**GRADE 8 SKILLS IN ENGLISH SCHEMES OF WORK TERM 1**

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| SCHOOL | GRADE | LEARNING AREA | TERM | YEAR |
|  | 8 | ENGLISH | 1 |  |

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| ***WEEK*** | ***LESSON*** | ***STRAND*** | ***SUB-STRAND*** | ***SPECIFIC LEARNING OUTCOME*** | ***LEARNING EXPERIENCES*** | ***KIQ*** | ***LEARNING RESOURCES*** | ASSESSMENT METHOD | REFLECTION |
| 1 | 1 | THEME;HUMAN RIGHTS.  Listening and Speaking. | Polite Language; Telephone Etiquette. | By the end of the lesson,the learner should be able to;   1. Identify polite words and phrases in telephone conversations. 2. Conduct a telephone conversation using polite words and expressions. 3. Acknowledge the significance of etiquette in telephone conversations. | In pairs or groups,learners are guided to;  Listen and identify words and phrases that indicate polite language in a telephone conversation from a digital device  Role play a telephone dialogue on human rights using polite language.  Practise leaving and taking telephone messages over the phone using polite language in the caller card. | Why should one be polite when speaking over the telephone?  How do we ensure politeness in a telephone conversation? | Digital devices.  Recorded telephone conversations.  **Skills in English pg 1-3.** | Role play.  Dialogues.  Oral presentations.  Oral interview. |  |
|  | 2 | Reading. | Extensive reading; Independent Reading. | By the end of the lesson,the learner should be able to;   1. Identify print and non-print texts that are interesting to read. 2. Read a range of texts for information from books or internet. 3. Appreciate the importance of independent reading. | Individually,in pairs,learners are guided to;  Skim through appropriate print and electronic reading material and write down the main idea in each text.  Scan through the text.identify and write down unfamiliar words.  Use dictionary to look up the meaning of vocabulary acquired from the independent reading.  Construct sentences about human rights using the new words learnt. | Why should one read widely?  What should one consider when selecting a reading material? | Dictionaries.  Newspapers.  Digital texts.  Storybooks.  **Skills in English pg 3-6.** | Learner summaries of what they read.  Keeping a record of books read.  Reading aloud.  Learner’s journal. |  |
|  | 3 | Grammar in Use. | Compound Nouns. | By the end of the lesson,the learner should be able to;   1. State the meaning of compound noun and give examples. 2. Identify compound nouns in a text. 3. Use compound nouns in their singular and plural forms to construct sentences. 4. Appreciate the importance of compound nouns in communication. | In pairs,groups or individually,learners are guided to;  Listen to an audio recording on human rights,identify and list the compound nouns in the recording.  Categorise compound nouns into two word or three word nouns from a given list.  Search online or in books for more examples of compound nouns and list them.  Construct sentences using compound nouns in their singular and plural forms. | What is a compound noun?  How do compound nouns form plurals?  Why should we use compound nouns when communicating? | Skills in English pg 7-9.  Digital devices.  Charts.  Flashcards. | Written texts.  Oral questions.  Peer assessment. |  |
|  | 4 | Writing. | Writing legibly and neatly. | By the end of the lesson,the learner should be able to;   1. Classify letters according to height differentials. 2. Write texts legibly and neatly in their notebooks. 3. Advocate the need for legibility and neatness writing. | Individually or in pairs,learners are guided to;  Write the letters of the alphabet in capital and small letters.  Group the letters according to height.  Write dictated sentences legibly and neatly.  Copy a provided text and shape the letters appropriately.  Write a narrative composition on human rights legibly and neatly.  Cancel neatly upon making mistakes /incorrect words. | Why should one write legibly and neatly?  What are the qualities of a good handwriting? | Skills in English pg 13-14.  Chart. With alphabets. | Peer assessment.  Dictation.  Standardized writing assessment.  Portifolio.  Self-assessment. |  |
|  | 5 | Reading. | Short Stories. | By the end of the lesson,the learner should be able to;   1. Outline the sequence of events in a short story that they have read. 2. Draw a chart to show the sequence of events in the story read. 3. Ackowledge the role of reading in communication. | In pairs,individually,learners are guided to;  Predict events by focusing on the title and illustrations in a text.  Silently read the short story in learners book.  Outline the main events in the story in the learners book in the correct sequence.  Draw a chart to show the sequence of the events.  Retell the story while citing issues on human rights. | How can you predict the outcome of a story even before you read it? | Skills in English pg 10-12.  Chart. | Reading silently & aloud.  Learner summaries of what they read. |  |
