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| **SECONDARY SCHOOL****P.O BOX 797-60200****MERU****TEACHER:MRS TERM:ONE****CLASS: FORM FOUR YEAR:2021****SUBJECT:ENGLISH** |
| **WK** | **LESSON** | **TOPIC** | **SUB-TOPIC** | **LESSON OBJECTIVES** | **TEACHING/LEARNING ACTIVITIES** | **TEACHING/LEARNING RESOURCES** | **REFERENCES** | **REMARKS** |
| **1** | 1&2 | EFFECTIVE COMMUNICATION | Distinguishing word classes using stress | By the end of the lesson, the learner should be able to:* Read the poem “The pauper” in groups aloud
* Discuss the question from the poem correctly
 | * discussion
 | ChalkboardFlash cards  | * New Horizonsin English Book 4 students book Page 1-2
* Teachers guide page 1
 |   |
|  | 3&4 | STUDY SKILLS | Study of works of literature: Setting in literature | By the end of the lesson, the learner should be able to:* Define setting correctly
* Discuss the various forms of setting
* Describe the setting in a given story
 | * Discussion
 | Chalkboard | * New Horizonsin English Book 4 students book Page 5-7
* Teachers guide page 2-3
 |  |
|  | 5 | READING | Women Critical to Food Security | By the end of the lesson, the learner should be able to:* Appreciate the role of women in production of food
* Answer questions on the passage correctly.
* Infer meaning of the new words used
 | * Reading comprehension
 | Pre-reading activities  | * New Horizonsin English Book 4 students book Page 2-5
* Teachers guide page 3-5
* English dictionary
 |  |
|  | 6 | GRAMMAR | Functions of nouns | By the end of the lesson, the learner should be able to:* Define nouns
* Discuss the functions of nouns correctly
* Use nouns to bring out different functions in sentences
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizons inEnglish Book 4 students book Page 7-9
* Teachers guide page 5-7
 |  |
|  | 7&8 | WRITING | Paraphrasing | By the end of the lesson, the learner should be able to:* Define paraphrasing
* Identify the importance of paraphrasing
* Paraphrase a given text correctly, neatly and legibly
 | * Writing
* discussion
 | Chalkboard | * New Horizonsin English Book 4 students book Page 10-11
* Teachers guide page 7-8
 |  |
| 2 | 1&2 | INTENSIVE READING  | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Discussion
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3 | EFFECTIVE COMMUNICATION | Hot seatingLabels with vague meanings | By the end of the lesson, the learner should be able to:* Discuss the terms of reference of the scenario presented in the text
* Act out and dramatise the roles of the select committee members formed according to the scenario presented in the text
* Make a list of the labels around them on clothes, cutlery, medicine, phones and bottles
 | * Discussion
* Hot seating
 | * Chalkboard
* Charts
 | * New Horizonsin English Book 4 students book Page 12-13
* Teachers guide page 9-10
 |  |
|  | 4 | STUDY SKILLS | Study of works of literature: Satire  | By the end of the lesson, the learner should be able to:* Define satire
* Identify the techniques that help satire to be achieved including juxtaposition, hyperbole, irony and humour
* Identify and explain satire in a given text correctly
 | * Discussion
 | Samples of paragraphs with satire | * New Horizons inEnglish Book 4 students book Page 17
* Teachers guide page 10-11
 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Discussing

Writing sentences | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Discussing
* Writing sentences
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 3 | 1&2 | INTENSIVE READING  | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Discussion
 | ChalkboardSample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3 | EFFECTIVE COMMUNICATION | Word stress in English | By the end of the lesson, the learner should be able to:* Define word stress correctly
* Place stress on the correct syllables in words
 | * discussion
 | Chalkboard | * New Horizonsin English Book 4 students book Page 27-28
* Teachers guide page 17
 |  |
|  | 4&5 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:* Summarize the given passage in not more than ninety words
 | * Discussion
* Summarizing
 | ChalkboardsWall charts with short poems | * New Horizonsin English Book 4 students book Page 31
* Teachers guide page 18

Demystifying poetry |  |
|  | 6 | READING | ComprehensionMedicinal value of the Lemon | By the end of the lesson, the learner should be able to:* Appreciate the importance of the lemon
* Answer questions on the passage correctly.
