

## **ENGLISH TEACHERS GUIDE**

### **1. Introduction**

Effective literacy skills open the doors to more educational and employment opportunities so that people are able to pull themselves out of poverty and chronic underemployment. In the increasingly complex and rapidly changing technological world, it is essential that individual continuously expand their knowledge and learn new skills in order to keep up with the pace of change. Functional Literacy helps someone to read and write effectively which is critical to an individual for both economic development as well as individual and community well-being.

### **2. Aims of the guideline**

This teacher's guide is meant for use by teachers to teach learners on appropriate content and strategies to help them acquire literacy following the accelerated model. This model is applicable to learners who are re-entering the education system after dropping out of school or those who have never been enrolled to school due to marginalization and other varied reasons. It also gives suggestions on different methods and assessment that a teacher can use to assess the learning process.

Basic language skills which include listening, speaking, reading, grammar and writing will be covered. This guideline is of necessity flexible, allowing the teacher to improve and creatively come up with other strategies of teaching a concept other than those provided.

### **3. General learning outcomes**

This guideline aims at equipping the teacher with relevant knowledge, skills and attitude that will enable learners to

- a) Listen, understand and respond to information and instructions appropriately from different sources
- b) Use correct pronunciation to express themselves effectively
- c) Read a variety of text effectively for information and pleasure
- d) Use the rules of grammar correctly for effective communication.
- e) Express ideas and feelings meaningfully and legibly through writing

## UNIT 1. SPEAKING AND LISTENING

Listening and speaking should be taught before other language skills. Listening and speaking forms a foundation for other language skills.

### General Learning Outcomes

By the end of the unit, the learner should have acquired enough knowledge, skills, and attitude to

- a) Communicate effectively in a diverse context.
- b) Apply literacy and logical thinking skills in self-expression

### Session 1: Vowels and Consonants

#### Introduction

The alphabet is made up of 26 letters. 5 of which are vowels (a, e, i, o, u) and the rest are consonants. The letters B, C, D, F, J, K, M, N, P, Q, S, T, V, X and Z are mainly used to spell consonants. Phonics instructions teach learners how to decode letters into their respective sounds a skill that is essential for reading unfamiliar words by themselves.

This session will provide the teacher with strategies of teaching vowels and consonants sounds to word formation and finally sentence construction.

#### Specific Learning Outcomes

By the end of the session the teacher should be able to:

- a) Guide the learner to identify and pronounce sounds correctly.
- b) Guide the learner to blend sounds to form a word
- c) Guide the learner to segment sounds to form words.
- d) Guide the learner to form short logical sentences.

#### Activities for the session

##### Activity 1: Sound Identification

This activity introduces learners to identify sounds.

- i. Teach sounds as follows  
s, a, t, p, i, n  
ck, e, h, r, m, d  
g, o, u, l, f, b  
ai, j, oa, ie, ee, or  
z, w, ng, v, oo, oo  
y, x ,ch ,sh ,th ,th,  
qu, ou, oi, ue, er, ar
- ii. Teach sounds with a mix of alphabet.
- iii. Teach sounds in 7 groups of 6 letters at a pace of 4-5 sounds a week.
- iv. In 7 weeks all sounds (42) will be taught
- v. Learn alphabet order after the sounds have been taught and understood.

## NOTE

The teacher should teach all the sounds, letter formation and also introduce tricky words or sight words. Using the sounds guide learners to develop blending skills for reading and also segmenting skills for spelling. Remember to introduce alternative spelling of vowels

### **Task 1: Use of flash cards**

- i. Display flash cards with letters written on them
- ii. Read the letter and say the sound of the letter
- iii. Guide the learners to read the letter and say the sound
- iv. Pick individual learners randomly to read the letter and say the sound
- v. Give feedback

### **Task 2. Fishing game**

- i. Fish out one flash card with letters written on them from the basket
- ii. Display it to the class and read the letter and say the sound
- iii. Have two volunteers play the game.
- iv. In groups of 3-5 let the learners do as above.
- v. Walk around and give feedback

### **Task 3. Use large letter cards**

- i. Provide learners with large cards each with one letter written on it.
- ii. Ask the learners to stand in front of the class together to make a word.

The teacher can use letter cut-outs instead of the large letter cards

### **Task 4. Matching the word and Picture**

- i. Have a list of words and matching pictures.
- ii. Select one-word card, point to each sound (saying the sounds as you point) on the word card.
- iii. Read the word aloud
- iv. Let the learners say the sounds and read the word aloud
- v. Have the learner come to the board and pick the matching picture to go with the word.

*The teacher can write the words on the board and draw the pictures*

### Task 5: Play the Train Game

- i. Choose a learner to start.
- ii. The learner says: I got a train with a c-a-t cat
- iii. I choose (another learner) to join the train. The chosen learner gets up and joins the train (a line) and says:
- iv. I got on the train with a p-e-n—pen
- v. Keep playing until all the learners are standing in a long train line.
- vi. Some learners will need help with this.

### Activity2: Sound blending

This activity is to guide the learner to build words from individual sounds by putting the sounds together in sequence.

Begin with consonant digraphs: **th, sh, ch**.

Consonant Digraphs are two letter combinations that stand for one sound. These words help the learner to read fast as they are the words that will be used commonly by the learners.

Words include: **wish, rich, the, that, this, with**. e.t.c

A consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend. The most common beginning consonant blends include: **bl, br, cl, cr, dr, fr, tr, fl, gl, gr, pl, pr, sl, sm, sp** and **st**. Blends can also occur at the end of words as in the word “last”. There are also blends which contain three consonants. Common three consonant blends include: **str, spl**, and **spr**. When teaching blends, most teachers introduced them in groups. For example, a teacher may choose to introduce the l-blends first (**bl, cl, fl, gl, pl** and **sl**) followed by the r-blends. When introducing the concept of blends and digraphs, cue cards often help.

