctor	doctors	medicine	medicine	alarm	alarm	<p>The learner;</p> <p>-Pronounces, spells, reads and writes the words.</p> <p>-Gives the plural forms of the words.</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Whole word</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Writing</p> <p>Reading</p> <p>Giving the plural forms</p> <p>Responding to the structures correctly</p>	<p>Accuracy</p> <p>Articulation</p> <p>Fluency</p>	<p>Flash cards</p>	<p>St. Bernard</p> <p>Bk 2 English</p> <p>page 123</p>	
Singular	Plural																					
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doctor	doctors																					
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13	5		ACCIDENTS AND SAFETY	<p>Management of accidents</p> <p>Vocabulary practice bandage, accident, ambulance, telephone</p> <p>Grammar</p> <p>Nouns Word formation</p> <p>Filling in the missing letters b_ndage bandage t_lephone telephone acc_dent accident a_bulance ambulance</p> <p>Structure / tense work Present continuous tense Using: What is he / she doing? He / she is.....</p> <p>Example</p>  <p>What is she doing? She is going to the hospital.</p>	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Gives the correct word formation</p> <p>-Uses the structure in correct tense and grammar.</p>	<p>Look, say and use</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading</p> <p>Writing</p> <p>Giving correct word formation</p> <p>Responding to the structures correctly</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	<p>Flash cards</p>	<p>St. Bernard English Bk 2 page 125</p>	
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14	1			ACCIDENTS AND SAFETY	<p>Management of accidents</p> <p>Vocabulary practice Cry, treat, clean, call</p> <p>Grammar Verbs Tenses of verbs</p> <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> <p>Structure / tense work Present continuous Using: What is he/ she doing? He / she is.....</p> <p>Example</p>  <p>gg101037272 GoGraph.com</p> <p>What is he doing? She is treating the patients.</p>	Verbs	Now tense	Pat tense	cry treat clean call	crying treating cleaning calling	cried treated cleaned called	<p>The learner; -Pronounces, spells, reads and writes the words.</p> <p>-Gives the order of tenses of verbs</p> <p>-Uses the structure in correct tense and grammar</p>	<p>Look, say and use</p> <p>Whole world</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading</p> <p>Writing</p> <p>Giving the order of tense</p> <p>Responding to the structure</p>	<p>Fluency</p> <p>Accuracy</p> <p>Confidence</p>	<p>Flash cards</p>	<p>St. Bernard English Bk 2 page 123</p>	
Verbs	Now tense	Pat tense																
cry treat clean call	crying treating cleaning calling	cried treated cleaned called																

14	2		ACCIDENTS AND SAFETY	Manage ment of accident s	<p>Vocabulary practice care shout, carry, cry</p> <p>Grammar</p> <p>Verbs</p> <p>Tenses of verbs</p> <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> <p>Structure / tense work</p> <p>Present simple tense</p> <p>Using: What is he/ she doing?</p> <p>Example</p> <p>a)</p>  <p>What is she doing? She is caring for her sister.</p> <p>b).</p>  <p>What is he doing? He is carrying a basket.</p>	verb	Now tense	Past tense	care shout carry cry	caring shouting carrying crying	cared shouted carried cried	<p>The learner; -Pronounces, spells, reads and writes the words</p> <p>-Gives the order of tenses of verbs</p> <p>-Uses the structure in correct tense and grammar.</p>	<p>Whole world</p> <p>Whole sentence</p> <p>Look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading</p> <p>Writing</p> <p>Giving the order of tenses of verbs</p> <p>Responding to the structure</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	Flash cards	St. Bernard English Bk 2 page 125	
verb	Now tense	Past tense																
care shout carry cry	caring shouting carrying crying	cared shouted carried cried																

