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# SENIOR SCHOOL CURRICULUM DESIGN

**GRADE 10**

# ENGLISH



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

2024

# DRAFT



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT**

*Nurturing Every Learner's Potential*

**SENIOR SCHOOL CURRICULUM DESIGN**

**GRADE 10**

**ENGLISH**

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## **NATIONAL GOALS OF EDUCATION**

Education in Kenya should:

**1. Foster nationalism and patriotism and promote national unity.**

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

**2. Promote the social, economic, technological and industrial needs for national development.**

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

**a) Social Needs**

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

**b) Economic Needs**

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

**c) Technological and Industrial Needs**

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

**3. Promote individual development and self-fulfillment**

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

**4. Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

**5. Promote social equality and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

**6. Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

**7. Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

**8. Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

## **SENIOR SCHOOL LEARNING OUTCOMES**

By the end of senior school, the learner should be able to:

1. Communicate effectively and utilise information and communication technology across varied contexts.
2. Apply mathematical, logical and critical thinking skills for problem solving.
3. Apply basic research and scientific skills to manipulate the environment and solve problems.
4. Exploit individual talents for leisure, self-fulfilment, career growth, further education and training.
5. Uphold national, moral and religious values and apply them in day to day life.
6. Apply and promote health care strategies in day to day life.
7. Protect, preserve and improve the environment for sustainability.
8. Demonstrate active local and global citizenship for harmonious co-existence.
9. Demonstrate appreciation of diversity in people and cultures.
10. Manage pertinent and contemporary issues responsibly.

## THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM (CBC)

**Senior School** is the forth level of Basic Education in the Competency Based Curriculum (CBC) that learners shall come to after the Pre-Primary, Primary and Junior School (JS). The essence of Senior School is to offer learners a Pre- University/ Pre- career experience where the learners have an opportunity to choose pathways where they have demonstrated interest and/or potential at the earlier levels. Senior school comprises three years of education for learners in the age bracket of **15 to 18 years** and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, learners shall take **SEVEN (07) learning areas (LAs)** as recommended by the *Presidential Working Party on Educational Reforms* (PWPER). These shall comprise **Four Compulsory** learning areas, and Three learning areas opted for by the learner according to their chosen Pathway. While English and Kiswahili are indicated as Compulsory, the learners who opt for these learning areas as their subjects of specialization shall go through a *differentiated curriculum* in terms of scope, experiences and assessment. Such learners shall; therefore, take *Advanced English or Kiswahili Kipevu* with additional two lessons. It is recommended that AT LEAST TWO learning areas should be from chosen Pathway. In exceptional cases, some learners may opt for ONE learning area from the chosen Pathway and a maximum of TWO learning areas from any of the three pathways; depending on the learner's career projections and with guidance by the principals at Senior School.

## PROPOSED LIST OF SUBJECTS AT SENIOR SCHOOL

| Compulsory Subjects   | Science, Technology, Engineering & Mathematics (STEM)  | Social Sciences   | Arts & Sports Science   |
|---|--|---|---|
| <p>1. English<br/>         2. Kiswahili/KSL<br/>         3. Community Service Learning<br/>         4. Physical Education</p> <p><b>NB: ICT skills will be offered to all students to facilitate learning and enjoyment</b></p> | <p>5. Mathematics/Advanced Mathematics<br/>         6. Biology<br/>         7. Chemistry<br/>         8. Physics<br/>         9. General Science<br/>         10. Agriculture<br/>         11. Computer Studies<br/>         12. Home Science<br/>         13. Drawing and Design<br/>         14. Aviation Technology<br/>         15. Building and Construction<br/>         16. Electrical Technology<br/>         17. Metal Technology<br/>         18. Power Mechanics<br/>         19. Wood Technology<br/>         20. Media Technology*<br/> <b>21. Marine and Fisheries Technology*</b></p> | <p>22. Advanced English<br/>         23. Literature in English<br/>         24. Indigenous Language<br/>         25. Kiswahili Kipevu/Kenya Sign Language<br/>         26. Fasihi ya Kiswahili<br/>         27. Sign Language<br/>         28. Arabic<br/>         29. French<br/>         30. German<br/>         31. Mandarin Chinese<br/>         32. History and Citizenship<br/>         33. Geography<br/>         34. Christian Religious Education/ Islamic Religious Education/Hindu Religious Education<br/>         35. Business Studies</p> | <p>36. Sports and Recreation<br/>         37. <i>Physical Education (C)</i><br/>         38. Music and Dance<br/>         39. Theatre and Film<br/>         40. Fine Arts</p> |

## **LESSON DISTRIBUTION AT SENIOR SCHOOL**

The number of lessons in each of the compulsory learning areas shall be 4; while the optional areas shall be 6 lessons each. A lesson shall be 40 minutes. The "free" lessons shall be used for development of ICT skills, Pastoral Instruction Programme (PPI), projects, collaborative study and further reading.

## **ESSENCE STATEMENT**

In Kenya, English is an official language, a subject of study and a medium of instruction from Grade Four to the highest education level. In addition, it is one of the leading international languages. Indeed, English is the most widely spoken language and the global lingua franca in trade, diplomacy among others. As a subject, English exposes learners to various forms of language use in the areas of listening, speaking, reading, vocabulary, writing as well as grammar in use. In this subject, learners are also provided with opportunities to interact with the language in non-formal contexts such as drama and music festivals, debates, public speaking, clubs and societies.

At the end of Senior Secondary School, learners are expected to have attained proficiency in the use of the English language. This will prepare them for further learning and training in fields such as law, journalism, marketing, advertising, public relations, editing, research, linguistics, teaching, lexicography, translation and performing arts, among others.

## **GENERAL SUBJECT LEARNING OUTCOMES FOR ENGLISH**

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

1. Speak fluently in a variety of contexts,
2. Listen to obtain meaning from oral texts, and provide appropriate feedback,
3. Use appropriate English language structures in oral and written communication,
4. Build a wide range of vocabulary for use in formal, non-formal, and informal discourse,

5. Read print and digital materials for a variety of purposes,
6. Write different types of creative and functional texts.

## SUMMARY OF STRANDS AND SUB STRANDS

| Strands                           | Sub Strands   | Suggested Number of Lessons  |
|-----------------------------------|---|--|
| <b>1.0 Listening And Speaking</b> | a) Extensive listening<br>b) Etiquette<br>c) Critical listening<br>d) Pronunciation and conversational skills<br>e) Intensive listening<br>f) Non-verbal cues<br>g) Selective listening<br>h) Pronunciation and conversational skills<br>i) Interactive listening<br>j) Pronunciation and conducting meetings<br>k) Responsive listening<br>l) Pronunciation and Syllabic Stress<br>m) Critical listening<br>n) Pronunciation and Emphatic Stress<br>o) Intensive listening/Viewing<br>p) Speaking fluency<br>q) Selective listening<br>r) Speaking fluency | 3<br>4<br>3<br>4<br>4<br>3<br>3<br>4<br>3<br>3<br>4<br>3<br>3<br>4<br>3<br>4<br>4<br>3<br>3<br>4 |
| <b>Total</b>                      |   | <b>64</b>  |

| <b>Strands</b>            | <b>Sub Strands</b>   | <b>Suggested Number of Lessons</b>        |
|---------------------------|--|---|
| <b>2.0 Reading</b>        | a) Reading fluency<br>b) Extensive reading<br>c) Extensive reading<br>d) Study skills<br>e) Intensive reading<br>f) Reading fluency<br>g) Intensive reading<br>h) Extensive listening<br>i) Critical reading | 4<br>4<br>4<br>4<br>4<br>4<br>4<br>4<br>4 |
|                           | <b>Total</b>   | <b>36</b>                                 |
| <b>3.0 Grammar in Use</b> | a) Word classes<br>b) Word classes<br>c) Word classes<br>d) Phrases<br>e) Phrases<br>f) Clauses<br>g) Clauses<br>h) Sentence structure<br>i) Sentences   | 5<br>5<br>5<br>4<br>5<br>4<br>4<br>4<br>4 |
|                           | <b>Total</b>   | <b>40</b>                                 |
| <b>4.0 Writing</b>        | a) Sentence fluency<br>b) Mechanics of writing: Spelling   | 4<br>4                                    |

| <b>Strands</b>                 | <b>Sub Strands</b>                   | <b>Suggested Number of Lessons</b> |
|--------------------------------|--------------------------------------|------------------------------------|
|                                | c) Elements of effective writing     | 4                                  |
|                                | d) Mechanics of Writing: Punctuation | 5                                  |
|                                | e) The Writing Process               | 4                                  |
|                                | f) Creative writing                  | 5                                  |
|                                | g) Functional writing                | 4                                  |
|                                | h) Functional writing                | 5                                  |
|                                | i) Functional writing                | 5                                  |
|                                | <b>Total</b>                         | <b>40</b>                          |
| <b>Total Number of Lessons</b> |                                      | <b>180</b>                         |

**Note:** The suggested number of lessons per Sub Strand may be less or more depending on the context.

## **THEMES**

In the Grade Ten English Curriculum, the following themes will facilitate the learning of English in context:

1. Etiquette
2. Environment
3. Technology
4. Travel
5. Careers
6. Culture
7. Sports and Games
8. Health and Safety
9. Income: Types and Sources

## STRANDS AND SUB STRANDS

| THEME 01: ETIQUETTE: SOCIAL         |  |  |  |  |
|-------------------------------------|--|--|--|--|
| Strand                              | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)            |
| 1.1<br>Listening<br>and<br>Speaking | 1.1.1 Listening:<br>Extensive Listening<br><br>(3 lessons)<br><br>• <i>Identifying key information</i> | By the end of the sub strand, the learner should be able to:<br>a) describe characters, places and memorable events from a recording,<br>b) listen to a recording and pick key details for general information,<br>c) recount a story or dialogue in an oral context for enjoyment,<br>d) acknowledge the role of identifying key information for lifelong learning. | The learner is guided to:<br>• listen collaboratively to recordings from contexts such as role plays and skits and then recount the characters, places and memorable events,<br>• conduct a hot seat based on a dialogue or story and recount characters, places and events,<br>• listen to a telephone conversation and pick key details,<br>• mimic a character in a story or in a dialogue, | How can one gain the most through listening? |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>● listen to and dramatise a dialogue between a hotel attendant and a customer in groups,</li> <li>● watch a video clip on table etiquette and jointly re-enact it,</li> <li>● record a dialogue on etiquette and upload it on an online platform.</li> </ul>   |  |
| <b>Core competencies to be developed:</b>  |  |  |   |  |
|  |  |  | <ul style="list-style-type: none"> <li>● Creativity and Imagination: The learner gains new perspectives on hotel etiquette as they dramatise the dialogue between a hotel attendant and a customer.</li> <li>● Digital Literacy: The learner uses technology to record a narration or dialogue and uploads it on online platforms.</li> </ul> |  |
| <b>Values:</b>   |  |  |   |  |
| <ul style="list-style-type: none"> <li>● Unity: The learner displays team spirit as they work with others to role play events in the story or dialogue.</li> <li>● Responsibility: The learner displays diligence as they listen to a telephone conversation and pick key information.,</li> </ul> |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b>   |  |  |   |  |
| Developmental perspective: The learner learns about healthy relationships as they watch a clip on table etiquette.   |  |  |   |  |

| Strand                            | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                |
|-----------------------------------|---|---|--|--|
| <b>1.1 Listening and Speaking</b> | <b>1.1.2 Speaking: Etiquette (4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Sounds (/ɒ/ and /ɔ:/ )</i></li> <li>• <i>Use of etiquette</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) pick out the target sounds and aspects of etiquette in oral or written texts,</li> <li>b) use appropriate etiquette in different contexts,</li> <li>c) articulate the sounds /ɒ/ and /ɔ:/ for effective communication,</li> <li>d) justify the need for accurate pronunciation in communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an oral passage and identify the words with the sounds /ɒ/ and /ɔ:/ ,</li> <li>• say tongue twisters which have the target sound with peers,</li> <li>• present minimal pairs featuring the target sounds and receive peer review,</li> <li>• watch videos depicting the use of etiquette in the following instances: <ul style="list-style-type: none"> <li>○ hotels</li> <li>○ telephone conversation</li> <li>○ the market among others,</li> </ul> </li> <li>• pick out the polite words and phrases used in the video and list them,</li> </ul> | <p>Why is it important to observe etiquette?</p> |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>● conduct a telephone conversation and observe etiquette,</li> <li>● role play a conversation between a receptionist and a guest, a secretary and a parent in a school or a customer and a seller in a market.</li> </ul> |  |
|--|--|--|--|--|

**Core competencies to be developed:**

Critical thinking and problem solving: The learner seeks clarifications as they outline different contexts where business and market place etiquette is applicable.

