comprehension scheme of work term three 2024.

COMPREHENSION SCHEME OF WORK TERM THREE 2023

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| WK | PD | TOPIC | SKILLS | ASPECT | CONTENT | COMPETENCIES | METHODS | ACTIVITIES | AVA | LIFESKILLS | REF | | REM | |
| 2 | 2 | HOTELS | Listening  Speaking  Reading  Writing | Vocabulary  Plurals  Structures  Reading a story about Hotels | **Vocabulary**  **-**waitress, reception  -reception  -restroom  -chef  -counter  -reads the passage  about the Hotels | The learner ;  -listens the new words  -pronounces the new the words correctly.  -reads the new words correctly.  -Uses the new words to construct sentences correctly  -read the story about the hotel and answer the sentences that follow. | Whole class discussions  Brain storming  Look and say | Constructing sentences using the new words.  Arranging the words to form sentences correctly.  Reading the story and then answer the questions that follow. | Flash cards with the new words. | Effective communication.  Critical thinking.  Interpersonal relationships. | P six curriculum  by MOE page 35. | |  | |
| 3  3 | 2  2 | AT THE RESTAURANT/HOTEL | Listening  Speaking  Reading  Writing | Vocabulary  Completing sentences correctly  -construct oral sentences using the substitutional table.  Study the advertisements about the Sea Sand Hotel and about God is Able Hotels. Answer the question that follow in full sentences. | **Vocabulary**  Napkin, serviette  Services, lounge  Constructing oral sentences from the table.  Study the two different advertisement and answer the questions that follow in full sentences. | The learner;  -listens to the new words attentively.  -pronounces the new words correctly.  -reads the new words correctly.  - uses the new words to construct sentences correctly.  Completes the given advertisements using the correct responses.  Completes the given sentences using the words correctly. | Look and say  Whole class discussions  Group work  Discovery  Research work  demonstration | Writing menus according to their preferences  Constructing sentences using the using the sub-table’  Completing the sentences using the given words correctly.  Reading the advertisement and answer the questions that follow in full sentences. | Hand outs  Charts with the advertisement. Text books | Interpersonal relationships  Critical thinking  Effective communication. | Teacher’s Notes |  | |
| 4 | 2 | Restaurants | Listening  Speaking  Reading  Writing | Vocabulary  -Use the new words to construct sentences using the new words.  -Study the menu below and answer questions in full sentences  -study the menu used in cool breeze Hotel and give responses in full sentences. | Vocabulary  Salad, appetite, delicious, menu, manager, check in, check out, balcony  -study the menus below and give correct responses | The learner;  Reads and pronouns the new words correctly.  -constructs oral sentences using the new words correctly.  Study the menu and give answers orally.  Study the menu of Cool Breeze hotel and write the activity in full sentences. | Look and say  Whole class discussions  Group work  Discovery  Research work  demonstration | Reading and pronouncing the new words.  Constructing sentences using the new words.  Studying the menus and answer questions that follow in full sentences. | Handouts from the teacher’s collection. | Interpersonal relationships  Critical thinking  Effective communication. | MK pupils Book Six P. 175-176 |  | |
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| 5 | 2 | Restaurants | Listening  Speaking  Reading  Writing | Vocabulary  Sentence construction  Reading the passages | Vocabulary  Manners, chosen,  Servant,  Dessert, apron, receptionist  -Read the passage about Lunch In Swabula Masala Restaurant in MK Pupil’s Book Six P.180-182  -Read the passage about A Visit To Exodus Hotel- Isreal | The learner;  -reads and pronounces the new words correctly.  Constructs oral sentences using the new words.  -reads the passages and give correct responses about the passages. | *Look and say*  *Whole class discussion*  *Brainstorming* | Reading and pronouncing the new words.  -read the passages and answer the questions about them correctly. | Text books  Teacher’s collection | Interpersonal relationships  Critical thinking  Effective communication. | St. Bernard  Pupils book 6.  P.168-169  MK. Pupils Book  Six P.180-181 | |  | |
|  |  | Using a dictionary | Listening  Speaking  Reading  Writing | Vocabulary  Constructing sentences.  passages | Vocabulary  Abbreviations, sounds, thesaurus, acronym  Read the passage about the dictionary in MK. Book Six, P. 136-137  -Read a passage about using a dictionary in St. Bernard Book Six P.176-177 | The learner;  Reads and pronounces the new words correctly.  -reads the passage about using the dictionary in Mk book six.  -reads the passage about using the dictionary in St. Bernard book six. | Look and say  Demonstration  Explanation  DSS  *Whole class discussion*  *Brainstorming* | Reading and pronouncing the new words correctly.  -reading the two passages about using the dictionary from Mk. And St. Bernard pupils book six. | Text books  Hand outs and charts | Interpersonal relationships  Critical thinking  Effective communication | St. Bernard  Pupils book 6.  P.168-169  MK. Pupils Book  Six P.180-181 | |  | |
| 7 | 2 | Using a dictionary | Listening  Speaking  Reading  Writing | Vocabulary  Dialogue  From St. Bernard Pupils book Six. P. 175-176  -Reads the dialogue about Amanda and Natasha | Vocabulary  Statement, puzzle, dialogue, companion, articulation  Dialogue from the text books  -Dialogue about Amanda and Natasha | The learner;  Reads and pronounces the new words.  -Reads and acts the dialogue and gives oral responses.  -reads the dialogue give gives correct responses. | *Look and say*  *Whole class discussion*  *Brainstorming* | Reading and pronouncing the new words correctly.  -reading the two passages about using the dictionary from Mk. And St. Bernard pupils book six. | Text books  Hand out from the teacher’s collection | Interpersonal relationships  Critical thinking  Effective communication | St. Bernard  Pupils book 6.  P.175-176 | |  | |
| 8 | 2 | Using a dictionary | Listening  Speaking  Reading  Writing | Vocabulary  Poem about the dictionary. | Vocabulary  Reference, speech, vital, poem, abbreviations, describing  Read the Poem about the dictionary. | The learner;  Reads and pronounces the new words.  -uses the new words to construct sentences correctly.  -reads the poem and answers the questions correctly. | Explanation  DSS  *Whole class discussion*  *Brainstorming* | Reading and pronouncing the new words correctly.  -using the new words to construct sentences correctly.  -reading the poem and answers the questions correctly. | Text books  Hand out from the teacher’s collection | Interpersonal relationships  Critical thinking  Effective communication. | Teacher’s  collection | |  | |