### NOTE

Before you go into the blends, you should teach the consonant digraphs - the two-letter. You can begin teaching the blends before you even teach the long vowels

### Task 1 : Start with the basics

Examples: **bl** – blend, **black**, **blink**, **cr** – cry, crow, crab.

- i. Create a game to think up of new examples. If the learners had a hard time provide hints.
- ii. Use blending math's to teach blends.
  - i. C + L = CL – Clay
  - ii. Sn – Snake
- iii. Practice the concept with flashcards.
- iv. Continue using blending math to teach 3 letter blends
- v. Use sounds for difficult blends
  - ch**- pretend to sneeze – ‘achoo’ noise
  - sh**- pretend to say be quiet.

#### Prior-preparations

- Have flashcards with letters written on them
- Have larger letter cards
- Have picture cards

### Session 2: Making Requests

This session will help the learners to learn on the expected values and norms in the society with regards to social norms

#### Specific Learning Outcomes

By the end of the session, the learner should be able to:

- a) Use polite expressions necessary for making requests.
- b) Role-play situations requiring making requests for effective communication.

#### Activity 1: Greetings

- i. Discuss with the learners what is expected of them while greeting
  - ii. Give suggestions on common words used in greetings.
  - iii. Write the greeting vocabulary on the chalkboard.
  - iv. Read the words to the learners
  - v. Read the words together with the learners
  - vi. Let the learners read the words on their own
  - vii. Ask the learners whether they have ever come across any of those words and let them explain
  - viii. Discuss the vocabulary
  - ix. Use the words in a sentence
  - x. Guide learners to construct their sentences using the words
- Example of the words: *Good morning, hello, how are you, I am fine,*

#### Activity 2: Role play

Guide learners to practice the following conversation on greetings

**Teacher:** Good morning everybody?

**Learners:** Good morning sir.

**Teacher:** How are you?

**Learners:** Fine thank you, sir.

**Teacher:** Please sit down.

**Learners:** Thank you, teacher.

### Activity 2: Polite Words

This activity will help the learners to use polite language as they interact with others. Guide learners to practice the following dialogue.

**Peter:** **Excuse me**, how much are you selling the vegetables.

**Jane:** At fifty shillings each.

**Peter:** **Please**, may I buy them at thirty shillings for three of them.

**Jane:** Am **sorry** customer, the best price I can offer is at forty shillings for the three.

**Peter:** **kindly**, give me your last price.

**Jane:** Take them at thirty-five shillings.

**Peter:** **Thank you**.



#### Teachers notes

- Have books or texts written about greetings.
- Have picture cards that have greeting activities.

#### Extended activities on polite words

You are working in a technical institute and not happy with the management of the institute. You would like to air out your grievance to the manager. Below are different ways of saying you have a complaint:

- i. Excuse me, but I would like to make a complaint
- ii. I am sorry to bother you, but I think there is something wrong with.....
- iii. I am afraid I have got a bit of a problem. You see.....
- iv. I am sorry to say this but you see there is a slight problem with.....
- v. Excuse me, but there appears/ seems to be a problem with.....

# Manners

Match the question with  
the correct response

1. What should you say  
if you walk in front of someone?

*Are You Ok?*

2. Letting someone use something  
you are using is called?

*I'm Sorry!*

3. When you ask for something  
you say?

*Respect*

4. When you receive  
something you say?

*Nice to Meet You!*

5. When you receive  
a gift you send a what?

*Thank You!*

6. If your parents ask you  
to do something, you show  
them what?

*Please!*

7. If you make someone  
else upset or sad, you say?

*Thank You Card*

8. If someone is having a  
bad day and you see them  
upset, you ask?

*Sharing!*

9. When you meet someone  
you say?

*Excuse Me!*

## Session 3: Giving and responding to instructions

This session helps the learners to give and follow instructions for their day to day life experience and for effective communication.



## Specific learning outcomes

By the end of the session the learner should be able to:

- a) Give instructions appropriately
- b) Respond to instructions correctly

## Safety

### Activity 1: Road crossing

- i. Ask the learners to tell you how they should cross the road.
- ii. Explain to the learners the rules of crossing the road.
- iii. Learners to practice pretend to play on how to cross the road
- iv. Write on the chalkboard the new words used e.g. **Pedestrian, keep left, keep right, vehicle**
- v. Discuss the words with the learners
- vi. Emphasize the need to follow instructions while using the road.



## Hand Washing



### Activity 2: How to wash your hands

- i. Ask learners to wet their hands with running water
- ii. Ask them to apply soap on their hands until it lathers well
- iii. Ask learners to rub their hands, palm, to palm and between the fingers for at least 20 seconds.
- iv. Ask them to rinse their hands well using running water.

### Note

Always emphasize on the need to give clear and specific instructions, use simple language while giving instructions and use detailed information

## Session 4: Listening and responding to stories

### Activity 1: Story reading

*Tell the learners to listen attentively as you read the story below. Tell them you will ask questions at the end of the story*

My name is Maina. I live with my parents and my sister. Last Saturday, we were cleaning our house. My mother was washing the windows. My sister was washing the dishes. My father was moving a sack. I was cleaning the floor. We finished all the work in the house. Then my parents cooked tasty food. We rested in the afternoon.

#### **Questions:**

- a. Maina's mother was ..... the windows.