| 2 | 1 | Reading. | Short Stories. | By the end of the lesson,the learner should be able to;   1. Use contextual clues to infer the meanings of words. 2. Answer direct and inferential questions from a short story. 3. Acknowledge the role and importance of short stories to a learner. | In pairs,groups,individually,learners are guided to;  Infer contextual meanings of words based on the events in the story.  Find the meaning of words and phrases as used in the story *The diplomat*.  Discuss the relationships between their own lives and those characters in the text. | How do you tell the meaning of unfamiliar words in a story? | Skills in English pg 12.  Dictionaries. | Question and answers.  Peer assessment. |  |
|  | 2 | THEME;SCIENTIFIC INNOVATION.  Grammar in Use. | Collective Nouns. | By the end of the lesson,the learner should be able to;   1. Define the term collective noun and cite examples. 2. Identify collective nouns from a text. 3. Classify collective nouns according to people,animals or things. 4. Appreciate the importance of collective nouns in communication. | In pairs,groups,individually,learners are guided to;  List the collective nouns as they listen to an audio text.  Identify collective nouns in a print text.  Classify collective nouns according to people,animals or things.  Search the internet or books for texts that have collective nouns and list them down.  Construct sentences using collective nouns identified from the search. | What are the different types of nouns?  What are collective nouns? | Skills in English pg 22-23.  Print texts.  Audio-text.  Charts.  Flashcards.  Magazines or newspapers. | Written texts.  Oral questions.  Matching tasks. |  |
|  | 3 | Listening and Speaking. | Oral Presentation;Songs. | By the end of the lesson,the learner should be able to;   1. Identify the features of songs. 2. Discuss the features of songs. 3. Sing the song in learners book in a tune of choice. 4. Appreciate the special features of songs. | In pairs,groups,learners are guided to;  Watch recordings of songs from Kenya drama and music festivals.  Read individually the song *Our beautiful bride*  On learners book and identify the features of songs.  Discuss the features of songs.  Search the internet for more information about features of songs. | Which type of songs do you enjoy listening to?  What are some of the features of songs?  What makes songs interesting? | Skills in English pg 16-17  Songs. | Oral discussions  Oral presentations.  Checklists.  Written texts. |  |
|  | 4 | Grammar in Use. | Collective Nouns. | By the end of the lesson,the learner should be able to;   1. Explain how collective nouns form their plurals. 2. Use singular and plural forms of collective nouns correctly in sentences. | Individually,in pairs ,learners are guided to;  Discuss how collective nouns form their plurals.  Construct correct sentences using collective nouns from substitution tables.  Fill in blanks spaces and crossword puzzles using correct collective nouns. | How do collective nouns form their plurals? | Skills in English pg 23-24.  Word puzzles. | Written texts.  Puzzles.  Substitution tables.  Matching tables.  Checklists. |  |
|  | 5 | Listening and Speaking. | Oral Presentations; Songs. | By the end of the lesson,the learner should be able to;   1. Outline the performance technique of songs. 2. Use performance techniques when presenting songs. 3. Write songs on Scientific Innovation. 4. Appreciate the role of songs in the society. | In groups,pairs,learners are guided to;  Watch recording of songs from kenya drama and music festivals.  Discuss the performance techniques that make the presentations appealing.  Identify songs of their choice and present it to the rest of the learners using performance techniques.  Write songs on scientific innovations.  Sing and record the songs on a tablet. | What makes songs interesting?  How can one improve the presentation of a song? | Skills in English pg 17-18  Songs.  Tablets. | Oral presentations.  Oral discussions.  Checklists.. |  |
| 3 | 1 | Reading. | Intensive Reading.  Simple Poems. | By the end of the lesson,the learner should be able to;   1. Identify the persona in a given poem. 2. Search the internet or books for more information about the persona. 3. Recite the poem in learners book using gestures,facial expressions and movement. | In groups,pairs,learners are guided to;  Read the poem *Challenges are opportunities*.  Identify and discuss the voices in the poem.  Recite the poem and use facial expressions,gestures.  Search from internet or books for more information about persona and share their findings. | Who is a persona in a poem?  How is a poem different from a passage? | Skills in English pg 19-20.  Poems.  Digital devices. | Oral discussions.  Oral presentations.  Checklists.  Written texts. |  |
|  | 2 | Reading. | Intensive Reading;  Simple Poems. | By the end of the lesson,the learner should be able to;   1. Identify instances of repetition in a given poem. 2. Explain what the poem is about. 3. Appreciate the role of poems in communication. | In pairs,individually,groups,learners are guided to;  Identify the words or phrases repeated in the poem in learners book and other poems.  Discuss what the poem is about and present in class.  Explain words,phrases and sentences that help one understand the surface and deeper meaning of a poem | How can you say what is in the poem using your own words?  Why are words or phrases repeated in poems? | Skills in English pg 20-21.  Poems. | Oral discussions.  Written texs.  Checklists. |  |
