

W K	LS N	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Refl
1	1	<b>THEME: CITIZENSHIP.</b>  Listening and Speaking.	Polite Language.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Define the term Euphemism.</li> <li>b) Outline words and phrases used to express euphemism.</li> <li>c) Use euphemism to show politeness in communication.</li> <li>d) Acknowledge the importance of euphemism in communication.</li> </ul>	In groups or pairs, learners are guided to;  search the internet or dictionary for the meaning of euphemism.  identify examples of polite words and expressions used in a communication.  listen to an audio interview or simulate an interview from a text and identify euphemism.  use euphemism in a conversation and record using digital devices.  create posters with euphemistic words and phrases and share them.	Why is it embarrassing to say some words in public?  Why should we use polite language?	English Learner's Books.  Dictionary .  Digital devices  Posters.  Lesson notes  Teacher's Guide.	Observation .  Oral questions.  Written questions.  Oral presentation.  Checklists.	
	2	Listening and Speaking.	Polite Language.	By the end of the lesson, the learner should be able to:	In groups, learners are guided to:	How can we show good citizenship	English Learner's Books.	Oral presentation.	

				a) Conduct a debate while adhering to conventions of polite language. b) Acknowledge the importance of politeness in communication.	collaborate in making rules for a debating session.  conduct a debate in small groups on titles such as 'passengers can avert road crashes'	with regards to road safety?	Class.	Observation schedule.  Debates.  Checklists.  Assessment rubrics.	
3	Reading.	Independent Reading - Grade Appropriate Text.	By the end of the lesson, the learner should be able to:  a) Select reading materials from digital or non-digital sources. b) Read grade appropriate materials for lifelong learning. c) Create a reading log for monitoring reading activities. d) Recommend to peers suitable fiction and non-fiction materials to read.	In groups,pairs and individually,learners are guided to:  identify reading materials in a variety of subjects.  search for online fiction and non-fiction texts.  skim through the text to obtain the main idea.  scan the text to obtain specific details and note down.  read the selected text.  prepare and maintain a reading log showing the reading	Why is it important to read different types of materials?	Learner's Textbook.  Library.  Digital devices.  Online fiction and non-fiction texts.	Observation .  Oral questions.  Reading logs.  Assessment rubric.  Checklists.		

				.	activities and thoughts about what they have read				
4	Grammar in Use.	Gender Neutral Language.	By the end of the lesson, the learner should be able to:  a) State the meaning of gender biased words and phrases. b) Identify the gender biased words and phrases in oral and written texts. c) Create posters showing gender neutral words and phrases. d) Acknowledge the importance of gender biased words and phrases in communication.	In groups,pairs or individually,learners are guided to:  brainstorm and present the meaning of gender biased words and phrases.  listen to common English songs and pick out gender biased words and phrases.  read sections of a poem or story and pick out words with gender bias.  watch videos and identify gender biased and gender neutral terms used by speakers.  collaborate in preparing charts or posters showing the gender neutral words and phrases and share them through	How can one avoid gender bias in communication?  Which words demonstrate gender sensitivity in communication?	Learner's Textbook.  Charts.  Lesson notes  Teacher's Guide.  Digital devices.  Video clips.  English songs.	Written questions.  Assessment rubrics.  Checklists.  Peer Assessment.  Oral questions.		

					social media or school notice board.				
	5	Grammar in Use.	Gender Neutral Language.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Use gender neutral words and phrases in sentences.</li> <li>b) Acknowledge the importance of gender sensitivity in communication.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>replace words with gender bias in poems or story with gender neutral words and phrases.</p> <p>use the gender neutral words and phrases to make sentences.</p> <p>rewrite/paraphrase short texts to eliminate gender bias.</p> <p>fill in crossword puzzles featuring gender neutral words and phrases.</p>	What is the importance of gender sensitivity in communication?	<p>Learner's Textbooks .</p> <p>Charts.</p> <p>Digital devices.</p> <p>Crossword puzzles.</p> <p>Lesson notes.</p> <p>Teacher's Guide.</p>	<p>Observation .</p> <p>Oral questions.</p> <p>Peer Assessment.</p> <p>Checklists.</p> <p>Written questions.</p>	
2	1	Intensive Reading: Play.	.Play: Structure and Setting of Class Reader.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the structure and setting of a play.</li> <li>b) Describe the structure and setting of a Play.</li> </ul>	<p>In groups or pairs and individually,learners are guided to:</p> <p>explain the meaning of a Play and it's features.</p> <p>study a play and identify its structure and setting.</p>	What are the features of a Play?	<p>Class Readers - Play.</p> <p>Learner's Textbook.</p> <p>Digital devices.</p>	<p>observations.</p> <p>Peer Assessment.</p> <p>Oral discussion.</p> <p>Oral questions and</p>	

				<p>c) Acknowledge the importance of structure and setting of a Play.</p>	<p>discuss the structure and setting of a given play.</p> <p>outline the order of events in a Play.</p> <p>describe the time the actions in a Play occur.</p> <p>discuss where the events in a play take place.</p> <p>share their findings with peers for assessment.</p>		<p>Lesson notes.</p>	<p>presentations.</p> <p>Checklists.</p>	
2	<p>Intensive Reading: Play.</p>	<p>Play: Structure and Setting of Class Reader.</p>	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Analyse the acts and scenes of a Play for literary appreciation.</p> <p>b) Recognise the role of literary appreciation in critical thinking.</p>	<p>In groups or pairs,learners are guided to:</p> <p>study a given play and then analyse the acts and scenes in the Play.</p> <p>discuss the actions in the Play.</p> <p>collaborate with peers to role play some of the actions and characters in a Play.</p> <p>write a summary of a scene in a play and</p>	<p>Why is it necessary to know when and where the actions in a Play took place?</p>	<p>Class readers - Play.</p> <p>Digital devices.</p> <p>Learner's Textbook.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Oral presentation.</p> <p>Role play.</p> <p>Written questions.</p>		

