

SCHOOL..... GRADE..... TERM..... YEAR.....

TEACHER'S NAME..... TSC No..... GENDER.....

LEARNING AREA.....

Week	Lesson	Strand	Sub-strand	Lesson Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Reflection
1	1	Natural Resources: Marine Life.	Listening and speaking: Listening for Detail.	By the end of the lesson, the learner should be able to: a) Identify signals that highlight the main idea in a listening passage. b) Select the main idea from listening passages. c) Develop a positive attitude towards listening actively and attentively to enhance comprehension.	In groups, the learner is guided to; Discuss examples of how to recognize main ideas in passages. Listen to a text read by the teacher and identify the main idea. Pick out details from a listening text. Rewrite the passage in their own words Discuss any new information learnt from the listening passage.	Why should we distinguish between relevant and irrelevant information during a presentation?	Skills in English pg 135-136. Grade 9 English Curriculum Design. Teacher's Guide. Lesson notes.	Aural & Oral questions Checklists.	
	2	Natural Resources: Marine Life	Listening and speaking;	By the end of the lesson, the learner should be able to:	In groups, the learner is guided to;	Why is it important to listen keenly?	Skills in English pg 136-137.	Assessment rubrics.	`

			Listening for Detail.	a) Respond to questions based on the listening passage. b) Use digital devices to search for information on protecting marine life. c) Acknowledge the importance of attentive listening.	Listen to passages and then answer the questions correctly based on the passage. Recall specific details from listening passage. Use digital devices to search for information on protecting marine and pick out the specific details.		Digital devices. Teacher's Guide. Digital devices	Oral questions. Peer assessment	
	3	Reading.	Intensive Reading; Interpretation and Evaluation.	By the end of the lesson, the learner should be able to: a) Distinguish between reading for interpretation and reading for evaluation of information. b) Interpret a reading text for lifelong learning. c) Appreciate the role of correct	In groups, the learner is guided to; brainstorm the difference between reading for interpretation and evaluation. Read a short text related to the theme and interpret it in pairs. read a text for understanding and answer its questions.	What is the difference between reading for interpretation and evaluation? How can you interpret a text correctly?	Skills in English pg 137-140. Teacher's Guide. Newspaper cuttings	Assessment rubrics. Checklists. Written Assessment.	

				interpretation and evaluation of a text in learning.	write a summary of texts related to the theme.				
	4	Reading.	Intensive Reading: Interpretation and Evaluation.	By the end of the lesson, the learner should be able to: a) Read texts related to the theme. b) Summarise information in reading texts. c) Acknowledge the need for understanding reading texts.	In groups, the learner is guided to: watch video clips on a text and interpret the text. outline the key issues discussed in the video clip and summarise its content. study and identify visuals from texts related to the theme. make detailed notes of digital and print texts they have read.	Why should you give the correct interpretation of a text?	Skills in English pg 140-141. Grade 9 English Curriculum Design. Teacher's Guide. Newspaper cuttings Dictionary Digital devices	Checklists. Peer Assessment. Oral questions.	
	5	Grammar in Use.	Relative Pronouns.	By the end of the lesson, the learner should be able to: a) Identify relative pronouns from a text.	In groups, the learner is guided to: Explain the meaning of relative pronouns and how they are used using relevant examples.	What are relative pronouns? How are relative pronouns used in sentences?	Skills in English pg 142 & 144. Teacher's Guide. Lesson notes. Digital devices Dictionary Flash cards	Oral discussion. Written Assessment. Oral questions. Peer assessment	

				b) Use relative pronouns in sentences. c) Acknowledge the value of relative pronouns in communication.	Identify relative pronouns from a passage. Roleplay a dialogue featuring relative pronouns. construct sentences using relative pronouns.				
2	1	Grammar in Use.	Interrogative Pronouns.	By the end of the lesson, the learner should be able to: a) Identify interrogative pronouns in text. b) Use interrogative pronouns in sentences. c) Acknowledge the value of interrogative pronouns in communication.	In groups, the learner is guided to: Explain the meaning of interrogative pronouns and how they are used using examples. Identify interrogative pronouns from a passage. Use interrogative pronouns to ask questions based on visuals. Construct sentences using interrogative pronouns. solve crossword puzzle involving	How do you obtain information from people? What are interrogative pronouns?	Skills in English pg 143-145. Teacher's Guide. Lesson notes. Dictionary Flash cards Digital devices	Written Assessment. Oral Questions. Oral discussion	

					relative and interrogative pronouns.				
	2	Reading.	Intensive Reading:Play .	By the end of the lesson,the learner should be able to: a) Identify the characters in a play for deeper understanding . b) Read and answer questions based on a play. c) Value the role of literary appreciation in developing critical thinking.	In groups, the learner is guided to: State the meaning of a play and character. Scan through an excerpt of a Play and identify the characters. Read excerpts of a play and then answer questions based on the Play. Role play the characters and Simulate the action in the sections of the Play. Draw a diagram and fill it with information about the characters in the excerpt of a play.	What are the features of a Play? What is the difference between main and minor characters?	Skills in English pg 146-148. Excerpts of Plays. Teacher's Guide The last laugh Dictionary Thesaurus	Assessment rubrics. Oral questions. Peer assessment Checklists	
	3	Reading.	Intensive Reading:Play .	By the end of the lesson, the learner should be able to: a) Identify the conflicts between the	In groups, the learner is guided to; Discuss the meaning of a Conflict in a Play. Guide learners in identifying the	Why is it important to understand the relationships between different	Skills in English pg 144-150. Excerpts of Play.	Oral questions Checklists. Peer assessment	