|  | 3 | Writing. | Mechanics of Writings;  Punctuation. | By the end of the lesson,the learner should be able to;   1. Outline the uses of comma,apostrophe and capital letter. 2. Punctuate a given text using commas,apostrophes and capital letters correctly. 3. Use the apostrophe,comma and capital letter appropriately in composition writing. 4. Advocate the use of correct punctuation in writing. | In pairs,individually,learners are guided to;  List the uses of capital letter,comma and apostrophe.  Read a given text and take note of the commas,apostrophe and capital letter used and explain how they are used.  Punctuate a passage correctly using commas,apostrophes and capital letters.  Write a short composition on scientific innovation and use commas,apostrophe and capital letters appropriately. | Why should a text be well punctuated?  How does wrong punctuation affect writing? | Skills in English pg 29-30.  Digital devices.  Charts. | Peer assessment  Written text.  Checklists. |  |
|  | 4 | Reading. | Short Story. | By the end of the lesson,the learner should be able to;   1. Identify the time and place of the short story. 2. Highlight the episodes in the short story. 3. Appreciate the differences in culture and setting. | In groups,pairs,learners are guided to;  Read the short story Our innovation and identify its time and place.  Retell the short story in learners book and highlight the main events in the correct order in which they happened.  Tease out the geographical setting,the historical period and the culture from which the story is based looking at words and elements used in the story. | Which places would you like to visit?  Which time in history would you desire to live? | Skills in English pg 24-27  Stories.  Videos.  Digital devices. | Oral discussions.  Checklists.  Question and answer.  Reading aloud. |  |
|  | 5 | THEME; POLLUTION.  Grammar in use. | Primary Auxiliaries. | By the end of the lesson,the learner should be able to;   1. Identify primary auxiliary verbs in a text. 2. Use primary auxiliary verbs in sentences correctly. 3. Appreciate the importance of primary auxiliary verbs in communication. | In pairs,individually,learners are guided to;  Identify primary auxiliary verbs from a text.  List down the primary auxiliary verbs in their books.  Search and discuss the functions of primary auxiliary verbs from textbooks.  Write down sentences using each of the primary auxiliary verbs.  Fill in blank spaces in sentences given using the correct primary auxiliary verbs. | What are primary auxiliary verbs?  What are functions of verbs in sentences? | Skills in English pg 37-39.  Chart.  Magazine and newspaper. | Gap-filling.  Written texts.  Multiple choice task. |  |
| 4 | 1 | Listening and Speaking. | Listening Comprehension. | By the end of the lesson,the learner should be able to;   1. Identify the main idea from a cause and effect text. 2. Pinpoint specific information from a cause and effect text. 3. Infer meanings of unfamiliar words using context clues. 4. Acknowledge the importance of listening for detail. | Individually,in pairs ,learners are guided to;  Listen to a cause and effect text on pollution being read by teacher .  Pick out the main idea from the cause and effect text.  Respond to oral questions based on the text correctly.  Make a list of unfamiliar words and give meaning of words using context clues.  Construct correct sentences using the given words. | Why is it important to listen keenly?  What should one look for when listening to a text? | Skills in English pg 32-33.  Dictionaries.  Audio text. | Checklists.oral questions.  Peer assessment. |  |
|  | 2 | Reading. | Intensive reading. | By the end of the lesson,the learner should be able to;   1. Read the passage in learners book. 2. Answer questions based on the given text correctly 3. Acknowledge the importance of good reading skills in life. | Individually,in groups,pairs,learners are guided to;  Predict events by focusing on the title and illustrations in the text.  Silently read the passage to internalize the information.  Read the passage aloud in turns and answer the questions.  Retell the events in the story in the order they occurred. | Which skills should one use in order to read effectively? | Skills in English pg 33-36. | Reading loudly.  Answering questions.  Self & peer assessment. |  |
|  | 3 | Reading. | Intensive reading. | By the end of the lesson,the learner should be able to;   1. Infer meanings of words in the given text correctly. 2. Construct sentences about pollution using the words used in the passage. | In pairs,individually,learners are guided to;  Infer the meaning of given words using synonyms and contexts.  Form sentences about pollution using the words given in the table. | How can one improve the way they read? | Skills in English pg 36.  Dictionary. | Matching tasks.  Oral discussions.  Peer assessment. |  |