- b. Maina was ..... the floor.
- c. In pairs, talk about how we can help at home.
- Ask one learner to retell the story.*

## Session 5: Language structures

Language structures and functions are embedded in themes to provide realistic contexts for the development of the learner's competence. The thematic concerns can be conveyed through dialogues, poems, passages and songs among others.

### Specific learning outcomes

By the end of the session the learner should be able to:

- Identify common language structures eg nouns, pronouns and verbs
- Use language structures appropriately for proper communication.

### Activity 1: Identification of Nouns

A common noun is a non-specific person, place, or thing. For example, dog, girl, and country are examples of common nouns. In contrast, proper nouns name a specific person, place, or thing. Common nouns are typically not capitalized, but there are two exceptions to this rule.

#### Task 1: Common and proper nouns

- Ask learners to randomly pick an item around them, say what it is and display to the rest of the class. Expected feedback are: book, pencil, ruler, sweater, handkerchief, etc.
- Explain to the learners that the words they have identified are referred to as common nouns.
- Construct a simple sentence using a common noun
- Guide learners to construct their own sentences using common nouns.
- Give formative feedback
- In pairs ask learners to mention other common nouns within their locality and give feedback to the rest of the class.
- Reinforce what common nouns are.

*Repeat the same procedure for proper nouns.*

### Examples of nouns

common noun	proper noun
man, boy	John
woman, girl	Mary

country, town	Kenya, Nairobi
Company	Ford, Sony

### Extended exercise 1

→ Directions: Write the names of your classmates to answer these questions. Begin each name with a capital letter.

1. Who is your teacher? \_\_\_\_\_

2. Who sits next to you? \_\_\_\_\_

3. Who has long hair? \_\_\_\_\_

4. Who has short hair? \_\_\_\_\_

5. What is your name? \_\_\_\_\_

6. Who likes to read books? \_\_\_\_\_

7. Who likes to play at recess? \_\_\_\_\_

8. Who is your best friend? \_\_\_\_\_

### Activity 2: let's play a game

- i. Place flashcards with common nouns jumbled with proper nouns in a carton box.
- ii. In small groups ask learners to separate the common nouns and proper nouns
- iii. Ask two learners from the group to read the words aloud to the rest of the class. One to read for the proper nouns and the other for common nouns.
- iv. Appreciate the learners and give feedback

### Activity 2: Pronouns

A pronoun is a word that takes place of noun e.g. he, she, it. The teacher should guide learners to understand that a pronoun can do all the things that a noun can do.

Teach learners pronouns in a context e.g a story and let them identify pronouns used.

### **Task 1: Identification of pronouns**

- i. Have list of pronouns written on a manila paper.
- ii. Share the pronoun poster available with the class and use it as a teaching tool.
- iii. Give learners a random pronoun and ask them to use it within a sentence.
- iv. Display the examples of pronouns so that learners can refer to them during their independent writing.
- v. Challenge learners to find examples of pronouns in their reading books.
- vi. Ask learners to replace a pronoun in a sentence with a different one. Ask learners if it changes the meaning of the sentence and how?
- vii. If the learners hear a pronoun being used throughout the day, ask them to point it out.
- viii. Let learners sort pronouns into different groups. (e.g. pronouns to describe things that are singular / plural, pronouns to describe people and objects)?
- ix. Learners could think of a mnemonic way to help them remember what 'pronoun' means
- x. Make a class display showing every pronoun that children can find.

### **Activity 2: Real World Task to put it All Together**

- a) Ask students to come forward and choose an item which does not belong to them. Each student should create four sentences about the object(s) they choose. For example:
  - i. This is Anna's pencil.
  - ii. She has a pencil.
  - iii. It is her pencil.
  - iv. The pencil is hers.
  - v. I give her the pencil (student walks over and hands the item back)
- b) Feel free to model this a few times until the students understand what is expected.
- c) Repeat with different personal objects. The activity of getting up and retrieving items while using the various forms will help students acquire the grammar through 'real world' application.

### ✍ Reflexive Pronouns ✍

I	Myself
She	Herself
He	Himself
It	Itself
We	Ourselves
They	Themselves
You	Yourself

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### Pronoun Chart

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun
I			
	You		
		His	
			Hers
		Its	None
We			
		your	
			Theirs

## Pronouns

**Directions:** Choose the proper pronoun for each sentence.

1. Yesterday, Betty and \_\_\_\_\_ spent the day at the Museum of Art.  
☐ me    ☐ us    ☐ I
2. Sheila brought the rock samples down to \_\_\_\_\_.  
☐ they    ☐ them    ☐ I
3. Stacy said the \_\_\_\_\_ and her sister were going to the movies.  
☐ I    ☐ them    ☐ she
4. This is a toy, so I will put \_\_\_\_\_ on the toy shelf.  
☐ them    ☐ it    ☐ we
5. That book is mine, so please give it to \_\_\_\_\_.  
☐ they    ☐ you    ☐ me
6. Mrs. Farnsworth chose \_\_\_\_\_ to lead the class in today's lesson.  
☐ us    ☐ I    ☐ she
7. Please take this down to \_\_\_\_\_ so she can use it.  
☐ he    ☐ it    ☐ her
8. Last Christmas, \_\_\_\_\_ had to wait until our mom and dad woke up!  
☐ her    ☐ we    ☐ them
9. The man was upset that \_\_\_\_\_ did not have the tool he needed.  
☐ us    ☐ her    ☐ they
10. Mark has a test tomorrow so tonight \_\_\_\_\_ will study.  
☐ I    ☐ she    ☐ he

### **Activity 3: Verbs**

Verb is a word used to describe an action, state, or occurrence, and forming the main part of the predicate of a sentence, such as *hear*, *become*, *happen*.