				characters in the Play. b) Analyse the characters in a Play and their relationship. c) Acknowledge how characters in a Play relate to real life.	conflicts between characters in a Play. Discuss how the conflicts are resolved. Collaborate in analysing the characters in a Play and their relationships. relate the characters in a Play to real life.	characters in a Play?	Teacher's Guide. Lesson notes. Dictionary Thesaurus		
	4	Writing.	The Writing Process.	By the end of the lesson, the learner should be able to: a) Outline the stages of the writing process. b) Discuss the stages of the writing process. c) Acknowledge the stages involved in the writing process.	In groups or pairs, the learner is guided to: Outline the steps of the writing process. Discuss the steps of the writing process. Read samples of writings or stories and identify paragraphs that comprise of the introduction, main body and conclusion. make short notes on the steps involved in the writing process.	What are the stages of the writing process?	Skills in English pg 150-151. Teacher's Guide. Samples of Writings. Digital devices Writing pads	Assessment rubrics. Oral discussion. Oral questions. Written assessment	
	5	Writing.	The Writing Process.	By the end of the lesson, the learner should be able to:	In groups or pairs, the learner is guided to:	How does writing help us improve the	Skills in English pg 151-152.	Writing Exercises. Checklists.	

				a) Select a topic for writing a factual composition. b) Create a composition poem or story following the steps of the writing process. c) Advocate the need for creativity in life.	Brainstorm on different topics such as natural resources - marine life, respect and life skills for writing a factual composition. Select one topic in each group and write a factual composition by following the writing process. Share their factual composition pieces among the groups for peer assessment and correction.	quality of our writing?	Writing Books. Teacher's Guide. Samples of writing Digital devices	portfolio Peer Assessment.	
3	1	Tourism: International. Listening and Speaking.	Oral Poetry.	By the end of the lesson, the learner should be able to: a) Identify clues that help that help in interpretation of poems. b) Interpret oral poems on varied issues. c) Acknowledge the need of interpreting oral poems.	In groups, the learner is guided to; Discuss what interpretation of oral poems involves. Outline the clues that helps one to interpret a poem accurately. listen to different oral poems on various issues from audio recordings.	Why should we interpret an oral poem correctly?	Skills in English pg 154-156. Audio recordings of oral poems. Digital devices. Teacher's Guide Daughters of Nature and other Poems	Oral questions. Oral discussion. Anecdotal records	

					Collaborate in interpreting the poems following the given steps or questions. Infer meaning of words and phrases in given oral poems.				
	2	Listening and Speaking.	Oral Poetry.	By the end of the lesson,the learner should be able to: a) Identify verbal and non-verbal techniques used in oral performance of poems. b) Perform oral poems using the verbal and non-verbal techniques. c) Acknowledge the role of oral poetry in the preservation of our cultural heritage.	In groups, the learner is guided to; discuss the techniques used in the oral performance of poems. Collaborate in using appropriate performance techniques to perform oral poems. Compose oral poems on the theme and share with the class for assessment.	How can you make the performance of an oral poem interesting?	Skills in English pg 156. Digital devices. Teacher's Guide . Lesson notes. Daughters of Nature and other poems Dictionary	Assessment rubrics. Checklists. Peer Assessment. Oral presentation	
	3	Reading.	Reading for Interpretation .	By the end of the lesson,the learner should be able to:	In groups, the learner is guided to: Discuss the meaning of reading for	How do you identify the point of view in a poem?	Skills in English pg 157-159.	Oral questions. Oral discussion.	

				a) Identify the point of view in poems. b) Read poems and answer questions based on the poems. c) Acknowledge the importance of the point of view in the understanding of a poem	interpretation and point of view. Outline the types of points of view used in writing and explain how to identify point of view in poems. Read given poems and identify the point of view citing words that indicates the point of views. answer the questions on the poems.		Teacher's Guide. Lesson notes. Daughters of Nature and other poems Dictionary. Digital devices.	Written quiz Portfolio Journal	
	4	Reading.	Reading for Interpretation .	By the end of the lesson, the learner should be able to: a) Use digital or print resources to search for poems written from different points of view. b) Analyse the point of views in poems. c) Acknowledge the importance of	In groups, the learner is guided to; Search for poems with different points of view from the internet and non-digital sources. Collaborate in identifying the point of view used in each poem. Analyse the different points of view in the selected poems and identify words	Why is it important to understand the point of view in poems?	Skills in English pg 159-160 Digital devices. Daughters of Nature and other poems Dictionary Digital devices	Checklists. Written Assessment. Oral questions. Portfolio	