Creativity: The learner undertakes group tasks and gains a new perspective as role play a conversation between a receptionist and a guest, a secretary and a parent in a school or a customer and a seller in a market.

**Values:**

Respect: The learner understands and appreciates others as they present minimal pairs featuring the target sounds and receive peer review.

Unity: The learner displays team spirit when they jointly practise correct articulation of sounds.

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic issues: The learners promote social etiquette as they list conventions observed in the video on business and market etiquette.

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|--------------------|--|---|---|--|
| <b>1.2 Reading</b> | <b>1.4.1 Reading Fluency</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Previewing (predicting, skimming, scanning)</i></li> <li>• <i>Collocations and Binomials</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>preview a text and make predictions about characters, people and places for reading fluency,</li> <li>skim varied texts while glossing over unknown words to obtain the gist,</li> <li>scan a text to obtain specific details,</li> <li>predict how words collocate for effective communication,</li> <li>acknowledge the importance of reading fluency in lifelong learning.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>collaboratively look at the text title and images (photographs, graphs among others), and predict what the text is about,</li> <li>read a text right through to get a general idea,</li> <li>read a text rapidly to obtain specific details such as titles, sub-titles, the author, table of contents, introductions to major sections and the first and the concluding paragraphs,</li> <li>recognise signal words such as connectors and conjunctions in a text,</li> <li>watch a video of someone reading a text and evaluate</li> </ul> | <ol style="list-style-type: none"> <li>How can one make predictions about the happenings in a text?</li> <li>Why is it necessary to read a text fluently?</li> </ol> |

|  |  |  |   |  |
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|  |  |  | <p>the reader in terms of accuracy, speed and expressiveness,</p> <ul style="list-style-type: none"> <li>● work with peers to read a text accurately, expressively and at the right speed,</li> <li>● jointly determine how words in a text are used together to enhance meanings (collocations and binomials:<br/>           -adverb + adjective e.g. completely satisfied.<br/>           -adjective + noun e.g. excruciating pain.<br/>           -noun + noun: a surge of anger.</li> </ul> |  |
|--|--|--|---|--|

**Core competencies to be developed:**

- Creativity and imagination: The learner looks for better ways of doing a task as they predict what a text is about by looking at the title and images.
- Learning to learn: The learner reads independently and makes use of signal words such as connectors and conjunctions in a text.

**Values:**

- Responsibility: The learner offers leadership and guidance as they jointly determine how words in a text are used together to enhance meanings.
- Respect: The learner appreciates diverse opinions as they watch a recording and discuss the accuracy, speed and expressiveness of the reader.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship: The learner inculcates ethnic and social relations as they collaboratively look at the text title and images to predict what the text is about.

| Strand                    | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|---------------------------|---|---|---|--|
| <b>1.3 Grammar in Use</b> | <b>1.3.1 Word classes</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Nouns</i></li> <li>• <i>Pronouns</i></li> <li>• <i>determiners</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) classify nouns in sentences,</li> <li>b) recognise the various types of pronouns in varied contexts,</li> <li>c) differentiate the use of words as pronouns and determiners in sentences,</li> <li>d) use nouns and pronouns in sentences,</li> <li>e) acknowledge the importance of the correct usage of nouns, pronouns and determiners for</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• collaboratively list down all the <i>count</i> and <i>non-count nouns</i>, <i>common</i> and <i>proper nouns</i>, <i>concrete</i> and <i>abstract nouns</i> from an audio or written text,</li> <li>• practise replacing a common noun with a proper noun with peers, for example, “<i>The man helped the boy...</i>” with “<i>Peter helped John</i>”,</li> <li>• construct sentences featuring count and non-count nouns from a substitution table,</li> <li>• brainstorm with peers the categories of pronouns: <i>personal, reflexive, emphatic, reciprocal, demonstrative, relative, interrogative</i>,</li> </ul> | 1. How do we use naming words in communication?<br>2. Why is it important to determine how a word is used in a sentence? |

|  |  |                          |  |  |
|--|--|--------------------------|--|--|
|  |  | effective communication. | <ul style="list-style-type: none"> <li>● work with peers to find out and list the categories of determiners from books and the internet,</li> <li>● distinguish between the usage of words as pronouns and determiners (<b>that</b> boy-determiner, <b>that</b> is new-pronoun),</li> <li>● display the list of determiners on the classroom wall,</li> <li>● collaborate as they write a dialogue using nouns, pronouns and determiners,</li> <li>● role play the dialogue and record it using a digital device,</li> <li>● fill in a crossword puzzle with appropriate nouns, pronouns and determiners.</li> </ul> |  |
|--|--|--------------------------|--|--|

**Core competencies to be developed:**

- Communication and collaboration: The learner engages in team work to use the learnt word classes to fill in a crossword puzzle.

- Critical thinking: The learner takes time to reflect on the distinction between the usage of words as pronouns and determiners.

**Values:**

- Unity: The learner avoids discrimination as they collaboratively write a dialogue using nouns, pronouns and determiners.
- Learning to learn: The learner displays the ability to independently form sentences featuring phrasal quantifiers and count and non-count nouns from a substitution table.

**Pertinent and Contemporary Issues (PCIs):**

- Life skills education: The learner promotes their analytical thinking when distinguishing between the usage of words as pronouns and determiners.

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|--------------------|--|---|--|--|
| <b>1.5 Writing</b> | <b>1.5.1 Sentence fluency</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Sentence skills</i><br/> <i>(Comma splices, run on sentences, run on lines)</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) contrast well-written sentences with comma splices, run on sentences and run on lines in a text,</li> <li>b) rewrite comma splices, run on sentences and run on lines as complete sentences for clear communication,</li> <li>c) value the importance of well-written sentences in communication.</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• work together to contrast well-written sentences with comma splices, run on sentences and run on lines in online and offline passages,</li> <li>• discuss the impact of comma splices, run on sentences and run on lines on the meaning of a sentence,</li> <li>• rewrite comma splices, run on sentences and run on lines sentences correctly,</li> <li>• join sentences using relevant coordinating conjunctions,</li> <li>• collaboratively use word cards to identify comma splices, run on sentences and run on lines,</li> <li>• exchange the sentences created for peer review.</li> </ul> | 1. What can make a sentence confusing to a reader?<br>2. Why should we write complete sentences? |

**Core competencies to be developed:**

- Self-efficacy: The learner determines the success criteria when they exchange the sentences created for peer review.
- Learning to learn: The learner learns independently as they search online and offline for passages with comma splices, run on sentences and run on lines.

**Values**

- Respect: The learners exhibit humility as they exchange the sentences created for peer review.
- Integrity: The learner displays honesty as they search online and offline for passages with comma splices, run on sentences and run on lines without visiting undesirable sites.

**Pertinent and Contemporary Issues (PCIs)**

Self-management skills: The learners manage difficult situations when they are able to discuss the impact of comma splices, run on sentences and run on lines on the meaning of a sentence.

## THEME 02: ENVIRONMENT: CLIMATE CHANGE

| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|-----------------------------------|---|--|--|---|
| <b>2.1 Listening and speaking</b> | <b>2.1.1 Critical Listening</b><br><b>(3 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Identifying contextual features (speaker, context and intention)</i></li> <li>• <i>Selecting relevant key points</i></li> <li>• <i>Avoiding distractions</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe various forms of distractions to effective listening in different contexts,</li> <li>b) determine the speaker, context and intention in varied oral texts,</li> <li>c) select key points from an audio text for information,</li> <li>d) appreciate the importance of critical listening in communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm on different forms of distractions and how to avoid them,</li> <li>• collaboratively search for information online and offline on how to identify the speaker, context and intention,</li> <li>• listen to a variety of audio texts and identify the speaker, context and intention,</li> <li>• listen to a variety of texts on the theme while avoiding distractions,</li> <li>• pick out the key points from an audio text and make notes.</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we ensure we gain the most out of a listening text?</li> <li>2. Why is it important to listen to key points in a text?</li> </ol> |

**Core competencies to be developed:**

- Creativity and imagination: The learner will generate new ideas as they brainstorm on different forms of distractions and how to avoid them.
- Communication and collaboration: The learner will listen critically and show awareness of the speaker, context and intention in varied oral texts.

**Values:**

- Responsibility: The learners engage in assigned duties and roles as they collaboratively search for information online and offline on how to identify the speaker, context and intention.
- Love: The learner portrays a caring attitude as they brainstorm different forms of distractions and how to avoid them.

**Pertinent and Contemporary Issues (PCIs)**

Environmental conservation: The learner's awareness on climate change is heightened as they listen to texts on the theme and pick out main points.

| Strand                            | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|-----------------------------------|--|---|--|--|
| <b>2.1 Listening and Speaking</b> | <b>2.1.2 Conversational skills</b><br><i>(4 lessons)</i> <ul style="list-style-type: none"> <li>• <i>Discourse markers</i></li> <li>• <i>Sounds</i></li> <li>• <i>Sound patterns: onomatopoeic words and idiophones</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) classify discourse markers used in a variety of texts,</li> <li>b) articulate the sounds /ə/, /a:/ and /ɜ:/ for oral fluency,</li> <li>c) use discourse markers to organise ideas during conversations,</li> <li>d) apply onomatopoeic words and idiophones in oral communication,</li> <li>e) advocate the need to organise ideas appropriately in oral communication.</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• collaboratively recite poems or form minimal pairs with the sounds /ə/, /a:/ and /ɜ:/,</li> <li>• select and group words from newspapers, magazines, online texts, radio programmes, news bulletins, television shows among others, which: <ul style="list-style-type: none"> <li>○ <i>start a conversation (Right, Now...)</i></li> <li>○ <i>end a conversation (so, okay, anyway...)</i></li> </ul> </li> </ul> | 1. Why does the proper articulation of sounds matter?<br>2. How do discourse markers affect the flow of conversations? |

- *change and manage a topic*  
*(Did you try, Did you, Incidentally, By the way, Speaking of...)*
- *order what we say* (*and, first, second, for a start, next...*),
- watch a video and note how speakers start, end or change a topic during a conversation,
- role play a conversation using transitional words (discourse markers/linking words) on conversational cards,
- collaboratively practise changing a topic and

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|   |  |  | <p>ordering ideas during mock speeches,</p> <ul style="list-style-type: none"> <li>● identify onomatopoeic words and idiophones in an oral text,</li> <li>● use onomatopoeic words and idiophones in a story telling session.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Learning to learn: The learner carries out research as they look for examples of discourse markers in books or the internet.</li> <li>● Self-efficacy: The learner displays attention to detail as they watch a video and note how speakers start, end or change a topic during a conversation.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>● Patriotism: The learners exercise dedication when they collaboratively practise changing a topic and ordering ideas during mock speeches.</li> <li>● Unity: The learner avoids discrimination as they collaboratively recite poems or form minimal pairs with the sounds /ə/, /a:/ and /ɜ:/.</li> </ul> |  |  |  |  |

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic and environmental issues: The learners engage in peaceful conflict management as they use fillers and discourse markers to recount events in a story on the environment.

DRAFT

| Strand             | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|--------------------|---|--|--|---|
| <b>2.2 Reading</b> | <b>2.2.1 Extensive Reading</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Selecting and previewing non-literary texts</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) select a text in preparation for reading,</li> <li>b) read varied texts for enjoyment and general understanding,</li> <li>c) recognise the role of extensive reading in building vocabulary.</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• preview varied texts such as online or offline newspapers, magazines and periodicals, novels and narratives among others,</li> <li>• select a suitable text from a collection of online or offline newspapers, magazines and periodicals with information on the environment,</li> <li>• read the texts and relate events, persons and places to real life situations,</li> <li>• summarise the information read using pictures, mind maps, posters or charts,</li> <li>• prepare and compare reading logs with peers.</li> </ul> | 1 Why should one carefully select the text to read?<br>2 What do we consider when selecting a reading text? |

**Core competencies to be developed:**

- Learning to Learn-The learner learns independently as they select a suitable text from a collection online/offline newspapers, magazines and periodicals with information on environment.
- Citizenship: The learner engages effectively with others as they relate the information from a text to events, persons and places in real life.

**Values**

- Patriotism: The learner exhibits honesty as they prepare and compare reading logs with peers.
- Integrity: The learner has self-discipline as they preview varied texts such as online/offline newspapers, magazines and periodical, novels, collections of narratives among others.