Examples of Action Verbs in Sentences

- a. Anthony is throwing the football.
- b. She accepted the job offer.
- c. He thought about his stupid mistake in the test.
- d. John visited his friend for a while and then went home.
- e. The dog ran across the yard.
- f. She left in a hurry.

- g. She yelled when she hit her toe.
- h. The cat sat by the window.

**Task 1: Identification of verbs**

- i. Ask learners to stand, jump, jog, etc.
- ii. Explain to the learners that all the actions they have done are called verbs
- iii. Construct a sentence using a verb
- iv. Ask a boy and a girl to construct their sentence in turns using the verbs
- v. Write the sentences given by the learners on the chalkboard
- vi. Ask learners to read the sentences written on the chalkboard in turns
- vii. Give learners an exercise to complete to reinforce what has been learned
- viii. Check their work and provide feedback

**Exercises**

Circle the verbs.

walk	kitten	say	eat	water
fly	book	stop	paper	mouse
writes	sang	stood	blanket	pig

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Complete the sentences using the verbs from above.

1. I \_\_\_\_\_ an apple every day.
2. Let's \_\_\_\_\_ for some ice cream.
3. We \_\_\_\_\_ still for our picture.
4. Tim \_\_\_\_\_ letters to his cousin.
5. We \_\_\_\_\_ to the playground after school.
6. The singer \_\_\_\_\_ a sad song.



**Activity 1: Let's play a game**

- i. Play charades to practice reading and acting out action words!
- ii. The object of the game is to silently act out the action words for your teammates to guess.
- iii. Form two teams.
- iv. Shuffle the action word cards and place them in a pile in between both teams.
- v. One player picks the card from the top of the pile and acts it out for his/her teammates.
- vi. Each team gets three chances to guess the word.
- vii. If the team guesses the correct action word, they move ahead one space on the game board.
- viii. If the team cannot guess the word after three tries, they move one space backward.
- ix. Player take turns acting out the action words.
- x. The first team to reach the end of the game board is the winner.

**Suggested Teaching and Learning Methods**

- Discussions
- Group Work
- Dialogue
- Demonstration
- Lecture Method
- Language Games
- Role Play
- Dramatization
- Story Telling
- Dramatic teaching techniques – drama, role play and simulations
- Pair work

**Suggested Assessment Methods**

- Rubrics
- Self and peer assessment
- Written exercise

**Learning Resources**

- Charts
- Felt pens
- Printed sheets of paper with poems
- Flash cards
- Manila papers

- White board or chalkboard
- Tablets/mobile phone

## **UNIT 2: READING**

Reading is key in the acquisition of vocabulary and a variety of language structures. It helps the learner to connect ideas on the page on what they already know. Children should be exposed to many reading materials as possible. At this level child should be exposed to leveled readers to allow them to build on the vocabularies they already know.

### **Learning Outcomes**

By the end of the unit the learner should be able to:

- Read simple text with the right pace and accurately.
- Infer meaning from a written text
- Acquire and use vocabulary and structure sentences on time
- Write receipts and official letters
- Describe weather patterns and days of the week, months and year.

### **Session 1: Reading short stories/readers**

#### **Activity 1: Pre-reading activities**

This activity prepares the learners for the actual reading. Introduction of reading activities should be fun to allow the teacher to capture the interest of the learners. Relate the topic to what the learners already know.

#### **Task 1: Discussion**

- Begin the session with a discussion of the vocabulary in the text.
- Read the words while giving/ saying the meaning of the words.
- Guide the learners to discuss the pictures in the story.
- Ask learners to give prediction based on the pictures and remember to check them at the end of the story

#### **Task 2: Word hunt**

- Write words on a piece of paper
- Hide them in different places where learners can search for them
- Say a sentence and ask a learner to pick a word that has the same meaning as the sentence
- Once all the words have been recovered each learner will read the word
- Give formative feedback

### **Task 3: Guessing from Pictures**

- i. Find 3 pictures or objects which are connected to the story and ask the learners to guess how they are connected.
- ii. Learners read the text to check.

### **Task 4: Pictionary**

- i. Select some key words from the text.
- ii. Organize class into two or three groups.
- iii. In turn, a learner from each group (at the same time) comes to the chalk board.
- iv. Say the word and ask them to draw the word on the black board
- v. Let them not use letters or numbers in their drawing.
- vi. Ask the other learners to try and guess the word and earn points for their team.

## **Activity 2: During reading**

### **Task 1: Actual reading**

- i. Read the first paragraph as the learners listen and follow
- ii. Guide the learners to read aloud together with you
- iii. Pick a boy and a girl to read in turns.
- iv. Give feedback as they read
- v. Encourage all the learners to read
- vi. Give feedback
- vii. Guide learners to read the following story

#### **The Hare and the Tortoise**

The Hare was once boasting of his speed before the other animals. "I have never yet been beaten," said he, "when I put forth my full speed. I challenge any one here to race with me."

The Tortoise said quietly, "I accept your challenge."

"That is good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting till you've beaten," answered the Tortoise. "Shall we race?"

So course was fixed and start was made. The Hare darted almost out of sight at once, but soon stopped and, believing that the Tortoise could never catch him, lay down by the wayside to have a nap. The Tortoise never for moment stopped, but went on with a slow but steady pace straight to end of the course.

When the Hare awoke from his nap, he saw the Tortoise just near the winning-post. The Hare ran as fast as he could, but it was too late. He saw the Tortoise had reached goal. Then said the Tortoise: “Slow but sure wins the race!”

### Activity 3: After reading

#### Task 1: Infer meaning from a text

- i. Check the learners’ predictions.
- ii. Guide learners on how to answer factual questions by referring to the written text.
- iii. Ask factual questions and let learners answer in turns.
- iv. Guide learners on how to answer inferential questions.
- v. Let them answer the inferential question.

