

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	OPENING AND RECEIVING LEARNERS								
2	1	LISTENING AND SPEAKING	Polite Language: Etiquette	By the end of the sub strand, the learner should be able to: a) identify polite words and phrases in telephone conversations, b) conduct a telephone conversation using polite words and expressions, c) acknowledge the significance of etiquette in telephone conversations	The learner is guided to: i. listen and identify words and phrases that indicate polite language in a telephone conversation from a digital device, ii. role-play in pairs a telephone dialogue on human rights using polite language, iii. match polite telephone conversation expressions with appropriate responses from the cards provided, iv. Practice leaving and taking telephone messages over the phone using polite language on a caller card.	1. Why should one be polite when speaking over the telephone? 2. How do we ensure politeness in a telephone conversation?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 1-2	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	2	LISTENING AND SPEAKING	Polite Language: Telepho	By the end of the sub strand, the learner should be able to: a. Identify polite words and phrases in telephone conversations,	The learner is guided to: ✓ listen and identify words and phrases that indicate polite language in a telephone conversation from a digital device,	3. Why should one be polite when speaking over the	Dictionary Posters Models Workbooks Manila papers Word trees	Dictation Oral reading Recitations	

			ne Etiquette	b. Conduct a telephone conversation using polite words and expressions, c. Acknowledge the significance of etiquette in telephone conversations	<ul style="list-style-type: none"> ✓ role-play in pairs a telephone dialogue on human rights using polite language, ✓ match polite telephone conversation expressions with appropriate responses from the cards provided, ✓ Practice leaving and taking telephone messages over the phone using polite language on a caller card. 	4. How do we ensure politeness in a telephone conversation?	Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 1-2	Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	3	READING	Extensive Reading: Independent Reading	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> Identify print and non-print texts that are interesting to read, Read a range of texts for information, Appreciate the importance of reading for enjoyment 	The learner is guided to: <ul style="list-style-type: none"> ✓ skim through grade-appropriate print and electronic reading materials, ✓ scan grade-appropriate print and electronic reading materials, ✓ read materials on human rights at their pace within specified period, ✓ discuss what they have read in groups, ✓ write down the main ideas in the texts they have read, ✓ use a dictionary to look up the meaning of vocabulary acquired from independent reading, ✓ infer the meaning of words as used in the texts 	1. Why should one read widely? 2. What should one consider when selecting a reading text?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer	

							Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 3-4	assessment Self- assessment	
	4	READING	Extensive Reading: Independent Reading	<p>By the end of the lesson, the learner should be able to:</p> <p>d) Identify print and non-print texts that are interesting to read,</p> <p>e) Read a range of texts for information,</p> <p>f) Appreciate the importance of reading for enjoyment</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ skim through grade-appropriate print and electronic reading materials, ✓ scan grade-appropriate print and electronic reading materials, ✓ read materials on human rights at their pace within specified period, ✓ discuss what they have read in groups, ✓ write down the main ideas in the texts they have read, ✓ use a dictionary to look up the meaning of vocabulary acquired from independent reading, ✓ infer the meaning of words as used in the texts 	<p>1. Why should one read widely?</p> <p>2. What should one consider when selecting a reading text?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	

							Grade 8 page 3-4		
	5	GRAMMAR IN USE	Word classes: Compound Nouns	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify compound nouns in a text,</p> <p>b) Use compound nouns in their singular and plural forms,</p> <p>c) Appreciate the importance of compound nouns in communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Listen to an audio recording on human rights, ✓ Identify the compound nouns used in the text in groups, ✓ Categorize compound nouns into two-word or three-word nouns from a given list, ✓ Form separate and hyphenated compound nouns by combining two or more words, ✓ Form plurals of compound nouns from a completion table, ✓ Write sentences using compound nouns in their singular and plural forms in pairs, ✓ Search online and offline for more examples of compound nouns, ✓ Use compound nouns to form sentences from a substitution table in pairs, ✓ Assess the correctness of the sentences with peers. 	<p>1. Why should we use compound nouns when communicating ?</p> <p>2. How do compound nouns form plurals?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia</p> <p>Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 5-6</p>	<p>Multiple choice task Peer assessment nt Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles</p>	

3	1	GRAMMAR IN USE	Word classes: Compound Nouns	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> d) Identify compound nouns in a text, e) Use compound nouns in their singular and plural forms, f) Appreciate the importance of compound nouns in communication 	The learner is guided to: <ul style="list-style-type: none"> ✓ Listen to an audio recording on human rights, ✓ Identify the compound nouns used in the text in groups, ✓ Categorize compound nouns into two-word or three-word nouns from a given list, ✓ Form separate and hyphenated compound nouns by combining two or more words, ✓ Form plurals of compound nouns from a completion table, ✓ Write sentences using compound nouns in their singular and plural forms in pairs, ✓ Search online and offline for more examples of compound nouns, ✓ Use compound nouns to form sentences from a substitution table in pairs, ✓ Assess the correctness of the sentences with peers. 	1. Why should we use compound nouns when communicating? 2. How do compound nouns form plurals?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 5-6	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles	
	2	READING	Intensive Reading: Short Stories	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the sequence of events in a short story that they have read, b) Use contextual clues to infer the meanings of words, c) Answer direct and inferential questions from a short story, 	The learner is guided to: <ul style="list-style-type: none"> ✓ Predict events by focusing on the title and illustrations in a text, ✓ Silently read the short story, ✓ Infer contextual meanings of words based on the events in the story, ✓ Retell the story in small groups while citing issues on human rights, ✓ Role-play selected events and characters in the story, ✓ In groups, discuss the relationships 	1. How can you predict the outcome of a story even before you read it? 2. How do you tell the meaning of unfamiliar words in a story?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia	Reading aloud Dictation Oral interviews Questions and answers Learner summary	