				the point of view in the understanding of poems.	indicating the point of view. listen to poems read by the teacher and relate the subjects of different poems to real life.				
	5	Grammar in Use.	Complex Prepositions.	By the end of the lesson, the learner should be able to: a) Identify complex prepositions in texts. b) Search the internet and books for examples of complex prepositions. c) Appreciate the role of prepositions in oral and written communication.	In groups, the learner is guided to; Explain the meaning of complex prepositions. Use digital or print resources to find examples of complex prepositions and list them down in books. Read a passage from the book and identify complex preposition used. Read and underline complex prepositions used in various texts.	What is the difference between simple and complex prepositions?	Skills in English pg 160-161. Teacher's Guide. Lesson notes. Digital devices. Charts showing complex prepositions. Flash cards Dictionary	Oral questions. Checklists. Assessment rubrics. Written Assessment. Anecdotal records Portfolio	
4	1	Grammar in Use.	Complex Prepositions.	By the end of the lesson, the learner should be able to: a) Read a text and identify complex	In groups or pairs, the learner is guided to; Form sentences using complex prepositions and share their work with peers for	How do you describe where something is located?	Skills in English Pg 161-162. Teacher's Guide. Flash cards	Assessment rubrics. Checklists. Peer Assessment.	

				prepositions from the text b) Construct sentences using complex prepositions c) Embrace the use of complex prepositions in oral and written communication	assessment and feedback. Fill in blank spaces in sentences using the appropriate complex prepositions.		Chart showing complex prepositions Dictionary	Written Assessment. Gap filling exercise Oral questions	
	2	Reading.	Poetry: Characters.	By the end of the lesson, the learner should be able to: a) Define the term persona in poems b) Read sample poems and identify the persona and other characters in poems. c) Acknowledge the importance of characters in literary appreciation.	In groups or pairs, the learner is guided to; brainstorm and present the meaning of persona in poems. Discuss how to identify persona and other participants in poems. Read grade appropriate poems and then identify the persona and other participants in the poems.	How do you identify the persona in a poem?	Skills in English pg 162-164. Lesson notes. Daughters of nature and other poems Digital devices Dictionary Thesaurus	Oral questions. Oral discussion. Journal Role playing	

	3	Reading.	Poetry: Characters.	By the end of the lesson, the learner should be able to: a) Identify the behavior of characters in poems. b) Describe the behavior and character traits of the persona and other characters in poems. c) Acknowledge the importance of characters in literary appreciation.	In groups, the learner is guided to; Discuss how to identify the behaviour of characters in poems. Use suitable adjectives to describe the traits and behaviour of the characters in poems. Fill in a table showing character's behaviour and traits and share with peers.	How do you tell the behaviour of the characters in poems?	Skills in English pg 164-165. Teacher's Guide. Daughters of nature and other poems Dictionary Thesaurus	Assessment rubrics. Checklists. Oral questions Assessment rubrics. Peer Assessment.	
	4	Writing.	Assessing Writing.	By the end of the lesson, the learner should be able to: a) Identify the qualities of a well written composition. b) Discuss how the qualities should be presented in well written composition.	In groups, the learner is guided to: Explain the meaning of assessing writing. Read a passage about the qualities of good composition and identify the qualities of well written composition.	What are the qualities of a good composition?	Skills in English pg 165-168. Teacher's Guide. Lesson notes. Samples of well written composition.	Assessment rubrics. Oral discussion. Oral questions. Written assessment	

				c) Acknowledge the qualities of well written composition.	discuss the criterion that can be used to assess the qualities of well written composition Read samples of well written compositions from the coursebook and assess the qualities of well written composition.				
	5	Writing.	Assessing Writing.	By the end of the lesson, the learner should be able to: a) Identify the parts of a well written composition b) Assess a composition against a pre-designed-criteria. c) Value the need for clarity and cohesion in writing communication.	In groups, the learner is guided to write down a checklist or criterion for assessing compositions. individually, learners to write a composition related to the theme. Assess peer's composition and give comments as guided by the checklists. Make corrections to the composition and display the composition in class.	How can you make your composition interesting?	Skills in English pg 168-169. Teacher's Guide. Sample composition Digital devices	Checklists. Peer Assessment. Portfolios. Writing Exercises.	
5	1	Heroes and Heroines: World.	Diphthongs.	By the end of the lesson, the learner should be able to:	In groups, the learner is guided to;	Why is it important to	Skills in English pg 170-173.	Assessment rubrics.	