#### Notes

Provide learners with leveled readers and simple sentences to practice reading and be patient with them as they read while giving formative feedback

### Session 2: Teaching on weather and days of the week

#### Activity 1:

- i. Guide the learner on writing the days of the week and the weather condition in their area on that day.
- ii. They can keep on changing the weather cards as the day goes on.
- iii. Learners with the guidance of the teacher can discuss on weather patterns in different parts of the world. E.g summer, winter, autumn, spring. They can also discuss on patterns like windy, sunny, rainy and calm.
- iv. Discuss how different weather patterns affect our livelihoods.

## Calendar Math Journal

Name: \_\_\_\_\_

The month is:

January	February	March	April
May	June	July	August
September	October	November	December

Today's Weather:



The day of the week is:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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The Year is:

\_\_\_\_\_

We have been in school

\_\_\_\_\_ days.

Today's Date in tally marks:

\_\_\_\_\_

Today's Date in numbers is:

\_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Write a sentence about today!



## Months of the year



- Discuss with the learners the months of the year.
- Discuss seasons with the learners on the months of the year.
- Talk about when schools close and different holidays in our country on which dates and months they occur.

### Session 3: Reading for information

During this session, the teacher will guide the learners on different topics on how to retrieve information from posters, magazines, doctor's prescription, writing an official letter, writing a receipt and other important documents with information.

#### Activity 1: Receipt writing

The teacher should guide the learners to understand what a **receipt** is. Tell them that they must always provide a customer with a **receipt** or proof of purchase for anything purchased. A customer has the right to ask for a **receipt** for any purchases made regardless of the price.

### Task 1: Rental Receipts

While the details provided on rental receipts may vary, the following information should always be included:

- a) Date of Payment
- b) Amount of Payment
- c) Name of Landlord (or name of the company)
- d) Signature of Landlord or Manager
- e) Tenant's Name (and name of person who paid the rent, if different from the tenant)
- f) Tenant's Address
- g) Rental Period

Others items may include:

- a) Method of payment (cash, credit card, money order, cashier's check)
- b) Services or other fees included in the payment (e.g. utilities, security deposits, convenience fees)
- c) "Received by" for situations where someone other than the landlord receives payment
- d) "Paid by" for situations where invoices are paid for by someone other than the tenant

### Sample of a rent receipt

<h2>Rent Receipt</h2>							
Receipt #:							
Date:							
Rent Received From _____ of \$ _____							
For _____							
Payment Received in:							
Cash							
Cheque							
Other							
	<table border="1" style="width: 100%; border-collapse: collapse;"><tr><td style="padding: 2px 5px;">Total Amount to be Received</td><td style="width: 100px;"></td></tr><tr><td style="padding: 2px 5px;">Amount Received</td><td></td></tr><tr><td style="padding: 2px 5px;">Balance Due</td><td></td></tr></table>	Total Amount to be Received		Amount Received		Balance Due	
Total Amount to be Received							
Amount Received							
Balance Due							
_____ Signed By							

### Extended Activity

- a) Discuss on different types of receipts available e.g cash sale, rent receipt.
- b) Discuss on what may be found on a receipt.

#### Task 2: Filling of Purchases receipt

- i. Purchase a receipt book if you do not have one.
- ii. Write the receipt number and date on the top right.
- iii. Write your name / company and contact information in the top left.
- iv. Skip a line and write down the items purchased and their cost.
- v. Write the subtotal below all of the items
- vi. Write down the payment method and the customer's name.

#### Activity 2: official letter writing

Guide the learners on how to write an official letter for better communication and to prepare them for the world of work. Emphasize on the language to be used and the format of the letter. Take the learners through the steps below.

1. Your address- it should be at the top left/right hand corner of the letter.
2. Address of the person you are writing to should be on the left starting below your address.
3. Salutation
  - A) Dear sir/Madam- if you do not know the name
  - B) Dear Ms. Kimani- if you know the name, use the title and the surname only. If it is a woman and do not know if she uses Mrs. Or Miss use Ms. For example RE:
  - C) Write the subject of the letter by indicating RE:  
For example; RE: ADMISSION TO FORM 1
4. The body of the letter should be short and clear using official language.
5. Ending a letter
  - 1) Yours faithfully- if you do not know the name of the person
  - 2) Yours sincerely – if you know the person
6. Your signature



## Sample template

Catherine Vugutsa,  
P.O.Box 196,  
MASENO.  
10th January, 2006.

The Headteacher,  
Imora Girls High School,  
P.O.Box 209,  
KISUMU.

Dear Madam,

**RE: APPLICATION FOR ADMISSION INTO FORM ONE**

I am writing to seek admission into form one in 2006. I am fourteen years of age. I sat for the Kenya Certificate of Primary Education in the year 2005 at Huruma Primary School and attained the following marks:

English	-	74
Kiswahili	-	60
Math	-	70
Science	-	70
GHC/RE	-	68
Total	-	342

While at Huruma Primary School, I actively participated in co-curricular activities, more so in music and drama up to national level. I am interested in joining Imara Secondary School because of the high academic standards you have set and the discipline you have instilled in the students.

I look forward to your favourable reply.

Yours faithfully,



Catherine Vugutsa.

**Activity 3: Reading of time**

Time is a very important resource in our day to day lives. Learners should be exposed to understand the concept of time early enough. The teacher should therefore guide learners to

- Acquire and use vocabulary relating to time.
- Use correct sentences in telling time
- Write time in words

**Task 1: Telling Time:**

- i. Discuss on activities that happen in the morning, afternoon and in the evening
- ii. Create a schedule representing different activities on different times of the day. For example, in the morning we take tea, take animals to graze, cook lunch etc
- iii. Draw a clock face on the board
- iv. Show different times. Introduce hours, minutes and seconds
- v. Talk of a. m and p. m
- vi. Introduce the digital clock

## Exercise

on

## Telling

Time:

Write the time.