**Pertinent and Contemporary Issues (PCIs):**

**Life skills:** The learner's developmental perspective is enhanced as they write a summary on what they have read.

| Strand                    | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                         |
|---------------------------|--|--|---|---|
| <b>2.3 Grammar in Use</b> | <b>2.3.1 Word Classes</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>● <i>Verbs (main, primary auxiliaries, regular, irregular, phrasal verbs)</i></li> <li>● <i>Adverbs (time, place and manner)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify main verbs and primary auxiliary verbs from printed or digital texts,</li> <li>b) inflect verbs appropriately to show tense and aspect for effective communication,</li> <li>c) use main verbs and primary auxiliary verbs in sentences,</li> <li>d) use adverbs of time, place and manner in sentence construction,</li> <li>e) acknowledge the role of verbs, tense, aspect and time and adverbs</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● pick out <i>verbs to be, verbs to have and verbs to do</i> from a given text,</li> <li>● use primary auxiliary verbs in sentences,</li> <li>● generate a list of verbs and change them from present to past tense,</li> <li>● work with peers to form sentences in future time,</li> <li>● work with peers to search for regular and irregular verbs from print or digital texts,</li> <li>● describe irregular verbs on the basis of how they form their past and past participle: <ul style="list-style-type: none"> <li>○ <i>verbs in which the three forms remain the same</i></li> </ul> </li> </ul> | Why is tense, time and aspect important in communication? |

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|  |  | <p>in communicating precisely.</p> | <ul style="list-style-type: none"> <li>○ verbs in which two of the three forms are the same,</li> <li>○ verbs in which the three forms are different,</li> <li>● construct sentence in the present, past and future progressive from a substitution table,</li> <li>● listen to an audio text or read one and <i>identify gradable and non-gradable adverbs and adverbs of place and time</i>,</li> <li>● work with peers to construct sentences with adverbs of place and manner, gradable and non-gradable adverbs.</li> </ul> |  |
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#### **Core competencies to be developed:**

- Learning to learn - Self-discipline: The learners seek advice and support from each other as they search for regular and irregular verbs from print or digital texts.

- Critical Thinking - Active listening: The learner actively listens to an audio text and identifies gradable and non-gradable adverbs and adverbs of place and time.

**Values:**

- Love: The learner's generosity is enhanced as they share ideas with others on adverbs.
- Responsibility: The learner engages in the assigned role as they search for regular and irregular verbs from print or digital texts.

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic issues - environmental education and climate change: The learners enhance their knowledge as they listen to a theme-based audio text or read one and identify *gradable and non-gradable adverbs and adverbs of place and time*.

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------------------|--|---|---|---|
| <b>2.5 Writing</b> | <b>2.5.1 Mechanics of Writing</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Spelling rules</i></li> <li>• <i>Abbreviations and acronyms</i></li> <li>• <i>frequently misspelt and easily confused words</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify frequently misspelt and easily confused words in written texts,</li> <li>b) use acronyms, commonly misspelt and easily confused words in sentences,</li> <li>c) apply spelling rules to write words with affixes for effective communication,</li> <li>d) appreciate the role of abbreviations and acronyms in written texts.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online or offline for examples of abbreviations, acronyms and frequently misspelt and easily confused words,</li> <li>• use frequently misspelt and easily confused words in short paragraphs,</li> <li>• make sentences using abbreviations, acronyms, words with affixes, verbs with double consonants and plural nouns,</li> <li>• design charts and posters featuring abbreviations, acronyms, words with</li> </ul> | <ol style="list-style-type: none"> <li>1. Why should we spell words correctly?</li> <li>2. Why do we use abbreviations and acronyms?</li> </ol> |

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|  |  |  | affixes, frequently misspelt and easily confused words and display them. |  |
| <b>Core competencies to be developed:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Self-efficacy - self-awareness: The learners sort out their priorities as they search online or offline for examples of abbreviations.</li> <li>• Communication and collaboration - writing clearly: The learner advances the skill of spelling while designing charts and posters featuring abbreviations, acronyms, words with affixes, frequently misspelt and easily confused words.</li> </ul> |  |  |  |  |
| <b>Values:</b> <ul style="list-style-type: none"> <li>• Responsibility - diligence: The learner diligently uses the internet while searching for abbreviations and frequently confused words.</li> <li>• Patriotism: The learner respects classmates as they design charts and posters featuring abbreviations, acronyms, words with affixes, frequently misspelt and easily confused words and display them.</li> </ul>                     |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Socio-economic issues - Climate change: The learner brings out issues on climate change in self-written paragraphs.  |  |  |  |  |

| THEME 03: TECHNOLOGY: COMMUNICATION APPS |   |  |   |   |
|--|---|--|---|---|
| Strand                                   | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
| <b>3.1 Listening and Speaking</b>        | <b>3.1.1 Intensive Listening</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Listening for specific details (key words, facts and important phrases, multiwords, sounds: /ʌ/ /æ/ /əʊ/ /əʊ/ /w/ /j/ )</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) select specific details from a listening text,</li> <li>b) use words and phrases picked from an oral text in a variety of contexts,</li> <li>c) advocate the need to discriminate among sounds for effective communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to an audio recording and focus on <b><i>key words, dates, names, important facts and phrases, similes and metaphors as well as words with the sounds /ʌ/ /æ/ /əʊ/ /əʊ/ /w/ /j/</i></b>,</li> <li>• play language games using the <b><i>target sounds, key words, dates, names, important facts and phrases</i></b>,</li> <li>• practise listening to a text with a partner and ask them to speak slowly and clearly,</li> <li>• take notes while listening to the partner,</li> <li>• collaboratively engage in a cloze test using the words and phrases identified.</li> </ul> | <ol style="list-style-type: none"> <li>1. How do we pick out specific details from a listening text?</li> <li>2. Why is it important to focus on specific details in a listening text?</li> </ol> |

**Core competencies to be developed:**

- Learning to learn: The learners seek advice as they take notes while listening to the partner.
- Critical thinking: The learners follow instructions as they work collaboratively with peers to play language games using the target sounds, key words, dates, names, important facts and phrases.

**Values:**

- Responsibility: The learner's resilience is enhanced as they play language games using the target sounds, key words, dates, names, important facts and phrases.
- Peace: The learner displays tolerance as they practise listening to a text with a partner and ask them to speak slowly and clearly.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education- Peace education: The learners respect each other's diversity as they practise listening to a text with a partner and ask them to speak slowly and clearly.

| Strand                            | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|-----------------------------------|---|---|---|---|
| <b>3.1 Listening and Speaking</b> | <b>3.1.2 Nonverbal Cues (3 lessons)</b> <ul style="list-style-type: none"> <li>• <i>non-verbal cues (facial expressions, gestures, eye contact, body movement) speaking to entertain)</i></li> <li>• <i>articulation of sounds: /ʌ/ //æ//aʊ//əʊ//w//j/</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>identify the sounds /ʌ/ /æ/ and /aʊ/ /əʊ/ in oral texts,</li> <li>articulate the sounds /ʌ/ /æ/ and /aʊ/ /əʊ/ for oral fluency,</li> <li>use nonverbal cues appropriately in oral communication,</li> <li>acknowledge the importance of articulating sounds accurately.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch a video recording and pick out words featuring the sounds /ʌ/ /æ//aʊ//əʊ//w//j/,</li> <li>• work with peers and practise minimal pairs such as <i>hut</i> and <i>hat</i>; <i>now</i> and <i>know</i> among others,</li> <li>• brainstorm various non-verbal cues,</li> <li>• role play a conversation and use nonverbal cues such as facial expressions, gestures, eye contact and body movement,</li> <li>• work together to record the role play and upload it for feedback,</li> </ul> | <ol style="list-style-type: none"> <li>1. How do non-verbal cues enhance communication?</li> <li>2. Why should we articulate vowel sounds correctly?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• watch video clips and identify nonverbal cues such as dress choice, personal space, body movement among others.</li> </ul> |  |
|--|--|--|---|--|

**Core competencies to be developed:**

- Learning to learn: The learner acquires the skill of organising own knowledge as they role play a conversation and use nonverbal cues such as facial expressions, gestures, eye contact and body movement.
- Critical thinking and Problem solving: The learner's open mindedness and creativity is enhanced as they record themselves and exchange the recordings and give feedback

**Values:**

- Respect: The learner appreciates diverse opinions as they watch video clips and identify nonverbal cues such as dress choice, personal space and body movement among others.
- Peace: The learner displays calmness as they brainstorm various non-verbal cues.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education :The learner records the role play in audio or video format and posts it on an online platform for peer review.

| Strand             | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)          |
|--------------------|---|---|---|--|
| <b>3.2 Reading</b> | <b>3.2.1 Extensive reading</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Reference Materials (dictionary, thesaurus, atlases, manuals, newspapers and an encyclopedia)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain the uses of the thesaurus and dictionaries for enhancement of reading skills,</li> <li>b) pick out information from atlases, manuals, newspapers and encyclopedias for general knowledge,</li> <li>c) appreciate the importance of reference materials as a source of information.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work with peers to look for information online and offline on the uses of the dictionary, thesaurus, atlases, manuals, newspaper cuttings and the encyclopedia,</li> <li>• collaboratively locate synonyms and antonyms in a thesaurus,</li> <li>• use a dictionary to find the spelling, meaning and articulation of words,</li> <li>• pick information from atlases, manuals, newspapers and encyclopedia,</li> </ul> | <p>Why are reference materials useful?</p> |

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|   |  |  | <ul style="list-style-type: none"> <li>• share the information gathered with the class using a picture plate.</li> </ul> |  |
| <b>Core competencies to be developed:</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Digital literacy: The learner downloads reference materials and writes down examples of such materials used in extensive reading.</li> <li>• Citizenship: The learner engages effectively with peers as they to locate synonyms and antonyms in a thesaurus.</li> </ul>                      |  |  |  |  |
| <b>Values:</b>  |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Love: The learner shows care and concern for peers when they share resources to pick out information from atlases, manuals, newspapers and encyclopedia.</li> <li>• Peace: The learner displays tolerance as they work with peers to locate synonyms and antonyms in a thesaurus.</li> </ul> |  |  |  |  |
| <b>Pertinent contemporary issues(PCIs):</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>• Life skills : The learner enhances a developmental perspective when they use a dictionary to find spelling, meaning and articulation of words.</li> </ul>  |  |  |  |  |

| Strand                    | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|---------------------------|---|--|---|--|
| <b>3.3 Grammar in Use</b> | <b>3.3.1 Word Classes</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Adjectives</i></li> <li>• <i>Coordinating conjunctions</i></li> <li>• <i>Simple prepositions</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) identify adjectives, simple prepositions and coordinating conjunctions from written texts,</li> <li>b) use simple prepositions and coordinating conjunctions in sentences,</li> <li>c) order adjectives correctly in sentences,</li> <li>d) recognise the importance of using adjectives, simple prepositions and conjunctions in communication.</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• collaboratively describe a picture with as many adjectives as possible and write them down,</li> <li>• display their lists for peer review,</li> <li>• work with peers and create a dialogue featuring adjectives in the correct order and make a recording using a digital device,</li> <li>• watch a video related to Technology and identify <i>simple prepositions and coordinating conjunctions</i>,</li> </ul> | 1. How do we describe objects to bring out their differences?<br>2. What can we do to avoid unnecessary repetition in communication? |

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|  |  |  | <ul style="list-style-type: none"> <li>● write paragraphs on Technology using correctly ordered adjectives, simple prepositions, conjunctions,</li> <li>● jointly complete a crossword puzzle using the relevant adjectives, simple prepositions and conjunctions.</li> </ul> |  |
|--|--|--|---|--|

**Core competencies to be developed:**

- Citizenship: The learner develops a desire to participate in democratic decision making at all levels as they collaboratively describe a picture with as many adjectives as possible and write them down.
- Collaboration: The learner contributes to group decision making by participating actively when they jointly complete a crossword puzzle using the relevant adjectives, simple prepositions and conjunctions.

**Values:**

- Integrity: The learner displays commitment to the group task as they create a dialogue featuring adjectives in the correct order and make a recording using a digital device.
- Responsibility: The learner engages in assigned tasks as they work with peers and create a dialogue featuring adjectives in the correct order and make a recording using a digital device.