				d) Acknowledge the role of reading in communication.	between their own lives and those of characters in the text.		Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 7-8	Learner journal Learner portfolio Peer assessment Self-assessment	
	3	READING	Intensive Reading: Short Stories	<p>By the end of the lesson, the learner should be able to:</p> <p>a. Outline the sequence of events in a short story that they have read,</p> <p>b. Use contextual clues to infer the meanings of words,</p> <p>c. Answer direct and inferential questions from a short story,</p> <p>d. Acknowledge the role of reading in communication.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Predict events by focusing on the title and illustrations in a text, ✓ Silently read the short story, ✓ Infer contextual meanings of words based on the events in the story, ✓ Retell the story in small groups while citing issues on human rights, ✓ Role-play selected events and characters in the story, ✓ In groups, discuss the relationships between their own lives and those of characters in the text. 	<p>1. How can you predict the outcome of a story even before you read it?</p> <p>2. How do you tell the meaning of unfamiliar words in a story?</p>	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	

							digital devices Long Horn English Learner's Book Grade 8 page 7-8		
	4	WRITING	Writing legibly and neatly	<p>By the end of the lesson, the learner should be able to:</p> <p>a)classify letters according to height differentials,</p> <p>b)write a text, legibly and neatly,</p> <p>c)advocate the need for legibility and neatness in writing</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Copy a provided passage and shape upper and lower case letters appropriately, ✓ Copy a provided passage and space letters, words and sentences correctly, ✓ Rewrite a provided text legibly and neatly, ✓ Cancel words or sentences neatly when composing a text, ✓ Split words that are joined appropriately, ✓ Write dictated sentences legibly and neatly, ✓ Write a narrative composition on human rights legibly and neatly, ✓ Cancel neatly upon making mistakes as they listen to the excerpt that is dictated 	<p>1. Why should one write legibly and neatly?</p> <p>2. What are the qualities of a good handwriting?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 9-10</p>	<p>Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment</p>	
	5	WRITING	Writing legibly and	<p>By the end of the lesson, the learner should be able to:</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Copy a provided passage and shape upper and lower case letters 	<p>1. Why should one write legibly and</p>	<p>Dictionary Posters Models</p>	<p>Learner journals Peer</p>	

			neatly	<p>a)classify letters according to height differentials,</p> <p>b)write a text, legibly and neatly,</p> <p>c)advocate the need for legibility and neatness in writing</p>	<p>appropriately,</p> <ul style="list-style-type: none"> ✓ Copy a provided passage and space letters, words and sentences correctly, ✓ Rewrite a provided text legibly and neatly, ✓ Cancel words or sentences neatly when composing a text, ✓ Split words that are joined appropriately, ✓ Write dictated sentences legibly and neatly, ✓ Write a narrative composition on human rights legibly and neatly, ✓ Cancel neatly upon making mistakes as they listen to the excerpt that is dictated 	<p>neatly?</p> <p>2. What are the qualities of a good handwriting?</p>	<p>Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 9-10</p>	<p>assessment Self-assessment Portfolio Dictation Standardized writing assessment</p>	
4	1	LISTENING AND SPEAKING	<p>Oral presentation:</p> <p>Songs</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a)identify features of songs,</p> <p>b)use performance techniques when singing,</p> <p>c)write songs on a scientific innovation,</p> <p>d) Appreciate the role of songs in the society.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ watch recordings of songs from the Kenya drama and music festivals, ✓ Discuss in groups the performance techniques that make the presentations appealing and make notes, ✓ Identify songs of their choice and present them to the rest of the class, ✓ Write songs on scientific innovations, ✓ Recite and record the songs or poems in groups, ✓ Watch the recordings and discuss 	<p>1. What makes a song more interesting?</p> <p>2. How can one improve the presentation of a song?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama</p>	<p>Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interview</p>	

					the non-verbal aspects of the performance		Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 11-12	s Oral presentati ons Public speaking Peer assessme nt Self assessme nt	
	2	LISTENING AND SPEAKING	Oral presentat ion: Songs	By the end of the sub strand, the learner should be able to: a)identify features of songs, b)use performance techniques when singing, c)write songs on a scientific innovation, d) Appreciate the role of songs in the society.	The learner is guided to: watch recordings of songs from the Kenya drama and music festivals, ✓ Discuss in groups the performance techniques that make the presentations appealing and make notes, ✓ Identify songs of their choice and present them to the rest of the class, ✓ Write songs on scientific innovations, ✓ Recite and record the songs or poems in groups, ✓ Watch the recordings and discuss the non-verbal aspects of the performance	1. What makes a song more interesting? 2. How can one improve the presentation of a song?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn	Dictation Oral reading Recitati ons Role play Debate Dialogue Oral discussio ns Oral interview s Oral presentati ons Public speaking Peer assessme nt Self	