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

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

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	
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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		P E A C E A N D S E C U R I T Y	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 church school mosques prison Plural churches schools mosques 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
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1	3		PEACE AND SECURITY	<p>Roles of people who keep peace and security</p> <p>Vocabulary practice Parent, nun, matron, imam</p> <p>Grammar</p> <p>Nouns Plural formation of nouns</p> <p>Singular Plural Structure / tense work Present simple tense Who teaches / preaches? The</p> <p>Example a) Who takes care of the children at home? b) The parent takes care of the children at home.</p>	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Gives the plural forms of words.</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Whole world</p> <p>Question and answer Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading words Writing words</p> <p>Giving plural forms</p> <p>Responding to given structures correctly</p>	<p>Accuracy</p> <p>Fluency</p> <p>Audibility</p>	<p>A chart for peace and security</p>	<p>NPsc for Ug Bk 2 page 38</p>	
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1	4		PEACE AND SECURITY	<p>Roles people who keep peace and security</p> <p>Vocabulary practice Priest, army woman, imam, security, guard</p> <p>Grammar</p> <p>Nouns Plural forms of nouns</p> <p>Singular Plural priest priests armywoman army women imam imams security guard –security guards</p> <p>Structure / tense work Present simple tense Who keeps law and order? The</p> <p>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.</p>	<p>The learner; -pronounces, spells, reads and writes correctly.</p> <p>-Gives the plural form of words. -Uses the given structures in correct tense and grammar .</p>	<p>Question and answer</p> <p>Whole world</p> <p>Look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading words</p> <p>Writing words</p> <p>Giving plural forms</p> <p>Responding to given structures correctly</p>	<p>Self-awareness</p> <p>Responsibility</p> <p>Respect</p>	<p>A chart</p> <p>Flash cards</p>	<p>NPsc for Ug Bk 2 page 38</p> <p>St. Bernard Bk 2 page 33</p>	
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1	5		PEACE AND SECURITY	<p>Roles of people who keep peace and security</p> <p>Vocabulary practice teach, keep, obey, preach</p> <p>Grammar</p> <p>Verbs A verb is a doing word Order of tenses of verbs</p> <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> <p>Structure / tense work Present simple tense Who teaches / preaches A/ The.....</p> <p>Examples a) Who obeys his parent? A child obeys his parent. b) Who keeps law and order? A police keeps law and order.</p>	Verb	Now tense	Past tense	teach keep obey preach	Teaching keeping obeying preachin g	taught kept obeyed preached	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Gives the order of tense of verbs</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Question and answer</p> <p>Whole world</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Writing words</p> <p>Giving order od tense of verbs</p> <p>Responding to given structures correctly</p>	<p>Fluency</p> <p>Articulation</p> <p>Audibility</p>	<p>A chart</p>	<p>NP sc for Ug Bk 2 page 38</p> <p>St. Bernard Bk 2 page 133</p>
Verb	Now tense	Past tense														
teach keep obey preach	Teaching keeping obeying preachin g	taught kept obeyed preached														

2	1		PEACE AND SECURITY	Ways of promoting peace and security	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	Verb	Now tense	Past tense	thank obey share give	thanking obeying sharing giving	thanked obeyed shared gave	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	Guided discussion Articulation Whole word	Pronouncing Spelling words Writing Giving order of tenses of verbs Responding to given structures correctly	Responsibility Articulation Fluency	A chart Word cards	St. Bernard Bk 136 NPsc for Ug Bk 2 page 38
Verb	Now tense	Past tense															
thank obey share give	thanking obeying sharing giving	thanked obeyed shared gave															

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

2	3			PEACE AND SECURITY	<p>Ways of promoting peace and security</p> <p>Vocabulary practice Help, love greet, play</p> <p>Grammar Verbs Order of tenses of verbs</p> <table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>help</td><td>helping</td><td>helped</td></tr><tr><td>love</td><td>loving</td><td>loved</td></tr><tr><td>greet</td><td>greeting</td><td>greeted</td></tr><tr><td>play</td><td>playing</td><td>played</td></tr></table> <p>Structure / tense work Present continuous tense Do you like.....? Yes, I would</p> <p>Examples a) Do you like loving your friends? Yes, I do. b) Do you like helping one another? Yes, I do.</p>	Verb	Now tense	Past tense	help	helping	helped	love	loving	loved	greet	greeting	greeted	play	playing	played	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Gives correct order of tenses of verbs</p> <p>-Uses the given structures in correct tense and grammar.</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>-look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing Giving the tenses of verbs</p> <p>Responding to the given structures</p>	<p>Confidence</p> <p>Fluency</p> <p>Articulation</p>	<p>Flash cards</p>	<p>St. Bernard Bk 2 page 187 NPsc for Ug Bk 2 page 38</p>
Verb	Now tense	Past tense																								
help	helping	helped																								
love	loving	loved																								
greet	greeting	greeted																								
play	playing	played																								

2	4		PEACE AND SECURITY	Ways of promoting peace and security	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.	Verb	Now tense	Past tense	pray forgive skip share	praying forgiving skipping sharing	prayed forgave skipped shared	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	Guided discovery Question and answer Whole world	Pronouncing Spelling Reading and writing Giving the tenses of verbs Responding to the given structure	Fluency Confidence Articulation	Flash cards A chart	St. Bernard Bk 2 page 138 NPsc for Ug Bk 2 page 39
Verb	Now tense	Past tense															
pray forgive skip share	praying forgiving skipping sharing	prayed forgave skipped shared															

2	5		PEACE AND SECURITY	Ways of promoting peace and security	<p>Vocabulary practice greet, forgive, joy, pray</p> <p>Grammar</p> <p>Verbs</p> <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> <p>Structure / tense work Present continuous tense What are they / we doing? I am / We / They are.....</p> <p>Examples</p> <p>a)</p>  <p>What are they doing? They are greeting.</p> <p>b)</p>  <p>What are we doing? We are praying.</p>	Verb	Now tense	Past tense	greet forgive pray	greeting forgiving paying	greeted forgave prayed	<p>The learner; -Pronounces, spells, reads and writes the words correctly</p> <p>-Gives the order of tenses of verbs</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Demonstration</p> <p>Guided discussion</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling words</p> <p>Writing words</p> <p>Giving the tenses of verbs</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	<p>A chart</p> <p>Flash cards</p>	<p>St. Bernard Bk 2 page 139</p> <p>NPsc for Ug Bk 2 page 39</p>
Verb	Now tense	Past tense															
greet forgive pray	greeting forgiving paying	greeted forgave prayed															

