KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

JUNIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 7

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

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

ii)   **Promote the social, economic, technological, and industrial needs for national development.**
      Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

      a) **Social Needs**
          Education in Kenya must prepare children for changes in attitudes and relationships necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernisation. Education should assist our youth in adapting to this change.

      b) **Economic Needs**
          Education in Kenya should produce citizens with the skills, knowledge, expertise, and personal qualities required to support a growing economy. Kenya is building up a modern and independent economy that needs an adequate and relevant domestic workforce.

      c) **Technological and Industrial Needs**
          Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognises the rapid industrial and technological changes, especially in the developed world. We can only be part of this development if our education system focuses on the knowledge, skills, and attitudes that will prepare our young people for these changing global trends.

iii) **Promote individual development and self-fulfillment**

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

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

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

vi) **Promote respect for and development of Kenya's rich and varied cultures.**
Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development to build a stable and modern society.

vii) **Promote international consciousness and foster positive attitudes towards other nations.**
Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership in this international community with all the obligations, responsibilities, rights and benefits that this membership entails.

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

LESSON ALLOCATION AT JUNIOR SCHOOL

S/No	Learning Area	Number of Lessons
1.	English	5
2.	Kiswahili / Kenya Sign Language	4
3.	Mathematics	5
4.	Religious Education	4
5.	Social Studies	4
6.	Integrated Science	5
7.	Pre-Technical Studies	4
8.	Agriculture and Nutrition	4
9.	Creative Arts and Sports	5
	Pastoral Religious Education	1
Total		**40 +1**

LEARNING OUTCOMES FOR JUNIOR SCHOOL

By end of Junior School, the learner should be able to:
1. Apply literacy, numeracy and logical thinking skills for appropriate self-expression.
2. Communicate effectively, verbally and non-verbally, in diverse contexts.
3. Demonstrate social skills, spiritual and moral values for peaceful co-existence.
4. Explore, manipulate, manage and conserve the environment effectively for learning and sustainable development.
5. Practise relevant hygiene, sanitation and nutrition skills to promote health.
6. Demonstrate ethical behaviour and exhibit good citizenship as a civic responsibility.
7. Appreciate the country's rich and diverse cultural heritage for harmonious co-existence.
8. Manage pertinent and contemporary issues in society effectively.
9. Apply digital literacy skills for communication and learning.

ESSENCE STATEMENT

The Constitution of Kenya 2010 accords English the status of one of the official languages. According to the Language in Education Policy of 1976, English is the language of instruction from Grade Four onwards, including in colleges and universities. In addition, English is a language of communication at both local and international levels. Mastery of English enhances access to academic, social, and professional opportunities. The English subject at the junior school level will expose learners to both knowledge and use of the English language and literary appreciation. It will build on the competencies acquired at the upper primary school level in Listening, Speaking, Reading, Writing, and Grammar in Use.

By the end of the Junior level, learners will be expected to be proficient in the English language for further learning and training, and their day-to-day interactions. Learners will be provided with appropriate varied experiences in listening, Speaking, Reading, Writing, and Grammar in Use to develop linguistic and communicative competence. They will also be expected to interact with print and non-print language and literary material both in and outside the classroom for enhanced mastery of the language.

English will lay a firm foundation for the learners' efficient and effective use of the language as a communication tool and the medium of instruction at Senior School. In addition, it will be a stepping stone for further study of English, Literature in English, and other pathways.

SUBJECT GENERAL LEARNING OUTCOMES

By the end of the Junior School level, the learner should be able to:

1. listen and respond appropriately to relevant information in a variety of contexts,
2. read a wide variety of texts fluently, accurately, and interpretively for lifelong learning,
3. develop critical thinking skills for life,
4. read and analyse literary material and relate them to real-life experiences,
5. develop a lifelong interest in reading a wide range of subjects,
6. use grammatical forms to communicate appropriately in different settings,
7. write texts legibly, creatively, and cohesively to empower them for life
8. apply digital literacy skills to enhance proficiency in English,
9. appreciate the role of English as a medium for creativity and talent development.

