

Week	LSN	strand	Sub-strand	a. Specific Learning Outcomes	Key Inquiry Question(s)	Learning Experiences	Learning Resources	Assessment Methods	Refl
1	1	Writing	Mechanics of Writing	By the end of the lesson, the learner should be able to: b. spell commonly misspelt words correctly, c. use prefixes and suffixes correctly in writing, Acknowledge the importance of correct spellings in writing.	1. How are words formed? 2. Which suffixed or prefixed words do you find challenging to spell?	The learner is guided to: - Read passages and pick out the misspelt words, - make a list of words with prefixes and suffixes used in a passage, - write the correct spellings of words with prefixes and suffixes from a dictation, - pick out words with silent vowels from a list, - rewrite correctly a piece of writing in which words with prefixes, suffixes, or silent letters are misspelt, construct sentences using words with silent vowels,	Workbooks Magazines Charts and realia Posters <i>Skills in English T.G pg. 90-93</i> <i>Skills in English P.B pg.90-94</i>	Learner journals Peer assessment Dictation Writing assessment	
	2		Mechanics of Writing	By the end of the lesson, the learner should be able to: a. write words with silent vowels (-ie and -ei) correctly, b. make connections between spelling and meaning in suffixed and prefixed words, c. Acknowledge the importance of correct spellings in writing.	3. Why should we spell words correctly?	The learner is guided to: - in small groups, search for more examples of words with prefixes, suffixes and silent vowels from the internet, newspapers, or magazines, in small groups - select the correct form of prefix or suffix for given words from a table, - Write short compositions based on the theme using words with prefixes, Suffixes, and silent (-ie -ei) vowels.	Workbooks Magazines Charts and realia Posters <i>Skills in English T.G pg. 90-93</i> <i>Skills in English P.B pg.90-94</i>	Learner journals Peer assessment Dictation Writing assessment	

	3	NATURAL RESOURCE S - WILDLIFE	Listening for Detail	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	Why should you listen attentively?	The learner is guided to: - listen to a recorded text on wild life and answer questions from the text in pairs, - discuss the main ideas in pairs or groups,	Digital devices Charts and realia Flash cards Word trees Code words <i>Skills in English T.G pg. 94-98</i> <i>Skills in English P.B pg.95</i>	Oral reading Role play Debates Oral discussio n Written test Dialogues	
	4		Listening for Detail	By the end of the lesson, the learner should be able to: a. identify main ideas in a listening text, b. respond appropriately to questions based on the listening text, c. acknowledge the importance of listening for details in life	What information do we pick out from a listening text?	The learner is guided to: - listen to a passage read by peers or the teacher and outline the main ideas from the text individually, - Discuss answers based on a given text in pairs or groups.	Digital devices Charts and realia Flash cards Word trees Code words <i>Skills in English T.G pg. 94-98</i> <i>Skills in English P.B pg.95</i>	Oral reading Role play Debates Oral discussio n Written test Dialogues	

	5	Reading	Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. make a connection between visuals and the written text, c. Appreciate the role of visuals in simplifying representation.	What information do we obtain from visuals?	The learner is guided to: - Study information presented in optical illusions in print/ electronic devices and discuss findings in pairs, - make inference of implied meaning from the visuals, - in groups, make connections of the visuals such as pictures, graphs, illustrations, charts and videos provided with written texts,	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 96-101</i> <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	
2	1		Intensive Reading: Visuals	By the end of the lesson, the learner should be able to: a. identify different visuals in given contexts correctly, b. interpret visuals correctly for meaning, c. Appreciate the role of visuals in simplifying representation.	How can one interpret a visual correctly?	The learner is guided to: - write a summary of what has been viewed in the visuals which may depict human-wildlife conflict, - Present a piece of written information on wildlife in form of a visual and share in class.	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 96-101</i> <i>Skills in English P.B pg.95-101</i>	Reading aloud Dictation Question and answer Learner journals	
	2	Grammar in use	Word Classes: Pronouns	By the end of the lesson, the learner should be able to: a. identify indefinite and reflexive pronouns correctly, b. use indefinite and reflexive pronouns in sentences correctly, c. Appreciate the role of indefinite and reflexive pronouns in communication.	What are indefinite and reflexive pronouns?	The learner is guided to: - study a chart displaying the indefinite and reflexive pronouns to distinguish between them, - listen to an audio on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text, -	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 102-106</i> <i>Skills in English P.B pg.101-104</i>	Multiple choice task Gap filling Role play Word games Question and answer	

