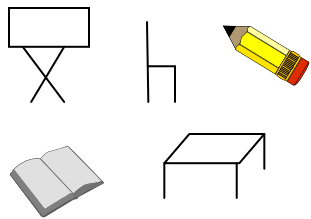
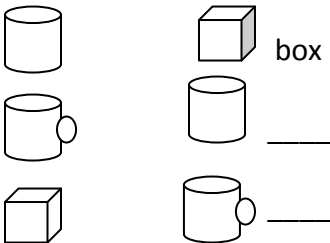
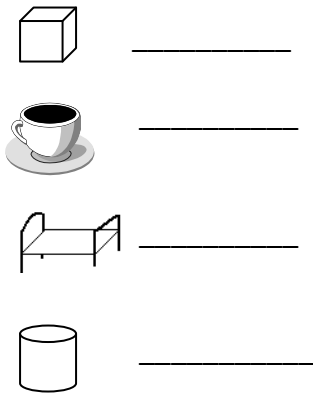

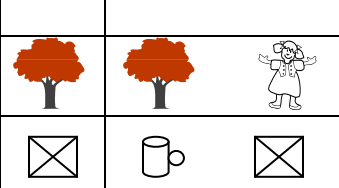

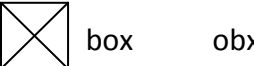
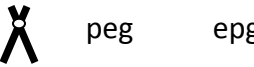
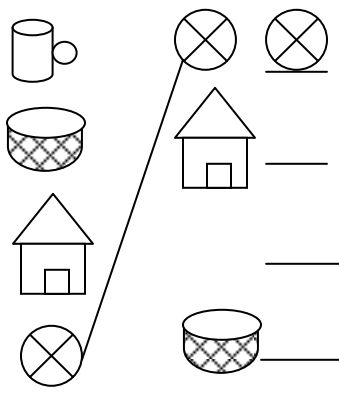



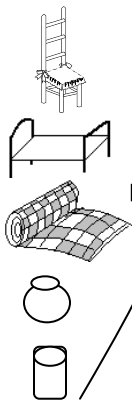





























































































SCHEME OF WORK FOR ENGLISH MIDDLE CLASS- TERM ONE

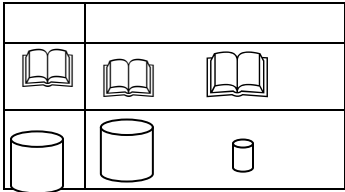
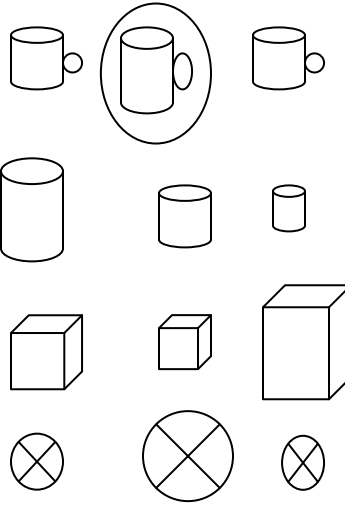
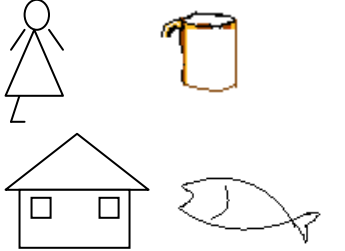
Learning Area 2: Interacting With Exploring, Knowing And Using My Environment

Wk	Day	Learning outcome	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Observing different types of objects/shapes i.e seeds of different types of beans, maize, peas. - Use cup shapes from hard boxes i.e circles, triangles and then sort those of the same shapes. - Teacher game “good morning” - Introduce rhyme “twinkle twinkle little star” 	Demonstration Discussion Role play Demonstration	<ul style="list-style-type: none"> - sorting - greeting - jumping - reciting - clapping - dancing 	- real objects like beans, peas, g/nuts		
2	1 to	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Naming objects around the class. 	<ul style="list-style-type: none"> - Discussion - Question and answer - Look and say - Illustration - demonstration 	<ul style="list-style-type: none"> - naming - colouring - painting - matching - drawing - pasting 	<ul style="list-style-type: none"> - Real objects in class e.g - Books, chair, ruler, pencils 		
	2			- Vocabulary	Application	-	-		