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic and environmental issues: The learner is sensitised to the use of technology in environmental conservation as they write paragraphs on Technology using correctly ordered adjectives, simple prepositions, conjunctions.

| Strand   | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|--|--|--|--|---|
| <b>3.5 Writing</b>   | <b>3.5.1 Elements of effective writing</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>● <i>Cohesion</i></li> <li>● <i>Paragraph development</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the use of connectors of addition, similarity and contrast in a text,</li> <li>b) order ideas in a paragraph for coherence,</li> <li>c) write a coherent paragraph on a given topic,</li> <li>d) acknowledge the value of logically ordering ideas in writing.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>● identify connectors of addition, similarity and contrast from a text,</li> <li>● use pictorials to sequentially order events from a narrative,</li> <li>● learners are guided to collaborate and rearrange disordered sentences from word cards to form a logical paragraph,</li> <li>● team up to write a coherent paragraph on a topic around the theme.</li> </ul> | 1. Why should we organise ideas logically in writing?<br>2. How do connectors help in interpreting information? |
| <p><b>Core competencies to be developed:</b></p> <ul style="list-style-type: none"> <li>● Self-efficacy: The learner exhibits concerted attention to detail as they use pictorials to sequentially order events from a narrative.</li> </ul> |  |  |  |   |

- Problem Solving: The learner follows instructions very carefully as they are guided to collaborate and rearrange disordered sentences from word cards to form a logical paragraph.

**Values:**

- Unity: The learner appreciates the importance of oneness as they team up to write a coherent paragraph on a topic around e theme.
- Respect: The learner exercises positive regard for self and others as they collaborate and rearrange disordered sentences from word cards to form a logical paragraph.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: The learner manifests principles of leadership as they team up to write a coherent paragraph on a topic around the theme.

## THEME 04: TRAVEL: ADVENTURE

| Strand                            | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|-----------------------------------|--|--|--|---|
| <b>4.1 Listening and Speaking</b> | <b>4.1.1 Selective Listening<br/>(3 lessons)</b><br><br>• <i>Instructions</i><br>• <i>Directions</i> | By the end of the sub strand, the learner should be able to:<br><br>a) describe ways of selecting specific information from a listening text,<br>b) listen to an oral text and filter instructions and directions from the text,<br>c) take notes from a variety of listening texts,<br>d) argue for the need to listen attentively to extract specific details. | The learner is guided to:<br><ul style="list-style-type: none"><li>• brainstorm ways of selecting and noting down specific information from a listening text,</li><li>• play games such as cue games to enhance selective listening,</li><li>• take notes from an audio or video recording on instructions and directions,</li><li>• rephrase the instructions and directions in a dialogue and record themselves.</li></ul> | 1. What is the importance of listening for particular information?<br><br>2. How can we ensure we listen keenly for particular information? |

**Core competencies to be developed:**

- Communication and collaboration: The learner's ability to listen keenly is enhanced as they listen to an audio on instructions and directions and paraphrases the content.
- Digital Literacy- Using digital technology: The learner sharpens the skill of digital skills by recording themselves as they give instructions and directions in a dialogue.

**Values:**

Respect: The learner observes etiquette as they play games such as cue games to enhance selective listening.

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic issues – safety and security: The learner increases their knowledge by listening to a text on travel.

| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|-----------------------------------|---|--|---|--|
| <b>4.1 Listening and Speaking</b> | <b>4.1.2 Conversational skills</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>(Changing the topic, Giving and receiving feedback, formal and informal register, Informal conversation)</i></li> <li>• <b>Pronunciation</b> (<i>Different realisations of the letter 's': /s/-/z/-/ʃ/-/ʒ/</i>)</li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>describe the techniques of changing the topic in a conversation,</li> <li>give and receive feedback in the communication process,</li> <li>bring out the different realisations of the sounds /s/, /z/ and /ʃ/, /ʒ/ respectively in given contexts,</li> <li>distinguish between formal and informal register in communication,</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• search online and offline for ways of changing the topic and giving and receiving feedback,</li> <li>• use role plays, hot seating or debates to practise techniques for changing the topic (such as such as asking questions and introducing another subject),</li> <li>• simulate situations relevant to the theme using informal register (such as a journey to the national park) and give feedback using techniques (such as checking the motives,</li> </ul> | 1. What should one consider when giving or receiving feedback?<br>2. How can we overcome pronunciation challenges? |

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|  |  | <p>e) acknowledge the importance of conversation skills in effective communication.</p> | <p>being timely and being specific),</p> <ul style="list-style-type: none"> <li>• engage in dialogue using formal register and showcase techniques for giving and receiving feedback,</li> <li>• identify the target sounds from an audio text,</li> <li>• team up with others to use minimal pairs to distinguish the sounds /s/, /z/ and /ʃ/, /ʒ/ and,</li> <li>• research online and offline for the different realisations of the target sounds (for example, in spelling, //ʃ/ can be realised as ‘sh’ ‘s’ and ‘ch’ and so on.),</li> <li>• generate a list of words in which letter ‘s’ is pronounced differently as /s/, /ʃ/, /z/, /ʒ/.</li> </ul> |  |
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**Core competencies to be developed:**

Communication and Collaboration-Speaking engagingly: The learner will speak engagingly as they simulate situations relevant to the theme using informal register.

**Values:**

Integrity: The learner's sense of fairness is heightened as they search online and offline for ways of changing the topic and giving and receiving feedback.

**Pertinent and Contemporary Issues (PCIs):**

Life skills and human sexuality-Peer pressure resistance: The learner is sensitised to resist peer pressure as they search online and offline for ways of changing the topic and giving and receiving feedback.

| Strand             | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------------------|---|--|---|---|
| <b>4.2 Reading</b> | <b>4.2.1 Study skills</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• SQ4R<br/><i>(Survey, Question, Read, Reflect, Recite, Review)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>outline steps in summary and note making for improving comprehension,</li> <li>use the SQ4R technique and summary and note making skills for study purposes,</li> <li>analyse visual information in a reading context,</li> <li>acknowledge the importance of using effective study skills in extensive and intensive reading.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaboratively brainstorm the SQ4R (Survey, Question, Read, Reflect, Recite, Review) technique and summary and note making skills,</li> <li>• survey a text on travel by looking at titles, subtitles, visuals as well as the first and the last paragraphs,</li> <li>• collaboratively ask questions on the passage,</li> <li>• read the passage actively by looking for answers to the questions asked earlier and note them down,</li> <li>• exchange the answers with peers for review,</li> <li>• make notes on the key ideas in the text,</li> </ul> | <ol style="list-style-type: none"> <li>1. How do you ensure you understand the text you are reading?</li> <li>2. What is the importance of visuals in communication?</li> </ol> |

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|   |  |  | <ul style="list-style-type: none"> <li>• work with others in interpreting the information provided by visuals (such as pictures, photographs, maps, posters and illustrations) in a text.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b><br/>           Critical thinking and problem solving: The learner reflects on the text on cultural diversity.</p>  |  |  |  |  |
| <p><b>Values:</b><br/>           Responsibility – excellence: The learner aims at excellence as they interpret visuals on texts.</p>  |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b><br/>           Life skills - Negotiation: The learner's negotiation skills are enhanced as they work in groups to discuss the advantages of the reading strategies.</p> |  |  |  |  |

| Strand                    | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|---------------------------|--|---|---|--|
| <b>4.3 Grammar in use</b> | <b>4.3.1 Phrases</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Noun</i></li> <li>• <i>verb phrase</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify the constituents of the noun phrase and verb phrase for information,</li> <li>b) use the noun phrase and verb phrase for fluency in oral and written texts,</li> <li>c) advocate the correct usage of noun phrases and verb phrases in communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm the structure of noun phrases <i>Determiner + Noun; Noun + Adjective</i> and present them in a chart,</li> <li>• listen to an audio recording of a story on careers and identify the noun phrases constituting: <i>noun, determiner + noun and determiner+ adjective + noun</i>,</li> <li>• analyse noun phrases extracted from audio texts into their constituents and present them in charts,</li> <li>• use noun phrases of varied structure to construct a paragraph,</li> </ul> | Why is it important to use phrases of varied structure in communication? |

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|  |  |  | <ul style="list-style-type: none"> <li>• read a text and select sentences with the <i>auxiliary + main verb</i> structure</li> <li>• create sentences using verb phrases with peers.</li> </ul> |  |
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**Core competencies to be developed:**

Collaboration: The learner promotes harmony as they brainstorm the structure of noun phrases.

**Values:**

Responsibility: The learner offers leadership and guidance as they listen to an audio recording of a story on careers and identify the noun phrases.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: The learner practises non-discrimination as they listen to an audio recording of a story on careers and identify the noun phrases.

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------------------|--|---|---|---|
| <b>4.5 Writing</b> | <b>4.5.1 Mechanics of writing</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Punctuation principles (Single and double quotation marks, dashes, hyphens, slashes)</i></li> <li>• <i>capitalization</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain the punctuation principles of capitalisation, quotation marks, dashes, hyphens and slashes in writing,</li> <li>b) use the target punctuation marks to write sentences for effective communication,</li> <li>c) apply the rules of capitalisation in a variety of sentences,</li> <li>d) advocate the correct use of punctuation marks in sentences.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online and offline for rules on capitalisation and the use of the hyphen, single and double quotation marks, slashes and dashes,</li> <li>• identify the hyphen, single and double quotation marks, slashes and dashes from a text,</li> <li>• generate sentences that require the use of capital letters in different positions of a sentence,</li> <li>• work with others to write a story using capitalisation, hyphens, single and double</li> </ul> | 1. Why is it important to punctuate a sentence correctly?<br><br>2. When should one use capital letters in writing? |

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|  |  |  | <p>quotation marks, slashes and dashes,</p> <ul style="list-style-type: none"> <li>● review each other's compositions with a focus on capitalisation and the target punctuation marks.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b></p> <p>Critical thinking and problem solving: The learner determines the goal of the activity as they review each other's compositions with a focus on capitalisation and the target punctuation marks.</p> |  |  |   |  |
| <p><b>Values</b></p> <p>Respect: The learner shows appreciation for diverse opinions as they work with others to write a story using capitalisation, hyphens, single and double quotation marks, slashes and dashes.</p>                                 |  |  |   |  |
| <p><b>Pertinent contemporary issues</b></p> <p>Safety in class and school: The learner feels safe in class when they exchange ideas within a classroom setup.</p>  |  |  |   |  |

| THEME 05: CAREERS: PUBLIC SECTOR  |  |  |   |  |
|-----------------------------------|--|--|---|--|
| Strand                            | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
| <b>5.1 Listening and Speaking</b> | <b>5.1.1 Interactive Listening<br/>(3 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Negotiating meaning</i></li> <li>• <i>Turn-taking</i></li> <li>• <i>clarifying meaning</i></li> <li>• <i>showing empathy</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) establish instances of turn-taking and negotiating meaning in a dialogue,</li> <li>b) clarify the speaker's meaning in a conversation,</li> <li>c) show empathy towards the speaker for effective social relations,</li> <li>d) advocate the importance of listening to understand for peaceful co-existence.</li> </ul> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• jointly search online or offline for turn-taking skills and verbal and non-verbal cues for negotiating meaning,</li> <li>• practise turn taking and paraphrasing the speaker's meaning in an interview with peers,</li> <li>• watch a video in which people clarify and verify a speaker's meaning,</li> <li>• participate in a dialogue on careers and show empathy towards the speaker's feelings.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why is it important to understand the speaker's intended meaning?</li> <li>2. How can one seek clarification on what the speaker means?</li> </ol> |

**Core competencies to be developed:**

Communication and collaboration: The learner listens actively and keenly as they watch a video in which people clarify and verify a speaker's meaning.

**Values:**

Patriotism: The learners' dedication becomes evident as they jointly search online or offline for turn-taking skills and verbal and non-verbal cues for negotiating meaning.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: The learner is protected from psychological harm as they jointly search online or offline for turn-taking skills and verbal and non-verbal cues for negotiating meaning.

| Strand                              | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|-------------------------------------|--|---|--|--|
| <b>5.1.2 Listening and Speaking</b> | <b>5.1.2 Speaking: Etiquette and Pronunciation</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Etiquette (Conducting meetings)</i></li> <li>• <i>Sounds /f/ /dʒ//ʒ/</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain how to take turns, interrupt and disagree politely in an oral context,</li> <li>b) interrupt and disagree politely for peaceful co-existence,</li> <li>c) practise turn taking in a variety of contexts,</li> <li>d) articulate the sounds /f/ /dʒ//ʒ/ for effective communication,</li> <li>e) promote the need to observe etiquette in oral communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● work with others to discuss how to take turns and interrupt and disagree politely in a meeting,</li> <li>● role play as they use appropriate turn taking skills in a mock meeting about careers,</li> <li>● interrupt and disagree politely as they hold a debate about careers,</li> <li>● team up with peers to create tongue twisters of words with sounds /f/ /dʒ//ʒ/,</li> <li>● exchange and say the tongue twisters,</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we display good manners as we communicate with others?</li> <li>2. Why is it important to observe etiquette in communication?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>● use minimal pairs with the target sounds.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b><br/>           Communication and collaboration: The learner will speak engagingly as they use appropriate turn taking skills in a mock meeting about careers.</p>                         |  |  |   |  |
| <p><b>Values:</b><br/>           Love: The learner portrays a caring attitude as they interrupt and disagree politely in a debate about careers.</p>   |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b><br/>           Socio-economic and environmental issues: The learner detects extremism as they role play to use appropriate turn taking skills in a mock meeting about careers,</p> |  |  |   |  |

| Strand             | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------------------|--|--|---|---|
| <b>5.2 Reading</b> | <b>5.2.1 Intensive Reading</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Comprehension strategies</i></li> <li>• <i>Vocabulary (Transparent idioms, compound words, proverbs)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) evaluate their understanding of a text for comprehension,</li> <li>b) make predictions about events, people and places in a text,</li> <li>c) answer direct and inferential questions from a text,</li> <li>d) infer the meaning of words and phrases in a written text,</li> <li>e) promote the role of reading comprehension in learning.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaboratively rewrite the events and sections of a text in their own words,</li> <li>• review the first and last paragraphs, charts, picture and graphs and relate them to the text,</li> <li>• write a prediction on what they think will happen next in the text and write a few keywords or phrases to back up why they made this prediction,</li> <li>• jointly answer questions that activate previous knowledge about the subject before reading a text,</li> <li>• answer direct and inferential questions from</li> </ul> | <ol style="list-style-type: none"> <li>1. What strategies can one use to enhance their understanding of a text?</li> <li>2. Why do we need to read keenly?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• newspaper articles on making connections,</li> <li>• infer the meaning of words and phrases in text by combining information in the text with their background information.</li> </ul> |  |
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**Core competencies to be developed:**

Citizenship: The learner engages actively with others as they collaboratively rewrite the events and sections of a text in their own words.