1 a.



\_\_\_\_ : \_\_\_\_

1 b.



\_\_\_\_ : \_\_\_\_

1 c.



\_\_\_\_ : \_\_\_\_

2 a.



\_\_\_\_ : \_\_\_\_

2 b.



\_\_\_\_ : \_\_\_\_

2 c.



\_\_\_\_ : \_\_\_\_

3 a.



\_\_\_\_ : \_\_\_\_

3 b.



\_\_\_\_ : \_\_\_\_

3 c.



\_\_\_\_ : \_\_\_\_

4 a.



\_\_\_\_ : \_\_\_\_

4 b.



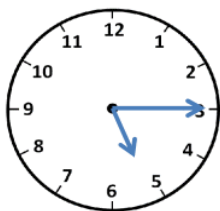
\_\_\_\_ : \_\_\_\_

4 c.

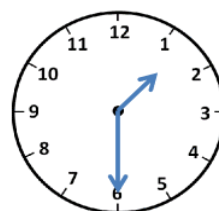


\_\_\_\_ : \_\_\_\_

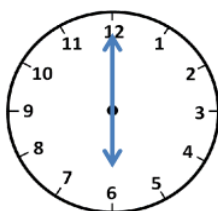
Draw lines to match the correct digital time to each clock.



4:45



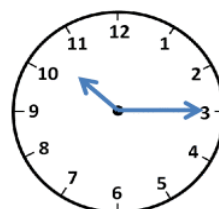
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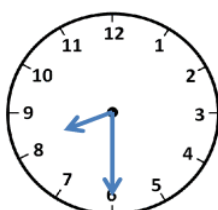
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5:15



1:30



6:00

## UNIT 3: GRAMMAR

### Introduction

These are rules of a language governing the sounds, words, sentences, and other elements as well as their combination and interpretation. Grammar aids in the acquisition of knowledge and skills in other subjects.

### Specific Learning Outcomes

By the end of the session the learner should be able to:

1. Use proper tenses for proper communication.
2. Respond to questions using proper tenses.

### Session 1: Use of tenses

The teacher should guide the learners to understand that tenses are used to indicate when an event occurred.

Use real examples to help learners understand the concept of tenses.

#### Activity 1: Present Perfect Tense

- i. Begin by discussing with the learners on the events happening at that time and the teacher to write on the blackboard.
- ii. Introduce to the learners the uses of has, have, had as used in the present perfect tense.
- iii. Make with the learners meaningful sentences in the present perfect tense.
- iv. Discuss with them why it is important to make the present perfect tense form by putting has / have before the past participle form of the verb.

#### Note that

**Has** is used when the subject is a singular noun or pronoun.

The first person pronouns **I** and **we** take **–have–**.

The pronouns **you** and **they** take **have**.

### Present Perfect Tense Examples

1. Has lived: She has lived here all her life.
2. Have written: They have written three letters already.
3. Have worked: I have worked here since I graduated school.
4. Has done: He has finished his homework.
5. Have been: We have been to Canada.
6. Has forgotten: She has forgotten her folder.

### Activity 2: Present Simple Tense

- i. The teacher's goal is to make sure learners understand that present simple tense is used to describe routines, habits, daily activities and general truths.
- ii. Introduce to the learners that simple present tense is when an action is happening right now or when it happens regularly.
- iii. Begin by introducing an action.
- iv. Introduce **Present Simple** - First person singular.
- v. Introduce **Present Simple** – Second person singular.
- vi. Introduce **Present Simple** – Third person singular.
- vii. Do the same for the plural persons.

### Examples

- i. He goes to school every morning.
- ii. She understands English.
- iii. It mixes the sand and the water.
- iv. He tries very hard
- v. She enjoys playing the flute.
- vi. The sun sets in the west.

### Negative Sentences in the Present Simple Tense

Subject	auxiliary verb	verb in base form	rest of sentence
I / You / We / They	don't (do not)	Eat	late at night
He / She / It	doesn't (does not)	Watch	TV every day

- i. I **don't like** the food they serve at that restaurant.
- ii. Jim **doesn't work** on Fridays.
- iii. My friends **don't** usually **leave** so early.
- iv. I **do not want** to go with you!

### Activity 3: Present Continuous tense

- i. The facilitator's goal is to make sure learners understand that present simple tense is used to describe routines, habits, daily activities and general truths.
- ii. Begin with a discussion with the learners on their daily activities as a warm up.
- iii. Introduce the present continuous tense to the learners.
- iv. Let the learners make their own sentences using **-ing**.
- v. Give the feedback to the learners.
- vi. Give more exercises.

### Examples of Present Continuous Tense:

- I am writing articles on different topics.
- He is reading various kinds of books.
- They are playing football now.
- She is drinking coffee.
- He is going to the library.
- We are coming for shopping in this market.
- You are shopping in that market.

**The teacher should give more practice on this topic. Give short exercises.**

#### Activity 4: Simple Past Tense

- i. Introduce the learners by saying that Simple past tense is used for **past** actions that happened either at a specific time, which can either be given by a time phrase (yesterday, last year, etc.) or understood from the context. Regular Verbs add **-ed** to the base form, or **-d** if the verbs ends with **-e**.
- ii. Let the teacher write on the chalk board words and then add the past tense words
- iii. Practice with the learners while doing the exercises.
- iv. Repeat the exercises regularly.