							English Learner's Book Grade 8 page 13-14	assessment	
	3	READING	Intensive reading	<p>By the end of the lesson the learner should be able to:</p> <ol style="list-style-type: none"> Identify the persona in the given poem. Identify instances of repetition in a given poem. Explain what the poem is all about. Appreciate the role of poems in communication. 	<p>The learner is guided to</p> <ol style="list-style-type: none"> Read the given poem for enjoyment Recite or rap and dramatize the given poem Discuss in pairs the voice that speaks in the poem Explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of the poem. In groups relate the message in the poem with real life experiences Compose type and share poems related to scientific innovations in pairs or small groups. Display their poems on a chart, a poster in class or on the school notice board. 	<p>How is a poem different from a passage?</p> <p>How can you say what is in the poem in your own words?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 15-16</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	
	4	READING	Intensive reading	<p>By the end of the lesson the learner should be able to:</p> <ol style="list-style-type: none"> Identify the persona in the given poem. Identify instances of repetition in 	<p>The learner is guided to</p> <ol style="list-style-type: none"> Read the given poem for enjoyment Recite or rap and dramatize the given poem 	<p>1. How is a poem different from a passage?</p>	<p>Dictionary Posters Models Workbooks Manila papers</p>	<p>Reading aloud Dictation Oral interview</p>	

				<p>a given poem.</p> <p>g. Explain what the poem is all about.</p> <p>h. Appreciate the role of poems in communication.</p>	<p>x. Discuss in pairs the voice that speaks in the poem</p> <p>xi. Explain the words, phrases and sentences that help them to decipher the surface and deeper meaning of the poem.</p> <p>xii. In groups relate the message in the poem with real life experiences</p> <p>xiii. Compose type and share poems related to scientific innovations in pairs or small groups.</p> <p>xiv. Display their poems on a chart, a poster in class or on the school notice board.</p>	<p>2. How can you say what is in the poem in your own words?</p>	<p>Word trees</p> <p>Storybooks</p> <p>Pictures</p> <p>Photographs</p> <p>Newspaper</p> <p>Magazines</p> <p>Encyclopaedia</p> <p>Journal</p> <p>Diorama</p> <p>Flashcards</p> <p>Word wheels</p> <p>Word puzzles</p> <p>Code words</p> <p>Charts</p> <p>Realia</p> <p>Songs</p> <p>role play</p> <p>video clips</p> <p>digital devices</p> <p>Long Horn English</p> <p>Learner's Book</p> <p>Grade 8 page 17-18</p>	<p>s</p> <p>Questions and answers</p> <p>Learner summary</p> <p>Learner journal</p> <p>Learner portfolio</p> <p>Peer assessment</p> <p>Self-assessment</p>	
	5	GRAMMAR IN USE	<p>Word classes:</p> <p>Collective Nouns</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a. Identify collective nouns from a text,</p> <p>b. Use singular and plural forms of collective nouns correctly in sentences,</p> <p>c. Appreciate the importance of collective nouns in communication</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ list the collective nouns as they listen to an audio text, ✓ identify collective nouns in a print text, ✓ classify collective nouns according to people, animals or things, ✓ discuss the plural forms of these nouns, ✓ write correct sentences using collective nouns from substitution tables, ✓ fill in blank spaces using the correct collective nouns, ✓ fill in crossword puzzles using collective nouns, 	<p>1. What are the different types of nouns?</p> <p>2. How do collective nouns form their plurals?</p>	<p>Dictionary</p> <p>Posters</p> <p>Models</p> <p>Workbooks</p> <p>Manila papers</p> <p>Word trees</p> <p>Storybooks</p> <p>Pictures</p> <p>Photographs</p> <p>Newspaper</p> <p>Magazines</p> <p>Encyclopaedia</p> <p>Journal</p> <p>Diorama</p> <p>Flashcards</p> <p>Word wheels</p>	<p>Multiple choice task</p> <p>Peer assessment</p> <p>Discrimination</p> <p>Gap filling</p> <p>Short answer</p> <p>Dialogue competition</p>	

					<ul style="list-style-type: none"> ✓ search for more examples of collective nouns from print or non-print text, ✓ In groups, construct sentences using the collective nouns they have identified. 		Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 19	Role play Simulation Matching tasks Substitution tables Word games puzzles	
5	MIDTERMS ASSESSMENT								
6	HALF TERM								
7	1	GRAMMAR IN USE	Word classes: Collective Nouns	By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> Identify collective nouns from a text, Use singular and plural forms of collective nouns correctly in sentences, Appreciate the importance of collective nouns in communication 	The learner is guided to: <ul style="list-style-type: none"> ✓ list the collective nouns as they listen to an audio text, ✓ identify collective nouns in a print text, ✓ classify collective nouns according to people, animals or things, ✓ discuss the plural forms of these nouns, ✓ write correct sentences using collective nouns from substitution tables, ✓ fill in blank spaces using the correct collective nouns, ✓ fill in crossword puzzles using collective nouns, ✓ search for more examples of collective nouns from print or non-print text, ✓ In groups, construct sentences using the collective nouns they have identified. 	<ol style="list-style-type: none"> What are the different types of nouns? How do collective nouns form their plurals? 	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word	