THEME 1.0: PERSONAL RESPONSIBILITY				
Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

1.1 Listening and Speaking	1.1.1 **Conversational Skills: Polite Language** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify polite expressions used in the introduction of self and others, b) use polite expressions in the introduction of self and others in different speaking contexts, c) model respectful behaviour during introductions.	The learner is guided to: • make a list of necessary details about people that one needs to know for effective introduction, • brainstorm different types of introduction, • list polite expressions that can be used during the introduction, • match polite expressions to corresponding types of introduction, • discuss reasons for using *polite language* in introductions, • use games such as '*catch the ball*' for the introduction of others, • role-play different contexts of self-introduction with peers,	1. Why is it important for people to introduce themselves?

			• review an audio or video recording of formal and informal introductions.	

Core Competencies
- Communication is developed as the learner listens critically and speaks clearly and effectively during role play of self-introduction with peers.

Pertinent and Contemporary Issues (PCIs)
- Peace education is enhanced as the learner uses games such as 'catch the ball" for the introduction of others.
- Effective communication is enhanced as the learner uses polite language during introductions.

Values:
- Respect is developed as learners acknowledges diverse opinions while brainstorming different types of introduction with peers.

Link to other subjects:
- The learner is able to use the concept of polite language while working with peers in various subjects such as Religious Education.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.2 Reading	**1.2.1 Extensive Reading: Independent Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify a variety of texts for independent reading, (b) read selected materials for information and enjoyment, **(c)** appreciate the value of independent reading in lifelong learning.	**The learner is guided to:** • think-pair-share on the factors to consider when selecting reading material, • select appropriate reading materials related to personal responsibility • set and share reading goals for the session, • read selected print and non-print materials independently, • observe good reading habits, • keep a portfolio or a journal of their experiences during the reading session, • conduct peer review of the portfolios and journals kept.	1. How can you ensure that you benefit from a reading session?

Core Competencies to be developed:
• Critical Thinking and Problem Solving is developed as learner searches, collects, processes, and uses information from selected texts.

Pertinent and Contemporary Issues (PCIs)

- Effective Communication is enhanced as learner shares their experiences during the think-pair-share activity with peers.

Values:

- Respect is developed as learners avoid distracting others by observing good reading habits.
- Responsibility is nurtured as the learner is guided in selecting material that they consider appropriate for self and as they track personal progress.

Link to other subjects:

- The learner uses the concept of independent reading in many subjects such as Agriculture and Nutrition.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.3 Grammar In Use	**1.3.1 Word Classes: Nouns** (2 lessons)	By the end of the sub-strand, the learner should be able to: a) identify the different types of nouns from a print or digital text, b) use different types of nouns in sentences, c) appreciate the role of correct grammar in written and spoken communication.	The learner is guided to: • read a print or non-print text, • identify *common, proper, concrete, and abstract nouns,* • work with peers to search online for examples of the common, proper, concrete, and abstract nouns, and compile a list of the nouns, • listen to a poem or a story and categorise the nouns used,	1. Why is it important to identify items by name?

			• mention examples of common, proper, concrete and abstract nouns in the classroom and school, • construct sentences using common, proper, concrete, and abstract nouns, • complete substitution tables with the different types of nouns, • engage in language games such as scrabble, puzzles, code words, and guessing games, • write and display stories, songs, or poems featuring the different types of nouns.	

Core Competencies to be developed:
• Learning to Learn is enhanced as the learner is motivated to learn continuously and work collaboratively while engaging in language games such as scrabble, puzzles, code words, and guessing games on nouns.

Pertinent and Contemporary Issues (PCIs)
• Digital Citizenship and Cyber wellness is enhanced as the learner searches online for examples of common proper and concrete nouns.

Values:
• Harmony is fostered as the learner engages in pair games and searches online for example of concrete, proper and common nouns.

• Patriotism: is promoted as learners identify with their locality as they talk about people, places, and institutions in their community.