**Values:**

Patriotism: The learner respects peers as they jointly answer questions that activate previous knowledge about the subject before reading a text.

**Pertinent and Contemporary Issues(PCIs)**

Peaceful conflict management: The learner exercises peaceful conflict management when they collaboratively rewrite the events and sections of a text in their own words.

| Strand                    | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                                      |
|---------------------------|---|---|--|--|
| <b>5.3 Grammar in use</b> | <b>5.3 Phrases:</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Adverb phrases</i></li> <li>• <i>Adjective phrases</i></li> <li>• <i>Prepositional phrases</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) analyse the constituents of adverb, adjective and prepositional phrases for information,</li> <li>b) describe the functions of the adverb, adjective and prepositional phrases in sentences,</li> <li>c) use adverb, adjective and prepositional phrases in varied contexts,</li> <li>d) appreciate the use of the adverb, adjective and prepositional phrases in sentences.</li> </ol> | <ul style="list-style-type: none"> <li>● conduct research online or offline on the structures of the adverb, adjective and prepositional phrases,</li> <li>● share their findings with the class,</li> <li>● team up with peers to give examples of prepositional phrases, adjective and adverb phrases:             <ul style="list-style-type: none"> <li>➤ prepositional phrases consisting of:                     <ul style="list-style-type: none"> <li>- <i>Preposition + Noun Phrase</i></li> <li>- <i>Preposition + Adverb</i></li> </ul> </li> <li>➤ adverb phrases consisting of:                     <ul style="list-style-type: none"> <li>- <i>Single adverb</i></li> <li>- <i>Intensifier + adverb</i></li> </ul> </li> <li>➤ Adjective phrases consisting of:</li> </ul> </li> </ul> | How do the constituents of a sentence help in effective communication? |

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|  |  |  | <p><i>compound adjectives</i><br/>for example short<br/>and pretty,</p> <ul style="list-style-type: none"> <li>● collaboratively analyse the functions of the adverb, the adjective and the prepositional phrase from a given context,</li> <li>● listen to an audio or written text on careers and identify adverb, adjective and prepositional phrases,</li> <li>● write a paragraph consisting of the identified prepositional, adjective and adverb phrases,</li> <li>● carry out situational exercises that focus on careers.</li> </ul> |  |
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#### **Core competencies to be developed:**

- Self-efficacy -Clarity of communication: The learner will clearly state their limitations and strengths on what they find difficult to do and why as they analyse the constituents of the adverb, adjectival and prepositional phrase.

**Values:**

Unity: The learner strives to achieve common goals as they conduct research online or offline on the structures of the adverb, adjective and prepositional phrases.

**Pertinent and Contemporary Issues (PCIs):**

Social economic issues – social cohesion: The learner's sense of social cohesion is enhanced as they team up with peers to give examples of prepositional phrases, adjective and adverb phrases.

| Strand  | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                  |
|---|---|---|---|--|
| <b>5.5 Writing</b>  | <b>5.5.1 The Writing Process</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Prewriting</i></li> <li>• <i>Drafting</i></li> <li>• <i>Revision</i></li> <li>• <i>Editing</i></li> <li>• <i>Publishing</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) explain the steps of the writing process in institutional writing,</li> <li>b) write an appreciation letter adhering to the steps of the writing process for clear communication,</li> <li>c) appreciate the importance of following the writing process for lifelong learning.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• share previous writing experiences (steps followed, strategies, what worked well and what was difficult),</li> <li>• report their experiences to the whole class,</li> <li>• search online or in books for the process of writing and display the information in class,</li> <li>• follow the writing process to compose a letter of appreciation and share it with peers for feedback.</li> </ul> | Why is it important to follow the writing process? |
| <p><b>Core competencies to be developed:</b></p> <p>Learning to learn: The learner prioritises tasks as they search online or in books for the process of writing and display the information in class.</p> |   |   |   |  |

**Values:**

- Unity: The learner displays team spirit as they share previous writing experiences.
- Respect: The learner appreciates diverse opinions as they report their experiences to the whole class.

**Pertinent and Contemporary Issues (PCIs):**

Life skills- self-awareness: The learner is able to cope with stress as they report their experiences to the whole class.

| THEME 06: CULTURE: VALUES AND BELIEFS |   |  |  |   |
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| Strand                                | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)         |
| <b>6.1 Listening and Speaking</b>     | <b>6.1.1 Responsive Listening</b><br><b>(3 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Listening for problem solving</i></li> <li>• <i>Making connections with personal experiences</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) outline techniques for listening to respond for problem solving,</li> <li>b) listen to a text to find solutions to problems,</li> <li>c) relate oral texts to personal experiences for critical thinking,</li> <li>d) contribute to solving social problems in a variety of contexts.</li></ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• search online or offline for techniques for listening responsively,</li> <li>• team up with others to listen to an audio recording, television or radio programmes on culture and identify social problems,</li> <li>• suggest solutions to the problems identified,</li> <li>• relate the issues in the audio text to common problems facing people in their communities,</li> <li>• make charts of the problems and solutions and pin them on the classroom wall,</li> <li>• listen to a programme on culture on radio or television</li> </ul> | Why is it important to listen to respond? |

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|  |  |  | and note problems and solutions discussed. |  |
| <b>Core competencies to be developed:</b><br>Self-efficacy: The learner practises leadership skills as they relate the issues in the audio text to common problems facing people in their communities. |  |  |  |  |
| <b>Values:</b><br>Peace: The learner displays tolerance as they make charts of the problems and solutions and pin them up on the classroom wall.   |  |  |  |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Socio-economic and environmental issues: The learner enhances social cohesion as they suggest solutions to the problems identified.                |  |  |  |  |

| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|-----------------------------------|---|--|--|--|
| <b>6.1 Listening and Speaking</b> | <b>6.1.2 Pronunciation and Syllabic Stress</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Stress in words</i></li> <li>• <i>Articulation of vowel sounds /ʊ/ and /u:/</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>distinguish word classes on the basis of stress,</li> <li>place stress in disyllabic words correctly in oral communication,</li> <li>pronounce words with the sounds /ʊ/ and /u:/ accurately,</li> <li>champion the need to stress words correctly for clear communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• say sentences featuring words with variant stress, for example, <b>con.vict</b> (n) <b>con.vict</b> (v),</li> <li>• listen to a list of words such as:<br/> <i>rebel(noun) – rebel(verb)</i><br/> <i>Produce(noun)-produce(verb)</i><br/> <i>Subject(noun) – subject(verb)</i> and identify the stressed syllables,</li> <li>• listen to a recording of disyllabic words whose stress is on the second syllable for both nouns and verbs,</li> <li>• jointly come up with more disyllabic words whose stress is on the</li> </ul> | 1. What can we do to ensure that we stress correctly?<br>2. Why should we pronounce sounds accurately? |

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|  |  |  | <ul style="list-style-type: none"> <li>• second syllable for both nouns and verbs,</li> <li>• exchange the words and give feedback on their enunciation,</li> <li>• imitate model speakers on radio or television as they pronounce disyllabic words invariably stressed on the second syllable such as <i>re'ply</i> (<i>n</i>), <i>re.'ply</i> (<i>v</i>) ; <i>ap.'proach</i>,(<i>n</i>), <i>ap.'proach</i> (<i>v</i>); <i>ad.'vice</i> (<i>n</i>) <i>ad.'vise</i> (<i>v</i>), <i>a'buse</i> (<i>n</i>) <i>a.'buse</i> (<i>v</i>),</li> <li>• play sounds games such as “silently mouthing” or “tell me when I am odd” and record themselves using digital devices, use minimal pairs and tongue twisters to articulate the sounds /ʊ/ and /u:/.</li> </ul> |  |
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**Core competencies to be developed:**

Digital literacy: The learner applies their digital skills as they listen to a recording of disyllabic words whose stress is on the second syllable for both nouns and verbs.

**Values:**

Respect: The learner portrays patience as they play sounds games such as “silently mouthing” or “tell me when I am odd” and record themselves using digital devices.

**Pertinent and Contemporary Issues (PCIs):**

Life skills and social awareness: The learner exercises empathy as they exchange words and give feedback on their enunciation.

| Strand             | Sub Strand  | Specific Learning Outcomes   | Suggested learning Experiences  | Suggested Key Inquiry Question(s)   |
|--------------------|---|--|---|-------------------------------------|
| <b>6.2 Reading</b> | <b>6.2.1 Reading fluency</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Indicators of fluency (expression, speed, accuracy)</i></li> <li>• <i>Expressive reading (pace, volume, intonation pattern)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) discuss the features of expressive reading from a selected text,</li> <li>b) read a text with expression to bring out pitch, pace, volume and intonation patterns,</li> <li>c) promote the value of expressive reading for lifelong learning.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• in collaboration with others, read sentences and express different emotions as written on flash cards,</li> <li>• discuss the different intonation patterns found in the sentences and report to the class,</li> <li>• listen to audiobooks and work with others to identify features of expressive reading such as pitch, pace and volume,</li> <li>• take turns to practise choral or echo reading of a given poem with emphasis on bringing out the feelings in the poem,</li> </ul> | Why should we read a text fluently? |

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|   |  |  | <ul style="list-style-type: none"> <li>● record the readings and share them with others online.</li> </ul> |  |
| <b>Core competencies to be developed:</b>   |  |  |  |  |
| Self-efficacy: The learner ensures access to appropriate resources as they listen to audiobooks and work with others to identify features of expressive reading such as pitch, pace and volume. |  |  |  |  |
| <b>Values:</b>  |  |  |  |  |
| Integrity: The learner will practice honesty as they work in pairs to identify examples of expressive reading.  |  |  |  |  |
| <b>Pertinent and contemporary issues(PCIs)</b>  |  |  |  |  |
| Life Skills Education-peer pressure resistance: The learner's ability to cope with peer pressure is enhanced as they record the readings and share them with others online.                     |  |  |  |  |

| Strand                    | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)    |
|---------------------------|--|--|---|--------------------------------------|
| <b>6.3 Grammar in Use</b> | <b>6.3.1 Clauses</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Relative clauses</i></li> <li>• <i>Adverbial clauses</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) pick out relative and adverbial clauses in sentences,</li> <li>b) distinguish between defining and non-defining relative clauses in a text,</li> <li>c) use relative clauses and adverbial clauses in varied contexts,</li> <li>d) advocate the correct use of relative clauses and adverbial clauses in sentences.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• participate in a guessing game about people they look up to and places they love to visit,</li> <li>• write the relative clauses that were generated during the guessing game,</li> <li>• use relative clauses to jointly describe objects drawn on a chart-<i>umbrella, panga, laptop</i> and <i>mobile phone</i>,</li> <li>• search online or offline for information on adverbial clauses of time and reason,</li> <li>• read teacher prepared sentences and categorise the clauses as adverbial or</li> </ul> | Why do we need clauses in sentences? |

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|  |  |  | <ul style="list-style-type: none"> <li>either defining or non-defining relative clauses,</li> <li>• collaboratively write sentences with both defining and non-defining clauses and post them on a given link,</li> <li>• construct sentences using adverbial clauses of time and reason.</li> </ul> |  |
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**Core competencies to be developed:**

Critical thinking: The learner follows instructions very carefully as they participate in a guessing game about people they look up to and places they love to visit.