		Listening and Speaking.		a) Identify words with the diphthongs /au/ and /ua/ in a text. b) Use online and print dictionary to search for words with diphthongs /au/ and /ua/ c) Advocate the need for accurate pronunciation in oral communication.	Explain the meaning of diphthongs. identify the diphthongs /au/ and /ua/ in words. Read a passage featuring the diphthongs /au/ and /ua/. identify and underline the words with the diphthongs /au/ & /ua/. practice pronouncing words with the diphthongs /au/ and /ua/	pronounce words correctly?	Flashcards with words with targeted diphthongs. Teacher's Guide. Dictionary Digital devices Encyclopedia	Oral questions. Pronunciation texts.	
	2	Listening and Speaking.	Sentence Stress.	By the end of the lesson, the learner should be able to: a) Identify stressed and unstressed words in sentences. b) Use emphatic stress in words to convey meanings.	In groups, the learner is guided to; Identify the words that are stressed in sentences. Read sentences placing stress on the underlined words. identify stressed and unstressed words in sentences.	How does stress help us to convey different meaning?	Skills in English pg 173-174. Teacher's Guide. Sample of stressed sentences Dictionary Digital devices	Checklists. Pronunciation tests. Written Assessment. Oral questions and discussion.	

				c) Acknowledge the need of using stress in oral communication.	Apply stress appropriately when reading a poem.				
	3	Reading.	Extensive Reading:Grade Appropriate Fiction.	By the end of the lesson,the learner should be able to: a) Select reading texts from a collection of books or library b) Use digital devices to search and watch a video clip on how to select appropriate reading materials. c) Acknowledge the factors to consider when choosing reading texts.	In groups, the learner is guided to; Watch a video clip on how to select a reading text. Skim through the passage in learner's book and find the main idea of the text Read a. passage based on how to select a text. Select a reading from a collection . Outline the subjects addressed in the text.	What should one consider when choosing a reading text?	Skills in English pg 175-177. Teacher's Guide. Lesson notes. Newspapers Magazines Digital devices Encyclopedia	Assessment rubrics. Reading aloud Oral and aural assessment	
	4	Reading.	Extensive Reading:Grade Appropriate Fiction.	By the end of the lesson, the learner should be able to: a) Read texts for information	In groups, the learner is guided to; Individually read independently and silently.	How does reading widely help us learn better?	Skills in English pg 177-179. Dictionary. Encyclopedia Newspaper	Assessment rubrics. Checklists Reading aloud	

				and enjoyment. b) Write a review of the book read. c) Appreciate the role of extensive reading in lifelong learning.	Interpret what they have read in their own way and explain why they find a particular text interesting. use the dictionary to look up the meanings of unfamiliar words in the passage. outline the subjects addressed in the text and make notes on what has been read. Individually, write a review of their favorite fictional text.		Magazines journals		
	5	Grammar in Use.	Conjunctions: Correlative Conjunctions.	By the end of the lesson, the learner should be able to: a) Identify correlative conjunctions in texts. b) Use digital or print resources to find for correlative conjunctions and their functions.	In groups or pairs, the learner is guided to; explain the meaning of correlative conjunctions. use digital or print resources to search for examples of correlative conjunctions and their functions in sentences. read passages and then identify correlative	What are correlative conjunctions? What are the functions of the different correlative conjunctions?	Skills in English pg 180-181. Digital devices. Charts with correlative conjunctions. Lesson notes. Teacher's Guide Dictionary Flash cards	Assessment rubrics. Checklists. Written Assessment. Oral questions.	

				c) Acknowledge the functions of correlative conjunctions in texts.	conjunctions in passages. search for sentences with correlative conjunctions from the internet and books.				
6	1	Grammar in Use.	Conjunctions: Correlative Conjunctions.	By the end of the lesson, the learner should be able to: a) Reads a text and identify correlative conjunctions b) Use correlative conjunctions to construct sentences c) Appreciate the use of correlative conjunctions for effective communication.	In groups, the learner is guided to: Rewrite sentences as one using correlative conjunctions in the brackets. Form sentences using correlative conjunctions. Use correlative conjunctions to join sentences.	How do we join sentences?	Skills in English pg 181-182. Teacher's Guide. Chart containing correlative conjunctions Dictionary Flash cards	Written Assessment. Assessment rubrics. Checklists. Oral questions.	
	2	Reading.	Play: Style.	By the end of the lesson, the learner should be able to: a) Explain the meaning of the Flashbacks, Flash-forwards	In groups, the learner is guided to: Discuss the meaning of flashbacks, flash-forwards and personification.	Why do authors use flashbacks, flash-forwards and personification in plays?	Skills in English pg 183-188. Excerpts of Play. Lesson notes. Teacher's Guide.	Checklists. Oral Questions. Reading aloud Group discussion	

				and Personification in a Play. b) Read and identify features of style: Flashback, Flash-Forward and Personification used in a Play. c) Acknowledge the importance of stylistic features in literary appreciation.	Read the excerpts of Plays provided. Collaborate in highlighting the aspects of style such as flashbacks, flash-forwards and personification in a Play. Answer questions based on the excerpt read.		The Last Laugh Dictionary Charts	Oral presentation	
	3	Reading.	Play: Style.	By the end of the lesson, the learner should be able to: a) Identify features of style used in a play b) Role play specific parts where flashbacks, personification and flash-forwards have	In groups, the learner is guided to: Discuss the role of memories, dreams and story within the story in a flashback. Analyse the features of Play in relation to the meaning of a Play. Collaborate to role play some events in which flashback, flash	What is the role of memories, dreams and story within a story in flashback?	Skills in English pg 188-189 Excerpts of Play. Digital devices The last laugh Dictionary Charts	Oral questions. Dramatization Oral discussion. Oral presentation	