	3	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - New formulae "Asking game" <p>Match the same pictures and write</p> 	<ul style="list-style-type: none"> - Discussion - Demonstration - Role play - Look and say 	<ul style="list-style-type: none"> - matching - reciting - speech - Exercises 	<ul style="list-style-type: none"> - real objects - B/B illustrations - paper work 		
3	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Game: can see speech exercise - Blowing the whistle" - "let's go hunting" - "naming objects" - Name these pictures. 	<ul style="list-style-type: none"> - Look and say - Role play - discussion 	<ul style="list-style-type: none"> - Naming - colouring - drawing - reciting 	<ul style="list-style-type: none"> - pictures of flash cards - real objects e.g cup, basket, ball 		
4	1 to 5	Exploring and knowing my immediate	I can identify people, animals, plants and other	<ul style="list-style-type: none"> - Identify the same pictures from a variety 	<ul style="list-style-type: none"> - Discussion - Demonstrati on 	<ul style="list-style-type: none"> - Picture cards - Real 	-		

		environment	things at the learning centre		- Question and answer	objects e.g balls,box			
5	1 to 3	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<p>- Circle the correct word</p>  <p>int tin</p>  	<p>- Question and answer</p> <p>- Discussion</p> <p>- Demonstration</p> <p>- Illustration</p> <p>- Look and say</p>	<p>- Circling</p> <p>- Colouring</p> <p>- Copying</p> <p>- Drawing</p> <p>- Writing</p> <p>- Writing</p> <p>- Ticks</p> <p>- Cross</p> <p>- underline</p>	<p>- picture cards</p> <p>- real objects e.g cup, tin, box, peg</p>		
	3 to 5			<p>- Match the same pictures and draw</p> 	<p>- Explanation</p> <p>- Look and say</p> <p>- demonstration</p>	<p>- matching</p> <p>- drawing</p> <p>- colouring</p>	<p>- picture cards</p> <p>- real objects</p>		
6	1 to 5	Exploring and knowing my immediate	I can identify people, animals, plants and other	<p>- Matching things at home</p> 	<p>- Question and answer</p> <p>- Look and</p>	<p>- matching</p> <p>- drawing</p> <p>- colouring</p>	<p>- flash cards</p> <p>- real</p>		

		environment	things at the learning centre	<div></div> <div>Tin Pot Mat Cup Chair bed</div> <div>- Identifying the pictures</div> <div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <div>- Ring the correct picture</div> <div><table><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table></div> <div>- Colour the small picture</div> <div><table><tr><td></td><td></td><td></td></tr></table></div>																																say - Demonstrate - discussion - Demonstrate - discussion - discovery - illustration - Explanation - Discussion - Demonstrati on - Demonstrate - Illustration - Explanation	 - identifying - crossing - ticking - colouring - Colouring - Drawing - Underlining	objects - charts - flash cards - charts - real objects - charts. - Flash cards - Charts		
																																								
																																								
																																								
																																								
																																								
																																								
																																								
																																								

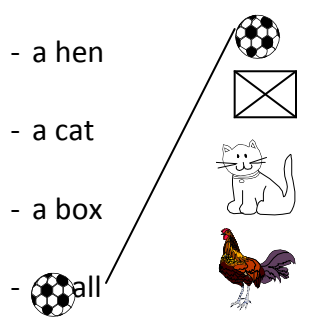


		environment	things at the learning centre		- Role play	- Crossing - Ticking	- Real objects - Balls - Books - tins		
7	1	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Teach the concept of big and small. - Identify the biggest picture. 	- Explanation - Demonstrate - Illustration - Role play	- Identifying - Circling - Colouring - Underlining - ticking	- B/B illustrations - Real objects		
		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - What is missing? 	- Discussion - Demonstration - Explanation - Look and say - Role play	- Filling the missing parts	- real objects - paper work - pencils - books		
8	1 to 5	Exploring and knowing my immediate	I can identify people, animals, plants and other	<ul style="list-style-type: none"> - Read and draw Book _____	-	- crossing the different	- flash cards		









- 9		environment	things at the learning centre	Cup _____ tin _____		- reading - writing - drawing			
10				- Cross out the different word cow cow cat cup tin cup	- Discussion - Demonstrate - Explanation - Chalkboard illustration	- Ticking - Underlining	- Chart - Paper work		