* Infer meaning of the new words used
 | * Reading comprehension
 | Pre-reading activities  | * New Horizonsin English Book 4 students book Page 29-31
* Teachers guide page 19-20
* English dictionary
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Discussion
 | Chalkboard Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **4** | 1&2 | WRITING | Punctuation in Titles of Publications, Quotations and Headings | By the end of the lesson, the learner should be able to:* Correctly punctuate titles of full-length publications
* Correctly punctuate titles of parts of publications
* Incorporate short quotations within the text of their work
* Set off long quotations
 | * Writing
* discussion
 | ChalkboardSample publications | * New Horizonsin English Book 4 students book Page 23-26
* Teachers guide page 22-23
 |  |
|  | 3 | EFFECTIVE COMMUNICATION | Word stress in English Sentence stress | By the end of the lesson, the learner should be able to:* Identify the stress in homographs depending on how they are used in sentences
* Describe sentence stress
* Identify the stressed words in sentences given correctly
 | * Discussion
* Pronunciation
 | Chalkboard | * New Horizonsin English Book 4 students book Page 45-46, 46-47
* Teachers guide page 24-25
 |  |
|  | 4 | STUDY SKILLS | ROLE PLAY | By the end of the lesson, the learner should be able to:* Appreciate the importance of good health
* Engage in role-play to elaborate on the topics given on health concerns
 | * Discussion
* Role play
 | Chalkboard | * New Horizonsin English Book 4 students book Page 46-47
* Teachers guide page 25-26
 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | * By the end of the lesson, the learner should be able to:
* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | Reading aloudDiscussions  | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | * By the end of the lesson, the learner should be able to:
* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | Reading aloud* Discussions
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **5** | 1&2 | WRITING | Recipe  | By the end of the lesson, the learner should be able to:* Explain what a recipe is
* Give clear instructions on how to prepare a particular meal
* Write neatly and legibly
 | * Writing
* discussion
 | ChalkboardSample recipe  | * New Horizonsin English Book 4 students book Page 39-44
* Teachers guide page 30-31
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts
* Discussing the issues raised
 | Chalkboard Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **MID TERM ONE BREAK** |
| 6 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY HenrikIbsen* Teacher’s guidebook
 |  |
|  | 3 | GRAMMAR | Gerunds | By the end of the lesson, the learner should be able to:* Define gerunds
* Identify gerunds in sentences
* Use gerunds correctly in sentences
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizonsin English Book 4 students book Page 71-73
* Teachers guide page 35-37
 |  |
|  | 4 | WRITING | Social writing: Instructions to friends and relatives | By the end of the lesson, the learner should be able to:* Appreciate the need to acquire instructions-writing skills
* Write instructions to friends and relatives correctly
* Write neatly and legibly
 | * Writing
* discussion
 | Chalkboard | * New Horizonsin English Book 4 students book Page 73-74
* Teachers guide page 37-38
 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play

Discuss character traits themes and styles in the play | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 7 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play

Discuss character traits themes and styles in the play | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 2 | EFFECTIVE COMMUNICATION | -Acceptable speech habits, tone and interruption-Making oral reports: police statements | By the end of the lesson, the learner should be able to:* Identify acceptable manners in speech
* Identify the words and expressions that are helpful and socially acceptable in speech
* Describe the features of a good oral report
* Practice making oral reports
 | * Discussion
* Role play
 | ChalkboardClass discussion | * New Horizonsin English Book 4 students book Page 75-76
* Teachers guide page 39-40
 |  |
|  | 3 | STUDY SKILLS | Study of works of literature: Some stylistic devices in literary works | By the end of the lesson, the learner should be able to:* Define stylistic devices
* Define onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusion
* Identify the defined stylistic devices in given texts
 | * Discussion
 | ChalkboardClass discussion | * New Horizonsin English Book 4 students book Page 81-83
* Teachers guide page 40-41
 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **8** | 1&2 | WRITING | Public writing: Letters of Inquiry | By the end of the lesson, the learner should be able to:* Define letters of inquiry and request