	3		Word Classes: Pronouns	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify indefinite and reflexive pronouns correctly, use indefinite and reflexive pronouns in sentences correctly, Appreciate the role of indefinite and reflexive pronouns in communication. 	Why do we use indefinite pronouns?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - construct sentences using indefinite and reflexive pronouns in groups, - choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences, - construct correct sentences using reflexive and indefinite pronouns from a substitution table 	<p>Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 102-106</i></p> <p><i>Skills in English P.B pg.101-104</i></p>	Multiple choice task Gap filling Role play Word games Question and answer	
	4	Reading	Intensive Reading: Short story	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify the characters in a given short story, explain the relationship between the characters in the short story, Appreciate the role of the characters in the short story in depicting real life experiences. 	How do characters make a story come alive?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - read the short story and pick out the characters, - discuss in small groups, the things done by the characters in the short story, - dramatize different characters in a short story in order to bring out their traits, 	<p>Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 104-106</i></p> <p><i>Skills in English P.B pg.104-107</i></p>	Reading aloud Dictation Question and answer Learner journals	

	5		Intensive Reading: Short story	By the end of the lesson, the learner should be able to: a. identify the characters in a given short story, b. explain the relationship between the characters in the short story, c. Appreciate the role of the characters in the short story in depicting real life experiences.	How does one identify qualities of characters in a short story?	The learner is guided to: - distinguish between the main characters and the minor characters, - in groups, use relationship trees diagrams, character map or any other diagrammatic tool to show how the characters relate to each other - Display the tree diagram via power point or Manila paper in class.	Dictionary Workbooks Newspaper storybooks <i>Skills in English T.G pg. 104-106</i> <i>Skills in English P.B pg.104-107</i>	Reading aloud Dictation Question and answer Learner journals	
3	1	Writing	Composition Writing	By the end of the lesson, the learner should be able to: a. identify the steps in the writing process, b. write a dialogue on a given topic, c. Appreciate the importance of the writing process in enhancing clear communication.	Why is it important to plan before writing?	The learner is guided to : - discuss the steps in the writing process in groups, - use a digital device to search for information and ideas on the topic wildlife, from the internet, - brainstorm with peers and outline the ideas to include in a dialogue, - write a rough draft of the dialogue on a topic based on the theme-wildlife, -	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 106-107</i> <i>Skills in English P.B pg.107-110</i>	Learner journals Peer assessment Dictation Writing assessment	

	2		Composition Writing	By the end of the lesson, the learner should be able to: a. identify the steps in the writing process, b. write a dialogue on a given topic, c. Appreciate the importance of the writing process in enhancing clear communication.	How would you ensure that you make your composition clear and interesting?	The learner is guided to : - revise the dialogue by adding, rearranging, removing and replacing ideas, words, phrases and sentences, - edit the dialogue to check for repetition, clarity, grammar, spelling and punctuation, - evaluate each other's dialogue in small groups, - Share the final dialogues with others by posting them on the talking walls.	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 106-107</i> <i>Skills in English P.B pg.107-110</i>	Learner journals Peer assessment Dictation Writing assessment	
	3	TOURISM: DOMESTIC	Listening and Responding : Oral Narratives - Myths	By the end of the lesson, the learner should be able to: a. identify the characters in a given myth, b. narrate the key events in a given myth, c. Acknowledge the role/importance of oral literature in lifelong learning.	How can you tell what is going to happen in a story?	The learner is guided to: - predict events in a myth from the title or pictures in the story, - listen to a narration of a myth then retell the myth to their peers, - watch a video recording of a myth,	Digital devices Charts and realia Flash cards Charts and realia <i>Skills in English T.G pg. 108-113</i> <i>Skills in English P.B pg.111-112</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