**Values:**

Responsibility: The learner manifests self-drive as they construct sentences using adverbial clauses of time and reason.

**Pertinent and Contemporary Issues (PCIs):**

Safety in school: The learner is protected from harmful influences when a given a link from which to search information.

| Strand             | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                |
|--------------------|---|---|---|--|
| <b>6.5 Writing</b> | <b>6.5.1 Creative Writing</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Descriptive essay</i></li> <li>• <i>Narrative essay</i></li> <li>• <i>Verb derivations</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe a person in a variety of ways for literary effect,</li> <li>b) write a descriptive narrative essay on given topics,</li> <li>c) advocate the use of sensory details in descriptive writing.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• sing a song in class on culture,</li> <li>• identify sensory details such as similes and metaphors used to describe the person featured in the song,</li> <li>• describe people's appearances and characteristics,</li> <li>• search online and offline for samples of descriptive narrative essays and verbs derived from other word classes,</li> <li>• study the various samples and pick out their characteristic features,</li> <li>• write a composition to describe a person and use verbs derived from other</li> </ul> | How can we write an effective descriptive narrative composition? |

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|  |  |  | <p>word classes (such as simplify and organise),</p> <ul style="list-style-type: none"> <li>• showcase the descriptive narrative in a walking gallery.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b></p> <p>Critical thinking and problem: The learner will establish the goal of the activity as they showcase the descriptive narrative in a walking gallery.</p>  |  |  |   |  |
| <p><b>Values:</b></p> <p>Responsibility: The learner's diligence is strengthened as they carry out online research on the descriptive narrative samples.</p>   |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Socio-economic issues- safety and security: The learner's safety is upheld as they search online and offline for samples of descriptive narrative essays and verbs derived from other word classes.</p> |  |  |   |  |

## THEME 07: SPORTS AND GAMES: POPULAR SPORTS

| Strand                            | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|-----------------------------------|--|--|---|--|
| <b>7.1 Listening and Speaking</b> | <b>7.1.1 Critical Listening</b><br><b>(4 lessons)</b><br>• <i>Facts and opinions</i> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise opinions from an audio recording,</li> <li>b) explain facts in a given oral text,</li> <li>c) distinguish facts from opinions in an oral context,</li> <li>d) advocate the relevance of distinguishing facts and opinions in an oral context.</li> </ul> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a recording based on popular sports and jointly identify all the opinions,</li> <li>• put the opinions on a chart and compare their charts with those of other groups,</li> <li>• listen to or watch a documentary and isolate the key facts,</li> <li>• listen to a recording of a grade-appropriate newspaper or magazine article,</li> <li>• team up with others to distinguish facts from opinions in the recording,</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we tell facts from opinions?</li> <li>2. Why should we distinguish facts from opinions?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• collaboratively design a graphic organiser to present facts and opinions.</li> </ul> |  |
| <b>Core competencies to be developed:</b>  |  |  |   |  |
| Communication: The learner listens critically as they distinguish facts from opinions in a recording from a newspaper article.   |  |  |   |  |
| <b>Values:</b><br>Love: The learner forgives others when wronged as they collaboratively design a graphic organiser to present facts and opinions.                             |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b><br>Life skills: The learner enhances their self- esteem as they express their opinion on facts and opinions in the recording. |  |  |   |  |

| Strand                            | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|-----------------------------------|---|--|---|--|
| <b>7.1 Listening and Speaking</b> | <b>7.1.2 Pronunciation and Emphatic Stress</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Stress at sentence level</i></li> <li>• <i>Emphatic stress</i></li> <li>• <i>sounds /f/, /ŋ/ and consonant blend /ŋg/</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) recognise the different realisations of the sounds /f/ in writing,</li> <li>b) articulate the sounds /ŋ/ and the blends /ŋg/ in varied texts,</li> <li>c) use emphatic stress in sentences for enhanced meaning,</li> <li>d) promote the need for correct pronunciation and stress placement in speech.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm on the different realisations of the /f/ as in <b>father</b>, <b>phase</b> and <b>rough</b>,</li> <li>• search offline and online for words with the sound /ŋ/ and the blends /ŋg/,</li> <li>• say the words with /ŋ/ and /ŋg/,</li> <li>• work with others to construct sentences on the theme,</li> <li>• read the sentences, putting emphasis on different parts of the sentence,</li> <li>• discuss the effect on meaning when stress is placed on different parts of the sentence.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why is it important to articulate sounds correctly?</li> <li>2. How does stress in words affect meaning in sentences?</li> </ol> |

**Core competencies to be developed:**

- Digital literacy: The learner interacts with digital technology as they search online for words with the sounds /ŋ/ / and the blends / /ŋg/.

Communication: The learner speaks clearly and effectively as they read the sentences in pairs, putting emphasis on different parts of the sentence to bring out different meanings.

**Values:**

Responsibility: The learner exercises resilience as they work with others to construct sentences on the theme.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: The learner promotes social cohesion as they discuss the effect on meaning when stress is placed on different parts of the sentence.

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|--------------------|--|---|--|---|
| <b>7.2 Reading</b> | <b>7.2.1 Intensive Reading</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>● <b>Making connections</b> (transition words)</li> <li>● <b>Shades of meaning</b> (denotative <i>and</i> connotative meanings)</li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) create mental images about people, places or happenings in a text for lifelong learning,</li> <li>b) infer the meaning of words and phrases for comprehension,</li> <li>c) relate information in a text to real life situations,</li> <li>d) summarise information from a text for comprehension,</li> <li>e) appreciate the importance of reading comprehension in lifelong long learning.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>● work together to discuss comprehension strategies (prediction, summarising, making connections, making inferences, visualising, evaluation and questioning),</li> <li>● jointly study a picture and note down the inferred meaning,</li> <li>● collaboratively preview a narrative by examining the title, and picture clues,</li> <li>● share the findings in a whole class discussion,</li> <li>● read the narrative silently and compare the earlier prediction</li> </ul> | 1. How can you ensure you understand what you read?<br>2. Why is it important to understand the different shades of meaning of words? |

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|  |  |  | <ul style="list-style-type: none"> <li>• with the content of the text,</li> <li>• discuss shades of meaning in the narrative (denotative and connotative meanings).</li> </ul> |  |
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**Core competencies to be developed:**

- Creativity and imagination: The learner applies their ability to generate new ideas as they discuss shades of meaning in the narrative (denotative and connotative meanings).
- Citizenship: The learner shows tolerance while collaboratively previewing a narrative by examining the title and picture clues.

**Values:**

Unity: The learner cooperates with others as they share findings in a whole class discussion.

**Pertinent and contemporary issues(PCIs)**

Life skills- social awareness: The learner communicates effectively when working together to discuss comprehension strategies.

| Strand  | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                                   |
|---|--|---|---|---|
| <b>7.3 Grammar in Use</b>   | <b>7.3.1 Clauses</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Noun clauses</i></li> </ul> | By the end of the sub strand, the learner should be able to:<br>a) recognise the noun clause that begin with <i>that</i> and <i>what</i> from a given context,<br>b) use noun clauses in varied contexts,<br>c) acknowledge the importance of the noun clause in communication. | The learner is guided to: <ul style="list-style-type: none"> <li>• read a given text on popular sports,</li> <li>• work with others to identify noun clauses that begin with <i>that</i> and <i>what</i>,</li> <li>• write sentences using the given clause types and put them on a chart,</li> <li>• scan the chart and upload it on YouTube,</li> <li>• write a theme-based skit featuring noun clauses and dramatise it to the whole class.</li> </ul> | Why is it important to use a variety of sentences in communication? |
| <p><b>Core competencies to be developed:</b></p> <p>Learning to learn: The learner cultivates independent learning when they write a theme-based skit featuring noun clauses and dramatise it to the whole class.</p> |  |   |   |   |

**Values:**

Integrity: The learner inculcates discipline while writing sentences using the given clause types and putting them on a chart.

**Pertinent contemporary issues (PCIs)**

Life skills in education: The learner learns to negotiate for their opinion to be accepted when working with others to identify noun clauses that begin with *that* and *what*.

| Strand  | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                               |
|---|---|--|--|---|
| <b>7.5 Writing</b>  | <b>7.5.1 Functional writing<br/>(4 lessons)</b> <ul style="list-style-type: none"> <li>● <i>Letters of complaint</i></li> <li>● <i>Letters of request</i></li> <li>● <i>Letters of inquiry</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) identify the appropriate format and content of complaint, request and inquiry letters for effective communication,</li> <li>b) write letters of complaint, request and inquiry in varied situations,</li> <li>c) acknowledge the role of letter writing in effective communication.</li> </ul> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>● search online and offline for samples of letters of complaint, request and inquiry,</li> <li>● discuss the content, format and language use in letters of complaint, request and inquiry letter,</li> <li>● write letters of complaint, request and inquiry using the information from the search online/offline,</li> <li>● review letters from peers.</li> </ul> | Why is it important to write different types of formal letters? |
| <p><b>Core competencies to be developed:</b></p> <p>Creativity and imagination: The learner undertakes group tasks and gains new perspectives on how to do things as they search online and offline for samples of letters of complaint, request and inquiry.</p> |   |  |  |   |

**Values:**

Responsibility: The learner engages in assigned roles and duties as they discuss the content, format and language use in letters of complaint, request and inquiry letter.

**Pertinent and Contemporary Issues (PCIs):**

Health promotion issues: The learner addresses gender related issues concerning popular sports as they search online and offline for samples of letters of complaint, request and inquiry.

## THEME 08: HEALTH AND SAFETY: PERSONAL

| Strand                            | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|-----------------------------------|--|---|--|---|
| <b>8.1 Listening and Speaking</b> | <b>8.1.1 Intensive Listening/ viewing</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Listening for understanding</i></li> <li>• <i>using visuals</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) recognise non-verbal cues and visuals from an audiovisual presentation,</li> <li>b) interpret non-verbal cues in an oral text for meaning,</li> <li>c) infer meaning from visuals in audiovisual texts,</li> <li>d) acknowledge the role of non-verbal cues in decoding meaning in a text.</li> </ul> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• listen to a recording of a story or extract from a literature text,</li> <li>• respond to questions based on the story or extract from a literature text,</li> <li>• jointly read a story aloud and ask and respond to questions through hot-seating,</li> <li>• talk about how pictures in a story enhance meaning,</li> <li>• watch a video on a picture story about first aid,</li> <li>• team up with others to interpret the pictures to piece a story together,</li> </ul> | <ol style="list-style-type: none"> <li>1. How do we get meaning from an oral text?</li> <li>2. Why should we pay attention to non-verbal cues?</li> </ol> |

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|  |  |  | <ul style="list-style-type: none"> <li>• discuss how the non-verbal cues used contribute to meaning.</li> </ul> |  |
| <b>Core competencies to be developed:</b>  |  |  |   |  |
| Communication and collaboration: The learner develops teamwork as they talk about how pictures in a story enhance meaning.   |  |  |   |  |
| <b>Values:</b>   |  |  |   |  |
| Love: The leaner shows willingness to share resources while watching a video on a picture story about first aid.             |  |  |   |  |
| <b>Pertinent and Contemporary Issues (PCIs):</b>   |  |  |   |  |
| Health promotion issue: The learner enhances their personal safety as they watch a video on a picture story about first aid. |  |  |   |  |

| Strand                            | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)  |
|-----------------------------------|--|--|--|--|
| <b>8.1 Listening and Speaking</b> | <b>8.1.2 Speaking Fluency sounds</b><br><b>(3 lessons)</b> <ul style="list-style-type: none"> <li>• <b>Sounds</b> (<i>realisation of /i:/</i>)</li> <li>• <b>Sense relations</b> (<i>synonyms, antonym, homophones</i>)</li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>distinguish among <i>synonyms, antonym and homophones</i> in communication,</li> <li>recognise the various realisations of sound /i:/ in an oral context,</li> <li>describe a speaker's accuracy, expressiveness and speed in an oral presentation,</li> <li>perform an oral narrative with accuracy, expression and at the right speed for fluency,</li> <li>influence others to use synonyms, antonyms</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work with others to role play a dialogue on health and safety that features synonyms, antonyms and homophones,</li> <li>• draw a chart presenting the target sense relations,</li> <li>• brainstorm the various orthographic realisations of /i:/ (such as 'ee' 'ea' 'ie' 'oe' in <i>phoenix</i>),</li> <li>• listen to a model speaker articulate the target sounds and model them,</li> <li>• watch a video or live performance of an oral narrative and describe the speaker's accuracy,</li> </ul> | <ol style="list-style-type: none"> <li>1. Why is it necessary to tell a story accurately, expressively and at the right speed?</li> <li>2. How can we enhance our articulation of sounds?</li> </ol> |