3	1		PEACE AND SECURITY	Ways of promoting peace and security	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</td><td>pinching</td><td>pinched</td></tr><tr><td>steal</td><td>stealing</td><td>stole</td></tr><tr><td>bite</td><td>biting</td><td>bit</td></tr><tr><td>abuse</td><td>abusing</td><td>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.	Verb	Now tense	Past tense	pinch	pinching	pinched	steal	stealing	stole	bite	biting	bit	abuse	abusing	abused	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	Guided discussion Whole world Whole sentence	Pronouncing Spelling Reading and writing words Giving the tenses of verbs Responding to the given structures correctly	Fluency Awareness Audibility	Flash cards	NPsc for Ug Bk 2 page 39 St. Bernard Bk 2 page 144
Verb	Now tense	Past tense																								
pinch	pinching	pinched																								
steal	stealing	stole																								
bite	biting	bit																								
abuse	abusing	abused																								

3	2		PEACE AND SECURITY	Importance of promoting peace and security	Vocabulary practice Help, share, forgive, work	The learner; -Pronounces, spells, reads and writes words correctly	Guided discussion	Pronouncing	Awareness	Flash cards	St. Bernard Bk 2 page 143								
					Grammar Verbs Order of tenses of verbs							-Gives the order of tense of verbs correctly	Whole word	Spelling words	Responsibility				
					<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>	Verb	Now tense	Past tense	Help share forgive work	helping sharing forgiving working	helped shared forgave worked		Whole sentence	Reading and writing	Articulation				
Verb	Now tense	Past tense																	
Help share forgive work	helping sharing forgiving working	helped shared forgave worked																	
					Structure / tense work Present simple tense It is good to.....one another It is good to.....	-Uses the given structures in correct tense and grammar		Giving the tenses of verbs											
					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)			Responding to the given structures correctly			NPSC Bk 2 page 39								

3	3		PEACE AND SECURITY	Importance of promoting peace and security	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>	Verb	Now tense	Past tense	slap push abuse bite	slapping pushing abusing biting	slapped pushed abused bit	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	Demonstration Question and answer Whole world	Pronouncing Spelling Reading Writing Demonstration on the verbs Giving tenses of verbs Responding to the given structures correctly	Fluency Awareness Care	Flash cards Picture cards	St. Bernard Bk 2 page 145 NP sc Bk 2 page 39
Verb	Now tense	Past tense																	
slap push abuse bite	slapping pushing abusing biting	slapped pushed abused bit																	
			Structure / tense work Present simple tense Do not..... a) Do not abuse one another. b) Do not bite your friends																

3	4		PEACE AND SECURITY	importance of promoting peace and security	Vocabulary practice Forgive, love, pray, play	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	Whole world Whole sentence Demonstration	Pronouncing Spelling Reading Writing Demonstrating verbs Giving the tense of verbs Responding to given structures correctly	Care Love Self esteem Fluency	Word cards	St. Bernard Bk 2 page 145 NPsc Bk 2 page 39									
					Grammar Verbs Order of tense of verbs							<table><tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>forgive</td><td>forgiving</td><td>forgave</td></tr><tr><td>love</td><td>loving</td><td>loved</td></tr><tr><td>pray</td><td>praying</td><td>prayed</td></tr><tr><td>play</td><td>playing</td><td>played</td></tr></table>	verb	Now tense	Past tense	forgive	forgiving	forgave	love	loving
verb	Now tense	Past tense																		
forgive	forgiving	forgave																		
love	loving	loved																		
pray	praying	prayed																		
play	playing	played																		

3	5		CHILD PROTECTION	Child work and child abuse	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)	Positive	Comparative	Superlative	bad clean heavy dark	worse cleaner heavier darker	worst cleanest heaviest darkest	The learner; -Pronounces, spells, reads and writes words correctly -Compares the given adjectives correctly -Uses the given structures in correct tense and grammar	Guided discussion Whole word Whole sentence	Pronouncing Spelling Reading and writing Comparing given adjectives Responding to given structures correctly	Fluency Awareness Articulation	A chart	St. Bernard Bk 2 page 147 NPsc for Ug page 41
Positive	Comparative	Superlative															
bad clean heavy dark	worse cleaner heavier darker	worst cleanest heaviest darkest															


4	1		CHILD PROTECTION	<div>Child work and child abuse</div> <div>Vocabulary practice fight, beat, work, report</div> <div>Grammar Verbs Order of tenses of verbs</div> <table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>fight</td><td>fighting</td><td>fought</td></tr><tr><td>beat</td><td>beating</td><td>beat</td></tr><tr><td>work</td><td>working</td><td>worked</td></tr><tr><td>report</td><td>reporting</td><td>reported</td></tr></table> <div>Structure / tense work Present simple tense It is good/ bad to.....</div> <div>Examples It is good to report strangers (beat, report)</div>	Verb	Now tense	Past tense	fight	fighting	fought	beat	beating	beat	work	working	worked	report	reporting	reported	<div>The learner; -Pronounces, spells, reads and writes words.</div> <div>-Gives the tenses of verbs in correct order</div> <div>-Uses the given structures in correct tense and grammar</div>	<div>Guided discovery</div> <div>Whole world</div> <div>Question and answer</div>	<div>Pronouncing</div> <div>Spealing</div> <div>Reading and writing words</div> <div>Giving tenses of verbs</div> <div>Responding to the given structures correctly</div>	<div>Fkuency</div> <div>Care</div> <div>Love</div> <div>Respect</div>	<div>Flash cards</div> <div>Word cards</div>	<div>NOsc for Ug Bk 2 page 41</div> <div>St. Bernard Bk 2 page 147</div>
Verb	Now tense	Past tense																							
fight	fighting	fought																							
beat	beating	beat																							
work	working	worked																							
report	reporting	reported																							