MIDDLE CLASS- TERM TWO





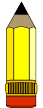




SCHEME OF WORK FOR ENGLISH

Learning Area 2: Interacting With Exploring, Knowing And Using My Environment

Wk	Day	Learning out come	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Read the given words - Read and match pictures to words e.g - a hen - a cat - a box - ball  <p><u>Read and draw</u></p> <ul style="list-style-type: none"> - a tin  - a hut _____ - a pencil _____ - a bed _____ 	Explanation Demonstration Illustration	<ul style="list-style-type: none"> - Reading - reciting 	<ul style="list-style-type: none"> - flash cards - real objects 		
2		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the	Naming the given pictures  _____	Explanation Demonstration	<ul style="list-style-type: none"> - reading - reciting rhymes - Drawing 	<ul style="list-style-type: none"> - Flash cards - Real objects 	Teacher's collections	

			learning centre	<ul style="list-style-type: none"> -  _____ -  _____ -  _____ <p>Match picture to the words and write</p> <div>  hut </div> <div>  ball </div> <div>  box </div> <div>  leaf </div> <p>Match the same and draw</p> <div> <div>moon</div> <div>leaf </div> </div> <div> <div>fish</div> <div>bag</div> </div> <div> <div>bag</div> <div>moon</div> </div> <div> <div>leaf</div> <div>fish</div> </div>	Illustration Discussion Role play Question and answer	<ul style="list-style-type: none"> - naming - matching - colouring 			
3		Exploring and knowing my immediate	I can identify people, animals, plants and other	<ul style="list-style-type: none"> - Reciting rhymes - Reading given words - Read and circle the 	Explanation rhymes	<ul style="list-style-type: none"> - Reciting rhymes - Reading 	<ul style="list-style-type: none"> - flash cards - charts 	Teachers collections	





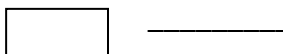

		environment	things at the learning centre	<p>corect word for the picture.</p> <p>  cat</p> <p> cup sun</p> <p> tin cup</p> <p>- Circle the given word - Circle the correct word for the picture</p> <p> nit </p> <p> Pot top</p>	<p>Illustration Demonstration Look and say</p>	<ul style="list-style-type: none"> - circling - drawing - writing - shading 			
4		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<p>- Reading simple words e.g cat, cup, tree, tin, egg, mat</p> <p>- Copy the words with its picture</p> <p> cat c__t</p> <p> tree tr__e</p> <p>Write correctly</p> <p> abll _____</p> <p> obx _____</p> <p>Fill in the missing letters</p>	<p>Demonstration Explanation Illustration Question and answer</p>	<ul style="list-style-type: none"> - Reading - Writing - Filling in - drawing 	<ul style="list-style-type: none"> - flash cards - charts 		






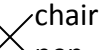

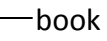
				It is a chair _____ It is a cat _____ It is a ball _____ It is a fish _____ Read sentences and drawing their picture. It is a box _____					
8		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Complete the sentences It is a  _____ It is a  _____	Explanation Discussion Illustration	- Drawing - Writing - Colouring	- Balls - Doll - Flash cards		
9		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Make sentences using It is a _____  It is a tree  _____  _____  _____	Demonstration Look and say explanation	- Sentence making - Drawing - Colouring - Writing	- Flash cards - Real objects		
10		Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	Put the missing parts   	Explanation Illustration	- Drawing	- Cut outs		

MIDDLE CLASS- TERM THREE







SCHEME OF WORK FOR ENGLISH




Learning Area 2: Interacting With Exploring, Knowing And Using My Environment







Wk	Day	Learning out come	Competences	Suggested developmental activities	Methods	Activities	Instructional materials	REF	RE M
1	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centre	<ul style="list-style-type: none"> - Reciting rhymes - Naming things their class e.g a book, a table, a duster, a pencil etc - Drawing things found in class      	<ul style="list-style-type: none"> - Question and answer. - Discussion - Discovery - Demonstration 	<ul style="list-style-type: none"> - reading words correctly - Copying the words. - Joining jigsaws - tearing pictures - cutting pictures - pasting pictures - painting picture - reciting rhymes and role playing 	<ul style="list-style-type: none"> - real objects - Pictures - flash cards - scissors - glue - paint - brushes - cereals - newspapers. 	LFW pg 19 Teachers collection	
2	1 to	Exploring and knowing my	I can identify people, animals,	<ul style="list-style-type: none"> - Reciting rhymes - Matching words to 	<ul style="list-style-type: none"> - Discussion - Explanation 	<ul style="list-style-type: none"> - Reciting rhymes 	<ul style="list-style-type: none"> - flash cards 	LFM pg 19	