	4		Listening and Responding : Oral Narratives - Myths	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> explain the moral lesson in a set myth, relate the characters in a myth to real life, Acknowledge the role/importance of oral literature in lifelong learning. 	How are the characters or events in the story related to the people or happenings around us?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> identify the characters in the myth, answer questions from the story in pairs or small groups, discuss the lessons learnt from a myth, Discuss the relevance of the story to real life. 	<p>Digital devices Charts and realia Flash cards Charts and realia <i>Skills in English T.G pg. 108-113</i> <i>Skills in English P.B pg.111-112</i></p>	<p>Oral reading Role play Debates Oral discussion Written test Dialogues</p>	
	5	Reading	Intensive Reading: Poem	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> select required information from a text, use nonverbal cues to bring out the message in a poem, Acknowledge the importance comprehension in life. 	How can one tell the meaning of unfamiliar words used in a text?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> identify the characters, themes and aspects of style such as repetition from a poem, infer the meaning of words from the context, use visuals, synonyms, antonyms among others to infer the meaning of words, rap/recite the poem in turns using relevant non-verbal cues, 	<p>Dictionary Workbooks Newspaper Poetry books <i>Skills in English T.G pg. 114-116</i> <i>Skills in English P.B pg.112-116</i></p>	<p>Reading aloud Dictation Question and answer Learner journals</p>	

4	1		Intensive Reading: Poem	By the end of the lesson, the learner should be able to: a. make judgement on the information in a text, b. infer the meaning of unfamiliar words using contextual clues, c. Acknowledge the importance comprehension in life.	Why should one support an opinion about a story or person with evidence?	The learner is guided to: - answer direct and inferential questions based on the poem, - retell events depicted in the poem in own words, - make evidence supported judgements about the events and the message in a poem, - Use prior experience and previous knowledge when giving an opinion.	Dictionary Workbooks Newspaper Poetry books <i>Skills in English T.G pg. 114-116</i> <i>Skills in English P.B pg.112-116</i>	Reading aloud Dictation Question and answer Learner journals	
	2	Grammar in use	Word Classes: Simple prepositions	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. use prepositions of position, time and place in sentences correctly, c. Appreciate the role of prepositions of position, place and time in communication.	How do we show where a person or thing is?	The learner is guided to: - identify the prepositions of position, place and time from print or digital texts, - construct sentences using prepositions of position, place and time and display on charts,	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 116-117</i> <i>Skills in English P.B pg.116-118</i>	Multiple choice task Gap filling Role play Word games Question and answer	
	3		Word Classes: Simple prepositions	By the end of the lesson, the learner should be able to: a. identify prepositions of position, time and place correctly, b. Practice filling gaps using prepositions, c. Appreciate the role of prepositions of position, place and time in communication.	How do you show the position of a thing or the time something happens?	The learner is guided to: - fill in gaps in given sentences using of prepositions of position, time and place, - search for sentences featuring simple prepositions from newspapers, magazines and the internet, - Create crossword puzzles using simple prepositions in small groups.	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 116-117</i> <i>Skills in English P.B pg.116-118</i>	Multiple choice task Gap filling Role play Word games Question and answer	

	4	Reading	Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. Appreciate the role of inanimate characters in poetry.	How do you describe the characters in a poem?	The learner is guided to: - find out the meaning of inanimate characters from print and digital texts, in pairs, - identify inanimate characters in a poem, - discuss the likely inanimate characters in a poem and their traits, -	Dictionary Workbooks Newspaper Poetry books <i>Skills in English T.G pg. 118-119</i> <i>Skills in English P.B pg.118-121</i>	Reading aloud Dictation Question and answer Learner journals	
	5		Intensive Reading: Poetry	By the end of the lesson, the learner should be able to: a. identify inanimate characters in a given poem, b. describe traits of inanimate characters present in a given poem, c. Appreciate the role of inanimate characters in poetry.	Why are the characters in a poem important?	The learner is guided to: - recite a poem related to the theme using appropriate non-verbal cues, - role play an inanimate character in a given poem, - Relate inanimate characters with individuals in real life.	Dictionary Workbooks Newspaper Poetry books <i>Skills in English T.G pg. 118-119</i> <i>Skills in English P.B pg.118-121</i>	Reading aloud Dictation Question and answer Learner journals	

5	1	Writing	Assessment of writing	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. Appreciate the importance feedback to improve a composition.	How does a text with errors make you feel?	The learner is guided to: - Read sample compositions in groups. - identify the errors in the compositions and list them down, - write a composition related to the theme and peer review to correct errors, -	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 120-121</i> <i>Skills in English P.B pg.121-123</i>	Learner journals Peer assessment Dictation Writing assessment	
	2		Assessment of writing	By the end of the lesson, the learner should be able to: a. identify errors in an essay written by self or peers, b. assess a composition written by self or peers and suggest corrections for errors, c. Appreciate the importance feedback to improve a composition.	What are some of the common mistakes we make in our writing?	The learner is guided to: - work in groups to create a narrative composition, - exchange the composition with another group for peer review, - suggest corrections to be made to the composition, - display the edited work on the class notice board, - Take part in a gallery walk and view what the other groups have done.	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 120-121</i> <i>Skills in English P.B pg.121-123</i>	Learner journals Peer assessment Dictation Writing assessment	