							English Learner's Book Grade 8 page 20	games puzzles	
	2	READING	Intensive Reading: Short story	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the setting -time and place-of a short story, b) Highlight the episodes in the short story chronologically, c) Appreciate the differences in culture and setting 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Watch different places and times of the day and night from a digital device or written text, ✓ Read a short story and in pairs or small groups retell what they have read, ✓ Tease out the geographical setting, the historical period and the culture from which the story is based by looking at the words and elements used in the story, ✓ Compare the setting and places in the short story to their own real life setting, ✓ In groups, use their surroundings to describe the setting and place, ✓ Draw or take pictures of different settings at different times. 	<ul style="list-style-type: none"> 1. Which places would you like to visit? 2. Which time in history would you desire to live? 	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 21	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	
	3	READING	Intensive Reading: Short story	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) identify the setting -time and place-of a short story,</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Watch different places and times of the day and night from a digital device or written text, ✓ Read a short story and in pairs or 	<ul style="list-style-type: none"> 3. Which places would you like to visit? 	Dictionary Posters Models Workbooks Manila papers	Reading aloud Dictation Oral interview	

				<p>b)highlight the episodes in the short story chronologically,</p> <p>c)appreciate the differences in culture and setting</p>	<p>small groups retell what they have read,</p> <ul style="list-style-type: none"> ✓ Tease out the geographical setting, the historical period and the culture from which the story is based by looking at the words and elements used in the story, ✓ Compare the setting and places in the short story to their own real life setting, ✓ In groups, use their surroundings to describe the setting and place, ✓ Draw or take pictures of different settings at different times. 	<p>4. Which time in history would you desire to live?</p>	<p>Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 22</p>	<p>s Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	
	4	WRITING	<p>Mechanics of Writing:</p> <p>Punctuation</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a)punctuate a given text using commas, apostrophes, and capital letters correctly,</p> <p>b)use the apostrophe, comma and capital letters appropriately in composition writing,</p> <p>c)advocate the use of correct punctuation in writing</p>	<p>The learner is guided to :</p> <ul style="list-style-type: none"> ✓ Search online and offline on uses of the comma, apostrophe and capital letter, ✓ in pairs, read a given text and take note of the commas, apostrophes and capital letters used, ✓ explain how the commas and the apostrophes are used in the text, ✓ in pairs, discuss the role of capital letters as used in various words or sentences in the passage, ✓ punctuate a passage correctly using commas, apostrophes, or capital letters where necessary, ✓ write a short composition on 	<p>1. Why should a text be well punctuated?</p> <p>2. How does wrong punctuation affect writing?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels</p>	<p>Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment</p>	

					<p>scientific innovations using capital letters, commas and apostrophes correctly,</p> <ul style="list-style-type: none"> ✓ in pairs, assess each other's composition and discuss how the punctuation marks and capital letters have been used, ✓ In groups, search for more uses of the apostrophe and brackets from books or the internet. 		<p>Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 23</p>		
	5	WRITING	<p>Mechanics of Writing:</p> <p>Punctuation</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a)punctuate a given text using commas, apostrophes, and capital letters correctly,</p> <p>b)use the apostrophe, comma and capital letters appropriately in composition writing,</p> <p>c)advocate the use of correct punctuation in writing</p>	<p>The learner is guided to :</p> <ul style="list-style-type: none"> ✓ Search online and offline on uses of the comma, apostrophe and capital letter, ✓ in pairs, read a given text and take note of the commas, apostrophes and capital letters used, ✓ explain how the commas and the apostrophes are used in the text, ✓ in pairs, discuss the role of capital letters as used in various words or sentences in the passage, ✓ punctuate a passage correctly using commas, apostrophes, or capital letters where necessary, ✓ write a short composition on scientific innovations using capital letters, commas and apostrophes correctly, ✓ in pairs, assess each other's composition and discuss how the punctuation marks and capital letters have been used, ✓ In groups, search for more uses of the apostrophe and brackets from books or the internet. 	<p>1. Why should a text be well punctuated?</p> <p>2. How does wrong punctuation affect writing?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book</p>	<p>Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment</p>	

							Grade 8 page 24		
8	1	LISTENING AND SPEAKING	Listening Comprehension	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the main idea from a cause and effect text, Pinpoint specific information from a cause and effect text, Infer the meanings of unfamiliar words using context clues, Acknowledge the importance of listening for detail 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Listen to a cause and effect text on pollution being read by the teacher or from a digital device, ✓ Pick out the main idea from that cause and effect text, ✓ Respond to oral questions based on the text correctly, ✓ Identify and write down the ideas presented in the text, ✓ Orally answer questions based on the text, ✓ Make a list of unfamiliar words and practice pronouncing them in pairs, ✓ Give the meaning of specific words using context clues, ✓ Look up the meanings of unfamiliar words from an online or offline dictionary, ✓ Use given words to construct sentences. 	<ol style="list-style-type: none"> Why is it important to listen keenly? What should one look for when listening to a text? 	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 25</p>	<p>Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment</p>	
	2	LISTENING AND SPEAKING	Listening Comprehension	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify the main idea from a cause and effect text, Pinpoint specific information from a cause and effect text, Infer the meanings of unfamiliar words using context 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Listen to a cause and effect text on pollution being read by the teacher or from a digital device, ✓ Pick out the main idea from that cause and effect text, ✓ Respond to oral questions based on the text correctly, ✓ Identify and write down the 	<ol style="list-style-type: none"> Why is it important to listen keenly? What should one look for when 	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs</p>	<p>Dictation Oral reading Recitations Role play Debate Dialogue</p>	