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|   |  | <p>and homophones accurately.</p> | <p>expressiveness and speed,</p> <ul style="list-style-type: none"> <li>• collaborate with others to talk about features that make the performance of an oral narrative effective,</li> <li>• perform an oral narrative accurately, expressively and at the right speed and record themselves.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b></p> <p>Learning to learn- sharing knowledge: The learners acquire the skill by sharing information on the features that make an oral narrative presentation effective.</p> |  |                                   |   |  |
| <p><b>Values:</b></p> <p>Responsibility: The learner offers leadership and guidance as they perform an oral narrative accurately, expressively and at the right speed and record themselves.</p>                        |  |                                   |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Life skills: social awareness: The learner displays their strengths in narrating and then performing an oral narrative and articulation of sounds.</p>       |  |                                   |   |  |

| Strand             | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)             |
|--------------------|--|---|--|---|
| <b>8.2 Reading</b> | <b>8.2.1 Extensive Reading: Library Skills</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>beginning the research process</i></li> <li>• <i>locating materials in the library</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) discuss the steps involved in library research for information,</li> <li>b) locate print and non-print resources in libraries and databases to facilitate research,</li> <li>c) appreciate the need for libraries in schools as foundations for research.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>● prepare a questionnaire to collect information on the steps involved in library research and locating library resources,</li> <li>● conduct a tour to an established library in a learning institution or the nearest Kenya National Library Services centre and use the questionnaire,</li> <li>● conduct an actual search for materials on health and safety using catalogues, call numbers and library digital applications such as Koha catalogue among others,</li> <li>● collaboratively note down the steps involved in the search for information and present findings on a graphic organiser,</li> </ul> | How would you locate a material in a library? |

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|   |  |  | <ul style="list-style-type: none"> <li>● present the findings before the class.</li> </ul> |  |
| <b>Core competencies to be developed:</b>   |  |  |  |  |
| Creativity and imagination: The learner portrays the ability to use imagination as they prepare a questionnaire to collect information on the steps involved in library research and locating library resources.                      |  |  |  |  |
| <b>Values:</b><br>Unity: The learner fosters love when they work harmoniously in groups to discuss the library research process.  |  |  |  |  |
| <b>Pertinent and Contemporary Issues(PCIs):</b><br>Life skills-Empathy: The learner fosters empathy when they collaboratively note down the steps involved in the search for information and present findings on a graphic organizer. |  |  |  |  |

| Strand                    | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|---------------------------|---|---|--|---|
| <b>8.3 Grammar in Use</b> | <b>8.3.1 Sentences Structure</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Simple sentences: sentence parts</i></li> <li>• <i>Compound sentences</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ul style="list-style-type: none"> <li>a) analyse the SV, SVO, SVC, SVOO, SVOA patterns in simple sentences,</li> <li>b) use simple sentences in oral and written texts,</li> <li>c) use compound sentences in oral and written texts,</li> <li>d) recognise the importance of using a variety of sentences in communication.</li> </ul> | The learner is guided to: <ul style="list-style-type: none"> <li>• collaboratively conduct online and offline research on the clause patterns <i>SV, SVO, SVC, SVOO, SVOA</i> in simple sentences,</li> <li>• work with peers to create charts containing the various clause elements and display them,</li> <li>• compose a variety of simple sentences using the following patterns: <i>SV, SVO, SVC, SVOO, SVOA</i>,</li> <li>• listen to an audio recording on mental health and pick out simple and compound sentences,</li> <li>• write a paragraph on mental health using simple and compound sentences.</li> </ul> | 1. How do the elements of a sentence affect communication?<br>2. How can we write an effective paragraph? |

**Core competencies to be developed:**

Learning to learn: The learner works independently to write a paragraph on mental health using simple and compound sentences.

**Values:**

Love: The learner avoids inflicting pain on others as they work with peers to create charts containing the various clause elements and display them.

**Pertinent and Contemporary Issues (PCIs):**

Life skills -Peer pressure: The learner proves to be a positive influence on others while collaboratively conducting online and offline research on the clause patterns *SV, SVO, SVC, SVOO, SVOA* in simple sentences.

| Strand             | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)   |
|--------------------|--|--|--|---|
| <b>8.5 Writing</b> | <b>8.5.1 Functional Writing</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Simple report writing</i></li> <li>• <i>Memos</i></li> <li>• <i>Emails with attachments</i></li> </ul> | By the end of the sub strand, the learner should be able to: <ol style="list-style-type: none"> <li>a) identify the elements of simple reports, memos and emails in written contexts,</li> <li>b) write simple reports, memos and emails for writing fluency,</li> <li>c) advocate the need to produce well-written simple reports, memos and emails for effective communication.</li> </ol> | The learner is guided to: <ul style="list-style-type: none"> <li>• team up with others to search online and offline for features of simple reports, memos and emails,</li> <li>• use a chart to display the features identified,</li> <li>• write a simple report based on the theme using the features identified and share it for peer review,</li> <li>• write a memo on health and safety,</li> <li>• display the memo and conduct a gallery work,</li> <li>• work with peers and send one another emails with attachments.</li> </ul> | How can we ensure that we write effective simple reports, memos and emails? |

**Core competencies to be developed:**

- Learning to Learn: The learner will reflect on their own work as they send one another emails with attachments.

- Self-efficacy-Personal skills: The learner will analyse their strengths and weakness as they write a simple report based on the theme using the features identified.

**Values:**

- Unity: The learner cooperates with others to search online and offline for features of simple reports, memos and emails.
- Love: The learner respects others as they display the memo and conduct a gallery work.

**Pertinent and Contemporary Issues (PCIs):**

Citizenship education: The learner portrays integrity and principles of leadership as they team up with others to search online and offline for features of simple reports, memos and emails.

## THEME 9: INCOME: TYPES AND SOURCES

| Strand                            | Sub Strand   | Specific Learning Outcomes  | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                        |
|-----------------------------------|--|---|--|--|
| <b>9.1 Listening and Speaking</b> | <b>9.1.1 Selective Listening</b><br><b>(3 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Filtering and extracting information</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) identify strategies for listening to specific details from an oral text,</li> <li>b) extract specific information from an oral narrative,</li> <li>c) embrace the importance of listening for particular information in an oral context.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• search online and offline for strategies for listening for specific information such as the following:             <ul style="list-style-type: none"> <li>- focusing on important information,</li> <li>- skimming</li> <li>- scanning,</li> </ul> </li> <li>• watch a video and identify information that is useful,</li> <li>• listen to an oral narrative on the theme and select specific information such as the following:             <ul style="list-style-type: none"> <li>- characters</li> <li>- main ideas</li> <li>- events.</li> </ul> </li> </ul> | How can we focus on particular information as we listen? |

**Core competencies to be developed:**

Digital literacy: The learner hones their digital creativity as they search online and offline for strategies for listening for specific information.

**Values:**

Responsibility: The learner displays persistence as they watch a video and identify information that is useful.

**Pertinent and Contemporary Issues (PCIs):**

Socio-economic and environmental issues: The learner enhances their financial literacy as they listen to an oral narrative on the theme and select specific information.

| Strand                             | Sub Strand  | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|------------------------------------|---|--|---|--|
| <b>9.1. Listening and Speaking</b> | <b>9.1.2 Speaking Fluency</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Oral presentation s</i></li> <li>• <i>Sounds (/ð/ and /θ/)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) differentiate the consonant sounds /ð/ and /θ/ in oral communication,</li> <li>b) apply appropriate intonation in different types of sentences in oral presentations,</li> <li>c) analyse aspects of fluency in an informative skit,</li> <li>d) acknowledge the importance of speaking fluently in various contexts.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• watch a recorded or live skit related to the theme and pick out words with the sounds /ð/ and /θ/,</li> <li>• use minimal pairs to differentiate the target sounds,</li> <li>• search online and offline for different intonation types and where they are applicable,</li> <li>• engage in a dialogue on the theme featuring different types of intonation,</li> <li>• create and perform a skit on the theme featuring the target sounds and different aspects of fluency and record it,</li> </ul> | <ol style="list-style-type: none"> <li>1. How can we make our oral presentations effective?</li> <li>2. Why is it important to accurately pronounce sounds?</li> </ol> |

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|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>● collaborate with others to analyse the recorded or live skit on aspects of fluency namely accuracy, speed and expressiveness.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b></p> <p>Critical thinking and problem solving: The learner makes critical observations as they collaborate with others to analyse the recorded or live skit on aspects of fluency namely accuracy, speed and expressiveness.</p> |  |  |   |  |
| <p><b>Values:</b></p> <p>Integrity: The learner exhibits self-discipline while creating and performing a skit on the theme featuring the target sounds and different aspects of fluency and recording it.</p>  |  |  |   |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b></p> <p>Learners support programmes: The learner is assisted to identify and nurture their gifts and talents as they perform the skit.</p>  |  |  |   |  |

| Strand             | Sub Strand  | Specific Learning Outcomes  | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)                 |
|--------------------|---|---|---|---|
| <b>9.2 Reading</b> | <b>9.2.1 Critical/ Close reading</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Purpose, audience, and attitude.</i></li> <li>• <i>Multiword units (transparent phrasal verbs and binomial expressions)</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain how to identify the audience, purpose and attitude in a text,</li> <li>b) determine the audience, purpose and attitude in a reading text for clarity,</li> <li>c) use transparent phrasal verbs and binomial expressions in sentences,</li> <li>d) recognise the importance of critical and close reading in understanding a text.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• work with others to brainstorm ways of identifying the audience, purpose and attitude in texts, (for example, using contextual clues),</li> <li>• share the findings with the rest of the class,</li> <li>• search online and offline for short texts on transparent phrasal verbs and transparent binomial expressions,</li> <li>• search online or offline for grade appropriate short texts on the theme,</li> <li>• work with peers to identify and describe the target audience, purpose and attitude in the texts,</li> </ul> | What information do we need to know about a text? |

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|   |  |  | <ul style="list-style-type: none"> <li>● collaborate with others to role play short speeches on the theme as others identify the target audience, purpose and attitude.</li> </ul> |  |
| <p><b>Core competencies to be developed:</b><br/>Communication and collaboration-Team work: The learner will contribute to group decision making by collaborating with others to role play short speeches on the theme as others.</p> |  |  |  |  |
| <p><b>Values:</b><br/>Peace: The learner displays calmness when working with others to brainstorm ways of identifying the audience, purpose and attitude in texts.</p>  |  |  |  |  |
| <p><b>Pertinent and Contemporary Issues (PCIs):</b><br/>Life skills- Managing Stress: The learner is sensitised on stress management as they share their findings with the rest of the class.</p>                                     |  |  |  |  |

| Strand                    | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences   | Suggested Key Inquiry Question(s)                     |
|---------------------------|--|--|--|---|
| <b>9.3 Grammar in Use</b> | <b>9.3.1 Sentences</b><br><b>(4 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Active and passive sentences</i></li> <li>• <i>Subject -Verb agreement</i></li> </ul> | <p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) explain the basic rules of subject- verb agreement in sentences,</li> <li>b) examine the agreement of subject-verb in sentences,</li> <li>c) distinguish between active and passive sentences in a text,</li> <li>d) construct active and passive sentences for variety in communication,</li> <li>e) advocate for the use of a variety of sentences for effective communication.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• brainstorm the rules governing subject-verb agreement,</li> <li>• read a text and list sentence in which the subject and the verb are singular,</li> <li>• work with others to change each of the sentences into its plural counterpart,</li> <li>• search online and offline for the difference between active and passive sentences,</li> <li>• generate sentences using singular and plural subjects and verbs,</li> <li>• listen to an audio recording on the theme</li> </ul> | How can we achieve sentence variety in communication? |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <ul style="list-style-type: none"> <li>• and pick out active and passive sentences,</li> <li>• write a paragraph on the theme using active and passive sentences that observe subject-verb agreement.</li> </ul> |  |
|--|--|--|--|--|

**Core competencies to be developed:**

Critical thinking and problem Solving: The learner exhibits open mindedness and creativity as they brainstorm the rules governing subject-verb agreement.

**Values:**

Peace: The learner respects diversity as they work with others to change each of the sentences into its plural counterpart.