				been used in the excerpt. c) Acknowledge the importance of features of style in Plays.	forward and personification feature in the Play.				
	4	Writing.	Narrative Compositions .	By the end of the lesson, the learner should be able to: a) Identify the elements of a narrative composition. b) Read samples of narrative composition for identification of introduction, body and conclusion. c) Acknowledge the elements of narrative compositions.	In groups or pairs, the learner is guided to; Read samples of narrative compositions from text books. Identify the introduction, body and conclusion of sample compositions. Discuss the elements of narrative compositions and identify them in narrative compositions.	How should we organise our compositions?	Skills in English pg 190-191. Teacher's Guide. Samples of Narrative Compositions.	Checklists. Oral discussion. Oral questions. Written assessment Peer assessment	
	5	Writing.	Narrative Compositions .	By the end of the lesson, the learner should be able to: a) Plan a narrative composition	In groups, the learner is guided to; Brainstorm on possible topics for narrative compositions based on the theme and list them.	How should we organise our compositions?	Skills in English pg. 191-193 Writing books. Teacher's Guide.	Checklists. Written assessment Peer Assessment.	

				based on the theme. b) Write narrative compositions using the elements of narrative composition. c) Appreciate the role of background information in the creation of credible stories.	Plan a narrative composition based on the theme by creating an outline. Write the narrative composition based on their plan and use all the elements of a narrative composition in the story. Revise the composition written and exchange it with peers for assessment. Make corrections on their composition using the feedback provided by peers.		Sample compositions Dictionary		
7	1	Social and Mass Media Listening and speaking.	Impromptu Speeches.	By the end of the lesson, the learner should be able to: a) State the meaning of an impromptu speech. b) Discuss the steps used to prepare an impromptu speech.	In groups, the learner is guided to; Search for the meaning of impromptu speech from the dictionary or internet. Listen to an impromptu speech made by the teacher and answer the	What is an impromptu speech? What instances could one be called upon to make a speech without prior notice?	Skills in English pg 194-196. Lesson notes. Teacher's Guide Digital devices Sample speeches	Assessment rubrics Oral discussion. Oral questions.	

				c) Acknowledge the steps for preparing for an impromptu speech.	questions based on the impromptu speech. brainstorm on the procedure for preparing for an impromptu speech. Outline and Discuss the steps for preparing an impromptu speech.				
	2	Listening and Speaking.	Impromptu Speeches.	By the end of the lesson, the learner should be able to; a) Prepare an outline of an impromptu speech based on the theme. b) Make an impromptu speech on a selected topic. c) Acknowledge the importance of excellent presentation skills in speech delivery.	In groups, the learner is guided to; Prepare an outline of a speech based on the theme. Draft an impromptu speech using the elements in the format of a speech such as introduction, body and conclusion. Present the impromptu speech and record it using digital devices. Discuss the strengths and weaknesses of the speech and suggest ways of improvement.	What makes an impromptu speech effective?	Skills in English pg 196. Teacher's Guide. Digital devices Dictionary Sample speeches	Checklists Assessment rubrics Portfolios Oral presentation	

	3	Reading.	Note Making.	By the end of the lesson,the learner should be able to: a) Identify the main ideas in passages based on the theme. b) Read argumentative messages on the themes c) Acknowledge the importance of main ideas in passages.	In groups,the learner is guided to; Explain the meaning of note making. Read argumentative passages based on the theme. Collaborate in identifying the main ideas or points in the passage. Answer questions based on the passage read.	How do you identify the main points in a passage?	Skills in English pg 196-198. Lesson notes. Teacher's Guide.	Written Assessment. Portfolio	
	4	Reading.	Note Making.	By the end of the lesson, the learner should be able to: a) Outline the note making procedures. b) Make notes from an argumentative passage. c) Value the importance of note making while reading for pleasure or academic purposes.	the learner is guided through the SQ4R note making method. In groups the learner is guided to: practice the note making process using the SQ4R method. make notes on different health and media issues presented in any of the passages.	Why is it important to make notes? When is it important to make notes?	Skills in English pg 198-200. Digital devices. Lesson notes. Dictionary Charts	Checklists. Peer Assessment. Assessment rubrics. Writing Exercises.	

					Graphically prepare charts using their notes. Exchange the charts for peer review and correction.				
	5	Grammar in Use.	Determiners: Numerals and Ordinals.	By the end of the lesson, the learner should be able to: a) Differentiate between numerals and ordinals in texts. b) Recite poems with numerals and ordinals as others listen and pick out target determiners c) Acknowledge the usage of numerals and ordinals in texts	In groups, the learner is guided to; Explain the meaning of numerals and ordinals giving relevant examples. Search for ordinals and numerals from digital or non-digital sources. Recite poems with numerals and ordinals as others listen and pick out the target determiners. Read short passages and underline numerals and ordinals used as determiners	Which words do we use to show quantities of nouns?	Skills in English pg 202-203. Teacher's Guide. Lesson notes Dictionary Digital devices Flash cards	Checklists. Assessment rubrics. Oral questions. Written Assessment.	
8	MID-TERM BREAK								
9	1	Grammar in Use.	Determiners: Numerals and Ordinals.	By the end of the lesson, the learner should be able to:	In groups or pairs, the learner is guided to: Mention objects in the school that could be	Why is it important to quantify nouns?	Skills in English pg 204. Teacher's Guide Dictionary	Assessment rubrics. Checklists.	