				<p>clues,</p> <p>h. Acknowledge the importance of listening for detail</p>	<p>ideas presented in the text,</p> <ul style="list-style-type: none"> ✓ Orally answer questions based on the text, ✓ Make a list of unfamiliar words and practice pronouncing them in pairs, ✓ Give the meaning of specific words using context clues, ✓ Look up the meanings of unfamiliar words from an online or offline dictionary, ✓ Use given words to construct sentences. 	<p>listening to a text?</p>	<p>Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 26</p>	<p>Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment</p>	
	3	READING	Intensive Reading	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Answer questions based on a given text correctly, b) Infer meanings of words in a given text correctly, c) Acknowledge the importance of good reading skills reading in life. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ predict events by focusing on the title and illustrations in a text, ✓ individually, silently read a passage on pollution so as to internalize the information, ✓ read the passage aloud in turns as they answer the oral questions that are asked, ✓ in pairs, infer the meaning of given words using synonyms, contexts among others, ✓ recapture events in the text 	<p>1. How can one improve the way they read?</p> <p>2. Which skills should one use in order to read effectively?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-</p>	

					<p>as they role play in small groups,</p> <ul style="list-style-type: none"> ✓ write answers to the questions given after the passage correctly 		<p>Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 27-28</p>	assessment	
	4	READING	Intensive Reading	<p>By the end of the sub strand, the learner should be able to:</p> <p>d) Answer questions based on a given text correctly,</p> <p>e) Infer meanings of words in a given text correctly,</p> <p>f) Acknowledge the importance of good reading skills reading in life.</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ predict events by focusing on the title and illustrations in a text, ✓ individually, silently read a passage on pollution so as to internalize the information, ✓ read the passage aloud in turns as they answer the oral questions that are asked, ✓ in pairs, infer the meaning of given words using synonyms, contexts among others, ✓ recapture events in the text as they role play in small groups, ✓ write answers to the questions given after the passage correctly 	<p>1. How can one improve the way they read?</p> <p>2. Which skills should one use in order to read effectively?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 29-30</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	

	5	GRAMMAR IN USE	Word Classes: Primary Auxiliaries	By the end of the lesson , the learner should be able to: <ul style="list-style-type: none"> a. Identify primary auxiliary verbs in a text, b. Use primary auxiliary verbs in sentences correctly, c. appreciate the importance of primary auxiliary verbs in communication 	The learner is guided to: <ul style="list-style-type: none"> ✓ Identify primary auxiliary verbs from a text, ✓ Search for the functions of primary auxiliary verbs from the internet or text books, ✓ Individually write down sentences using each of the primary auxiliary verbs identified, ✓ In small groups, write a short paragraph on environmental conservation using primary auxiliary verbs, ✓ Read out the paragraphs to the rest of the class, ✓ Fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs, ✓ Engage in a question and answer session using primary auxiliary verbs. 	1. Which words describe actions and which ones describe state? 2. What are the functions of verbs in sentences?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 31	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles	
9	1	GRAMMAR IN USE	Word Classes: Primary Auxiliaries	By the end of the lesson , the learner should be able to: <ul style="list-style-type: none"> d. Identify primary auxiliary verbs in a text, e. Use primary auxiliary verbs in sentences correctly, f. appreciate the importance of primary auxiliary verbs in communication 	The learner is guided to: <ul style="list-style-type: none"> ✓ Identify primary auxiliary verbs from a text, ✓ Search for the functions of primary auxiliary verbs from the internet or text books, ✓ Individually write down sentences using each of the 	1. Which words describe actions and which ones describe state? 2. What are the functions of verbs in sentences?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines	Multiple choice task Peer assessment Discrimination Gap filling	

					<p>primary auxiliary verbs identified,</p> <ul style="list-style-type: none"> ✓ In small groups, write a short paragraph on environmental conservation using primary auxiliary verbs, ✓ Read out the paragraphs to the rest of the class, ✓ Fill in blank spaces in sentences given using the correct form of the primary auxiliary verbs, ✓ Engage in a question and answer session using primary auxiliary verbs. 		<p>Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 34</p>	<p>Short answer Dialogue competition Role play Simulation Matching tasks Substitution tables Word games puzzles</p>	
	2	READING	Intensive reading: poetry	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the aspects of structure in a given poem, b) Recognize the main ideas in a given poem, c) Recognize the role of poems in communicating values 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Search online and offline for the components of the structure of a poem; poet, number of stanzas, number of lines in a stanza, ✓ Read a given poem and in groups identify the structure, ✓ Recite and dramatize the given poem, ✓ Explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning, ✓ Relate the message of the poem to real life, ✓ In groups, identify topics of poems such as pollution, list the topics down and display them in 	<p>1. How is a poem different from a passage?</p> <p>2. What messages do poems convey?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	

					charts, ✓ Compose, type and share a poem related to pollution in pairs or small groups, ✓ Display their poems in a portfolio/chart/class noticeboard		digital devices Long Horn English Learner's Book Grade 8 page 35-36		
	2	READING	Intensive reading: poetry	By the end of the sub strand, the learner should be able to: d) Identify the aspects of structure in a given poem, e) Recognize the main ideas in a given poem, f) Recognize the role of poems in communicating values	The learner is guided to: ✓ Search online and offline for the components of the structure of a poem; poet, number of stanzas, number of lines in a stanza, ✓ Read a given poem and in groups identify the structure, ✓ Recite and dramatize the given poem, ✓ Explain the words, phrases and sentences in a poem that help them to decipher the surface and deeper meaning, ✓ Relate the message of the poem to real life, ✓ In groups, identify topics of poems such as pollution, list the topics down and display them in charts, ✓ Compose, type and share a poem related to pollution in pairs or small groups, ✓ Display their poems in a portfolio/chart/class noticeboard	1. How is a poem different from a passage? 2. What messages do poems convey?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 37-38	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment Learner journals Peer assessment Self-assessment Portfolio Dictation	