* Write letters of inquiry and request correctly
* Write neatly and legibly
 | * Writing
* discussion
 | Chalkboard | * New Horizons inEnglish Book 4 students book Page 85-87
* Teachers guide page 45-46
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | EFFECTIVE COMMUNICATION | Word stress | By the end of the lesson, the learner should be able to:* Identify the words from a list given whose meaning and word class would change depending on stress placement
 | * Discussion
 | Chalkboard | * New Horizonsin English Book 4 students book Page 88
* Teachers guide page 47
 |  |
|  | 6 | STUDY SKILLS | Interpretive reading as a study skill | By the end of the lesson, the learner should be able to:* Appreciate the significance of interpretative reading as a study skill
* Identify the essential features of interpretive reading
* Apply interpretive reading skills
 | * Discussion
 | Chalkboard | * New Horizons inEnglish Book 4 students book
* Teachers guide page 48-49
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play

Discuss character traits themes and styles in the play | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 9 | 1&2 | Evaluation  | End of tern one examination | By the end of the lesson a learner should be able to respond to all the questions | * Writing
* invigilation
 |  | * Question paper
* Marking scheme
 |  |
|  | 3&4 | Evaluation  | End of tern one examination | By the end of the lesson a learner should be able to respond to all the questions | * Writing
* invigilation
 |  | * Question paper
* Marking scheme
 |  |
|  | 5 | Evaluation  | End of tern one examination | By the end of the lesson a learner should be able to respond to all the questions | * Writing
* invigilation
 |  | * Question paper
* Marking scheme
 |  |
|  | 6 | Evaluation  | End of tern one examination | By the end of the lesson a learner should be able to respond to all the questions | * Writing
* invigilation
 |  | * Question paper
* Marking scheme
 |  |
|  | 7&8 | Evaluation  | End of tern one examination | By the end of the lesson a learner should be able to respond to all the questions | * Writing
* invigilation
 |  | * Question paper
* Marking scheme
 |  |
| 10 | **MARKING AND ANALYSIS OF END OF TERM ONE EXAM** |
| **KINJO MIXED DAY SECONDARY SCHOOL****P.O BOX 797-60200****MERU****TEACHER:MRS MUTEMBEI TERM:TWO****CLASS:FORM FOURYEAR:2021****SUBJECT:ENGLISH** |
| WK | LESSON | TOPIC | SUB-TOPIC | OBJECTIVES | TEACHING&LEARNING ACTIVITIES | RESOURCES | REFERENCES | REMARKS |
| 1 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
* Discuss character traits themes and styles in the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | WRITING | Faxes  | By the end of the lesson, the learner should be able to:* Appreciate the usefulness of faxes in communication
* State the features of a fax
* Write neatly and legibly
 | * Writing
* discussion
 | * Chalkboard
 | * New Horizons in English Book 4 students book Page 56-62
* Teachers guide page 53-54
 |  |
|  | 6 | EFFECTIVE COMMUNICATION | DRAMATISATION: Use of tone to reveal attitude  | By the end of the lesson, the learner should be able to:* Present a brief skit in class
* Use the appropriate tone to bring out the attitude in the various situations in the skit
 | * Discussion
* Role play
 | chalkboard | * New Horizons in English Book 4 students book Page 100
* Teachers guide page 55-56
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play

Discuss character traits themes and styles in the play | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 2 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
 | * Reading set texts
* Discussing the issues raised
 | * Sample context and essay questions and answers
 | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | GRAMMAR | Functions of adjectives in sentences  | By the end of the lesson, the learner should be able to:* Distinguish among functions of different kinds of adjectives
* Use coordinating, subordinating and correlative conjunctions correctly
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizons in English Book 4 students book Page 107-110
* Teachers guide page 59-61
 |  |
|  | 6 | WRITING | Reviews | By the end of the lesson, the learner should be able to:* Describe the essential parts of a review
* Write a review correctly
* Write neatly and legibly
 | * Writing
* discussion
 | Chalkboard | * New Horizons in English Book 4 students book Page 110-112
* Teachers guide page 61-62
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 3 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | READING | ComprehensionUsing the Internet as an advertising medium | By the end of the lesson, the learner should be able to:* Appreciate the importance of the internet in people’s lives
* Answer questions on the passage correctly.