					share with peers for assessment.				
	3	Writing	Legibility and Neatness.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Distinguish between tidy and untidy pieces of writing.</li> <li>b) Identify the sections of a piece of writing that require breaking of words and indentation.</li> <li>c) Indent paragraphs when writing a composition.</li> <li>d) Appreciate the importance of legibility and neatness in written communication.</li> </ul>	<p>In groups, pairs or individually, learners are guided to:</p> <ul style="list-style-type: none"> <li>distinguish between tidy and untidy pieces of writing.</li> <li>collaborate in indenting paragraphs appropriately.</li> <li>break words correctly at the end of a line.</li> <li>listen to an audio or oral presentation and take notes.</li> <li>rewrite the notes in a neat and legible handwriting and indent them appropriately.</li> <li>assess their own handwriting.</li> <li>find out the advantages of neat and legible handwriting from the internet or non-digital sources.</li> </ul>	<p>Why is it important to write legibly?</p> <p>Why do we indent paragraphs?</p>	<p>Digital devices.</p> <p>Learner's Textbook</p> <p>Lesson notes.</p> <p>Teacher's Guide.</p>	<p>Observation .</p> <p>Question and answer.</p> <p>Peer and self assessment.</p> <p>Writing tests.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	

4	Writing	Legibility and Neatness.	<p>By the end of the lesson, the learner should be able to:</p> <p>a). Identify the techniques of improving legibility in writing.</p> <p>b). Create a neat and legible text on the importance of reporting risky behaviour by road users.</p> <p>b). Acknowledge the techniques of improving legibility in writing.</p>	<p>Individually, learners are guided to:</p> <p>write a neat and legible paragraph on the importance of reporting risky behaviour by road users and indent and break sections of the paragraph.</p> <p>in pairs or groups learners to review each other's written paragraph.</p> <p>peers to give feedback on their fellow peers writing.</p> <p>in groups, learners to identify and discuss the techniques of improving legibility in writing.</p>	How can one improve his or her legibility in writing?	<p>. Digital texts.</p> <p>Learner's Textbook.</p> <p>Lesson notes.</p>	<p>Written exercise.</p> <p>Peer and Self Assessment.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>	
5	<p><b>THEME:</b> <b>SCIENCE FICTION.</b></p> <p>Listening and Speaking.</p>	Oral Literature: Short Forms.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of riddles, tongue twisters and proverbs.</p>	<p>In groups or pairs, learners are guided to:</p> <p>use digital or print resources to search for information on the meaning and characteristics of</p>	Why are riddles, proverbs and tongue twisters important?	<p>Digital devices.</p> <p>Lesson notes .</p> <p>Learner's Textbook.</p>	<p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Written questions.</p>	

				<p>b) Explain the functions of riddles, tongue twisters and proverbs.</p> <p>c) Search the internet for information on features and functions of riddles, tongue twisters and proverbs.</p> <p>d) Appreciate the importance of short forms in fostering fluency in communication.</p>	<p>riddles, proverbs and tongue twisters.</p> <p>write down their findings in note books.</p> <p>discuss the functions of the proverbs, tongue twisters and riddles.</p> <p>give examples of riddles, tongue twisters and proverbs.</p> <p>fill in crossword puzzles using riddles and proverbs.</p>		Resource person.		
3	1	Listening and Speaking.	Oral Literature: Short Forms.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Collect riddles, proverbs and tongue twisters from books, internet and the community.</p> <p>b) Perform riddles, proverbs and tongue twisters.</p> <p>c) Enjoy performing the different riddles,</p>	<p>In groups,pairs or individually,learners are guided to:</p> <p>collect riddles, proverbs and tongue twisters from books, internet and resource person.</p> <p>play riddling games in small groups.</p> <p>discuss ways of performing riddles, proverbs and tongue twisters..</p>	How do we perform riddles, proverbs and tongue twisters?	<p>Resource person.</p> <p>Digital devices.</p> <p>Resource books.</p> <p>Learner's Textbook.</p> <p>Lesson notes.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral presentations.</p> <p>Oral questions.</p> <p>Peer Assessment.</p>	



				<p>tongue twisters and proverbs.</p> <p>present and perform riddles, proverbs and tongue twisters.</p> <p>create a collection of riddles, proverbs and tongue twisters and display them on charts or school notice board.</p>					
	2	Reading.	<p>Intensive Reading:</p> <p>Simple Poems.</p>	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the basic aspects of style such as repetition and rhyme in a poem.</p> <p>b) Describe the functions of rhyme and repetition in a poem.</p> <p>c) Appreciate the role of repetition and rhyme in a poem.</p>	<p>In groups,pairs or individually,learners are guided to:</p> <p>recite and read provided simple poems.</p> <p>identify the parts of a poem in which repetition and rhyme are used.</p> <p>respond questions based on a poem.</p> <p>discuss the functions of rhyme and repetition in poems.</p> <p>relate the ideas in a poem to real life.</p>	Why do we repeat some sounds, words and lines in a poem?	<p>Poems.</p> <p>Digital devices</p> <p>Daughter of Nature.</p> <p>Learner's Textbook.</p>	<p>Oral questions.</p> <p>Checklists.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	
	3	Grammar in Use.	Nouns and Quantifiers.	By the end of the lesson,the learner should be able to:	In groups,learners are guided to:	Why is it important to express the	Learner's Textbook.	Assessment rubrics.	