4	2		CHILD PROTECTION	Child work and child abuse	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.	Verb	Now tense	Past tense	touch abuse walk	Touching abusing walking	touched abused walked	The learner; -Pronounces, spells, reads and writes words -Gives the order of tenses of verbs -Uses the given structures in correct tense and grammar	Question and answer Guided discussion Whole world	Pronouncing Spelling Reading and writing Giving the tenses of verbs Responding to the given structures correctly	Care Awareness Responsibility	A chart	St. Bernard Bk 2 page 148 NPsc for Ug Bk 2 page 41
Verb	Now tense	Past tense															
touch abuse walk	Touching abusing walking	touched abused walked															

4	3		CHILD PROTECTION	Child work and child abuse	<p>Vocabulary practice burn, fight, abuse, beat</p> <p>Grammar</p> <p>Verbs Tenses of verbs</p> <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> <p>Structures / tense work Present simple tense It is bad to.....</p> <p>Examples a) It is bad to abuse people. b) It is bad to beat others.</p>	Verb	Now tense	Past tense	burn fight abuse beat	burning fighting abusing beating	burnt fought abused beat	<p>The learner; -Pronounces, spells reads and writes words.</p> <p>-Gives tenses of verbs in their correct order.</p> <p>-Uses the given structures in correct tense and grammar</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Giving the tenses of verbs Responding to the given structures correctly</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	<p>Flash cards</p>	<p>NPsc Bk 2 page 41</p> <p>St. Bernard Bk 2 page 147</p>
Verb	Now tense	Past tense															
burn fight abuse beat	burning fighting abusing beating	burnt fought abused beat															


4	4		CHILD PROTECTION	Child work and child abuse	<p>Vocabulary practice wash, fetch, sweep, mop</p> <p>Grammar Verbs Tenses of verbs</p> <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 fetches swept mopped</td></tr></table> <p>Structures / tense work Present simple tense It is good to</p> <p>Example a) It is good to wash your uniform b) It is good to sweep the compound.</p>	Verb	Now tense	Past tense	wash fetch sweep mop	washing fetching sweeping mopping	washed fetches swept mopped	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Gives the tenses of verbs in correct order</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Giving the tenses of verbs</p>	<p>Fluency</p> <p>Confidence</p> <p>Articulation</p>	<p>Flash cards</p>	<p>St. Bernard Bk 2 page 147</p> <p>NPsc Bk 2 page 41</p>
Verb	Now tense	Past tense															
wash fetch sweep mop	washing fetching sweeping mopping	washed fetches swept mopped															

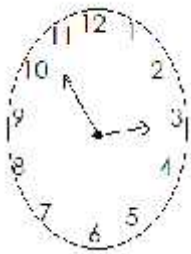

4	5		CHILD PROTECTION	Effects of child abuse	Vocabulary practice fear, worry, run, cry	The learner; -Pronounces, spells, reads and writes words	Look, say and use	Pronouncing	Confidence	A chart	St. Bernard Bk 2 page 147						
					Grammar Verbs Tenses of verbs							-Gives the order of tenses of verbs	Whole world	Spelling	Articulation	Flash cards	
					<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>	Verb	Now tense	Past tense	fear worry run cry	fearing worrying running crying	feared worried ran cried	-Uses the given structures in correct tense and grammar	Whole sentence	Reading and writing words	Fluency		
Verb	Now tense	Past tense															
fear worry run cry	fearing worrying running crying	feared worried ran cried															
					Structure / tense work Present simple tense example a)It is bad to worry all the time b)It is bad to fear your parent			Giving the tenses of verbs			NPsc Bk 2 page 41						

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 Confidence Articulation	A chart	St. Bernard Bk 2 page 151 NPsc Bk 2 page 41
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5	2		CHILD PROTECTION	Ways of child protection	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	Verbs	Now tense	Past tense	advise guide help listen	advising guiding helping listening	advised guided helped listened	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	Role play Guided discovery Whole world	Pronouncing Spelling Reading and writing Giving the tenses of verbs Responding to given structures correctly	Fluency Care Togetherness	A chart	St. Bernard Bk 2 page 153 NPsc Bk 2 page 41
Verbs	Now tense	Past tense																
advise guide help listen	advising guiding helping listening	advised guided helped listened																

5	3		CHILD PROTECTION	Ways of promoting child protection	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.	verb	Now tense	Past tense	help advise forgive listen	helping advising forgiving listening	helped advised forgave listened	The learner; -Pronounces, spells, reads and writes words correctly. -Gives the tenses of verbs correctly -Uses the given structures in correct tense and grammar.	Role play Guided discussion Whole world	Pronouncing Spelling Reading and writing Giving the tnses of verbs Responding to given structures correctly	care sharion g respect interpe rsonal relation ship	A chart	NPsc Bk 2 page 41 St. Bernard Bk 2 page 154
verb	Now tense	Past tense															
help advise forgive listen	helping advising forgiving listening	helped advised forgave listened															