* Infer meaning of the new words used
 | * Reading comprehension
 | Pre-reading activities  | * New Horizons English Book 4 students book Page 114-116
* Teachers guide page 65-67
* English dictionary
 |  |
|  | 6 | GRAMMAR | Position of adverbs in sentences | By the end of the lesson, the learner should be able to:* Define adverbs
* Use adverbs in various positions in sentences correctly
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizons English Book 4 students book Page 118-121
* Teachers guide page67-68
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 4 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik IbsenTeacher’s guidebook |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | GRAMMAR | Adverbs- typical endings | By the end of the lesson, the learner should be able to:* Identify the various typical endings of adverbs
* Form adverbs form given words using the typically endings discussed
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizons in English Book 4 students book Page 129-130
* Teachers guide
 |  |
|  | 6 | WRITING | Expository writing | By the end of the lesson, the learner should be able to:* Write a good expository composition following the guidelines and the sample given
 | * Writing
* discussion
 | Chalkboard | * New Horizons in English Book 4 students book Page 121-122
* Teachers guide
 |  |
|  | 7,8 | INTENSIVE READING  | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik IbsenTeacher’s guidebook |  |
| 5 | 1&2 | WRITING | Questionnaires  | By the end of the lesson, the learner should be able to:* Define a questionnaire
* Write a good question using the guidelines given by the teacher
 | * Writing
 | ChalkboardSample questionnaires | * New Horizons in English Book 4 students book Page 130-132
* Teachers guide
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik IbsenTeacher’s guidebook |  |
|  | 5 | READING COMPREHENSION | Addicted to Love | By the end of the lesson, the learner should be able to:* Appreciate the dangers of addiction to drugs
* Answer questions on the passage correctly.
* Acquire and use new vocabulary
 | * Reading comprehension
 | Pre-reading activities  | * New Horizons in English Book 4 students book Page 136-139
* Teachers guide
* English dictionary
 |  |
|  | 6 | GRAMMAR | Functions of prepositions | By the end of the lesson, the learner should be able to:* Define prepositions
* Identify the functions of prepositions in given sentences
* Make sentences with prepositions that serve different functions
 | * Discussing
* Writing sentences
 | Dictionary  | * New Horizons in English Book 4 students book Page 142-146
* Teachers guide
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Read the text
* Discuss the background of the play
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 6 | 1&2 | INTENSIVE READING  | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | Reading set textsDiscussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3 | EFFECTIVE COMMUNICATION | Dialogue: Turn-taking to demonstrate empathy | By the end of the lesson, the learner should be able to:* Identify the signals that indicate that a speaker is claiming a turn during a conversation
* Participate in a conversation effectively and ensuring that turn-taking rules are observed
 | * Discussion
* Role play
 | Chalkboard | * New Horizons in English Book 4 students book Page 149-152
* Teachers guide page 17
 |  |
|  | 4&5 | ORAL LITERATURE | Animal Folktales | By the end of the lesson, the learner should be able to:* Discuss the characteristics of animal folktales
* Answer the questions from the animal folktale given correctly
 | * Narration
* Discussion
* Reading
 | ChalkboardsWall charts with short poems | * New Horizons in English Book 4 students book Page 155-158
* Oral Literature for Schools
 |  |
|  | 6 | READING COMPREHENSION | Clash of Cultures | By the end of the lesson, the learner should be able to:* Appreciate the diverse cultures of the world
* Answer questions on the passage correctly.