				<div>a) Define the term quantifiers.</div> <div>b) Identify quantifiers used with count,non-count or both categories.</div> <div>c) Use the different quantifiers in sentences.</div> <div>d) Acknowledge the importance of quantifiers in oral and written communication.</div>	<div>use digital devices to search for information on the meaning of quantifiers and quantifiers used with count and non-count nouns.</div> <div>read a short passage in which quantifiers are used to describe count and non-count nouns.</div> <div>identify quantifiers that are used with count,non-count.</div> <div>form sentences using the different quantifiers with count and non -count nouns.</div> <div>prepare charts showing the quantifiers used with count,non-count nouns and both of them.</div>	quantity of something correctly?	<div>Lesson notes.</div> <div>Digital devices.</div> <div>Teacher's Guide.</div> <div>charts.</div>	<div>Written tests.</div> <div>Oral questions.</div> <div>Checklists.</div>	
4	Grammar in Use	Nouns and Quantifiers.	<div>By the end of the lesson, the learner should be able to:</div> <div>a) Differentiate between count</div>	<div>In groups or pairs,learners are guided to:</div> <div>differentiate between count and non-count</div>	How do count nouns differ from non-count nouns?	<div>Learner's Textbook.</div> <div>Teacher's Guide.</div>	<div>Fill in gaps.</div> <div>Written questions.</div>		

				<p>and non-count nouns.</p> <p>b) Identify and Categories count and non-count nouns in oral and written texts.</p> <p>c) Construct sentences using count and non-count nouns.</p> <p>d) Acknowledge count and non-count nouns in texts.</p>	<p>nouns and give relevant examples.</p> <p>read a short passage and identify count and non-count nouns.</p> <p>match the count and non- count nouns with the correct quantifiers.</p> <p>form sentences using different quantifiers with count and non-count nouns.</p> <p>fill in gaps with the correct quantifiers based on count and non-count nouns.</p>		<p>Charts.</p> <p>Digital devices.</p>	<p>Sentence construction .</p> <p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p>	
5	Reading.	Intensive Reading: Plot (Class Reader)	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Identify the key events in a play.</p> <p>b) Describe the sequence of events in a Play.</p> <p>c) Relate the events in a Play to real life experiences.</p> <p>d) Acknowledge the importance</p>	<p>In groups or pairs or individually,learners are guided to:</p> <p>read a play and then identify the key events in the Play.</p> <p>create a summary of the key events and share in class for assessment.</p> <p>analyse the events in a Play.</p>	How do we know the key events in a Play?	<p>Class Readers - Play.</p> <p>Digital devices.</p> <p>Learner's Textbook.</p> <p>Lesson notes.</p> <p>Teacher's guide.</p>	<p>Checklists.</p> <p>Peer Assessment.</p> <p>Assessment rubrics.</p> <p>Written questions.</p>		

				<p>of a plot in a literary work.</p>	<p>outline the sequence of events in the Play.</p> <p>answer questions based on the plot.</p> <p>make connections between events in a play and real life.</p> <p>role play a section of the Play in groups.</p>				
4	1	Writing.	Mechanics of Writing: Punctuation.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the double quotation marks and bracket in a text.</li> <li>b) Discuss the uses of the double quotation marks and brackets in a text.</li> <li>c) Use the double quotation marks and bracket in written texts.</li> <li>d) Appreciate the role of the double quotation marks and</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>study given texts and identify the double quotation marks and bracket.</p> <p>discuss the uses of the double quotation marks and bracket in texts.</p> <p>make sentences using the double quotation marks and bracket.</p> <p>assess the work of their peers and give feedback.</p>	<p>Why is it important to use punctuation marks correctly?</p> <p>How do we use double quotation marks and the bracket in writing?</p>	<p>Learner's Textbook.</p> <p>Digital devices.</p> <p>Posters.</p> <p>Charts.</p> <p>Lesson notes.</p>	<p>Writing tests.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Checklists.</p>	

				bracket in written texts.	make posters displaying the correct use of the double quotation marks and the bracket.				
2	<b>THEME:</b> <b>Environmental Conservation.</b>  Listening and Speaking.	Listening Comprehension	By the end of the lesson,the learner should be able to:  a) Identify the main idea and specific details from an argumentative text. b) Listen for the main and specific details in an argumentative text. c) Acknowledge the need for comprehension in communication.	In groups or pairs and individually,learners are guided to:  listen to a passage read out by teacher based on the theme.  pick out the specific details such as places, time, events and people from a listening passage.  identify the main idea from the listening text.  use digital devices to listen and watch news bulletin, interview or debate and pick out the main idea and specific details.	How do the specific details in a text enhance comprehension?  Why is it important to listen attentively?	Digital devices.  News Bulletin.  Recorded debates and interviews .  Teacher's Guide.  Lesson notes.  Learner's Textbook.	Checklists.  Oral questions.  Observation.  Assessment rubrics.		
3	Listening and Speaking.	Listening Comprehension.	By the end of the lesson,the learner should be able to:  a) Listen to a passage and identify the	In groups, learners to individually listen to a passage read out by teacher and pick out the unfamiliar words.  listen to news bulletin or debate or interview	Why is it important to listen attentively?	Teacher's Guide.  Digital devices.	Checklists.  Oral questions.  Peer Assessment.		

