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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 | Chalkboard  Flash 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 seating  Labels 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 | Chalkboard  Sample 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 | Chalkboards  Wall charts with short poems | * New Horizonsin English Book 4 students book Page 31 * Teachers guide page 18   Demystifying poetry |  | |
|  | 6 | READING | Comprehension  Medicinal 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 | Chalkboard  Sample 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 aloud  Discussions | 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 | Chalkboard  Sample 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 | Chalkboard  Class 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 | Chalkboard  Class 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 | Comprehension  Using 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 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 | 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 Ibsen  Teacher’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 | Chalkboard  Sample 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 Ibsen  Teacher’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 texts  Discussing 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 | Chalkboards  Wall 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 | Chalkboard  Sample 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 | Chalkboard  Sample 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 | Writing  invigilation |  | 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 | Writing  invigilation |  | 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 | Writing  invigilation |  | 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 | Writing  invigilation |  | 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 | Writing  invigilation |  | Question paper  Marking scheme |  | |
| **11** | **MARKING AND ANALYSIS OF END OF YEAR RESULTS** | | | | | | | | |