|  | 4 | Writing. | Paragraphing;  Sequencing of Ideas. | By the end of the lesson,the learner should be able to;   1. State the meaning of sequencing of ideas and conjuction. 2. Identify different conjuctions from texs. 3. Discuss the functions of the different conjuctions used in sequencing of ideas. 4. Appreciate the role of conjuctions in communication. | In groups,pairs ,individually,learners are guided to;  Brainstorm on the meaning of sequencing of ideas and conjuctions.  List examples of conjuctions used in connecting ideas.  Discuss the functions of the listed conjuctions.  Read the passage in learners book and identify the conjuctions used.  Search from the interne and textbooks for conjuctions used in texts. | Which words join ideas and sentences? | Skills in English pg 43-44.  Charts.  Digital devices.  Dictionaries.  Flashcards. | Written assessment.  Oral discussions.  Oral questions.  Checklists. |  |
|  | 5 | Writing. | Paragraphing;  Sequencing of Ideas. | By the end of the lesson,the learner should be able to;   1. Use conjunctions to sequence and connect ideas correctly in a paragraph. 2. Rearrange jumbled sentences to form a cohensive paragraph using conjuctions. | In pairs,individually,learners are guided to;  Combine sentences to form paragraphs using the appropriate conjuctions.  Rearrange jumbled sentences to a make a paragraph using the conjunctions given.  Use different conjuctions in writing a composition on pollution to show a sequence of ideas. | Why is it important to use conjuctions in writing? | Skills in English pg 44-45. | Self-assessment.  Written texts.  Checklists.  Questions and answers. |  |
| 5 | 1 | Reading. | Poetry. | By the end of the lesson,the learner should be able to;   1. Identify the aspects of structure in a given poem. 2. Discuss the message and main ideas in a given poem. 3. Acknowledge the role of poems in communicating ideas. | In groups,pairs,learners are guided to;  Brainstorm on the structure of poems;poet,number of stanzas and lines.  Read a given poem and identify its structure.  Explain the words ,phrases and sentences in the poem that help to decipher the surface and deeper meaning.  Compose a poem on pollutionand display it a portifolio,chart /class noticeboard. | How is a poem different from a passage?  What messages do poems convey? | Skills in English pg 40-43.  Poems.  Charts. | Learners portifolio.  Reading aloud.  Question and answers.  Peer assessment  Checklists. |  |
|  | 2 | THEME;CONSUMER ROLES AND RESPONSIBILITIES.  Listening and Speaking. | Selective Listening. | By the end of the lesson,the learner should be able to;   1. Distinguish between specific and general information from a listening text. 2. Select specific information from a text. 3. Listen and respond to texts appropriately. 4. Emphasize the value of listening skills in communication. | In groups,pairs,individually,learners are guided to;  Listen to an audio text on consumer roles and responsibilities and decide whether the information is specific or general.  Search online for audio recordings and attentively listen for specific information.  Listen to a role play on roles and responsibilities of consumers and respond to questions.  Listen to a passage read by the teacher and answer the questions asked. | Why is it important to get the main pointsfrom an oral text?  How can you ensure you capture the relevant information from a speaker? | Skills in English pg 47-48.  Audio texts. | Role play.  Oral questions and answers.  Oral discussions.  Self –assessment. |  |
|  | 3 | Reading. | Intensive Reading. | By the end of the lesson,the learner should be able to;   1. Identify reading strategies for use on given texts. 2. Select main ideas and details from written texts. 3. Acknowledge reading for main ideas and details as a comprehension skill. | In groups,pairs,individually,learners are guided to;  Read and discuss the selected reading strategies.  Read and underline the main ideas and details in texts on consumer roles and responsibilities.  Fill in substitution tables with specific details from texts.  Complete a mind map with focus on main idea and details. | Why should one read for main ideas?  How can you improve your reading? | Skills in English pg 49-52.  Mind maps.  Digital devices. | Reading aloud.  Question and answers.  Learners summary .  Peer assessment. |  |
|  | 4 | Grammar in Use. | Verbs and Tenses. | By the end of the lesson,the learner should be able to;   1. Identify verbs in the simple present and simple past tense in a text. 2. Explain how the simple present and simple past tenses of verbs are formed. 3. Advocate appropriate use of tenses in communication. | In groups,pairs,individually,learners are guided to;  Explain what are simple present and simple past tense and give relevant examples.  Underline verbs in simple present and simple past tense in a text on consumer rights and responsibilities.  Reflect on the formation of simple present and simple past tense form of verbs.  Search from internet or books for texts about consumer roles and responsibilities and identify verbs in simple present and past tense forms. | Why is correct use of tenses important? | Skills in English pg 52-53.  Digital devices.  Newspaper. | Checklists.  Written tests.  Oral questions.  Peer assessment. |  |
|  | 5 | Grammar in Use. | Verbs and Tenses. | By the end of the lesson,the learner should be able to;   1. Construct correct sentences in simple present and simple past tense. | In pairs,groups,individually,learners are guided to;  construct sentences about consumer roles and responsibilities in simple present and simple past tense.  Create charts showing words in their simple present and simple past tenses.  Find and play online games using verbs in simple present and simple past tenses. | Why is correct use of tenses important? | Skills in English pg 54-55  Charts. | Gap-filling.  Written texts.  Checklists.  Word games.  Peer assessment. |  |