	5	immediate environment	plants and other things at the learning centres	<p>pictures</p> <p>e.g</p> <p>ball </p> <p>chair </p> <p>book </p> <p>- Matching to the same words and draw</p> <p>book  bench _____</p> <p>duster  book _____</p> <p>bench _____ duster _____</p> <p>- matching to the same words and write</p> <p>pen  chair <u>chair</u></p> <p>chair  pen <u>pen</u></p> <p>book  book <u>book</u></p> <p>- Write words as given by the teacher.</p> <p>- Drawing and colouring the pictures of things in a class.</p>	<p>- Illustrations</p> <p>- Demonstration</p> <p>Look and say</p> <p>Illustration</p> <p>Explanation</p> <p>Question and answer discussion</p>	<p>- matching words to pictures.</p> <p>- matching to the same words.</p> <p>- Writing</p> <p>- Drawing</p> <p>- Colouring.</p>	<p>- books and pencils</p> <p>- colours</p> <p>- paper work</p>	Teachers collection	
3	1 To 5	Exploring and knowing my immediate	I can identify people, animals, plants and other	<p>- Reciting rhymes.</p> <p>- Reading simple words</p>	<p>- Discussion</p> <p>- recitation</p> <p>- Demonstration</p>	<p>- reciting rhymes</p> <p>- reading</p>	<p>- flash cards</p> <p>- small</p>		



		environment	things at the learning centres	<div><div><div><div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div><div></div><div></div><div></div><div></div></div><div><div></div><div></div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				(blackboard, chair)					
4	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reciting rhymes - Reading given words e.g bag, dress, stool - Read and draw <p>Umbrella _____</p> <p>Fish _____</p> <p>Leaf _____</p> <ul style="list-style-type: none"> - match and write the word. <p>  bottle <u>bottle</u> </p> <p>  cup <u>cup</u> </p> <p>  bag <u>bag</u> </p> <ul style="list-style-type: none"> - Circle the correct word. <p>  <u>tin</u> nit itn </p> <p>  blla allb ball </p> <p>  upc cup puc </p>	<ul style="list-style-type: none"> - discussion - Explanation - Demonstration - Question and answer - Discovery 	<ul style="list-style-type: none"> - reciting rhymes - reading words - matching pictures. - Writing words/. - Circling the correct word. 	<ul style="list-style-type: none"> - Charts - Flash cards - Pictures - Real objects. - Books and pencils - paper work. 	Teachers collection	

5	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reciting rhymes - reading words e.g sun leaf milk underlining the correct word. e.g tree banana leaf - Ticking the correct word.  tin^v int  uns sun - Fill in the missing letter sounds  s _ n 	<ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Question and answer 	<ul style="list-style-type: none"> - reciting rhymes - Reading words - underlined words - Ticking the correct words. - Filling in the missing letters 	<ul style="list-style-type: none"> - Flash cards - paper work - real objects - Single letter cards. - real objects 		
6	1 to 2	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing (pupils and teachers) - Reading simple words. - Writing words. - 	<ul style="list-style-type: none"> - Discussion - Question and answer 	<ul style="list-style-type: none"> - Acting as a teacher - reading words. - Listening and writing words. 	<ul style="list-style-type: none"> - flash cards - books and pencils 	Teachers collection	
6	3 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - reading new words a is it A is it - using the new structural pattern formed orally 	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration - Explanation - Rote method 	<ul style="list-style-type: none"> - Reading new words - Constructing sentences - Reading 	<ul style="list-style-type: none"> - flash cards - charts - paper work - books 		