	3	HEROES AND HEROINES : AFRICA	pronunciation: Sounds: vowels /ɑ:/ /ɜ:/and consonants /tʃ/ and/dʒ/	By the end of the lesson, the learner should be able to: a. identify words with vowels /ɑ:/; /ɜ:/ and the consonant /tʃ/; /dʒ/ from a sample text, b. pronounce the vowels /ɑ:/; /ɜ:/ and the consonants /tʃ/; /dʒ/ correctly, c. Acknowledge the importance of emphatic stress in communication.	Why are some words said with greater force than others?	The learner is guided to: - listen to a recording of and identify the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups, - practise saying the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups, - practise saying words with the sounds /ɑ:/ /ɜ:/ /tʃ/ and/dʒ/ in small groups and make a recording in pairs, -	Digital devices Charts and realia Flash cards Charts and realia Word wheels <i>Skills in English T.G pg. 122-128</i> <i>Skills in English P.B pg.124-127</i>	Oral reading Role play Debates Oral discussio n Written test Dialogues	
	4		Stressed and unstressed words (content and function words)	By the end of the lesson, the learner should be able to: a. Recite a poem to identify stressed words. b. apply stress on content words while leaving the function words unstressed, c. Acknowledge the importance of emphatic stress in communication.	Why do we pronounce some words differently from others in a sentence?	The learner is guided to: - listen to sentences as they are read out, - pick out words that are either stressed and unstressed, - Recite a poem and identify the stressed words in small groups. - identify the stressed and unstressed words in a sample text,	Digital devices Charts and realia Flash cards Charts and realia Word wheels <i>Skills in English T.G pg. 122-128</i> <i>Skills in English P.B pg.124-127</i>	Oral reading Role play Debates Oral discussio n Written test Dialogues	

	5	Reading	Extensive Reading: Grade appropriate fiction Materials - Characters	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. Appreciate the role of characters in fiction. 	<p>What makes reading enjoyable?</p> <p>How can the characters in a story be described?</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - search online and offline for words that can be used to describe character traits, - read a given fiction material on African heroes/heroines and list the characters in the text, - in groups, role play the different characters identified, - dramatize the text and video record the performance, 	<p>Dictionary</p> <p>Workbooks</p> <p>Newspaper</p> <p>Storybooks</p> <p><i>Skills in English T.G pg. 128-130</i></p> <p><i>Skills in English P.B pg.127-130</i></p>	<p>Reading aloud</p> <p>Dictation</p> <p>Question and answer</p> <p>Learner journals</p>	
6	1		Extensive Reading: Grade appropriate fiction Materials - Characters	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify the characters in a given fiction text, b. describe the traits of a given character in a fictional text, c. Appreciate the role of characters in fiction. 	Which stories are the most enjoyable to read?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - in pairs, choose a character and discuss what the character does or says, - use flash cards to describe the traits of the given character, - in groups, relate the characters in the fiction text to real life, - Identify the character that they like most and explain why. 	<p>Dictionary</p> <p>Workbooks</p> <p>Newspaper</p> <p>Storybooks</p> <p><i>Skills in English T.G pg. 128-130</i></p> <p><i>Skills in English P.B pg.127-130</i></p>	<p>Reading aloud</p> <p>Dictation</p> <p>Question and answer</p> <p>Learner journals</p>	
	2	Grammar in use	Word Classes: Conjunctions – because, that, when, if, unless, and since	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify the listed conjunctions from a group of words, b. use the listed conjunctions correctly in sentences, c. Appreciate the correct use of conjunctions in communication. 	<p>Why should we join sentences correctly?</p> <p>Why do we use conjunctions?</p>	<p>The learner is guided to :</p> <ul style="list-style-type: none"> - read a text in small groups, - identify conjunctions such as because, that, when, if, unless, and since from the text individually, - fill in blanks in sentences using the listed conjunctions individually, - make sentences using the listed conjunctions, - in groups, create dialogues using the listed conjunctions, 	<p>Posters</p> <p>Flashcards</p> <p>Charts</p> <p>Word wheels</p> <p><i>Skills in English T.G pg. 131-132</i></p> <p><i>Skills in English P.B pg.130-133</i></p>	<p>Multiple choice task</p> <p>Gap filling</p> <p>Role play</p> <p>Word games</p> <p>Question and answer</p>	