**Pertinent and Contemporary Issues (PCIs):**

Life Skills Education – Coping with emotion: The learner's ability to deal with emotions is inculcated as they brainstorm the rules governing subject-verb agreement.

| Strand             | Sub Strand   | Specific Learning Outcomes   | Suggested Learning Experiences  | Suggested Key Inquiry Question(s)  |
|--------------------|--|--|---|--|
| <b>9.5 Writing</b> | <b>9.5.1 Functional Writing</b><br><b>(5 lessons)</b> <ul style="list-style-type: none"> <li>• <i>Notice of a meeting,</i></li> <li>• <i>Agenda</i></li> <li>• <i>Minutes</i></li> </ul> | <p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> <li>a) describe the features of notice of a meeting, agenda and minutes for information,</li> <li>b) write a notice of a meeting and the agenda for communication,</li> <li>c) prepare the attendant minutes for information,</li> <li>d) recognise the value of documents related to meetings for lifelong learning.</li> </ol> | <p>The learner is guided to:</p> <ul style="list-style-type: none"> <li>• collaboratively search online or offline for features of notice of a meeting, agenda and minutes,</li> <li>• write down the features identified,</li> <li>• download samples of notice of a meeting, agenda and minutes,</li> <li>• write a notice of a meeting and the agenda on income types and sources,</li> <li>• simulate a meeting based on the notice and the agenda and generate the minutes,</li> <li>• peer review the documents generated.</li> </ul> | <ol style="list-style-type: none"> <li>1. Why is it important to prepare documents related to meetings?</li> <li>2. How can we write effective documents related to meetings?</li> </ol> |

**Core competencies to be developed:**

Learning to learn - developing relationships: The learner seeks support from the teacher as they write a notice of a meeting and the agenda on income types and sources.

**Values:**

Unity: The learner displays team spirit as they simulate a meeting based on the notice and the agenda and generate the minutes.

**Pertinent and Contemporary Issues (PCIs):**

Life skills –social awareness: The learner is able to communicate effectively as they write a notice of a meeting and the agenda on income types and sources.

## SUGGESTED ASSESSMENT RUBRIC

| <b>STRAND: LISTENING AND SPEAKING</b> |   |   |   |   |   |
|---------------------------------------|---|---|---|---|---|
|                                       | <b>Level<br/>Indicator</b>  | <b>Exceeds<br/>Expectations</b>   | <b>Meets<br/>Expectations</b>                                 | <b>Approaching<br/>Expectations</b>                                 | <b>Below<br/>Expectations</b>   |
| <b>Listening for information</b>      | Ability to identify key details from an oral text for information       | Identifies key details from a variety of oral texts for information     | Identifies key details from an oral text for information      | Identifies most key details from an oral text for information       | Identifies only a few key details from an oral text for information with assistance |
|                                       | Ability to recount a story or dialogue in an oral context for enjoyment | Recounts a story or dialogue from a variety of oral texts for enjoyment | Recounts a story or dialogue in an oral context for enjoyment | Recounts most stories or dialogues in an oral context for enjoyment | Recounts a few stories or dialogues in an oral context for enjoyment                |
| <b>Listening for problem solving</b>  | Ability to relate oral texts to personal experiences                    | Relates oral texts to personal experiences in a variety of contexts     | Relates oral texts to personal experiences                    | Partially relates oral texts to personal experiences                | Relates oral texts to personal experiences but with prompting                       |

**STRAND: LISTENING AND SPEAKING**

|                              | <b>Level<br/>Indicator</b>  | <b>Exceeds<br/>Expectations</b>   | <b>Meets<br/>Expectations</b>                                 | <b>Approaching<br/>Expectations</b>   | <b>Below<br/>Expectations</b>  |
|------------------------------|---|---|---|---|--|
| <b>Fluency</b>               | Ability to pronounce the target words correctly                         | Pronounces the target words correctly for fluency                         | Pronounces the target words correctly                         | Pronounces most of the target words correctly                                   | Pronounces a few of the target words correctly                                       |
|                              | Ability to apply syllabic stress correctly in speech                    | Applies syllabic stress meticulously in speech                            | Applies syllabic stress correctly in speech                   | Applies correct syllabic stress in speech in most instances                     | Applies correct syllabic stress in speech but with assistance                        |
| <b>Conversational skills</b> | Ability to use discourse markers to organise ideas during conversations | Uses discourse markers ingeniously to organise ideas during conversations | Uses discourse markers to organise ideas during conversations | Uses discourse markers to organise ideas during conversations in most instances | Uses discourse markers smoothly to organise ideas during conversations but with cues |
| <b>Presentation skills</b>   | Ability to use non-verbal cues  | Uses non-verbal cues appropriately and                                    | Uses non-verbal cues appropriately                            | Uses non-verbal cues appropriately in oral                                      | Uses non-verbal cues appropriately in oral   |

### **STRAND: LISTENING AND SPEAKING**

|  | <b>Level<br/>Indicator</b>          | <b>Exceeds<br/>Expectations</b>  | <b>Meets<br/>Expectations</b> | <b>Approaching<br/>Expectations</b> | <b>Below<br/>Expectations</b>    |
|--|-------------------------------------|----------------------------------|-------------------------------|-------------------------------------|----------------------------------|
|  | appropriately in oral communication | creatively in oral communication | in oral communication         | communication most of the time      | communication but with prompting |

### **STRAND: READING**

|                                  | <b>Level<br/>Indicator</b>                                    | <b>Exceeds<br/>Expectations</b>                                    | <b>Meets<br/>Expectations</b>                       | <b>Approaches<br/>Expectations</b>                       | <b>Below<br/>Expectations</b>                           |
|----------------------------------|---|--|---|--|---|
| <b>Reading for comprehension</b> | Ability to answer direct and inferential questions from texts | Answers direct and inferential questions from texts with precision | Answers direct and inferential questions from texts | Answers most direct and inferential questions from texts | Answers few direct and inferential questions from texts |
|                                  | Ability to infer the meaning of words                         | Infers the meaning of words and phrases in a                       | Infers the meaning of words and                     | Partially infers the meaning of words                    | Infers the meaning of words and phrases in a            |

**STRAND: READING**

|                                | <b>Level<br/>Indicator</b>  | <b>Exceeds<br/>Expectations</b>  | <b>Meets<br/>Expectations</b>   | <b>Approaches<br/>Expectations</b>   | <b>Below<br/>Expectations</b>  |
|--------------------------------|---|--|---|--|--|
|                                | and phrases in a written text   | written text and gives synonyms  | phrases in a written text   | and phrases in a written text  | written text with clues  |
| <b>Library skills</b>          | Ability to locate print and non-print resources in libraries and databases to facilitate research | Locates print and non-print resources in libraries and databases to facilitate research with consistency | Locates print and non-print resources in libraries and databases to facilitate research | Locates print and non-print resources in libraries and databases to facilitate research most of the time | Locates print and non-print resources in libraries and databases to facilitate research but with a lot of guidance |
| <b>Reading for information</b> | Ability to relate information in a text to real life situations                                   | Relates information in a text to real life situations in a variety of contexts                           | Relates information in a text to real life situations                                   | Partially relates information in a text to real life situations  | Relates information in a text to real life situations but most examples given are irrelevant                       |
| <b>Intensive reading</b>       | Ability to summarise  | Summarises information from  | Summarises information from a text  | Summarises information from  | Summarises information from a  |

**STRAND: READING**

|                          | <b>Level<br/>Indicator</b>  | <b>Exceeds<br/>Expectations</b>  | <b>Meets<br/>Expectations</b>   | <b>Approaches<br/>Expectations</b>  | <b>Below<br/>Expectations</b>  |
|--------------------------|---|--|---|---|--|
|                          | information from a text   | a variety of texts with precision  |   | a text in most instances  | text in few instances  |
| <b>Extensive reading</b> | Ability to pick out information from atlases, manuals, newspapers and encyclopedias for general knowledge | Picks out information from atlases, manuals, newspapers and encyclopedias for general knowledge with consistency | Picks out information from atlases, manuals, newspapers and encyclopedias for general knowledge | Partially picks out information from atlases, manuals, newspapers and encyclopedias for general knowledge | Pick out information from atlases, manuals, newspapers and encyclopedias for general knowledge but leaves out most details |

**STRAND : WRITING**

|                                      | <b>Level<br/>Indicator</b>  | <b>Exceeds<br/>Expectations</b>  | <b>Meets<br/>Expectations</b>   | <b>Approaches<br/>Expectations</b>  | <b>Below<br/>Expectations</b>   |
|--------------------------------------|---|--|---|---|---|
| <b>Sentence fluency</b>              | Ability to rewrite comma splices, run on sentences and run on lines as complete sentences | Rewrites comma splices, run on sentences and run on lines as complete sentences with consistency | Rewrites comma splices, run on sentences and run on lines as complete sentences | Rewrites comma splices, run on sentences and run on lines as complete sentences in most cases | Rewrites comma splices, run on sentences and run on lines as complete sentences but with assistance |
| <b>Elements of effective writing</b> | Ability to order ideas in a paragraph for coherence                                       | Orders ideas in a paragraph for coherence in a variety of contexts                               | Orders ideas in a paragraph for coherence                                       | Partially orders ideas in a paragraph for coherence   | Orders ideas in a paragraph for coherence when prompted   |
| <b>Creative writing</b>              | Ability to write a descriptive narrative essay on a given topic                           | Captivatingly writes a descriptive narrative essay on a variety of topics                        | Writes a descriptive narrative essay on a given topic                           | Writes a flat and colourless descriptive narrative essay on a given topic                     | Write a descriptive narrative essay on given topics with a lot of assistance                        |

|                                      |  |   |  |  |   |
|--------------------------------------|--|---|--|--|---|
| <b>Social and functional writing</b> | <p>Ability to write:</p> <ul style="list-style-type: none"> <li>- emails</li> <li>- letters of application</li> </ul> <p>using the correct format, language and organisation</p> | <p>Writes both items using the correct format, language and organisation meticulously</p> | <p>Writes both items using the correct format, language and organisation</p> | <p>Writes both items using the correct format, language and organisation but is not consistent</p> | <p>Hardly writes both items using the correct format, language and organization</p> |
|--------------------------------------|--|---|--|--|---|

## APPENDIX: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

| <b>Strand</b>                 | <b>Suggested Assessment Methods</b>  | <b>Suggested Learning Resources</b>   | <b>Suggested Non-Formal Activities</b>  |
|-------------------------------|--|---|---|
| <b>Listening and Speaking</b> | <ul style="list-style-type: none"> <li>• Oral narration</li> <li>• Debates</li> <li>• Oral presentations</li> <li>• Discussions</li> <li>• Questions and answer</li> </ul> | <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Newspapers</li> <li>• Charts and realia</li> <li>• Resource persons</li> <li>• Audio recordings</li> </ul>   | <ul style="list-style-type: none"> <li>• Participating in debating sessions to enhance listening and speaking for effective communication</li> <li>• Stand-up comedy</li> <li>• Music festivals</li> <li>• Drama festivals</li> </ul> |
| <b>Reading</b>                | <ul style="list-style-type: none"> <li>• Reading aloud</li> <li>• Oral questions</li> <li>• Rubrics</li> <li>• Written assignments</li> </ul>                              | <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Authentic materials such newspapers</li> <li>• Recommended Text books</li> <li>• Online materials</li> </ul> | <ul style="list-style-type: none"> <li>• Discussing books in non-formal groups like debating clubs and book clubs</li> <li>• Discussions</li> <li>• Role plays</li> <li>• Talks</li> </ul>  |
| <b>Grammar</b>                | <ul style="list-style-type: none"> <li>• Filling in gaps</li> <li>• Substitution tables</li> <li>• Cloze test</li> <li>• Oral questions and answers</li> </ul>             | <ul style="list-style-type: none"> <li>• Dictionaries</li> <li>• Charts</li> <li>• Digital devices</li> <li>• Audio visuals</li> <li>• Internet</li> </ul>                    | <ul style="list-style-type: none"> <li>• clubs and societies</li> <li>• Debates</li> <li>• Role play</li> <li>• symposiums</li> </ul>   |

|                |   |  |   |  |
|----------------|---|--|---|--|
| <b>Writing</b> | <ul style="list-style-type: none"> <li>• Written exercises</li> </ul> | <ul style="list-style-type: none"> <li>• realia</li> </ul> | <ul style="list-style-type: none"> <li>• Locally available materials to make customised cultural objects</li> <li>• Language Games</li> <li>• Digital resources</li> <li>• Authentic texts</li> <li>• Internet</li> <li>• Dictionaries and thesauruses</li> </ul> | <ul style="list-style-type: none"> <li>• Real speech occasions e.g. parliamentary sessions</li> <li>• Visitation of workplaces for exposure to functional texts</li> <li>• Fieldwork e.g. to administer a questionnaire about budgeting</li> <li>• Participation in clubs e.g. Journalism</li> </ul> |
|----------------|---|--|---|--|