				<p>unfamiliar words.</p> <p>b) Infer meaning of the unfamiliar words.</p> <p>c) Answer questions based on the passage.</p> <p>d) Acknowledge the need for listening attentively.</p>	<p>and pick out the unfamiliar words.</p> <p>infer the meaning of unfamiliar words in groups.</p> <p>answer questions based on the listened passage.</p>		<p>News bulletin.</p> <p>recorded interviews or debate.</p> <p>Learner's Textbook.</p>	<p>Assessment rubrics.</p>	
	4	Reading	Reading for Information and Meaning.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Read a grade appropriate text.</p> <p>b) Identify the characters, events and places in the text.</p> <p>c) Summarize the events in the text.</p> <p>d) Make connections between the events in the text and real life situations.</p>	<p>In groups, pairs or individually, learners are guided to:</p> <p>read a grade appropriate text.</p> <p>identify and discuss the characters, events and places in the read text.</p> <p>relate the characters, events and places in the text to real life.</p> <p>summarize the events in the text.</p> <p>answer questions from the text.</p>	<p>How do we derive information from a given text?</p>	<p>Learner's Textbook.</p> <p>Grade appropriate texts.</p> <p>Digital devices.</p>	<p>Oral questions.</p> <p>Checklists.</p> <p>Reading aloud.</p> <p>Written questions.</p> <p>Assessment rubrics.</p>	

	5	Reading	Reading for Information and Meaning.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Read a grade appropriate text and identify new phrases and words.</li> <li>b) Infer the meaning of words, phrases and sentences from the context.</li> <li>c) Construct sentences using the new words and phrases.</li> <li>d) Value the need to comprehend the information in written texts.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>read a grade appropriate texts and pick out new words and phrases.</p> <p>infer the meaning of the new words, phrases and sentences from the context.</p> <p>look up the meaning of the new words and phrases from the dictionary.</p> <p>form sentences using the new words and phrases.</p> <p>fill in crossword puzzles using the new words.</p>	Why is it important to find the meaning of new words and phrases?	<p>Grade appropriate texts.</p> <p>Learner's textbook.</p> <p>Dictionaries.</p> <p>Crossword puzzles.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Peer assessment.</p> <p>Oral questions.</p> <p>Filling in crossword puzzles.</p>	
5	1	Grammar in Use.	Modal Auxiliaries.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify modal auxiliaries in texts.</li> <li>b) Discuss the functions of the modal auxiliaries.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>study sentences and texts then identify the modal auxiliaries:may, might, will,shall, would, should, can and could.</p>	Which words do we use to express requests, permission, ability and obligation?	<p>Learner's Textbook.</p> <p>Lesson notes.</p> <p>Digital devices.</p> <p>Charts.</p>	<p>Assessment rubrics.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Checklists.</p>	

				<p>c) Search the internet for information on the modal auxiliaries.</p> <p>d) Value the importance of using modal auxiliaries in communication.</p>	<p>listen to a song or read a poem and identify the modal auxiliaries used.</p> <p>search the internet or print resources for information on the functions of modal auxiliaries.</p> <p>discuss the functions of the different modal auxiliaries.</p>		Teacher's Guide.		
2	Grammar in Use.	Modal Auxiliaries.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Use modal auxiliaries in sentences to express different moods.</p> <p>b) Value the importance of using modal auxiliaries in communication.</p>	<p>In groups,pairs or individually,learners are guided to:</p> <p>construct sentences using the modal auxiliaries to express permission, requests, ability and obligation.</p> <p>collaborate in creating a dialogue featuring the different modal auxiliaries.</p> <p>fill in gaps using the appropriate modal auxiliaries.</p>	<p>What is the importance of using modal auxiliaries in communication?</p>	<p>Learner's Textbook.</p> <p>Digital devices.</p> <p>Teacher's Guide.</p>	<p>Assessment rubrics.</p> <p>Filling in Gaps.</p> <p>Written questions.</p> <p>Peer assessment.</p> <p>Checklists.</p>		
3	Reading	Poems: Structure.	<p>By the end of the lesson,the learner should be able to:</p>	<p>In groups or pairs,learners are guided to:</p>	<p>Why are non-living things or animals made to behave like</p>	<p>Poems.</p> <p>Learner's Textbook.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p>		



				a) Describe the structure of a poem b) Analyse the use of personification in poems. c) Appreciate the reading of poetry for enjoyment.	recite a poem and describe its structure.  identify the number of lines in a poem.  pick out the short and long lines in a poem.  collaborate in identifying instances of personification in poems.  discuss how personification has been used in the poem.	human beings in poems or stories?	Lesson notes.  Teacher's Guide.	Oral questions  Written questions.	
	4	Reading	Poems: Structure.	By the end of the lesson, the learner should be able to:  a) Identify and infer meaning of new words from the context of a poem. b) Create a poem based on a topic of interest. c) Demonstrate creativity in creating a poem on topic of interest.	In groups or pairs, learners are guided to:  read selected poems and identify the new words.  infer the meaning of new words from the context of a poem.  come up with a class project in which they:  identify a topic of interest.  carry out research about the topic.	What should we consider when creating or composing a poem?	Learner's Textbook.  Digital devices.  Charts.	Class project.  Assessment rubrics.  Checklists.  Peer Assessment.	

					compose a poem based on the selected topic.  ask a peer to review the poem.  make corrections on the poem.  share the poem on the school notice board or through social media.				
5	Writing	Structure of a Paragraph.	By the end of the lesson,the learner should be able to:  a) Outline the four characteristics of a well formed paragraph.  b) Discuss the steps for paragraph writing.  c) Prepare a chart showing the steps for paragraph writing.  d) Acknowledge the steps for paragraph writing.	In groups or pairs, learners are guided to:  read excerpts from newspaper articles, textbooks or online articles.  identify the topic, supporting sentences and clincher sentence.  outline the steps for paragraph writing.  discuss the steps for paragraph writing.  prepare a chart showing the steps for paragraph writing.	Why is it important to organize ideas in your paragraphs coherently?	Newspaper articles.  Textbooks.  Online articles.  Learner's Textbook.  Digital devices.  Charts.	Assessment rubrics.  Checklists  Oral questions.		