	3		Word Classes: Conjunctions – because, that, when, if, unless, and since	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> identify the listed conjunctions from a group of words, use the listed conjunctions correctly in sentences, Appreciate the correct use of conjunctions in communication. 	3. How can one join two or more sentences?	The learner is guided to : <ul style="list-style-type: none"> - search online and offline for examples of the listed conjunctions, - create crossword puzzles and code words featuring conjunctions, - create posters on heroes/heroines using sentences with conjunctions and display them on the walls, - search for sentences with conjunctions from the internet, - Recite poems featuring conjunctions/ listen to songs and identify the conjunctions used. 	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 131-132</i> <i>Skills in English P.B pg.130-133</i>	Multiple choice task Gap filling Role play Word games Question and answer	
	4	Reading	Intensive Reading: Similes and metaphors	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> list the similes and metaphors in a given short story, explain the similes and metaphors used in the short story, Acknowledge the importance of similes and metaphors in communication. 	What makes short stories Interesting? Why should short stories be Read?	The learner is guided to: <ul style="list-style-type: none"> - search online and offline for meanings of simile and metaphor, - read a given short story and identify the similes and metaphors present, - in groups, discuss the meanings of the similes and metaphors identified, - 	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 132-134</i> <i>Skills in English P.B pg.133-136</i>	Reading aloud Dictation Question and answer Learner journals	

	5		Intensive Reading: Similes and metaphors	By the end of the lesson, the learner should be able to: a. use similes and metaphors in their own sentences, b. explain the similes and metaphors used in the short story, c. Acknowledge the importance of similes and metaphors in communication.	How can one write a short story?	The learner is guided to: - discuss the relevance of the similes and metaphors in the short story, - in pairs, list the similes and metaphors they know, - Construct sentences using the similes and metaphors in the context of African heroes and heroines.	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 132-134</i> <i>Skills in English P.B pg.133-136</i>	Reading aloud Dictation Question and answer Learner journals	
7	1	Writing	Creative Writing: Narrative Compositions	By the end of the lesson, the learner should be able to: a. Recall a specific event, emotion or experience that affected them greatly. b. plan a narrative composition using prewriting techniques c. acknowledge the value of quality narrative compositions	Why do we enjoy reading Stories? How can you make your composition Interesting?	The learner is guided to: - Identify the parts of narrative composition. - Narrate events, feelings or experiences that impacted them in pairs or small groups. - Plan a narrative composition in pairs or small groups.	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 135-136</i> <i>Skills in English P.B pg.136-139</i>	Learner journals Peer assessment Dictation Writing assessment	

	2		Creative Writing: Narrative Compositions	By the end of the lesson, the learner should be able to: a. Recall a specific event, emotion or experience that affected them greatly. b. create a narrative composition using revealing details c. acknowledge the value of quality narrative compositions	Which event, excited you or made you sad recently?	The learner is guided to: CSL - Write a narrative composition individually. - collaborate with peers to check each other's work for: o Correctness of language o Relevance to the topic o Punctuation o Spelling - review their work individually and make corrections where necessary, - publish their work by either: o Sharing it through email o Sharing it through social media o Pasting the work on posters	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 135-136</i> <i>Skills in English P.B pg.136-139</i>	Learner journals Peer assessment Dictation Writing assessment	
	3	ART – Listening and speaking	Oral Presentations	By the end of the lesson, the learner should be able to: a. identify the items in the format of a speech, b. present a written speech using effective speaking skills, c. Acknowledge the importance of good speaking skills for effective communication.	How can you make a speech presentation interesting?	The learner is guided to: - search online and offline for the format of a speech, - listen to or watch a recorded speech from a digital device, - identify the introduction, body and conclusion of the speech they have listened to or watched, -	Digital devices Charts and realia Flash cards Charts and realia Word wheels <i>Skills in English T.G pg. 137-142</i> <i>Skills in English P.B pg.140-142</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