| 6 | 1 | Reading. | Short Story. | By the end of the lesson,the learner should be able to;   1. Identify the characters in a short story. 2. Use contextual clues to infer character traits of characters in a short story. 3. Acknowledge the role of characters in a short story. | In groups,pair,individually,learners are guided to;  Read the short story *Buyer,beware* and retell what they have read.  Describe the character traits of the characters in the short story using different adjectives.  Compare and contrast the traits of the characters in the short story.  Role play the different characters in the short story.  Make connections between their own lives those of characters in short story. | What should one look for when reading a story?  What qualities do you admire in people? | Skills in English pg 55-58.  Short stories.  Dictionaries. | Oral questions.  Oral discussions.  Role play.  Simulations.  Reading aloud.  Checklists. |  |
|  | 2 | Writing. | Paragraphing ;Connectors of sequence. | By the end of the lesson,the learner should be able to;   1. State the meaning of connectors of sequence. 2. Identify connectors of sequence from a given text. 3. Search from the internet or in books other connectors of sequence and list them. | In groups,pairs,individually,learners are guided to;  Read a given text on consumer rights and responsibilities and identify the connectors of sequence used.  Search online and offline and list other connectors of sequence.  Construct sentences using the listed connectors of sequence. | Which words are used to connect ideas in a paragraph?  How can a good paragraph be developed? | Skills in English pg 59.  Digital devices.  Magazine.  Newspaper. | Peer assessment  Checklists.  Writing assessment.  Self assessment. |  |
|  | 3 | Writing. | Paragraphing ;connectors of sequence. | By the end of the lesson,the learner should be able to;   1. Sequence ideas in a paragraph using connectors of sequence. 2. Appreciate the use of idea connectors for clarity of information. | In pairs,individually,learners are guided to;  Rewrite paragraphs using connectors of sequence.  Write paragraphs on consumer rights and responsibilities using connectors of sequence.  Collaborate to edit the paragraphs and peer review each others work. | What is the importance of a well-developed paragraph? | Skills in English pg 60. | Peer assessment.  Writing assessment.  Checklists. |  |
|  | 4 | THEME;RELATIONSHIPS;PEERS.  Listening and Speaking. | Pronunciation. | By the end of the lesson,the learner should be able to;   1. Identify words with souds /o/ and /th/ in a given text. 2. Pronounce words that have the target sounds correctly. 3. Acknowledge the role of correct pronunciation in communication. | In pairs,individually,learners are guided to;  To interact with an audio recording featuring the sounds /o/ and /th/  List the words that contain the mentioned sounds from print or digital texts.  Pronounce the identified words.  Play word games involving the target sounds | How can one improve ones pronounciation? | Skills in English pg 62-63  Word games.  Digital devices.  Audio recording. | Peer assessment.  Self assessment.  Oral presentations. |  |
|  | 5 | Listening and Speaking. | Pronounciation. | By the end of the lesson,the learner should be able to;   1. Search online or offline for the meaning of emphatic stress. 2. Apply emphatic stress correctly in varied contexts. | In pairs,groups,individually,learners are guided to;  Search the meaning of emphatic stress from internet or books.  Listen to a series of sentences and identify the stressed words.  Recite the poem in learners book and emphasize on the underlined words.  Read sentences and stress given words appropriately. | Why are some words in a sentence pronounced with greater force than others? | Skills in English pg 64-65.  Poems. | Peer assessment.  Self assessment.  Oral presentation.  Checklists. |  |
| 7 | 1 | Grammar in Use. | Adjectives. | By the end of the lesson,the learner should be able to;   1. Define the term adjectives,gradable and non-gradable adjectives. 2. Identify gradable and non-gradable adjectives from a text. 3. Group the adjectives as either gradable or non-gradable adjectives. | In pairs,individually,learners are guided to;  Explain the meaning of adjectives,gradable and non-gradable adjectives.  Search for gradable and non-gradable adjectives from digital and print texts.  Identify gradable and non-gradable adjectives from the texts.  Classify the adjectives as either gradable or non-gradable adjectives.  Recite a poem featuring gradable and non-gradable adjectives. | Which words describe nouns?  When is it necessary to describe a noun? | Skills in English pg 69-70.  Digital devices.  Print texts. | Checklists  Written tests.  Peer assessment.  Oral questions. |  |