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

5	5			Time	<p>Vocabulary practice time, quarter, hour, past</p> <p>Grammar</p> <p>Adjectives</p> <p>Word order</p> <p>mite time artquea quarter apts past rhoul hour</p> <p>Structure / tense work</p> <p>Present simple tense</p> <p>What time is it? It ispast.....</p> <p>Examples</p>  <p>What time is it? It is three o'clock</p>  <p>What time is it? It is a quarter past ten o'clock</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Tells the given time correctly</p> <p>-Uses the given structures in correct tense and grammar</p>	<p>Demonstration</p> <p>Guided discovery</p> <p>Look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Telling given time</p> <p>Responding to given structures correctly</p>	<p>Accuracy</p> <p>Responsibility</p> <p>Effective communication</p>	<p>Real objects</p>	<p>NPsc for Ug Bk 2 page 44</p>	
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6	1			MEASURES	Time	Vocabulary practice Sunday, Monday, Tuesday , Wednesday Grammar Nouns Short forms Word Sunday Monday Tuesday Wednesday 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	Awaren ess Accurac y Respon sibility	A chart	St Bernard Bk 2 page 157 NPsc for Ug Bk 2 page 44

6	2		MEASURES	Time	<p>Vocabulary practice Thursday, Friday, Saturday, week</p> <p>Grammar Nouns Short forms</p> <p>Words short form Thursday Thur Friday Fri Saturday Sat Week Wk</p> <p>Structure and tense work What day is it? It is</p> <p>Examples What day is it? It is Saturday. What day is it? It is Thursday.</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Tells the days of the week.</p> <p>-Uses the given structure in correct tense and grammar.</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Telling the days of the week</p> <p>Responding to the given structures correctly</p>	<p>Awareness</p> <p>Accuracy</p> <p>Responsibility</p>	<p>A chart</p> <p>Flash cards</p>	<p>NPSsc for Ug Bk 2 page 44</p> <p>St. Bernard Bk 2 page 157</p>	
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6	3		MEASURES	Time	Vocabulary practice First, second, third, fourth Grammar Adjectives (positions) Day Sunday Monday Tuesday Wednesday Structure and tense work Present simple tense What is theday of the week?is theday 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 Accuracy Effective communication	A chart	NPsc Bk 2 page 44 St. Bernard Bk 2 page 158
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6	4		MEASURES	Time	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</td><td>Jan</td><td>first</td></tr><tr><td>February</td><td>Feb</td><td>second</td></tr><tr><td>March</td><td>Mar</td><td>third</td></tr><tr><td>April</td><td>Apr</td><td>fourth</td></tr></table> Structure / tense work Present simple tense There are _____ months of the year. Example There are twelve months of the year	Month	Short form	Position	January	Jan	first	February	Feb	second	March	Mar	third	April	Apr	fourth	The learner; -pronounces, spells, reads and writes words. -Tells the months of the year accordingly -Uses the given structure in correct tense and grammar	Guided discovery Look, say and use Whole word	Pronouncing Spelling Reading and writing words Telling months of the year Responding to given structures correctly	Awareness Accuracy Effective communication Appreciation	A chart Word cards	NPsc for Ug Bk 2 page 44 St. Bernard Bk 2 page 160
Month	Short form	Position																								
January	Jan	first																								
February	Feb	second																								
March	Mar	third																								
April	Apr	fourth																								


6	5		MEASURES	Time	<p>Vocabulary practice May, June, July, August</p> <p>Grammar Nouns Short form</p> <table><tr><th>Month</th><th>Short form</th><th>Position</th></tr><tr><td>May</td><td>May</td><td>fifth</td></tr><tr><td>June</td><td>Jun</td><td>sixth</td></tr><tr><td>July</td><td>Jul</td><td>seventh</td></tr><tr><td>August</td><td>Aug</td><td>eighth</td></tr></table> <p>Structure / simple tense Present simple tense What is theof the year? Themonth of the year is.....</p> <p>Examples a)What is the sixth month of the year? The sixth month of the year if June.</p>	Month	Short form	Position	May	May	fifth	June	Jun	sixth	July	Jul	seventh	August	Aug	eighth	<p>The learner; -Pronounces, spells, read and writes words correctly</p> <p>-Identifies months of the year accordingly</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Whole world</p> <p>Whole sentence</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Identifying months of the year in their order</p> <p>Responding to given structures correctly</p>	<p>Accuracy</p> <p>Awareness</p> <p>Effective communication</p>	<p>A chart</p>	<p>NPsc Bk 2 page 44</p> <p>St. Bernard Bk 2 page 160</p>
Month	Short form	Position																								
May	May	fifth																								
June	Jun	sixth																								
July	Jul	seventh																								
August	Aug	eighth																								