6	1	Writing	Structure of a Paragraph.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Create a paragraph that is well developed, coherent and unified.</li> <li>b) Acknowledge the need for concise paragraphs in written communication.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>identify a topic of interest.</p> <p>write a paragraph on a topic of interest that is coherent, unified and contains well developed thoughts in books or in digital devices.</p> <p>share their created paragraphs for assessment by peers.</p>	How can you ensure that your paragraphs are well formed?	<p>Teacher's Guide.</p> <p>Written paragraphs.</p> <p>Digital devices.</p>	<p>Assessment rubrics.</p> <p>Peer Assessment.</p> <p>Checklists.</p>	
	2	Listening and Speaking.	Selective Listening.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Select required information from a listening text.</li> <li>b) Make judgement on the message in the listening text.</li> <li>c) Advocate the need for selective listening in</li> </ul>	<p>In groups or pairs and individually,learners are guided to;</p> <p>listen to a news bulletin and select the required information while disregarding irrelevant details.</p> <p>list the order of events mentioned in the bulletin.</p> <p>share their opinions on what they like or dislike about the text.</p> <p>answer specific questions on dates,</p>	<p>Why should we listen attentively?</p> <p>How can we ensure we pick out relevant details from a text?</p>	<p>Digital devices.</p> <p>Audio and video clips of news bulletin.</p> <p>Learner's textbook.</p> <p>Teacher's Guide.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Oral presentation.</p>	

				various contexts.	time and facts based on the news bulletin.				
	3	Reading	Intensive Reading	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Predict events in a reading text.</li> <li>b) Outline the key events in a text.</li> <li>c) Answer direct and inferential questions for comprehension.</li> <li>d) Relate the characters,events s and places in the text to real life.</li> <li>e) Appreciate the importance of intensive reading in lifelong learning.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>make predictions about the outcome of the story the title and illustrations.</p> <p>identify the key events in the text/story.</p> <p>make connections between events in the story and real life.</p> <p>answer direct and inferential questions from a comprehension passage on consumer laws and policies.</p>	How are characters and events in a text related to real life?	<p>Learner's Textbook.</p> <p>Teacher's Guide.</p> <p>Compre nsion Passages.</p>	<p>Assessment rubrics.</p> <p>Checklists</p> <p>Oral questions.</p> <p>Written questions.</p>	
	4	Reading	Intensive Reading	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify new words and phrases using contextual clues.</li> <li>b) Infer the meaning of new</li> </ul>	<p>In groups or pairs,learners are guided to:</p> <p>identify the new words and phrases in the comprehension passage.</p> <p>collaborate in deducing the meaning</p>	Why is note taking an important reading skill?	<p>Learner's textbook.</p> <p>Dictionari es.</p> <p>Teacher's Guide.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Peer Assessment.</p> <p>Oral questions.</p>	

				words and phrases using contextual clues. c) Make notes from the passage on consumer laws and policies. d) Acknowledge the importance of note taking as a reading skill.	of words and phrases using contextual clues.  individually learners to make notes from the passage Consumer Laws and Policies.  write a summary using the notes.				
5	Grammar in Use.	Present and Past Perfect Aspect.	By the end of the lesson,the learner should be able to:  a) State the meaning of present perfect aspect in sentences. b) Identify the present perfect aspect in texts. c) Use present perfect aspect in sentences. d) Appreciate the importance of using tenses in sentences.	In groups or pairs,learners are guided to:  explain the meaning of present perfect aspect in sentences.  search for examples of sentences in the present perfect form from the internet and note them down.  identify and underline the present perfect form in sentences or texts.  use has/have + -ed participle form of the verb to form the present perfect aspect.	Why should we use tenses correctly in sentences?	Learner's Textbook.  Digital devices.  Internet.  Charts.  Teacher's Guide.  Lesson notes.	Assessment rubrics.  Checklists.  Written questions.  Peer Assessment.  Oral questions.		

					construct correct sentences using the present perfect aspect.				
7	1	Grammar in Use.	Present and Past Perfect Aspect.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the meaning of past perfect aspect in sentences.</li> <li>b) Identify the past perfect form in sentences.</li> <li>c) Use the past perfect aspect in sentences.</li> <li>d) Appreciate the importance of using tenses in sentences.</li> </ul>	<p>In groups or pairs, learners are guided to:</p> <p>explain the meaning of past perfect aspect in sentences.</p> <p>search for examples of sentences in the past perfect forms from the internet and note them down.</p> <p>identify by underlining the past perfect forms in sentences.</p> <p>use had + past participle form of the verb to form the past perfect aspect.</p> <p>construct correct sentences using the past perfect aspect.</p>	How do we show that an action is complete?	<p>Learner's Textbook.</p> <p>Digital devices.</p> <p>Lesson notes.</p> <p>Charts.</p>	<p>Checklists.</p> <p>Assessment rubrics.</p> <p>Written questions.</p> <p>Oral questions.</p> <p>Peer Assessment.</p>	
	2	Intensive Reading.	Play: Identification of Characters.	By the end of the lesson, the learner should be able to;	In groups or pairs, individually, learners are guided to;	How can one tell qualities of a character in a play?	Play- (class Reader)	<p>Assessment rubrics.</p> <p>Checklists.</p>	