9	1		Study Skills: Note Making	By the end of the lesson, the learner should be able to: a. identify key points in a text, b. make notes from a written text, c. Appreciate the importance of note making in learning.	What is the importance of note making?	The learner is guided to: - make notes on the margin and peer review, - paraphrase the writer's words, - jot down any ideas that a writer repeats, - in groups, discuss some of the words that are used to introduce key points in a piece of writing, - Rewrite or re-read their notes; reorganize into categories.	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 142-143</i> <i>Skills in English P.B pg.142-146</i>	Reading aloud Dictation Question and answer Learner journals	
	2	Grammar in use	Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: a. identify demonstratives and quantifiers in a given text, b. use demonstratives in sentences for clarity of communication, c. Appreciate the importance of demonstratives and quantifiers communication.	Why do we use demonstratives and quantifiers?	The learner is guided to: - identify quantifiers (few and many) and demonstratives (this, these and that and those), - point out various items that are at different distances, - determine the correct demonstratives to use in different circumstances,	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 144-145</i> <i>Skills in English P.B pg.146-150</i>	Multiple choice task Gap filling Role play Word games Question and answer	

	3		Word Classes: Determiners and Quantifiers	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify plural forms of the demonstrative pronouns in pairs, b. differentiate between little and a little, c. Appreciate the importance of demonstratives and quantifiers communication. 	When do we use demonstratives and quantifiers?	The learner is guided to: <ul style="list-style-type: none"> - generate the plural forms of the demonstrative pronouns in pairs, - demonstrate practically the differences in meaning in quantifiers such as little and a little amount of water, - generate sentences using various demonstratives and quantifiers, - Construct sentences using demonstrative and quantifiers from a substitution table. 	Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 144-145</i> <i>Skills in English P.B pg.146-150</i>	Multiple choice task Gap filling Role play Word games Question and answer	
	4	Reading	Intensive Reading: Short story	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. highlight the main events in the story, b. relate the events in the short story to real life, c. Appreciate the importance of literature in life. 	How do events flow logically in a story?	The learner is guided to: <ul style="list-style-type: none"> - read a given short story, - discuss the main events in pairs or groups, - use a graphic organizer to highlight the events in the story, 	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 146-147</i> <i>Skills in English P.B pg.151-154</i>	Reading aloud Dictation Question and answer Learner journals	

	5		Intensive Reading: Short story	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. highlight the main events in the story, b. identify the setting in the short story, c. Appreciate the importance of literature in life. 	Why is the setting of a story important to the reader?	The learner is guided to: <ul style="list-style-type: none"> - research the meaning of setting from online and offline sources and make notes, - discuss the setting of the short story they have read in pairs or groups, - Discuss how the events in the short story relate to real life in groups. 	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 146-147</i> <i>Skills in English P.B pg.151-154</i>	Reading aloud Dictation Question and answer Learner journals	
10	1	Writing	Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. recognize the key elements and layout of a thank you note and a congratulatory note, b. use the correct format to write a thank you note, c. Critique thank you notes and congratulatory notes for correctness and relevance. 	How are strong emotions expressed in writing?	The learner is guided to: <ul style="list-style-type: none"> - list some of the occasions when we write a thank you note and a congratulatory note, - write a thank you note and a congratulatory note in pairs, - search for samples of a thank you note and a congratulatory note from the internet, newspapers, magazines and textbooks and read through them in pairs, - download a thank you note and a congratulatory note from the internet and read through them in pairs, 	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 148-149</i> <i>Skills in English P.B pg.154-156</i>	Learner journals Peer assessment Dictation Writing assessment	

	2		Functional Writing: Thank you notes and Congratulatory notes	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. recognize the key elements and layout of a thank you note and a congratulatory note, b. write a congratulatory note correctly, c. Critique thank you notes and congratulatory notes for correctness and relevance. 	Why should one write how they feel about something?	The learner is guided to: <ul style="list-style-type: none"> - identify the key aspects (components) of a thank you note and a congratulatory note in small groups, - write a a thank you note and a congratulatory note individually or in small groups, - paste the completed work on the wall, - conduct a gallery walk and give feedback for each other's work 	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 148-149</i> <i>Skills in English P.B pg.154-156</i>	Learner journals Peer assessment Dictation Writing assessment	
	3	CHOOSING A CAREER	Conversational Skills: interviews	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview, c. Appreciate the role of interviews in presenting reality. 	Why is it important to use polite language during an interview?	The learner is guided to: <ul style="list-style-type: none"> - Listen to a recorded or a role played interview and identify polite expressions used. For example, "I am sorry but..."; "your point is valid, but...", - watch a video in which the speakers are engaged in a radio or television interview, - make a list of the verbal and non-verbal cues used by the speakers to express politeness, 	Digital devices Charts and realia Flash cards Charts and realia Word wheels <i>Skills in English T.G pg. 150-154</i> <i>Skills in English P.B pg.157-158</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