				a) State the names of objects and events in the school that can be described using numerals and ordinals. b) Use numerals and ordinals as determiners in sentences. c) Appreciate the need for well-formed sentences in communication.	modified using numerals and ordinals. Construct sentences using numerals and ordinals. Rewrite sentences replacing numerals with ordinals and vice versa.		Digital devices Flash cards	Written Assessment. Peer Assessment.	
	2	Reading.	Play: Project.	By the end of the lesson, the learner should be able to: a) Differentiate between costumes and props. b) Make simple props and costumes that create mood and atmosphere.	In groups, the learner is guided to: Watch video clips on how to dramatize and record a section of a Play. Discuss the difference between props and costumes and how they create mood and atmosphere.	How does an acted play differ from a written one?	Skills in English pg 205-207. Excerpt of Play (The Last Laugh) Teacher's Guide Dictionary	Assessment rubrics. Oral questions. Oral discussion.	

				c) Acknowledge the importance of simple props and costumes in a Play.	Read the excerpts of Play and then identify the props and costumes in the play that create mood and atmosphere. Select simple props and costumes that enhance performance of a Play. Create a chart showing the plot of the Play as it moves through the different events, climax and ending.				
	3	Reading.	Play: Project.	By the end of the lesson, the learner should be able to: a) Discuss how to use role play and mime effectively in performance. b) Present dramatized parts of a play to an audience. c) Acknowledge the effectiveness	In groups, the learner is guided to, Rehearse a Play with props and costumes. Explain how to use role play and mime on the performance of a play. Dramatise simple scenes for classmates while focusing on voice, gestures and movements.	What makes a performance successful?	Skills in English pg 207-208 Costumes and Props. Digital devices Poetry book (The Last Laugh) Dictionary	Assessment rubrics. Dramatization. Oral presentation Checklists Journals	

				of the performance in delivering the play's message.	Give and receive feedback on the performance and then record the performance on a digital device. Share the recording on social media.				
	4	Writing.	Filling Forms: Application Forms.	By the end of the lesson, the learner should be able to: a) Recognize bursary and scholarship application forms from a list of forms. b) Search the internet for samples of bursary and scholarship application forms. c) Acknowledge the common features in bursary and scholarship application forms.	In groups, the learner is guided to: Collect bursary and scholarship application forms from digital and print sources. Note down the common features of each type of the form. Analyse the type of data sought by different forms.	What are the common features in application forms?	Skills in English pg 209-211. Digital devices. Samples of bursary and scholarship application forms Dictionary Writing pads School admission forms samples	Oral questions. Checklists. Oral discussion. Assessment rubrics	

	5	Writing.	Filling Forms: Application Forms.	By the end of the lesson, the learner should be able to: - Select bursary and scholarship application forms. - Fill in bursary and scholarship application forms while adhering to conventions. - Value the importance of giving accurate and sufficient information in forms.	In groups, the learner is guided to: Select bursary and scholarship application forms. Fill in different forms that require data on issues such as social and mass media. Share different filled in forms for peer observation and feedback. discuss as a plenary the importance of providing accurate data in forms. Create forms for filling.	Why is it important to fill in all parts of a form? Why is it important to give accurate and sufficient information in forms?	Skills in English pg 211-212. Blank bursary and scholarship forms. Digital devices School admission forms	Assessment rubrics. Peer Assessment. Written Assessment Questionnaire	
10	1	Income Generating Activities. Listening and Speaking.	Conversation Skills: Job Interviews.	By the end of the lesson, the learner should be able to: - State the meaning of job interview. - Discuss the preparations undertaken by an interviewer and	In groups, the learner is guided to: Explain what is a job interview. Watch a job interview on a relevant topic like income generating activities.	Why is it important to prepare for a job interview?	Skills in English pg 214-216. Digital devices. Teacher's Guide. Lesson notes Dictionary	Oral questions. Oral discussion. Role play	

				interviewee before a job interview. c) Acknowledge the ways of preparing for a job interview.	Brainstorm on the preparations undertaken by an interviewer and interviewee before a job interview. outline and discuss preparations for a job interview. search online and offline for possible questions that are commonly asked in a Job interview and write them down.				
	2	Listening and Speaking.	Conversation Skills:Job Interviews.	By the end of the lesson,the learner should be able to: a) Brainstorm and write down a list of questions to use as an interviewer when interviewing an interviewee in situations based on the theme.	In groups or pairs, the learner is guided to; Plan questions that can be asked by the interviewer and interviewee in situations based on the theme. in pairs,role play asking and answering questions in a mock job interview and record the session electronically.	How can you succeed in a job interview?	Skills in English pg 216-217. Digital devices Dictionary Sample questions	Assessment rubrics. Checklists. Peer Assessment. Role playing.	