								Standardi zed writing assessme nt	
	4	WRITING	Paragra phing: Sequenci ng of Ideas	By the end of the sub strand, the learner should be able to: a) Identify conjunctions used in a well formed paragraph, b) Use conjunctions to sequence and connect ideas correctly in a paragraph, c) Appreciate the role of conjunctions in communication	The learner is guided to: ✓ Look for conjunctions and their functions in their immediate context from print and non-print text, ✓ Read paragraphs that use conjunctions to sequence ideas from a book or online source, ✓ Combine sentences to form paragraphs using appropriate conjunctions, ✓ Rearrange jumbled sentences to form a cohesive paragraph using conjunctions, ✓ Use different conjunctions in a composition to show sequence of ideas	1. Why is it important to use conjunctions in writing? 2. Which words are used to join ideas and sentences?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 39	Learner journals Peer assessme nt Self- assessme nt Portfolio Dictation Standardi zed writing assessme nt	
	5	WRITING	Paragra phing: Sequenci	By the end of the sub strand, the learner should be able to: d) Identify conjunctions used in a well formed paragraph,	The learner is guided to: ✓ Look for conjunctions and their functions in their immediate context from	1. Why is it important to use conjunctions in writing?	Dictionary Posters Models Workbooks Manila papers Word trees	Learner journals Peer assessme nt	

			ng of Ideas	<p>e) Use conjunctions to sequence and connect ideas correctly in a paragraph,</p> <p>f) Appreciate the role of conjunctions in communication</p>	<p>print and non-print text,</p> <ul style="list-style-type: none"> ✓ Read paragraphs that use conjunctions to sequence ideas from a book or online source, ✓ Combine sentences to form paragraphs using appropriate conjunctions, ✓ Rearrange jumbled sentences to form a cohesive paragraph using conjunctions, ✓ Use different conjunctions in a composition to show sequence of ideas 	<p>2. Which words are used to join ideas and sentences?</p>	<p>Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 40-43</p>	<p>Self-assessment Portfolio Dictation Standardized writing assessment</p>	
10	1	LISTENING AND SPEAKING	Listening Comprehension: Selective Listening	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Distinguish between specific and general information from a listening text, b) Select specific information from a text, c) Listen and respond to texts appropriately, d) Emphasize the value of listening skills in communication 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Listen to an audio text on consumer roles and responsibilities and decide whether the information presented is specific or general, ✓ Search online for audio recordings and attentively listen for specific information, ✓ Role play a scene on roles and responsibilities of consumers in groups to 	<p>1. Why is it important to get the main points from an oral text?</p> <p>2. How can you ensure you capture the relevant information from a speaker?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles</p>	<p>Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentation</p>	

					<p>emphasize listening skills during communication,</p> <p>✓ Listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker</p>		<p>Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 44</p>	<p>ons Public speaking Peer assessment Self assessment</p>	
	2	LISTENING AND SPEAKING	Listening Comprehension: Selective Listening	<p>By the end of the sub strand, the learner should be able to:</p> <p>e) Distinguish between specific and general information from a listening text,</p> <p>f) Select specific information from a text,</p> <p>g) Listen and respond to texts appropriately,</p> <p>h) Emphasize the value of listening skills in communication</p>	<p>The learner is guided to:</p> <p>✓ Listen to an audio text on consumer roles and responsibilities and decide whether the information presented is specific or general,</p> <p>✓ Search online for audio recordings and attentively listen for specific information,</p> <p>✓ Role play a scene on roles and responsibilities of consumers in groups to emphasize listening skills during communication,</p> <p>✓ Listen to a passage on consumer roles and responsibilities and answer questions posed by the speaker</p>	<p>1. Why is it important to get the main points from an oral text?</p> <p>2. How can you ensure you capture the relevant information from a speaker?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book</p>	<p>Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment</p>	

							Grade 8 page 45		
	2	READING	Intensive Reading	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify reading strategies for use on given texts, b) Select main ideas and details from written texts, c) Acknowledge reading for main ideas and details as a comprehension skill 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details, ✓ read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work, ✓ in groups, share ideas on how one can practically use the selected reading strategies, ✓ fill in substitution tables with specific details from texts, in pairs, ✓ Complete a mind map with focus on the main idea and details. 	<p>1. Why should one read for main ideas?</p> <p>2. How can you improve your reading?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 46-47</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment</p>	
	4	READING	Intensive Reading	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> d) Identify reading strategies for use on given texts, e) Select main ideas and details from written texts, f) Acknowledge reading for 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ search online and watch appropriate video clips on the selected reading strategies: reading for main ideas and reading for details, 	<p>1. Why should one read for main ideas?</p> <p>2. How can you improve your reading?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures</p>	<p>Reading aloud Dictation Oral interviews Questions and</p>	