### Examples of Simple Past tense

1. It rained yesterday.
2. I went to the market to buy some vegetables.
3. She was awarded as the best student last year in the exam.
4. She visited her mother in the village.
5. She opened her new shop yesterday.

#### Note

Give more related exercises to simple past tense.

Give feedback regularly. Repetition is key.

#### Activity 5: Future Tense

- This entails teaching of the events that will happen later or in the future.
- The teacher will introduce the lesson by telling a story about the future.
- The learners can be asked to identify words used in the story that clearly spoke of the future.
- Introduce words like 'will' because they tell of the future.
- Let the teacher write a future tense on the chalk board.
- Learners can also give more sentences on the same.
- Let the teacher give more practical exercises.

The teacher will use several different tense forms to talk about future. This grammar exercise is to test the ability to express futurity in English.

1. I ..... you if you say that word again.
  - am hitting
  - will be hitting
  - will hit
2. I think our team .....
  - will win
  - would win
  - will be winning
3. .... I help you with the housework?
  - Will
  - Would
  - Shall
4. This time tomorrow I ..... a discussion with my boss.
  - will have
  - will be having
  - am having
5. By next Christmas we ..... in this city for twenty-five years.
  - have lived
  - will have lived
  - will be living
6. I ..... home late tonight.
  - am
  - will be
  - would be
7. She ..... before too long.
  - will arrive
  - is arriving
  - would arrive
  - would be arriving

Answers (for students marking)

1. I **will hit** you if you say that word again.
2. I think our team **will win**.
3. **Shall** I help you with the housework?
4. This time tomorrow I **will be having** a discussion with my boss.
5. By next Year we **will have lived** in this town for twenty-five years.
6. I **will be** home late tonight.
7. She **will arrive** before too long.
8. I will phone you when I **have** time.
9. I will discuss your situation with my boss when I **meet** him tomorrow.
10. I will follow you wherever you **go**.



11. You can take anything I **find**.
12. She **will be** upset when she finds out what you have done.

**Activity 6: Simple Prepositions: in, on, under, between, behind, in front, inside, outside**

Preposition is a word governing, and usually preceding, a noun or pronoun and expressing a relation to another word or element in the clause. For example: 'the man *on* the platform', 'she arrived *after* dinner'

Introduce the lesson by telling the learners what prepositions are.

- i. Introduce words used in prepositions.
- ii. Give examples of words in a sentence using prepositions.
- iii. Let learners also make own sentences with prepositions.
- iv. Give feedback to the learners.
- v. Give more exercises on the same.

**Examples of prepositions**

1. The cat is under the table.
2. Her tea is on the table.
3. Mary's clothes are in the box.
4. The learners are walking behind the teacher.
5. She is standing in front of the gate.
6. Her son is outside the home compound

**Activity7: Singular and Plurals**

- a) Begin by discussing what the learners understand by the terms singular and plural.
- b) Introduce to the learners words in singular and then plural.
- c) Highlight to the learners that to make regular **nouns plural**, add **-s** to the end. If the **singular noun** ends in **-s, -ss, -sh, -ch, -x, or -z**, add **-es** to the end to make it **plural**.
- d) Repeat the rule with the learners until the learners can say the rule quickly and correctly. Give the learners an opportunity for practice and to say the rule all by themselves.

**Singular Noun Examples**

The following sentences contain singular nouns examples.

- i. The boy had a football in his hand.
- ii. My cat prefers to drink milk.
- iii. That girl seems to enjoy skipping with a rope.
- iv. You took my umbrella away.
- v. Your mother is going to be upset about that broken lamp.

**Extended exercise**

**Choose the best word to fit into each of the following sentences:**

- i. The men sharpened their \_\_\_\_\_ before throwing them at the targets.  
A ) knife      B ) knives      C )knives

- ii. Please eat the rest of your \_\_\_\_\_.  
A ) pease      B) Peas      C )Peies
- iii. I'd like you to stop leaving your \_\_\_\_\_ on the floor.  
A )Socks      B )Socks      C )Sox
- iv. We saw a lot of \_\_\_\_\_ at the park.  
A ) Deers      B) Deeries      C )Deer
- v. This recipe calls for a lot of \_\_\_\_\_.  
A ) Tomatos      B )Tomatoes      C ) Tomaties

**Choose the correct plural for each of the words that follows:**

- a. Choice  
a. Choices      b. Choices      c. Choiceies
- b. Box  
a.Boxs      b. Boxies      c. Boxes
- c. Thief  
a. Thiefies      a. Thiefs      c. Thieves
- d. Army  
a. Armys      b. Armies      c. Army
- e. Owl  
a. Owls      b. Owlies      c. Owelds

Answers:

- ☐ -a
- ☐ -c
- ☐ -c
- ☐ -b
- ☐ -a

### Activity 8: Articles: A, AN, THE

An **article** is a word used to modify a noun, which is a person, place, object, or idea. An **article** is an adjective, which is any word that modifies a noun. Usually adjectives modify nouns through description, but **articles** are used instead to point out or refer to nouns.

### Task 1

- i) Have flashcards with articles written on them.
- ii) Display the flashcards and pick learners randomly to read them.
- iii) Guide the learners to identify articles that modify noun. E.g. a pen, an umbrella, the man etc.
- iv) Learners should be guided to understand that article **a** is mainly used for non-specific things whereas article **the** is used to refer to a specific noun. Article **an** is mainly used with the words that begin with a vowel. Eg an apple ,an egg

### Exercises

1. Are you coming to ----- party next Saturday?
2. I bought ----- new TV set yesterday.
3. I think ----- man over there is very ill. He can't stand on his feet.
4. I watched ----- video that you had sent me.
5. She was wearing ----- ugly dress when she met him

**Activity 9: Uses of WHERE**

We use “**where**” as a conjunction meaning 'in the place that' or 'in situations that'. The clause with where is a subordinate clause and needs a main clause.