7	1		MEASURES	Time	<p>Vocabulary practice September, October, November, December</p> <p>Grammar Nouns Short form</p> <table><tr><th>Month</th><th>Short form</th><th>Position</th></tr><tr><td>September</td><td>Sept</td><td>ninth</td></tr><tr><td>October</td><td>Oct</td><td>tenth</td></tr><tr><td>November</td><td>Nov</td><td>eleventh</td></tr><tr><td>December</td><td>Dec</td><td>twelfth</td></tr></table> <p>Structure / tense work Present simple tenseis the.....month of the year</p> <p>Examples October is the tenth month of the year December is the twelfth month of the year</p>	Month	Short form	Position	September	Sept	ninth	October	Oct	tenth	November	Nov	eleventh	December	Dec	twelfth	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Identifies the months of the year</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Question and answer</p> <p>Whole world</p> <p>Guided discovery</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing words</p> <p>Identifying months of the year</p> <p>Responding to given structures correctly</p>	<p>Awareness</p> <p>Accuracy</p> <p>Effective communication</p>	<p>A chart</p> <p>Word cards</p>	<p>NPsc Bk 2 page 44</p> <p>St. Bernard Bk 2 page 161</p>
Month	Short form	Position																								
September	Sept	ninth																								
October	Oct	tenth																								
November	Nov	eleventh																								
December	Dec	twelfth																								


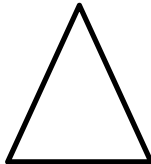
7	2			MEASURES	Units of measure	Vocabulary practice Half, litre, kilogram, coin Grammar Plural formation of nouns Singular plural half halves litre litres kilogram kilograms coin coins structure / tense work Present simple tense May I have(kilogram, litre)please Yes, you may. Example a)May I have two 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 sentence	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
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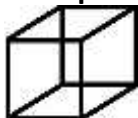
7	3			MEASURES	Units of measure	Vocabulary practice Packet, metre, kilogram, litre Grammar Nouns Singular Plural packet packets kilogram kilograms litre litres metre metres structure / tense work presenty simple tense How much is a (kilogram, litre, and packet) of.....) It is..... Example How much is 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	
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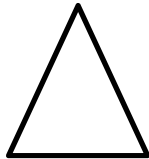

7	4		MEASURES	Units of measure	Vocabulary practice Long, high, wide, tall Grammar Adjectives Comparison of adjectives	<table><tr><th>Positive</th><th>Comparative</th><th>Superlative</th></tr><tr><td>long high wide tall</td><td>longer higher wider taller</td><td>longest highest widest tallest</td></tr></table>	Positive	Comparative	Superlative	long high wide tall	longer higher wider taller	longest highest widest tallest	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	The learner; -Pronounces, spells, reads and writes words -compares the adjectives correctly -Uses the given structures in correct tense and grammar	Guided discovery Look, say and use Demonstration	Pronouncing Spelling Reading and writing Comparing adjectives Responding to given structures correctly	Critical thinking Accuracy Articulation	Real objects A chart	NPsc for Ug page 45 St. Bernard Bk 2 page 169
Positive	Comparative	Superlative																				
long high wide tall	longer higher wider taller	longest highest widest tallest																				

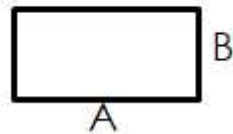
8	1			Units of measures	<p>Vocabulary practice Litre, kilogram, packet, measure</p> <p>Grammar</p> <p>Nouns</p> <p>Word order</p> <p>tcepak packet ertil litre logkram kilogram structure / tense work present simple tense</p> <p>How many (litres) ofare there? There is / are.....</p> <p>Example a) How many litres of milk are there?</p>  <p>3 litres There are three litres of milk.</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Writes words correctly</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Demonstration</p>	<p>Pronouncing</p> <p>Reading</p> <p>Spelling</p> <p>Writing</p> <p>Writing words correctly</p> <p>Responding to given structures correctly</p>	<p>Critical thinking</p> <p>Accuracy</p> <p>Effective communication</p>	<p>Real objects</p> <p>A chart</p>	<p>St. Bernard Bk 2 page 168</p> <p>NPsc for Ug Bk 2 page 45</p>	
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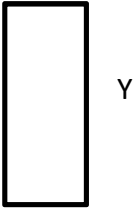
8	2			MEASURES	Units of measure	<p>Vocabulary practice shilling, note, cost, coin</p> <p>Grammar</p> <p>Nouns</p> <p>Word formation</p> <p>sh_illing shilling c_in coin no_e note cos_ cost</p> <p>structure / tense work present simple tense May I have..... (coin)? Yes, you may.</p> <p>Example a)May I have a five thousand shilling note? Yes, you may. May I have two coins? Yes, you may.</p>	<p>The learner; -Pronounces, spells, reads and writes words correctly</p> <p>-Forms words correctly (fills in missing letters)</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Demonstration</p> <p>Guided discussion Role play</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Filling in missing letters</p> <p>Responding to given structures correctly</p>	<p>Effective communication</p> <p>Articulation</p> <p>Awareness</p>	<p>Real objects</p>	<p>NPsc for Ug Bk 2 page 45</p> <p>St. Bernard Bk 2 page 164</p>	
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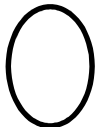
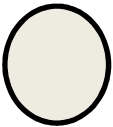
8	3			MEASURES	Shape and solids	<p>Vocabulary practice circle, triangle, square, rectangle</p> <p>Grammar</p> <p>Nouns Plural formation of nouns</p> <table><tr><td>Singular</td><td>Plural</td></tr><tr><td>circle</td><td>circles</td></tr><tr><td>rectangle</td><td>rectangles</td></tr><tr><td>square</td><td>squares</td></tr><tr><td>triangle</td><td>triangles</td></tr></table> <p>structure / tense work What shape is this? It is a</p> <p>Example</p> <div></div> <p>What shape is this? It is a rectangle.</p> <div></div> <p>What shape is this? It is a triangle.</p>	Singular	Plural	circle	circles	rectangle	rectangles	square	squares	triangle	triangles	<p>The learner; -Pronounces, spells, reads and writes</p> <p>-Gives plural forms of words</p> <p>-uses the given structures in correct tense and grammar.</p>	<p>Question and answer</p> <p>Guided discussion</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving plural forms</p> <p>Responding to given structures correctly</p>	<p>Awareness</p> <p>Accuracy</p> <p>Effective communication</p>	<p>Cut outs</p> <p>A chart</p>	<p>St. Bernard Bk 2 apge 171</p> <p>NPSsc Bk 2 page 45</p>
Singular	Plural																					
circle	circles																					
rectangle	rectangles																					
square	squares																					
triangle	triangles																					