				<p>e.g it is a  <u>ball</u>.</p> <p>It is a  <u>book</u>.</p> <ul style="list-style-type: none"> - Reading the sentnece using the pattern learnt. <p>e.g</p> <p>It is a banana.</p> <p>It is a table.</p> <ul style="list-style-type: none"> - Reading and drawing the pictures. <p>It is a cup. </p> <p>It is a bed.</p> <ul style="list-style-type: none"> - Completing the sentences correctly. <p>It is a </p> <p>It is a</p> <p>It is a</p>		<p>sentences.</p> <ul style="list-style-type: none"> - Drawing pictures. - Completing sentences. - Making sentence 	<p>and pencils</p> <ul style="list-style-type: none"> - work cards - reading cards 		
7	1 to 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Reciting rhymes - Reading words. <p>That is</p> <p>Is that</p> <ul style="list-style-type: none"> - using the new structural pattern formed orally. <p>E.g</p> <p>That is a  house</p> <p>That is a  chair.</p>	<ul style="list-style-type: none"> - Discussion - Explanation - Discovery - Question and answer - Demonstration 	<ul style="list-style-type: none"> - Reciting rhymes - Reading words. - Constructin g sentences. - Writing sentences - Reading sentences and drawing 	<ul style="list-style-type: none"> - Flash cards - real objects - pictures - books and pencils - paper work - charts - reading cards. 		

				<ul style="list-style-type: none"> - Copying the sentences. - Reading and drawing. <p>That is a girl</p> <p>That is a boy.</p> <ul style="list-style-type: none"> - Completing the sentences correctly. <p>That is a  _____</p> <p>That is a  _____</p> <p>That is a  _____</p>		<p>pictures.</p> <ul style="list-style-type: none"> - Completing sentences. 			
8	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role play - reading new words <p>This this</p> <ul style="list-style-type: none"> - constructing sentences using the new structural pattern. <p>e.g This is a</p> <ul style="list-style-type: none"> - Reading the sentences <p>e.g This is a broom.</p> <ul style="list-style-type: none"> - Reading and drawing the pictures. <p>This is a pen.</p> <p>This is a leaf.</p>	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration 	<ul style="list-style-type: none"> - Acting as a teacher. - Reading words - Constructing sentences - Making sentences - Reading sentences - complete sentences 	<ul style="list-style-type: none"> - chart - flash card - real objects - pictures - reading cards - paper work 		

				<ul style="list-style-type: none"> - Completing the sentences correctly <p>This is a</p> <p>This is a </p> <p>This is a </p> <p>This is a</p>					
9	1 To 5	Exploring and knowing my immediate environment	I can identify people, animals, plants and other things at the learning centres	<ul style="list-style-type: none"> - Role playing - Reading new words <p>Here, a, is, Is, A, here, The, and, the</p> <ul style="list-style-type: none"> - Forming the new structural pattern using <p>Here is a</p> <p>Or</p> <p>Here is the</p> <ul style="list-style-type: none"> - Reading the sentences from the reading cards. - Reading and drawing - Completing the sentences correctly. <p>Here is the</p> <p>Here is a</p>	<ul style="list-style-type: none"> - Demonstration - Discussion - Explanation - Question and answer. 	<ul style="list-style-type: none"> - Role playing - Reading words. - Constructing sentences - Reading sentences - Drawing pictures - Completing sentences. 	<ul style="list-style-type: none"> - Real objects - pictures - flash cards - charts - reading cards - paper work - work cards 		
10	1	Exploring and	I can report	1. Singing a song about	- Rote	- singing	- A big		

	To 5	knowing my immediate environment	about important places in the environment	<p>the market.</p> <p>2. Naming people, animals, feeds and vehicles seen in the picture.</p> <p>3. matching words to pictures.</p> <p>4. Reading new introduced words. I can see Can I See big small</p> <p>5. Constructing sentences using the new words about the market. -Forming a new structural pattern using I can see</p> <p>6. Writing sentences about the market using the structural pattern.</p> <p>7. Drawing pictures showing people at the market.</p>	<ul style="list-style-type: none"> - Discussion - Discovery - Observation - Explanation. 	<ul style="list-style-type: none"> - naming things - matching words to pictures - Reading new words. - Constructing sentences - Writing sentences. - Drawing pictures. 	<p>picture of a market.</p> <ul style="list-style-type: none"> - flash cards - work cards - books and pencils - plain papers - coloured pencils 		
11	1.	To have many revision exercises for End of term II tests							
	2.	Week 10's work might be much. You can use some of the time to complete							