**Example of “where” sentence**

1. Was that where his father got all that money?
2. “Where are you?” he asked.
3. I’ll show you where you can sleep.
4. Where were they anyway?
5. Show me where we might eat.

Give exercises for the learners using where’

**UNIT 3: WRITING**

Writing is a way through which learners represent their language and emotions with signs and symbols. Teachers should emphasize on eye-hand coordination and encourage learners to write from left to right.

**Specific Learning outcomes**

By the end of the unit the learner should be able to:

- a) Shape letters correctly
- b) Use correct punctuation in a sentence limited to capital and small letters, full stop, and comma
- c) Write creatively for effective communication

**Session 1: Pre-writing**

This session prepares the learner for the actual writing. The task below is suitable for the beginners only.

**Task 1: Shaping and tracing of letters**

- i. Ask the learners to practice writing in the air
- ii. Learners can write on the ground
- iii. Guide learners to shape letters on their books

**Session 2: Punctuation marks**

Punctuation gives the intended meaning in both written and spoken words.

**Task 1: Identification of punctuation marks**

- i. Display flash cards with punctuation marks: comma, full stop, question tag, and exclamation mark
- ii. Explain the use of the full stop.
- iii. Write a short sentence using a full stop
- iv. Ask learners to copy the sentence and put the full stop
- v. Ask learners to write their own sentences and place a full stop.

*Repeat the above for comma, question tag, and exclamation mark*

**Task: 2 Let's play this game**

- i. Give learners flash cards with different punctuation marks: comma, full stop, question tag, and exclamation mark
- ii. Say a sentence that requires a punctuation mark at the end
- iii. Ask a volunteer to pick and display the punctuation mark he/she thinks should be placed at the end of the sentence
- iv. Let the volunteer display the chart to the other children
- v. Give formative feedback

**Session: 3 Creative writing**

Creative writing is any writing that expresses ideas and thoughts in an imaginative way. Creative writing helps learners to communicate clearly and to develop better reading habits.

**Task 1: Creative thinking and Imagination**

- i. Have a discussion with the learners on a topic for example "our environment"
- ii. Write on the board one simple sentence about our environment
- iii. Ask the learners in turns to give 4 sentences on the same topic as you write on the board
- iv. Read the sentences together and ask the learners to copy on their exercise books
- v. Ask the learners to write 4 sentences about "Myself"
- vii. Move around as you assess their work and give formative feedback
- viii. Ask one volunteer to come and read his or her sentences
- ix. Give formative feedback

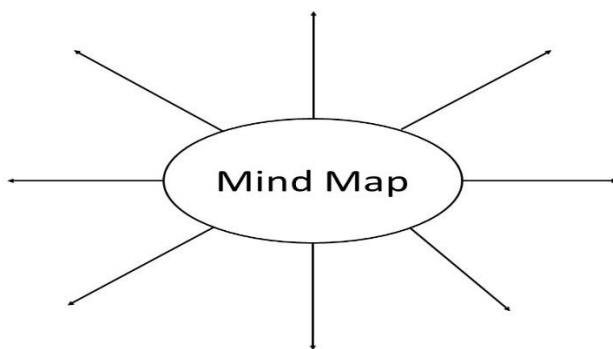
Notes to the teacher

Give learners topics to write on that they can relate with.

**Resource: Mind map**

Mind map is a visual representation of hierarchical information that includes a central idea surrounded by connected branches of associated topics. Mind map is important during creative writing.

- Help students brainstorm and explore any idea, **concept**, or problem.
- Facilitate better understanding of relationships and connections between ideas and concepts.
- Make it easy to communicate new ideas and thought processes.
- Allow students to easily recall information.

**Session 4: Guided writing**

The teacher should involve learners to writing with a similar need. The learners may be asked to write guided compositions. They may be guided on filling forms e.g. bank details, admissions forms, government forms or other forms that are important to their daily lives.

**Activity 1: Filling forms**

Today's Date (M/D/Y) / /	Name: Last	MI	First	Maiden
DOB (M/D/Y) / /	Age	Signature of Applicant		

<b>Full name (print)</b>	<b>Date</b>
<b>Date of birth (day/month/year)</b>	<b>Applicant Signature</b>

Complete with blue or black ink only. Print only.

<b>Name: Last</b>	<b>First</b>	<b>Middle Initial</b>		
<b>Date of birth:</b>	<b>Day</b>	<b>Month</b>	<b>Year</b>	<b>Current Age</b>

Complete this form entirely. Please print.

<b>FIRST NAME</b>	<b>LAST NAME</b>	<b>MIDDLE</b>	<b>DATE</b>
<b>BIRTHDATE (MONTH, DAY, YEAR)</b>	<b>SIGNATURE</b>		

<b>1</b>	Print full name you will use in your work or business	<b>FIRST</b>	<b>MI</b>	<b>LAST</b>
<b>2</b>	Print your full name given at birth			
<b>3</b>	Your signature			

**Suggested teaching and learning methods**

- Reading aloud
- Games
- Discussion

**Suggested assessment methods**

- Written exercise
- Observation
- Answering questions orally

**Materials/Learning Resources**

- Reading cards

**Suggested themes for the teacher to build language skills among the learners**

The themes below can be used in reading, writing and grammar

- Shopping at a shop or a market
- Weather
- Environment
- Economic activities
- Home
- Food and Nutrition
- Seasons in the year, months weeks, days. Talk of events etc.