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

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



9	1		MEASURES	Shapes and solids	<p>Vocabulary practice long, short, shorter, longer</p> <p>Grammar Adjectives Comparison of adjectives</p> <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> <p>Structure / tense work Which side is longer/ shorter than.... This / That side is longer/ shorter than.....</p> <p>Example</p> <div></div> <p>a) Which side is longer? Side A is longer than side B. b) Which side is shorter? Side B is shorter than side A.</p>	Positive	Comparative	Superlative	long short	longer shorter	longest shortest	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Compares sides of objects</p> <p>-Uses the given structures in correct tense and grammar</p>	<p>Question and answer</p> <p>Guided discovery</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Comparing sides of objects</p> <p>Responding to given structures correctly</p>	<p>Critical thinking</p> <p>Decision making</p> <p>Accuracy</p>	<p>Real objects</p>	<p>NPsc for Ug Bk 2 page 45</p> <p>St. Bernard Bk 2 page 175</p>
Positive	Comparative	Superlative															
long short	longer shorter	longest shortest															

9	2			MEASURES	<p>Shapes and solids</p> <p>Vocabulary practice wide, heavy, wider, heavier</p> <p>Grammar Adjectives Word formation W_de wide Heav_ heavy Wid_r wider</p> <p>Structure / tense work Present simple tense</p> <p>Which side is wider / heavier? This/ That side is wider or heavier than.....</p> <p>Example</p>  <p>S</p> <p>Which side is wider? Side Y is wider than side S.</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Fills in the missing letters</p> <p>-uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Question and answer</p> <p>Whole world</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Filling in the missing letters</p> <p>Responding to given structures correctly</p>	<p>Decision making</p> <p>Critical thinking</p> <p>Accuracy</p>	<p>Real objects</p>	<p>NPsc for Ug Bk 2 page 45</p> <p>St. Bernard Bk 2 page 177</p>	
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9	3			MEASURES	<p>Shapes and solids</p> <p>Vocabulary practice white, yellow, green, blue</p> <p>Grammar Adjectives w_ite white b_ue blue _ellow yellow gree_ green</p> <p>Structure and tense work Present simple tense What colour is this / that? It is.....</p>  <p>What colour is this/ It is white.</p>  <p>What colour is this? It is yellow</p>	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Identifies colours and fills in the missing letters</p> <p>-Uses the given structures in correct tense and grammar</p>	<p>Question and answer</p> <p>Guided discussion</p> <p>Look, say and use</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Identifying colours and filling in the missing letters</p> <p>Responding to given structures</p>	<p>Awareness</p> <p>Critical thinking</p> <p>Accuracy</p>	<p>Real objects with different colours</p>	<p>NPsc Bk 2 page 45</p> <p>St. Bernard Bk 2 page 176</p>	
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9	4		RECREATION FESTIVALS AND HOLLIDAYS	Recreation activities at home and school	<p>Vocabulary practice clean, cook, play, visit</p> <p>Grammar Verbs Tenses of verbs</p> <table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>clean</td><td>cleaning</td><td>cleaned</td></tr><tr><td>cook</td><td>cooking</td><td>cooked</td></tr><tr><td>play</td><td>playing</td><td>played</td></tr><tr><td>visit</td><td>visiting</td><td>visited</td></tr></table> <p>Structure / tense work Past tense</p> <p>What did you do last (holiday, Sunday)? I / we..... last.....</p> <p>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.</p>	Verb	Now tense	Past tense	clean	cleaning	cleaned	cook	cooking	cooked	play	playing	played	visit	visiting	visited	<p>The learner; -Pronounces, spells, reads and writes words</p> <p>-Gives order of tenses of verbs -Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Question and answer</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving tenses of verbs</p> <p>Responding to given structures correctly</p>	<p>Cooperation</p> <p>Critical thinking</p> <p>Awareness</p>	<p>A chart</p>	<p>NPsc for Ug Bk 2 page 48</p> <p>St. Bernard Bk 2 page 179</p>
Verb	Now tense	Past tense																								
clean	cleaning	cleaned																								
cook	cooking	cooked																								
play	playing	played																								
visit	visiting	visited																								