				main ideas and details as a comprehension skill	<ul style="list-style-type: none"> ✓ read and underline the main ideas and details in texts on consumer roles and responsibilities and review each other's work, ✓ in groups, share ideas on how one can practically use the selected reading strategies, ✓ fill in substitution tables with specific details from texts, in pairs, ✓ Complete a mind map with focus on the main idea and details. 		Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 48	answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	
	5	GRAMMAR	Word Classes: Verbs and Tense	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify verbs in the simple present and simple past tense in a text, b) Write sentences using the simple present tense, c) Write sentences using the simple past tense, d) Advocate appropriate use of tense in communication 	The learner is guided to: <ul style="list-style-type: none"> ✓ Underline verbs in simple present and simple past tense in a text on consumer rights and responsibilities, ✓ Reflect on the formation of simple present and simple past tense form of verbs, ✓ Construct and share sentences on a variety of issues including consumer rights and responsibilities, ✓ Type the constructed sentences using a digital device or write them down in their exercise books, 	1. Which words would you use to describe something that you did yesterday? 2. Why is correct use of tense important?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia	Multiple choice task Peer assessment Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching	

					<ul style="list-style-type: none"> ✓ Search online or offline for verbs used in simple present and simple past tense from texts on consumer rights and responsibilities ✓ Complete sentences using the correct tense of the given verbs, ✓ Create and display charts showing words in their simple present and past tense forms, ✓ Play language games using verbs in the present and past tense. 		Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 49	tasks Substitution on tables Word games puzzles	
11	1	GRAMMAR	Word Classes: Verbs and Tense	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> e) Identify verbs in the simple present and simple past tense in a text, f) Write sentences using the simple present tense, g) Write sentences using the simple past tense, h) Advocate appropriate use of tense in communication 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Underline verbs in simple present and simple past tense in a text on consumer rights and responsibilities, ✓ Reflect on the formation of simple present and simple past tense form of verbs, ✓ Construct and share sentences on a variety of issues including consumer rights and responsibilities, ✓ Type the constructed sentences using a digital device or write them down in their exercise books, ✓ Search online or offline for verbs used in simple present and simple past tense from texts on consumer rights 	1. Which words would you use to describe something that you did yesterday? 2. Why is correct use of tense important?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices	Multiple choice task Peer assessment nt Discrimination Gap filling Short answer Dialogue competition Role play Simulation Matching tasks Substitution on tables Word	

					<ul style="list-style-type: none"> and responsibilities ✓ Complete sentences using the correct tense of the given verbs, ✓ Create and display charts showing words in their simple present and past tense forms, ✓ Play language games using verbs in the present and past tense. 		Long Horn English Learner's Book Grade 8 page 50	games puzzles	
	2	READING	Intensive Reading: Short story	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the characters in a short story, b) Use contextual clues to infer character traits of the characters in a short story c) Acknowledge the role of characters in a short story. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Read the short story and in pairs or small groups retell what they have read, ✓ Describe the traits of the characters in the short story using different adjectives ✓ Compare and contrast the traits of the characters that appear in the short story ✓ Role play the different characters and discuss their importance in the short story ✓ Make connections between their own lives and those of characters in the text. 	<ul style="list-style-type: none"> 1. What should one look for when reading a story? 2. What qualities do you admire in people? 	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 51	Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self-assessment	

	3	READING	Intensive Reading: Short story	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> d) Identify the characters in a short story, e) Use contextual clues to infer character traits of the characters in a short story f) Acknowledge the role of characters in a short story. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Read the short story and in pairs or small groups retell what they have read, ✓ Describe the traits of the characters in the short story using different adjectives ✓ Compare and contrast the traits of the characters that appear in the short story ✓ Role play the different characters and discuss their importance in the short story ✓ Make connections between their own lives and those of characters in the text. 	<p>1. What should one look for when reading a story?</p> <p>2. What qualities do you admire in people?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 52</p>	<p>Reading aloud Dictation Oral interview s Questions and answers Learner summary Learner journal Learner portfolio Peer assessment nt Self-assessment nt</p>	
	4	WRITING	Paragraphing: connectors of sequence	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify connectors of sequence from a given text, b) Sequence ideas in a given paragraph, c) Appreciate the use of idea connectors for clarity in 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Read a given text on consumer rights and responsibilities and identify the connectors of sequence used, ✓ Search online and offline and list other connectors of 	<p>1. What is the importance of a well-developed paragraph? 2. How can a good paragraph be developed?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper</p>	<p>Learner journals Peer assessment nt Self-assessment nt Portfolio</p>	

				communication.	<ul style="list-style-type: none"> ✓ sequence, ✓ In groups, construct sentences using the listed connectors of sequence, ✓ Write paragraphs on consumer rights and responsibilities using connectors of sequence, ✓ Read the paragraphs to their peers and discuss the use of the connectors, ✓ Collaborate to edit the paragraphs in pairs and peer review each other's work. 	3. Which words are used to connect ideas in a paragraph?	Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 53	Dictation Standardized writing assessment	
	5	WRITING	Paragraphing: connectors of sequence	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> d) Identify connectors of sequence from a given text, e) Sequence ideas in a given paragraph, f) Appreciate the use of idea connectors for clarity in communication. 	The learner is guided to: <ul style="list-style-type: none"> ✓ Read a given text on consumer rights and responsibilities and identify the connectors of sequence used, ✓ Search online and offline and list other connectors of sequence, ✓ In groups, construct sentences using the listed connectors of sequence, ✓ Write paragraphs on consumer rights and responsibilities using connectors of sequence, ✓ Read the paragraphs to their 	1. What is the importance of a well-developed paragraph? 2. How can a good paragraph be developed? 3. Which words are used to connect ideas in a paragraph?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs	Learner journals Peer assessment Self-assessment Portfolio Dictation Standardized writing assessment	