				b) Role play asking and answering questions in a mock job interview. c) Acknowledge excellent interview skills as a positive step towards getting a job.	Share the recorded interviews for peer review				
	3	Reading.	Extensive Reading: Fiction.	By the end of the lesson, the learner should be able to: a) Distinguish between fiction and non-fiction reading materials. b) Search from digital or printed reference materials for the differences between fiction and non-fiction writing.	In groups, the learner is guided to; Research on the differences between fiction and non-fiction materials and give examples of each. Discuss the difference between fiction and non-fiction reading materials. Read different passages and then identify the fiction one and non-fiction one.	What is the difference between fiction and non-fiction reading materials? Which storybook or plays have you read?	Skills in English Pg 217-219. Fiction and non-fiction books. Digital devices. Lesson notes. Dictionary Thesaurus	Assessment rubrics. Reading aloud Oral questions. Oral discussion.	

				c) Acknowledge the difference between fiction and non-fiction writing.					
	4	Reading.	Extensive Reading: Fiction.	By the end of the lesson, the learner should be able to: a) Select and read grade appropriate fiction materials. b) Keep a portfolio of the subject matter. c) Appreciate the importance of reading fiction for exposure.	In groups, the learner is guided to; Read self-selected fiction materials and use a graphic organizer to write short summaries of the subject. Take photos of their display and keep a soft and hard copy of the photo in their portfolio. Write a card with the title and subject matter of the material read and keep it in a portfolio.	Why is reading fiction materials important?	Skills in English pg 219-220. Fiction materials. Teacher's Guide. Digital devices. Dictionary Newspaper novellas	Assessment rubrics. Checklists. Portfolios. Peer Assessment. Reading aloud	
	5	Grammar in Use	Word Classes:Nouns.	By the end of the lesson,the learner should be able to: a) Identify nouns formed from verbs and other nouns from a text.	In groups, the learner is guided to: Discuss how nouns are formed from verbs and other nouns. Read print or non-print text and	How are nouns formed from verbs and other nouns?	Skills in English pg 221-223. Digital devices. Flashcards. Teacher's Guide. Lesson notes	Checklists. Oral questions. Written Assessment. Peer Assessment.	

				b) Search online for suffixes used in forming of nouns from verbs and other nouns. c) Acknowledge how nouns are formed from verbs and other nouns.	underline nouns formed from verbs and other nouns. Search online and compile a list of suffixes for forming nouns from verbs and other nouns. Use the identified suffixes to form nouns from verbs and other nouns and present them in print or digital tables.		Charts		
11	1	Grammar in Use.	Word Classes:Nouns.	By the end of the lesson, the learner should be able to: a) Explain how nouns are formed from verbs. b) Use nouns formed from nouns and other nouns in sentences correctly c) Acknowledge the necessity of forming words from other word	In groups, the learner is guided to; Underline nouns formed from verbs and other nouns in sentences. Construct sentences about income generating activities and environmental preservation using nouns formed from verbs and from other nouns	Why is the knowledge of changing other words into nouns is helpful in communication?	Skills in English pg. 222-223 Teacher's Guide Flash cards Charts Encyclopedia Dictionary	Assessment rubrics. Written Assessment. Peer Assessment. Checklists.	

				classes in the process of communication.					
	2	Reading.	Grade Appropriate Play - Lessons Learnt.	By the end of the lesson, the learner should be able to: a) Identify the lessons learnt from a Play. b) Illustrate the lessons learnt from the Play. c) Perceive plays as sources of life lessons and entertainment.	In groups, the learner is guided to; Discuss for ways for deriving lessons from words and actions of characters. Read different excerpts of a Play. Discuss the lessons learnt and provide illustrations for each of the lesson identified.	How do you identify lessons in a Play? What lessons can you learn from a Play?	Skills in English pg 223-226. Excerpts of Play (The Last Laugh) Teacher's Guide. Lesson notes.	Checklists Oral discussion. Oral questions. Reading aloud	
	3	Reading.	Grade Appropriate Play: Lessons Learnt.	By the end of the lesson, the learner should be able to: a) Relate the lessons learnt to real life experiences. b) Analyze the lessons identified from the plays and relate them to real life experiences	In groups, the learner is guided to: Write a summary of the lessons learnt from the read plays. Analyse the lessons identified from the plays and relate them to real life experiences. Use graphic organizers to summarize lessons learnt and present	How do lessons learnt from Plays relate to real life experiences?	Skills in English pg. 226- 227 Charts. Excerpts of Plays (The Last Laugh) Teacher's Guide Dictionary	Assessment rubrics. Oral Questions. Oral discussion.	

				c) Acknowledge how lessons learnt in a play relate to real life experiences.	them in charts displayed on the wall for peer review.				
	4	Writing.	Mechanics of Writing - Spelling.	By the end of the lesson, the learner should be able to: a) Spell words for effective communication. b) Search the internet for clips on the rules of abbreviations for titles, time references, company or organization names and technical words. c) Acknowledge the rules of abbreviation for titles,time references, company or organisation names and	In groups, the learner is guided to: Explain the meaning of abbreviations giving examples. Watch demonstration clips and note the rules of abbreviation especially for titles, time references, organizations, technical words and company names. Discuss the rules of abbreviation and present them in charts Write sentences based on the theme and include abbreviations ensure correct spelling of words in the sentences.	What should you consider when splitting words at the end of a line?	Skills in English 227-230. Digital devices. Charts. Teacher's Guide. Lesson notes Dictionary Sample words in a chart	Assessment rubrics. Oral questions. Oral discussion. Written Assessment.	