|  | 2 | Grammar in Use. | Adjectives. | By the end of the lesson,the learner should be able to;   1. Use gradable and non-gradable adjectives in sentences. 2. Value the need for correct use of adjectives in communication. | In pairs,groups,individually,learmers are guided to;  Construct sentences using gradable and non-gradable adjectives.  Fill crossword puzzles featuring gradable and non-gradable adjectives. | When do we use adjectives? | Skills in English pg 70-71.  Crossword puzzle. | Peer assessment.  Gap filling.  Substitution tables.  Puzzles.  Writing texts. |  |
|  | 3 | Reading. | Study Skills;  Reference materials. | By the end of the lesson,the learner should be able to;   1. Define the term reference materials. 2. List the common reference materials used in learning. 3. Select relevant reference materials for varied tasks. 4. Acknowledge the role of reference materials in lifelong learning. | In pairs,individually,groups,learners are guided to;  Brainstorm on the meaning of reference materials.  Mention some of the common reference materials used in learning.  Use appropriate reference materials to carry out various tasks. | What is the importance of reference materials? | Skills in English pg 66-68.  Dictionaries. | Oral discussion.  Peer assessment. |  |
|  | 4 | Reading. | Study Skills; Reference materials. | By the end of the lesson,the learner should be able to;   1. Use reference materials to obtain information on varied subjects. | In pairs,groups,learners are guided to;  Look for the synonyms of various words from a thesaurus.  Construct sentences using the given words.  Give antonyms of the words given.  Create crossword puzzles using the antonyms and synonyms learnt.  Use an encyclopedia to search for information on various topics. | How can one use reference materials appropriately? | Skills in English pg 68.  Thesaurus.  Digital devices.  Reference materials. | Peer assessment.  Checklists. |  |
|  | 5 | Writing. | Functional Writing;  Apology Letters. | By the end of the lesson,the learner should be able to;   1. Name the parts of a letter of apology. 2. Write a letter of apology based on a given context. 3. Acknowledge the role of letter writing in communication. | In pairs,individually,learners are guided to;  Observe samples of apology letters and identify the parts of a letter of apology.  Discuss the language and content of a letter of apology.  Using the elements and layout of a formal letter plan,write a letter of apology individually.  Peer assess the correctness of the letters written by each learner. | Why do people write apology letters? | Skills in English pg75-76.  Samples of letters of apology. | Peer assessment.  Writing assessment.  Checklists. |  |
| 8 | **MID-TERM BREAK** | | | | | | | | |
| 9 | 1 | Reading. | Intensive reading ; Short story. | By the end of the lesson,the learner should be able to;   1. Read the short story *A memorableadventure* aloud . 2. Identity repetition and use of dialogue in the short story. 3. Discuss the message in the dialogues in a short story. 4. Acknowledge the role of dialogue and repetition in fiction writing. | In groups,pairs,individually,learners are guided to;  Read the short story in learners book.  Retell the events in the story *a memorable adventure* in turns.  Identify and write the repeated words and phrases as well as the use of dialogue in the short story.  Discuss the message in the dialogue in the short story and share their views in class.  Role play any incidence of dialogue in the short story. | What is repetition and dialogue?  What stylistic devices are found in short stories?  What type of stories are interesting to read? | Skills in English pg 71-73.  Story books. | Role play.  Reading aloud.  Checklists  Peer assessment.  Written test.  Simulations. |  |
|  | 2 | Reading. | Intensive reading;Short story. | By the end of the lesson,the learner should be able to;   1. Explain the importance of repetition and dialogue in a short story. 2. Describe how dialogues bring out the traits of the different speakers. | In pairs,groups,individually,learners are guided to;  Search online and offline for the importance of repetition and dialogue in a short story and make notes.  Explain their findings to their peers.  Illustrate how dialogues in short stories bring out the traits of the different speakers.  Write a short paragraph on the theme of peers and use repetition and dialogue appropriately. | What is the importance of repetition and dialogue in a fiction writing?  How does dialogues bring out the character traits of speakers? | Skills in English pg 73-74.  Digital devices.  Storybooks. | Peer assessment.  Checklists.  Writing assessment.  Oral questions. |  |
|  | 3 | THEME; REHABILITATION.  Listening and Speaking. | Conversational skills; Disagreeing politely. | By the end of the lesson,the learner should be able to;   1. List ways of disagreeing politely. 2. Use conversational strategies to disagree appropriately. 3. Apply non-verbal cues to express varied moods and feelings. 4. Advocate the need to speak politely during communication. | In groups,pairs,learners are guided to;  Read an excerpt in which speakers disagree appropriately.  Identify polite expressions used in the excerpt.  Role play the events depicted in the excerpt.  Practise disagreeing politely incorporating non-verbal cues.  Write a short dialogue about rehabilitation in which speakers disagree politely and present it in class. | Which words or phrases are used to show politeness?  How do you use non-verbal cues to express different moods and feelings? | Skills in English pg 78-80.  Short videos.  Digital devices.  Pictures. | Role play.  Dialogues  Oral presentations.  Peer assessment.  Oral questions.  Oral discussion  Checklists. |  |
