

Longhorn LANGUAGE Act. SCHEME OF WORK

SCHOOL	GRADE/ PP	LEARNING AREA	TERM	YEAR	NAME OF THE TEACHER
	PP2	LANGUAGE ACT.	one		

W K	L S N	STRAND	S- STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCE S	ASSESSM ENT	REF L
1	1	LISTENING	Common greetings and farewell related to relationships	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to greetings with reference to relationship in and out of school. b) Respond appropriately to farewell with reference to relationship in and out of school. c) Enjoy responding to greetings and farewell with reference to relationship in and out of school.	1) What opportunities arise for responding to greetings with reference to relationship at home and at school? 2) What opportunities arise for responding to farewell with reference to relationship at home and at school?	<ul style="list-style-type: none"> • Learners could respond to greetings and farewell with reference to relationship. • In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. • Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. • Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words 	Video clips, pictures of people greeting, charts, ICT device. Longhorn Language Activities PP2 Teachers Guide Pg.15 - 20	Oral questions, observation, portfolio	
	2		Greetings	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to greetings with reference to relationship in and out of school.	1) What opportunities arise for responding to greetings with reference to relationship at home and at school?	<ul style="list-style-type: none"> • Learners could respond to greetings and farewell with reference to relationship. • In pairs or small groups, learners could practise responding to greetings and farewell with reference to relationship. 	Video clips, pictures of people greeting, charts, ICT device. Longhorn Language Activities PP2 Teachers Guide	Oral questions, observation, portfolio	

				<p>b) Respond appropriately to farewell with reference to relationship in and out of school.</p> <p>c) Enjoy responding to greetings and farewell with reference to relationship in and out of school.</p>	<p>2) What opportunities arise for responding to farewell with reference to relationship at home and at school?</p>	<ul style="list-style-type: none"> • Learners could respond to other learners' greetings and farewell with reference to relationship using verbal and non-verbal language. • Learners could be guided to respond to visitors' greetings and farewell with reference to relationship using appropriate words 	Pg.15-20		
	3		Farewell	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to greetings with reference to relationship in and out of school.</p> <p>b) Respond appropriately to farewell with reference to relationship in and out of school.</p> <p>c) Enjoy responding to greetings and farewell with reference to relationship in and out of school.</p>	<p>3) Whose greetings do you respond to at home and at school?</p> <p>4) Whose farewell do you respond to at home and at school?</p>	<ul style="list-style-type: none"> • Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. • Learners could view recorded clips on responding to greetings and farewell with reference to relationship and imitate the same. 	<p>Video clips, pictures of people greeting, charts, ICT device.</p> <p>Longhorn Language Activities PP2 Teachers Guide Pg.15-20</p>	<p>Oral questions, observation, portfolio</p>	
	4		Farewell	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to greetings with reference to relationship in and</p>	<p>3) Whose greetings do you respond to at home and at school?</p> <p>4) Whose farewell do you respond to at</p>	<ul style="list-style-type: none"> • Learners could be encouraged to respond to visitors and family members' greetings and farewell at home with reference to relationship using appropriate words. • Learners could view 	<p>Video clips, pictures of people greeting, charts, ICT device</p> <p>Longhorn Language</p>	<p>Oral questions, observation, portfolio</p>	