				technical words					
	5	Writing.	Mechanics of Writing - Spelling.	By the end of the lesson, the learner should be able to: a) Write common abbreviations in full. b) Write a paragraph based on the theme containing words to be abbreviated. c) Appreciate the importance of abbreviations in write.	In groups the learner is guided to: Copy the lists of abbreviations from electronic or print sources respectively. Write a paragraph on how to make savings from income generating activities containing words to be abbreviated. Assess the correctness of the paragraph in groups.	Which words do we normally abbreviate?	Skills in English Bk 230. Digital devices. Teacher's Guide. Lesson notes Chart Dictionary	Assessment rubrics. Checklists. Peer Assessment. Writing Exercises.	
12	1	Personal Grooming . Listening and Speaking.	Listening to Respond: Expressing Feelings.	By the end of the lesson, the learner should be able to: a) Identify words and expressions used to describe their feelings towards a poem. b) Search online or from print	In groups, the learner is guided to: Search digital and print sources for words and expressions used to describe feelings towards a poem. Read poems and identify words and expressions that makes you develop certain	How does the poem make you feel?	Skills in English pg 232-233. Digital devices. Teacher's Guide. Lesson notes. Dictionary Daughters of Nature and other poems	Checklists. Oral Questions. Oral discussion. Reading aloud	

				materials from various words and expressions used to describe one's feelings towards a poem. c) Acknowledge the words and expressions used to describe feelings in poems.	feelings towards the subject matter, main character and poem as a whole. Recite and record poems emphasising words and expressions that bring out feelings towards the poem				
	2	Listening and Speaking.	Listening to Respond: Expressing Feelings.	By the end of the lesson, the learner should be able to: a) State the importance of expressing feelings when reciting poems. b) Express their feelings towards the subject matter of a poem. c) Value the importance of poem recitation for	In groups, the learner is guided to: Watch a live or recorded poems on based on the theme. Describe their feelings towards the subject matter of the poem. Recite selected poems and present their varied feelings towards each poem's subject matter in detail.	How can you express feelings while reciting poems? How does the poem make you feel about the subject it addresses?	Skills in English pg 233-234. Digital devices. Video clip Dictionary Daughters of Nature and other poems	Assessment rubrics. Checklists. Oral questions. Oral discussion. Reading aloud	

				effective communication.	Discuss the importance of expressing feelings when reciting poems.				
	3	Reading	Intensive Reading: Comprehension Strategies.	By the end of the lesson, the learner should be able to: a) Identify clues in the passage from which conclusions can be drawn. b) Infer information and meaning of words and expressions from a passage. c) Apply the skills of making inferences and drawing conclusions in independent reading.	In groups, the learner is guided to; Search for and read print and non-print passages on varied subjects like personal grooming. Underline words, phrases or sentences that can serve as clues for making inferences or drawing conclusions as they read. Use the clues to make inferences for information or meaning of vocabulary.	What do you need to consider when making conclusions from a text? How can one draw conclusions from a text?	Skills in English pg 234-237. Teacher's Guide. Newspapers Magazines Dictionary	Assessment rubrics Oral questions. Reading aloud	
	4	Reading.	Intensive Reading: Comprehension Strategies.	By the end of the lesson, the learner should be able to: a) Read a passage based on the theme.	In groups, the learner is guided to; Read a passage on grooming and take note of the main ideas in the passage.	Why is it important to summarize information from a text?	Skills in English pg 237-238. Passages related to the theme. Teacher's Guide.	Peer Assessment. Writing Exercise Oral questions	

				b) Summarize the ideas in the passage. c) Enjoy summarizing ideas in passages.	Make notes on the passage. Use the notes to write a summary of the ideas in the passage. Present their summaries on charts and post them in classroom noticeboard. Review Peers' summaries.		Dictionary Newspaper Magazine		
	5	Grammar in Use.	Phrasal Verbs.	By the end of the lesson, the learner should be able to: a) Identify phrasal verbs formed from break, hang, run and turn in texts. b) Use digital devices to search for phrasal verbs formed from break, hang, run and turn together	In groups or pairs, the learner is guided to; Explain the meaning of phrasal verbs. search online for phrasal verbs formed from break, hang, run and turn and compile them in a word list. Search and discuss the meaning of the phrasal verbs identified from print or non-print dictionaries.	Why is it important to learn meaning of phrasal verbs?	Skills in English pg 238-240. Charts. Teacher's Guide. Digital devices Flash cards s	Assessment rubrics. Written Assessment. Oral questions. Checklists.	

				with their meanings. c) Acknowledge the phrasal verbs formed from hang,run,turn and break.	Form phrasal verbs from the given verbs and use them to fill in tables and broken passages.				
13	REVISION AND END OF TERM ASSESSMENT								
14	CLOSING OF SCHOOL								