|  | 4 | Grammar in use. | Word classes;  Adverbs. | By the end of the lesson,the learner should be able to;   1. State the meaning of adverbs.adverbs of frequency and degree. 2. Identify adverbs of frequency and degree correctly from a text. 3. Use adverbs of frequency and degree correctly in sentences. 4. Appreciate the importance of using adverbs correctly in communication. | In pairs,groups,individually,learners are guided to;  Explain the meaning of adverbs,adverbs of degree and frequency .  Identify the adverbs of frequency and degree from a text.  Watch a video and pick out the adverbs of degree and frequency.  Construct sentences using adverbs of degree and frequency.  Fill in crossword puzzle using adverbs of degree and frequency.  Search online for more examples of adverbs of degree and frequency. | Why should one use adverbs correctly?  Which words would one use to describe how often an action is done? | Skills in English pg 84-86.  Crossword puzzle.  Digital devices.  Charts.  Video clips. | Puzzles.  Written tests.  Checklists.  Assessment rubrics.  Substitution tables.  Gap-filling. |  |
|  | 5 | Writing. | Mechanics of Writing. | By the end of the lesson,the learner should be able to;   1. Spell commonly misspelt words correctly. 2. Use prefixes and suffixes correctly in writing. 3. Acknowledge the importance of correct spellings in writing. | In pairs,individually,learners are guided to;  Read passages given and pick out the misspelt words.  Make a list of words with prefixes and suffixes used in a passage.  Use dictionary to find out if the spellings of the words you have listed are correct.  Construct sentences using the listed words. | Why should we spell words correctly?  How are words formed? | Skills in English pg 90-92.  Dictionaries.  Flashcards. | Peer assessment.  Writing assessment.  Checklists.  Assessment rubrics. |  |
| 10 | 1 | Writing. | Mechanics of Writing. | By the end of the lesson,the learner should be able to;   1. Write words with silent vowels (-ie and –ei) correctly. 2. Make connection between spelling and meaning in suffixed and prefixed words. 3. Create and display charts showing different words with prefixes and suffixes. | In pairs,groups,individually ,learners are guided to;  Pick out words with silent vowels from a list.  Search for more examples of words with prefixes,suffixes and silent vowels from newspapers and magazines.  Construct sentences using words with silent vowels.  Select the correct form of prefixes or suffix for given words from a table.  Write short composition based on the theme using words with prefixes,suffixes and silent vowels. | Which suffixed or prefixed words do you find challenging to spell? | Skills in English pg 92-94.  Charts.  Flashcards.  Dictionaries. | Peer assessment.  Writing assessment.  Dictation.  Self-assessment.  Written tests.  Assessment rubric.  Checklists. |  |
|  | 2 | Reading. | Reading Fluency;Poem. | By the end of the lesson,the learner should be able to;   1. Identify techniques of reading faster. 2. Read a text accurately with expression and at right speed. 3. Appreciate the value of fluency in reading to enhance understanding. | In pairs,individually,learner is guided to;  Preview a text brfore reading.  Skim a text to obtain the main idea.  Scan a text to obtain specific details.  Reread the text ignoring the unfamiliar words.  Practice reading a text at the right speed.  Pronounce the words and sound accurately. | Why should we display appropriate expression when reading a text? | Skills in English pg 80-81.  Dictionaries. | Peer assessment.  Checklist.  Assessment rubric.  Self-assessment.  Reading. |  |
|  | 3 | Reading. | Reading Fluency;Poem. | By the end of the lesson,the learner should be able to;   1. Apply fluency strategies when reading a text. | In pairs,groups,individually,learners are guided to;  Recite the poem in learners book and answer the questions.  Look for poems or passages on rehabilitation online or books.  Practise reading the texts selected accurately,with expression and at the right speed and record teir results. | Why should we read at the right speed? | Skills in English pg 82-83  Watches.  Tables.  Print texts.  Poems. | Peer assessment.  Checklists  Reading aloud.  Assessment rubric. |  |
|  | 4 | Listening and Speaking. | Listening for Detail. | By the end of the lesson,the learner should be able to;   1. Identify the main ideas in a listening text. 2. Respond appropriately to questions based on the listening text. 3. Acknowledge the importance of listening for detail in life. | Individually,in pairs,groups,learners are guided to:  Listen to a recorded text on wildlife and answer questions from the text.  Discuss the main ideas in the text.  Listen to a passage read by teacher or peers and outline the main ideas from the text individually.  Discuss answers based on a given text. | Why should you listen attentively?  What information do we pick out from a listening text? | Skills in English pg 95.  Recorded texts. | Peer assessment.  Assessment rubric.  Self-assessment.  Standardized listening assessments.  Oral discussion. |  |