				<div>a) Identify the characters in a Play.</div> <div>b) Use appropriate adjectives to describe the characters.</div> <div>c) Role play various characters in class.</div> <div>d) Value the need to describe people and situations appropriately.</div>	<div>read a play or s section of it.</div> <div>list the characters and their roles in a Play.</div> <div>use appropriate adjectives to describe the characters with illustrations.</div> <div>collaborate and confidently role play various characters.</div> <div>assume the personality of a certain character and say why they say and do certain things.</div>		<div>Lesson notes.</div> <div>Teacher's Guide.</div> <div>Digital devices.</div>	<div>Oral questions.</div> <div>Written questions.</div>	
3	Intensive Reading.	Play: Identification of Characters.	<div>By the end of the lesson,the learner should be able to:</div> <div>a) Identify the actions of the characters in the Play.</div> <div>b) Describe the actions of the characters using appropriate adverbs.</div> <div>c) Relate the characters in the Play to people in real life.</div>	<div>In groups,pairs or individually,learners are guided to:</div> <div>outline the actions of the characters in the Play.</div> <div>collaborate in describing the actions of the characters using various adverbs</div> <div>·</div> <div>relate the characters in a Play to people in real life.</div>	How does describing actions of characters aid our understanding of a Play?	<div>Class Reader - Selected Play.</div> <div>Digital devices.</div>	<div>Assessment rubrics.</div> <div>Oral questions.</div> <div>Oral presentation</div> <div>Checklists.</div>		

				d) Value the need to describe people situations appropriately.	individually write an essay on their favorite characters.				
	4	Writing.	Narrative and Descriptive Paragraphs.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the characteristics of a narrative paragraph.</p> <p>b) Write narrative paragraphs using the first and second person.</p> <p>c) Value the need for well formed paragraphs in written communication.</p>	<p>In groups or pairs, learners are guided to:</p> <p>explain the meaning of a narrative paragraph.</p> <p>search for examples of narrative paragraphs from the internet or print resources.</p> <p>discuss the qualities of a well formed paragraphs.</p> <p>outline the characteristics of a narrative paragraph.</p> <p>individually create a narrative paragraph using the first and second person in various paragraphs.</p> <p>share their narrative paragraphs with peers for review and make corrections to</p>	How can we make a narrative composition interesting?	<p>Digital devices.</p> <p>Lesson notes.</p> <p>Teacher's Guide.</p> <p>Learner's Textbook.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Peer Assessment.</p> <p>Writing tests.</p>	





9	1	<b>Theme:</b> <b>Relationships:</b> <b>Community.</b>  Listening and Speaking.	Pronunciations.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Identify the semi-vowels /j/, /w/ and diphthongs /ai/ and /ei/ in words.</li> <li>b) Pronounce the semi vowels /j/, /w/ and diphthongs /ai/ and /ei/ in words for clarity.</li> <li>c) Appreciate the importance of correct pronunciation in communication.</li> </ul>	In groups, pairs or individually, learners are guided to: <ul style="list-style-type: none"> <li>study words given and identify the semi vowels /j/ and /w/.</li> <li>pick out the diphthongs /ai/ and /ei/ from an oral text.</li> <li>write down and read out words with the specified semi vowels /j/, /w/ and diphthongs /ai/ &amp; /ei/.</li> <li>pronounce words with diphthongs /ai/, /ei/ and semi vowels /j/ and /w/.</li> </ul>	Why should we pronounce sounds accurately?	Audio recordings .  Learner's textbook.  Teacher's Guide.  Digital devices.	Checklists.  Assessment rubrics.  Oral questions.  Pronunciations.	
	2	Listening and Speaking.	Pronunciations.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a) Differentiate between content and function words for speech clarity.</li> <li>b) Apply stress on content and function words</li> </ul>	In groups or pairs, learners are guided to; <ul style="list-style-type: none"> <li>search the meaning of function and content words.</li> <li>give examples of function and content words.</li> <li>stress function and content words when necessary.</li> </ul>	How can the same word express different meanings?  What is the difference between function and content words?	Learner's Textbook.  Teacher's Guide.  Digital devices.  Lesson notes.	Assessment rubrics.  Oral questions.  Pronunciation tests.  Checklists.	

				<p>appropriately for speech clarity.</p> <p>c) Appreciate the importance of correct pronunciation in communication.</p>	<p>bring out varied meanings of words through stress.</p>				
3	Reading.	Reference Materials: Dictionary, Thesaurus and Encyclopedia.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Outline various types of reference materials and their uses.</p> <p>b) Use the dictionary, thesaurus and subject specific encyclopedia to check the meaning and usage of words.</p> <p>c) Acknowledge the value of reference materials in research.</p>	<p>In groups,learners are guided to;</p> <p>search the internet for information about the dictionary, thesaurus and encyclopedia and the purpose of each.</p> <p>read a passage from the textbook or newspaper.</p> <p>identify unfamiliar words in the passage read.</p> <p>look up the meaning of the words in the dictionary.</p> <p>look the synonyms of various words using the thesaurus and make correct sentences.</p>	<p>Why do we use reference materials?</p> <p>What is the purpose of the reference materials?</p>	<p>Dictionary .</p> <p>Thesaurus .</p> <p>Subject Specific Encyclopedia.</p> <p>Learner's Textbook.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> <p>Written questions.</p>		