					peers and discuss the use of the connectors, ✓ Collaborate to edit the paragraphs in pairs and peer review each other's work.		role play video clips digital devices Long Horn English Learner's Book Grade 8 page 54		
12	1	LISTENING AND SPEAKING	Pronunciation	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) Identify words with sounds /ɒ/,/ɔ:/,/θ/ and/ð/ in a given text, b) Pronounce words that have target sounds correctly, c) Apply emphatic stress correctly in varied contexts, d) Acknowledge the role of correct pronunciation in communication. 	The learner is guided to: <ul style="list-style-type: none"> ✓ Interact with an audio or video recording featuring vowel sounds/ɒ/ /ɔ:/ and consonant sounds/θ/ /ð/ from a digital device, ✓ List words that contain the mentioned sounds from print or digital texts, ✓ Pronounce the identified words in groups correctly ✓ Play word games involving the target sounds, ✓ In groups, search online and offline for the meaning of emphatic stress, ✓ Listen to a series of sentences and identify the stressed words, ✓ Recite a poem in pairs or groups and emphasize given words to bring out various meanings, ✓ Read sentences and stress given words appropriately 	1. Why are some words in a sentence pronounced with greater force than others? 2. How can one improve their pronunciation?	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 55	Dictation Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	2	LISTENING	Pronunciation	By the end of the sub strand, the	The learner is guided to:	1. Why are	Dictionary	Dictation	

		AND SPEAKING	ation	learner should be able to: <ul style="list-style-type: none"> e) Identify words with sounds /ɒ/,/ɔ:/,/θ/ and/ð/ in a given text, f) Pronounce words that have target sounds correctly, g) Apply emphatic stress correctly in varied contexts, h) Acknowledge the role of correct pronunciation in communication. 	<ul style="list-style-type: none"> ✓ Interact with an audio or video recording featuring vowel sounds/ɒ/ /ɔ:/ and consonant sounds/θ/ /ð/ from a digital device, ✓ List words that contain the mentioned sounds from print or digital texts, ✓ Pronounce the identified words in groups correctly ✓ Play word games involving the target sounds, ✓ In groups, search online and offline for the meaning of emphatic stress, ✓ Listen to a series of sentences and identify the stressed words, ✓ Recite a poem in pairs or groups and emphasize given words to bring out various meanings, ✓ Read sentences and stress given words appropriately 	<p>some words in a sentence pronounced with greater force than others?</p> <p>2. How can one improve their pronunciation?</p>	Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices Long Horn English Learner's Book Grade 8 page 56	Oral reading Recitations Role play Debate Dialogue Oral discussions Oral interviews Oral presentations Public speaking Peer assessment Self assessment	
	3	READING	Study Skills-Reference material	By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> a) Select relevant reference materials for varied tasks, b) Use reference materials to obtain information on varied subjects, c) Acknowledge the role of reference materials in lifelong learning. 	The learner is guided to: <ul style="list-style-type: none"> ✓ Pick out various words from print and digital texts in pairs or groups, ✓ Check the meanings and spellings of the words in a dictionary ✓ Look for the synonyms of various words from a thesaurus ✓ In groups, construct 	<p>1. What is the importance of reference materials?</p> <p>2. How can one use reference materials appropriately?</p>	Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia	Reading aloud Dictation Oral interviews Questions and answers Learner summary	

					<p>sentences using the given words,</p> <ul style="list-style-type: none"> ✓ Give the antonyms of those words in pairs or groups, ✓ Use an encyclopaedia to search for information on various topics ✓ Create crossword puzzles using the antonyms and synonyms learnt. 		<p>Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips digital devices</p> <p>Long Horn English Learner's Book Grade 8 page 57</p>	<p>Learner journal Learner portfolio Peer assessment Self- assessment</p>	
	4	READING	Study Skills-Reference material	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a. Select relevant reference materials for varied tasks, b. Use reference materials to obtain information on varied subjects, c. Acknowledge the role of reference materials in lifelong learning. 	<p>The learner is guided to:</p> <ul style="list-style-type: none"> ✓ Pick out various words from print and digital texts in pairs or groups, ✓ Check the meanings and spellings of the words in a dictionary ✓ Look for the synonyms of various words from a thesaurus ✓ In groups, construct sentences using the given words, ✓ Give the antonyms of those words in pairs or groups, ✓ Use an encyclopaedia to search for information on various topics ✓ Create crossword puzzles using the antonyms and 	<p>1. What is the importance of reference materials?</p> <p>2. How can one use reference materials appropriately?</p>	<p>Dictionary Posters Models Workbooks Manila papers Word trees Storybooks Pictures Photographs Newspaper Magazines Encyclopaedia Journal Diorama Flashcards Word wheels Word puzzles Code words Charts Realia Songs role play video clips</p>	<p>Reading aloud Dictation Oral interviews Questions and answers Learner summary Learner journal Learner portfolio Peer assessment Self- assessment</p>	

					synonyms learnt.		digital devices Long Horn English Learner's Book Grade 8 page 58-60		
13	END TERM EXAMINATIONS								
14	CLOSSING								