9	5			RECREATION FESTIVALS AND HOLLIDAYS	<p>Recreation activities at home and at school</p> <p>Vocabulary practice shop, care, watch, pray</p> <p>Grammar Verbs Tenses of verbs</p> <table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>shop</td><td>shoppin g</td><td>shoppe d</td></tr><tr><td>care</td><td>caring</td><td>cared</td></tr><tr><td>watch</td><td>watchin g</td><td>watche d</td></tr><tr><td>pray</td><td>praying</td><td>prayed</td></tr></table> <p>Structure / tense work Past tense</p> <p>What did he/ she last.....? He/she</p> <p>Examples a) What did he do last evening? he watched TV last evening. b) What did she do last week? She prayed last week</p>	Verb	Now tense	Past tense	shop	shoppin g	shoppe d	care	caring	cared	watch	watchin g	watche d	pray	praying	prayed	<p>The learner; -Pronounces, spells , reads and writes words -Giving tenses of verbs in their correct order</p> <p>-Uses the given structure in correct tense and grammar</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Question and answer</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving the tenses of verbs</p> <p>Responding to given structures correctly</p>	<p>-Love</p> <p>-Care</p> <p>-Co- operati on</p> <p>- Respon sibility</p>	<p>A chart</p>	<p>St Bernard Bk 2 page 180</p> <p>NPsc B2 page 48</p>
Verb	Now tense	Past tense																								
shop	shoppin g	shoppe d																								
care	caring	cared																								
watch	watchin g	watche d																								
pray	praying	prayed																								

10	1		RECREATION FESTIVALS AND HOLLIDAYS	Recreation activities at home and at school	<p>Vocabulary practice rest, visit, read, ride</p> <p>Grammar Verbs Tenses of verbs</p> <table><tr><th>Verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>rest</td><td>resting</td><td>rested</td></tr><tr><td>visit</td><td>visiting</td><td>visited</td></tr><tr><td>read</td><td>reading</td><td>read</td></tr><tr><td>ride</td><td>riding</td><td>rode</td></tr></table> <p>Structure / tense work Past tense</p> <p>What did you do last (holiday/ Sunday/ Saturday) I / we.....last.....</p> <p>Examples a)</p>  <p>What did you do last holiday? I rode my bicycle last holiday.</p> <p>b)</p>  <p>What did you do last Sunday? We read a bible last Sunday</p>	Verb	Now tense	Past tense	rest	resting	rested	visit	visiting	visited	read	reading	read	ride	riding	rode	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.	Guided discussion Explanation Question and answer	Pronouncing Spelling Reading and writing Giving the tenses of verbs Responding to given structures correctly	Effectiv e commu nicatio n Care Awaren ess	A chart A picture	St. Bernard Bk 2 page 179 NPsc for Ug Bk 2 page 48
Verb	Now tense	Past tense																								
rest	resting	rested																								
visit	visiting	visited																								
read	reading	read																								
ride	riding	rode																								

10	2		RECREATION FESTIVALS AND HOLLIDAYS	Cultural festivals	<p>Vocabulary practice give, using, dance, eat</p> <p>Grammar</p> <p>Verbs Tenses of verbs</p> <table><tr><th>verb</th><th>Now tense</th><th>Past tense</th></tr><tr><td>give</td><td>giving</td><td>gave</td></tr><tr><td>sing</td><td>singing</td><td>sang</td></tr><tr><td>dance</td><td>dancing</td><td>danced</td></tr><tr><td>eat</td><td>eating</td><td>ate</td></tr></table> <p>Structure / tense work What did uncle / father do.....? Uncle / father?</p> <p>Examples a) What did father do? Father sang last Sunday (sing) b) What did uncle do? Uncle danced yesterday (dance)</p>	verb	Now tense	Past tense	give	giving	gave	sing	singing	sang	dance	dancing	danced	eat	eating	ate	<p>The learner; -Pronounces, spells, reads and writes words correctly -Gives the tenses of verbs correctly</p> <p>-Uses the given structures in correct tense and grammar</p>	<p>Guided discussion</p> <p>Explanation</p> <p>Whole word</p>	<p>Pronouncing</p> <p>Spelling</p> <p>Reading and writing</p> <p>Giving the tenses of verbs</p> <p>Responding to given structures correctly</p>	<p>Awareness</p> <p>Communication</p> <p>Critical thinking</p>	<p>A chart</p>	<p>St. Bernard Bk 2 page 181</p> <p>NPsc Bk 2 page.....</p>
verb	Now tense	Past tense																								
give	giving	gave																								
sing	singing	sang																								
dance	dancing	danced																								
eat	eating	ate																								

10	3			RECREATION FESTIVALS AND HOLLIDAYS	Cultural festivals	Vocabulary practice father, brother, uncle, mother Grammar Nouns Plural formation Singular father brother uncle mother 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 HOLIDAYS	Cultural festivals	Vocabulary practice grandmother, aunt, twin, name Grammar Nouns Plural formation Singular grandmother aunt twin name Plural grandmothers aunts twins 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
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