4	Reading.	Reference Materials: Dictionary, Thesaurus and Encyclopedia.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Conduct research on a topic of interest using the dictionary, thesaurus and encyclopedia.</li> <li>b) Acknowledge the value of reference materials in research.</li> </ul>	<p>In groups,pairs or individually,learners are guided to:</p> <p>utilise the dictionary, thesaurus and the encyclopedia for reference purposes.</p> <p>write down their findings in books.</p> <p>conduct research on contemporary issues from a subject specific encyclopedia.</p> <p>note down their findings and share with peers.</p>	Why do we use reference materials?	<p>Subject specific encyclopedia.</p> <p>Learner's Textbook.</p> <p>Digital devices.</p>	<p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral presentations.</p>	
5	Grammar in Use.	Order of Adjectives.	<p>By the end of the lesson,the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the various types of adjectives in texts.</li> <li>b) Use digital devices to search for examples of various types of adjectives.</li> <li>c) Appreciate the role of order of</li> </ul>	<p>In groups or pairs,learners are guided to;</p> <p>discuss the various types of adjectives.</p> <p>identify the opinion,size, shape,age, colour,origin, material, purpose adjectives in texts.</p> <p>listen to an audio text and pick out different adjectives.</p>	How can we use words to create vivid pictures of a person or place?	<p>Learner's Textbook.</p> <p>Teacher's Guide.</p> <p>Digital devices.</p> <p>Audio texts.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Oral questions.</p> <p>Written questions.</p> <p>Checklists.</p>	

				adjectives in communication for clarity.	search examples of various types of adjectives from the internet and note them down.  Fill in crossword puzzles featuring different types of adjectives.				
10	1	Grammar in Use.	Order of Adjectives.	By the end of the lesson, the learner should be able to:  a) Use the correct order of adjectives in oral and written texts.  b) Acknowledge the importance of order of adjectives in communication.	In groups,pairs or individually,learners are guided to;  collaborate in forming sentences using adjectives of opinion,size, shape,age, colour,origin, material and purpose.  construct sentences orally and in writing from posters, posters and other visuals.  participate in chain story telling game where they describe a character or place using adjectives.	Why is it important to order adjectives correctly?	Learner's Textbook.  Pictures, Posters and Visuals.  Digital devices.	Assessment rubrics.  Written questions.  Oral questions.  Checklists  Peer Assessment.	
	2	Reading.	Play: Style.	By the end of the lesson,the learner should be able to:	In groups,pairs or individually,learners are guided to:	What makes a play interesting to read?	Selected Play - class readers.	Checklists.  Assessment rubrics.	

				<p>a) Identify the features of style used in a play with examples.</p> <p>b) Use digital resources to search the meaning of the features of style used in a Play.</p> <p>c) Acknowledge the different features of style used in Plays.</p>	<p>identify the oral literature features (narration, riddles, songs, proverbs,local words and tongue twisters) used in a play.</p> <p>pick out similes and metaphors used in the Play.</p> <p>read excerpts of a play and pick out the stylistic features used.</p> <p>read about the meaning of the identified features of style used in a Play from digital and non-digital resources.</p>		<p>Digital devices.</p> <p>Lesson notes.</p>	<p>Oral questions.</p>	
3	Reading.	Play: Style.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Relate the stylistic features to the message in a Play.</p> <p>b) Role play the actions of the characters in a Play.</p> <p>c) Value the role of varied styles in</p>	<p>In groups or pairs,learners are guided to:</p> <p>relate the features of style to the message in a Play and note down their findings.</p> <p>collaborate in role playing the actions of the characters in a Play.</p>	<p>How do stylistic features enhance the message in a Play?</p>	<p>Play - Class Readers.</p> <p>Digital devices.</p>	<p>Checklists.</p> <p>Oral questions.</p> <p>Assessment rubrics.</p> <p>Peer Assessment.</p>		

				reinforcing the message in a Play.	write a summary of the features of style used in a play.				
4	Writing.	Letter of Application.	By the end of the lesson, the learner should be able to:  a) Identify the components of a letter of application. b) Write a letter of application for placement at Senior School using all the component. c) Advocate the need to adhere to the format of formal letter writing.	In groups,pairs or individually,learners are guided to:  study samples of letters of application and then identify its components.  brainstorm on the purpose of writing a letter of application and present in class.  write a letter of application for placement at Senior School using the taught components.  exchange the letter with learners for peer assessment	Why do we write letters of application?  How can one ensure a letter of application meets the expected standards?	Samples of Letters of applications.  Digital devices.  Learner's Textbook.  Lesson notes.	Checklists.  Assessment rubrics.  Writing texts.  Oral questions.		
5	<b>Theme: Leisure Time.</b>  Listening and Speaking.	Conversational Skills; Negotiation Skills.	By the end of the lesson,the learner should be able to:  a) Identify words and phrases used during negotiations.	In groups or pairs,learners are guided to:  watch a clip in which people are engaged in a negotiation.	Which words or expressions would you use when negotiating?  How can one enhance their negotiation skills?	Digital devices.  Video clips.  Learner's Textbook	Oral questions.  Oral presentations.  Written questions.		

				<p>b) Use verbal and non-verbal cues during negotiations.</p> <p>c) Acknowledge the importance of negotiation skills in communication.</p>	<p>pick out words and phrases that facilitate a negotiation.</p> <p>work jointly and search for more examples of words and phrases used during negotiations.</p> <p>use verbal and non-verbal cues in conversations.</p> <p>perform a conversational poem in which people are negotiating or bargaining for money,dowry, price of land or with a PSV driver to stop driving carelessly.</p>		<p>Teacher's Guide.</p> <p>Lesson notes.</p> <p>Charts</p>	<p>Checklists.</p> <p>Observation schedule.</p> <p>Peer Assessment.</p> <p>Role play.</p>	
11	1	Reading.	Reading Fluency.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline ways of enhancing fluency in reading.</p> <p>b) Discuss ways of enhancing fluency in reading.</p> <p>c) Apply the different ways</p>	<p>In groups,learners are guided to:</p> <p>search for information on ways of enhancing fluency in reading from the internet.</p> <p>discuss the ways of enhancing fluency in reading.</p>	<p>Why is reading a text fluently important?</p>	<p>Learner's Textbook.</p> <p>Digital devices.</p> <p>Lesson notes.</p> <p>Narratives</p> <p>Articles.</p>	<p>Reading.</p> <p>Checklists</p> <p>Oral questions.</p> <p>Assessment rubrics.</p>	