* Infer meaning of the new words used
 | * Reading comprehension
 | Pre-reading activities  | * New Horizons in English Book 4 students book Page 152-155
* Teachers guide
* English dictionary
 |  |
|  | 7,8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **7** | 1&2 | WRITING | Autobiography | By the end of the lesson, the learner should be able to:* Define an autobiography
* Write a good autobiography using the guidelines given by the teacher
 | * Writing
* discussion
 | ChalkboardSample publications | * New Horizons in English Book 4 students book Page 161
* Teachers guide
 |  |
|  | 3 | EFFECTIVE COMMUNICATION | Focus on speaking | By the end of the lesson, the learner should be able to:* Differentiate between formal and informal speech
* Discuss the situations where either could be used
* Write a formal speech of about three paragraphs on a topic of their choice
 | * Discussion
* Pronunciation
* Speaking
 | Chalkboard | * New Horizons in English Book 4 students book Page 162-163
* Teachers guide
 |  |
|  | 4 | STUDY SKILLS | Studying Oral Literature: Style in narratives | By the end of the lesson, the learner should be able to:* Identify the important aspects of narratives that one should consider
* Outline the stylistic devices characteristic of narratives
* Answer the questions from the narrative “Hare and Elephant” correctly
 | * Discussion
* Role play
 | Chalkboard | * New Horizons in English Book 4 students book Page 166-168
* Teachers guide
* Oral Literature for Schools
 |  |
|  | 5&6 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| **8** | 1&2 | WRITING | Biographies  | By the end of the lesson, the learner should be able to:* Define a biography
* Write a brief biography of a good friend of theirs
* Write neatly and legibly
 | * Writing
* discussion
 | ChalkboardSample recipe  | * New Horizons in English Book 4 students book Page 182
* Teachers guide page 30-31
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | EFFECTIVE COMMUNICATION | An Oral Literature research  | By the end of the lesson, the learner should be able to:* Define proverbs correctly
* Outline the functions of proverbs as discussed in the conversation between Nyar Nam, Otieno and Ojuok
* Discuss the characteristics of prrovrerbs
 | * Discussion
* Role play
 | Chalkboard | * New Horizons in English Book 4 students book Page 172-173
* Teachers guide page 32
* Oral Literature for Schools
 |  |
|  | 6 | STUDY SKILLS | Study of works of literature: Point of view | By the end of the lesson, the learner should be able to:* Discuss the various points of view used in literature, that is, first person, third person and objective points of view
 | * Note taking
* Discussion
 | Chalkboard | * New Horizons in English Book 4 students book Page 173-175
* Teachers guide
 |  |
|  | 7&8 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts

Discussing the issues raised | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
| 9 | 1&2 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 3&4 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:Analyze the setting, characters, roles, themes, style and language use in the set text | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 5 | WRITING | Instructional writing: Curriculum Vitae I | By the end of the lesson, the learner should be able to:* Define a CV correctly
* Write a good own CV using the guidelines given by the teacher
 | * Writing
* discussion
 | Chalkboard | * New Horizons in English Book 4 students book Page 197-206
* Teachers guide
 |  |
|  | 6&7 | INTENSIVE READING | A DOLL’S HOUSE BY Henrik Ibsen | By the end of the lesson, the learner should be able to:* Analyze the setting, characters, roles, themes, style and language use in the set text
 | * Reading set texts
* Discussing the issues raised
 | Sample context and essay questions and answers | A DOLL’S HOUSE BY Henrik Ibsen* Teacher’s guidebook
 |  |
|  | 8 | EFFECTIVE COMMUNICATION | Negotiation skills | By the end of the lesson, the learner should be able to:* Outline the various situations one may require to use negotiation skills
* Describe the process of negotiation accurately
* Engage in a mock negotiation on any given topic
 | * Discussion
* Role play
 | Chalkboard | * New Horizons in English Book 4 students book Page 183-185
* Teachers guide
 |  |
| **10** | 1&2 | Evaluation  | End of term two exam | By the end of the lesson a learner should be able to respond to all the questions | Writinginvigilation |  | Question paper Marking scheme |  |
|  | 3&4 | Evaluation | End of term two exam | By the end of the lesson a learner should be able to respond to all the questions | Writinginvigilation |  | Question paper Marking scheme |  |
|  | 5 | Evaluation | End of term two exam | By the end of the lesson a learner should be able to respond to all the questions | Writinginvigilation |  | Question paper Marking scheme |  |
|  | 6 | Evaluation | End of term two exam | By the end of the lesson a learner should be able to respond to all the questions | Writinginvigilation |  | Question paper Marking scheme |  |
|  | 7&8 | Evaluation | End of term two exam | By the end of the lesson a learner should be able to respond to all the questions | Writinginvigilation |  | Question paper Marking scheme |  |
| **11** | **MARKING AND ANALYSIS OF END OF YEAR RESULTS** |