	4		Conversational Skills: interviews	By the end of the lesson, the learner should be able to: a. identify polite words and expressions in a radio or television interview, b. use polite words and expressions when conducting an interview, c. Appreciate the role of interviews in presenting reality.	How do we show respect for others people's opinion?	The learner is guided to: - in pairs, conduct an interview on choosing a career using polite expressions, - search online and offline for typical questions and answers in a radio or television interview, - Conduct a hot seating episode that relates to experiences people go through in their various careers.	Digital devices Charts and realia Flash cards Charts and realia Word wheels <i>Skills in English T.G pg. 150-154</i> <i>Skills in English P.B pg.157-158</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	Reading	Extensive Reading: Non- fiction	By the end of the lesson, the learner should be able to: a. identify print and non-print non-fiction materials that are interesting to read, b. read a range of nonfiction materials for general information, c. Appreciate the importance of reading for information.	What is the importance of reading widely?	The learner is guided to: - skim through print and electronic reading materials on careers, - discuss the general ideas with peers, - scan print and electronic reading materials and identify key words and phrases,	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 154-156</i> <i>Skills in English P.B pg.158-160</i>	Reading aloud Dictation Question and answer Learner journals	

11	1		Extensive Reading: Non- fiction	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify print and non-print non-fiction materials that are interesting to read, read a range of nonfiction materials for general information, Appreciate the importance of reading for information. 	What do you consider when selecting a reading text?	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - use a dictionary to look up the meaning of vocabulary acquired during independent reading, - read various texts on careers and note the key points - Share with peers what he or she has read about. 	<p>Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 154-156</i></p> <p><i>Skills in English P.B pg.158-160</i></p>	<p>Reading aloud Dictation Question and answer Learner journals</p>	
	2	Grammar in use	Word Classes: Adverbs	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify adverbs formed from adjectives in sentences or a group of words, form adverbs from adjectives, Appreciate the value of adverbs in communication. 	Why do we form words from other words?	<p>The learner is guided to :</p> <ul style="list-style-type: none"> - select adverbs formed from adjectives from a print and non-print text, in pairs, - read a text on careers and identify the adverbs use, - construct sentences on different careers using adverbs formed from adjectives, - select the correct forms of adverbs from a substitution table, - 	<p>Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 156-159</i></p> <p><i>Skills in English P.B pg.161-163</i></p>	<p>Multiple choice task Gap filling Role play Word games Question and answer</p>	

	3		Word Classes: Adverbs	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify adverbs formed from adjectives in sentences or a group of words, use adverbs formed from adjectives in sentences, Appreciate the value of adverbs in communication. 	<p>What are the functions of adverbs?</p>	<p>The learner is guided to :</p> <ul style="list-style-type: none"> - search the internet, newspapers or magazine for examples of adverbs formed from adjectives, in small groups, - fill in blanks using adverbs formed from adjectives, - compile a list of instructions using adverbs formed from adjectives, - make a list of adverbs formed from adjectives and display them on charts and posters, - compose short poems using adverbs formed from adjectives 	<p>Posters Flashcards Charts Word wheels <i>Skills in English T.G pg. 156-159</i></p> <p><i>Skills in English P.B pg.161-163</i></p>	<p>Multiple choice task Gap filling Role play Word games Question and answer</p>	
	4	Reading	Intensive Reading: Lessons Learnt	<p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> identify the lessons learnt in a short story, relate the lessons learnt in the short story to real life, Appreciate the role of stories in addressing societal issues. 	<p>What issues in the society are addressed by stories?</p>	<p>The learner is guided to:</p> <ul style="list-style-type: none"> - listen or watch a story and identify moral lessons that are brought out from a digital device, - read the short story and in pairs retell what they have read, - in groups, discuss the lessons learnt by looking at the actions and the words used in the story, 	<p>Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 159-161</i></p> <p><i>Skills in English P.B pg.164-167</i></p>	<p>Reading aloud Dictation Question and answer Learner journals</p>	