				<p>of enhancing fluency in reading.</p> <p>d) Appreciate the ways of enhancing fluency in reading.</p>	<p>preview a text and ignore the unknown words.</p> <p>scan through a text to find a word,a pair of words or phrase.</p> <p>skim through articles or chapters in a book.</p> <p>read portions of a narrative in turns.</p>					
	2	Reading	Reading Fluency.	<p>By the end of the lesson,the learner should be able to:</p> <p>a) Read a text at the right speed, accurately and with expression for effective communication.</p> <p>b) Acknowledge the role of reading fluently in extensive reading.</p>	<p>In groups or pairs,learners are guided to:</p> <p>engage in a timed, repeated reading of a portion of a text on safe passenger practices.</p> <p>pronounce sounds and words accurately.</p> <p>find texts,set a reading rate goal, time themselves and read , reread the text until they attain their goals.</p>	How can one read a text fluently?	<p>Selected Texts</p> <p>Flashcards</p> <p>·</p> <p>Digital devices.</p> <p>Stop watches.</p> <p>Learner's Textbook.</p>	<p>Peer Assessment.</p> <p>Checklists.</p> <p>Assessment rubrics.</p>		
	3	Grammar in Use	Comparison of Adverbs.	By the end of the lesson,the learner should be able to:	<p>In groups or pairs,learners are guided to:</p>	<p>How do we compare things?</p> <p>Which rules for comparison of</p>	<p>Learner's textbook.</p> <p>Charts.</p>	<p>Checklists.</p> <p>Oral questions.</p>		

				<p>a) Identify the degrees of comparison in adverbs.</p> <p>b) Discuss the rules of comparison of adverbs.</p> <p>c) Search the internet for internet for information on rules of comparison of adverbs.</p> <p>d) Acknowledge the rules for comparison of adverbs.</p>	<p>identify the positive, comparative and superlative degrees of adverbs.</p> <p>search the internet or print resources for information on rules for comparison of adverbs.</p> <p>discuss the rules for comparison of adverbs.</p> <p>read a passage featuring the comparison of adverbs and categorize the adverbs jointly.</p> <p>collaborate in correcting mistakes in sentences that have comparison of adverbs.</p>	<p>adverbs should one follow?</p>	<p>Teacher's guide.</p> <p>Digital devices.</p>	<p>Assessment rubrics.</p> <p>Written questions.</p>	
4	Grammar in use.	Comparison of Adverbs.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Use positive comparative and superlative degrees of adverbs in sentences.</p>	<p>In groups,pairs or individually,learners are guided to;</p> <p>practice using different degrees of adverbs in sentences.</p> <p>construct correct sentences using the positive comparative</p>	<p>Which words are used to make comparison?</p>	<p>Learner's Textbook.</p> <p>Digital devices.</p> <p>Charts with comparative and superlativ</p>	<p>Assessment rubrics.</p> <p>Written questions.</p> <p>Sentence construction .</p>		

				b) Appreciate the importance of the correct usage of adverbs.	and superlative degrees of sentences. share their constructed sentences with peers for assessment and feedback.		e degrees of adverbs Lesson notes.	Peer Assessment. Oral questions. Checklists.	
	5	Reading	Intensive Reading: Play.	By the end of the lesson,the learner should be able to:  a) Identify the themes in a Play or a section of a Play. b) Analyse the themes in a Play. c) Appreciate the role of literary appreciation in the development of critical thinking skills.	In groups,pairs or individually,learners are guided to:  read excerpts of a Play.  outline and illustrate the themes in a Play.  collaborate in discussing the identified themes in a Play.  present their findings in class.	What are some of the issues authors write about?	Selected Play. Digital devices. Learner's Textbook. Lesson notes.	Checklists. Assessment rubrics. Oral questions. Written questions. Oral presentations.	
12	1	Reading	Intensive Reading:Play.	By the end of the lesson, the learner should be able to:  a) Relate the themes in a Play to real life. b) Role play some of the scenes in a Play.	In groups or pairs,learners are guided to:  collaborate in relating the identified themes to real life experiences.  role play some of the scenes in a Play.	How are literary texts different from factual ones	Digital devices. Sections of the Play.	Assessment rubrics. Role play. Checklist. Oral discussion.	

				c) Appreciate the role of literary appreciation in development of critical thinking skills.	record video clips as they dramatise sections of a Play and share the video clip through the internet.			Oral questions.	
	2	Writing	Mechanics of Writing: Spelling.	<p>By the end of the lesson, the learner should be able to:</p> <p>a). Differentiate between homonyms and homophones.</p> <p>b). Recognize homonyms and homophones in written texts.</p> <p>c). Spell commonly misspelt words for writing fluency.</p> <p>d). Value the importance of correct spelling in written communication.</p>	<p>In groups or pairs, learners are guided :</p> <p>search for the meaning and difference between homonyms and homophones.</p> <p>note down their findings and discuss.</p> <p>identify homophones and homonyms in written text.</p> <p>search the internet for the commonly misspelt words such as homonyms and homophones.</p> <p>practice spelling homophones and homonyms in pairs or groups</p> <p>use the identified homophones and homonyms in</p>	<p>What is the difference between homophones and homonyms?</p> <p>Why are some words commonly misspelt?</p>	<p>Digital devices.</p> <p>Charts.</p> <p>Learner's textbook.</p> <p>Lesson notes.</p>	<p>Assessment rubrics.</p> <p>Checklists</p> <p>Written texts.</p> <p>Oral questions.</p> <p>Spelling exercises.</p>	