|  | 5 | Grammar in Use. | Word Classes;  Pronouns. | By the end of the lesson,the learner should be able to;   1. Differentiate between indefinite and reflexive pronouns. 2. Identify indefinite and reflexive pronouns in texts. 3. Use indefinite and reflexive pronouns in sentences correctly. 4. Appreciate the role of indefinite and reflexive pronouns in communication. | In groups,pairs,individually,learners are guided to:  Study a chart displaying the indefinite and reflexive pronouns to distinguish between them.  Listen to audio texts on wildlife from a digital device and write down the indefinite and reflexive pronouns from the audio text.  Construct sentences using indefinite and reflexive pronouns .  Choose an appropriate indefinite and reflexive pronoun to fill in gaps in given sentences. | What are indefinite and reflexive pronouns?  Why do we use indefinite pronouns? | Skills in English pg101-103.  Audio texts.  Charts.  Print texts.  Digital devices. | Substitution tables.  Written texts.  Gap-filling.  Assessment rubrics.  Checklists.  Peer assessment. |  |
| 11 | 1 | Reading, | Intensive readin; Short Story. | By the end of the lesson,the learner should be able to;   1. Identify the main ideas in the short story. 2. Summarise the key events in the short story. 3. Relate the main ideas in the short story to real life situations. 4. Appreciate the relevance of the short story in addressing real life issues. | Individually,in pairs,groups,learners are guided to;  Read a prescribed section of the short story *I think it is time*.  Discuss the storyline of the short story.  Summarise the key events in the short story in a talking tree.  Role play a section of the short story. | Why do we read short stories? | Skills in English pg 87-89.  Short stories.  Talking tress. | Oral discussion.  Peer assessment.  Checklists.  Assessment rubrics.  Learner summaries of what they read.  Reading aloud. |  |
|  | 2 | Writing. | Composition writing. | By the end of the lesson,the learner should be able to;   1. Identify the steps in the writing process. 2. Write a dialogue on a given topic. 3. Appreciate the importance of the writing process in enhancing clear communication. | In groups,induividually or in pairs,learners are guided to;  Discuss the steps in the writing process.  Brainstorm with peers about the topic given.  Search for ideas and information to include in the dialogue.  Write a rough draft of the dialogue on topic based on an issue such as wildlife.  Revise the dialogue and correct and adjust where necessary. | Why is it important to plan before writing?  How would you ensure that you make your composition clear and interesting? | Skills in English pg 108-109.  Samples of dialogues.  Digital devices.  Course books. | Peers assessment.  Writing assessment.  Checklists  Assessment rubric. |  |
|  | 3 | Reading. | Intensive Reading; Visuals. | By the end of the lesson,the learner should be able to;   1. Identify the different visuals in given contexts correctly. 2. Make a connection between visuals and the written texts. | In groups,pairs,individually,learners are guided to;  Study information presented in optical illusions in print/electronic devices and discuss the findings.  Make inference of implied meaning from the visuals.  Make connections of the visuals such as pictures,graphs,charts,provided with written texts. | What information do we obtain from visuals? | Skills in English pg 96-98.  Pictures.  Graphs.  Videos. | Assessment rubrics.  Peer assessment.  Oral discussion  Oral questions. |  |
|  | 4 | Reading. | Intensive Reading;Visuals. | By the end of the lesson,the learner should be able to;   1. Interpret visuals correctly for meaning. 2. Appreciate the role of visuals simplifying representation. | In pairs,groups,individually,learners are guided to:  Write a summary of what has been viewed in the visuals which may depict human wildlife conflict.  Present a piece of written information in form of a visual. | How can one interpret a visual correctly? | Skills in English pg 99-100.  Word puzzle.  Pictures.  Charts. | Drawing.  Peer assessment.  Assessment rubrics.  Checklists. |  |
|  | 5 | Reading. | Short story. | By the end of the lesson,the learner should be able to;   1. Identify the characters in a given short story. 2. Explain the relationship between the characters in the short story. 3. Appreciate the role the characters in short story depicting real life experience. | In pairs,groups,individually,learners are guided to:  Read the short story *Touring the wild* and pick out the characters.  Discuss the things done by the characters in the short story.  Distinguish between main and minor characters.  Use relationship trees diagrams,character map to show how the characters relate to each other.  Display the tree diagram via a manilla paper. | How do characters make the story to come alive?  How does one identify qualities of characters in a short story.? | Skills in English pg 104-107.  Tree diagrams.  Manilla papers.  Charts.  Short stories. | Reading aloud.  Assessment rubric.  Checklist.  Oral discussion  Peer assessment.  Learners summaries. |  |
| 12 | **ASSESSMENT** | | | | | | | | |
| 13 | **CLOSURE OF SCHOOLS** | | | | | | | | |