	5		Intensive Reading: Lessons Learnt	By the end of the lesson, the learner should be able to: a. identify the lessons learnt in a short story, b. relate the lessons learnt in the short story to real life, c. Appreciate the role of stories in addressing societal issues.	How can one derive lessons from a short story?	The learner is guided to: - discuss how different characters bring out the lessons, - role play the episodes that carry the main lessons in the short story, - make connections between situations in their own lives and the episodes in the text, - Use the lessons learnt to write a composition and share it with peers.	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 159-161</i> <i>Skills in English P.B pg.164-167</i>	Reading aloud Dictation Question and answer Learner journals	
12	1	Writing	Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: a. identify words with prefixes and suffixes from a text, b. use prefixes and suffixes correctly in sentences, c. Acknowledge the influence of prefixes and suffixes on meaning and formation of words.	How can you tell the meaning of a word using a prefix?	The learner is guided to : - read a text on careers which features words with prefixes and suffixes from print and non-print sources, - write down words with suffixes and prefixes from the text, - formulate a table separating words with similar prefixes, roots and suffixes in groups, - infer the meaning of a word from prefixes,	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 161-163</i> <i>Skills in English P.B pg.167-169</i>	Learner journals Peer assessment Dictation Writing assessment	

	2		Mechanics of Writing: Prefixes and Suffixes	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> identify words with prefixes and suffixes from a text, use prefixes and suffixes correctly in sentences, Acknowledge the influence of prefixes and suffixes on meaning and formation of words. 	Which words with suffixes and prefixes are confusing?	The learner is guided to : <ul style="list-style-type: none"> - break down words into prefixes and suffixes in groups, - listen to a dictated list of words with prefixes and suffixes and write them down, - formulate sentences using words with prefixes and suffixes, - fill in blanks in a writing with the correct form of words with prefixes and suffixes, - Search for more examples of words with prefixes and suffixes from books, newspapers, internet among others, in small groups. 	Workbooks Magazines Charts and realia Posters Sample compositions <i>Skills in English T.G pg. 161-163</i> <i>Skills in English P.B pg.167-169</i>	Learner journals Peer assessment Dictation Writing assessment	
	3	MODERN FASHION	Listening to Respond: Attitude	By the end of the lesson, the learner should be able to: <ol style="list-style-type: none"> explain the message in a given song, use appropriate words and expressions to express their attitude towards a given song, Appreciate how choice of words affects the reader. 	What messages are found in songs?	The learner is guided to: <ul style="list-style-type: none"> - listen to different songs from a digital device or non-electronic sources and describe the messages in them, - perform the songs in groups and bring out relevant emotions, - 	Digital devices Charts and realia Flash cards Charts and realia Sample songs <i>Skills in English T.G pg. 164-168</i> <i>Skills in English P.B pg.170-171</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	

	4		Listening to Respond: Attitude	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. explain the message in a given song, b. use appropriate words and expressions to express their attitude towards a given song, c. Appreciate how choice of words affects the reader. 	What makes one like or dislike a song?	The learner is guided to: <ul style="list-style-type: none"> - discuss issues highlighted in the songs with those of their peers, - Use words and expressions to describe their feelings about various issues in the songs including modern fashion. 	Digital devices Charts and realia Flash cards Charts and realia Sample songs <i>Skills in English T.G pg. 164-168</i> <i>Skills in English P.B pg.170-171</i>	Oral reading Role play Debates Oral discussion Written test Dialogues	
	5	Reading	Intensive Reading: Comprehension Strategies	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a. identify mental images in a text correctly, b. use contextual clues to infer information and meanings of words correctly in a text, c. Acknowledge the role of comprehension in effective communication. 	What do you remember most after reading a text?	The learner is guided to: <ul style="list-style-type: none"> - read the passage on modern fashion and in pairs underline sentences that create mental images, - read the passage on modern fashion in turns as they answer direct and inferential questions, - 	Dictionary Workbooks Newspaper Storybooks <i>Skills in English T.G pg. 168-170</i> <i>Skills in English P.B pg.171-174</i>	Reading aloud Dictation Question and answer Learner journals	