Link to other subjects:
• The learner uses the concept of nouns in learning other languages such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.4 Reading	**1.4.1 Intensive Reading: Trickster Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the main events in trickster narratives, b) analyse the characters in narratives, c) appreciate the importance of trickster narratives in the inculcation of values.	The learner is guided to: • engage in pre-reading activities such as previewing the title of the narrative, using picture clues, and brainstorming, • recount the events in the *trickster narrative* and highlight the trick in the narrative, • discuss the various character traits displayed by the characters, • brainstorm on the moral lessons of the narrative, • work collaboratively to retell a trickster narrative, • relate characters and events in the trickster narrative to real-life situations, • collaborate with peers to explore and share how personal responsibility can be derived from the narrative's moral lessons.	1. Why would we listen to trickster narratives?

Core Competencies to be developed:
• Creativity and imagination is enhanced as the learner undertakes the task of retelling a trickster narrative.

Pertinent and Contemporary Issues (PCIs)
• Effective communication is enhanced as the learner retells trickster narratives.

Values:
• Integrity is enhanced as learner relates the moral in the trickster narrative to real-life situations.

Link to other subjects:
• The learner is able to relate the concept of moral lessons to other learning areas such as Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
1.5. Writing	1.5.1 Handwriting: Legibility and Neatness (1 lesson)	By the end of the sub strand, the learner should be able to: a) describe features of legible and neat handwriting for efficient writing, b) write texts legibly and neatly for effective communication,	The learner is guided to: • listen to an audio clip on the importance of developing legible and neat handwriting • study written samples of legible and neat handwriting featuring all letters of the alphabet and short texts • discuss the features of legible and neat handwriting, including shaping letters, joining and spacing letters and words	1. Why should we write legibly and clearly?

		c) acknowledge the importance of writing neatly and legibly.	• practise handwriting games such as blind writing, speed writing, and letter stations • suggest ways of correcting bad handwriting habits such as joining letters and words inappropriately • copy given texts on the theme of personal responsibility on charts and display for peer evaluation and correction • write short paragraphs legibly and neatly, and share with peers for peer review.	

Core Competencies to be developed:
• Learning to Learn is developed as the learner collaborates with peers to suggest ways of correcting bad handwriting habits.

Pertinent and Contemporary Issues (PCIs)
• Effective communication developed as the learner writes short paragraphs legibly and shares with peers.

Values:
• Respect is achieved as learners copy given texts on the theme of personal responsibility and display on charts for peer evaluation and correction.
• Social justice is enhanced as the learner fosters non-discrimination while reviewing each other's written work.

Link to other subjects:

- The learner relates the concept of legible and neat handwriting to their learning in Kiswahili.

THEME 2.0: SCIENCE AND HEALTH EDUCATION				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
2.1 Listening and Speaking	**2.1.1 Oral Presentations: Oral Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) outline the oral narrative performance techniques for effective delivery, b) use oral narrative techniques during the performance, c) appreciate the importance of performance techniques in the successful delivery of oral material.	The learner is guided to: • watch live or recorded oral performances of narratives as a class, • search online or offline for information on performance techniques, in pairs, and make presentations to peers, • discuss the oral performance techniques, • *perform oral narratives* while peers watch, record, and then give feedback, • compose oral narratives and suggest to peers the most suitable ways of performing them.	1. What makes one a good storyteller?

Core Competencies to be developed:
• Creativity and Imagination is developed as learner undertakes tasks such as creating and retelling narratives, which require remembering scenarios
Pertinent and Contemporary Issues (PCIs)
• Environmental conservation is enhanced as learner performs narratives on the need to take care of the environment.
Values:
• Patriotism is achieved as learners compose and perform narratives on national values.
Link to other subjects:
The skill of making presentations relates to showcasing of presentations in Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.2 Reading	**2.2.1 Intensive reading: Simple poems** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between poems and other literary genres, b) recite a variety of simple poems for enjoyment, c) collaborate in poetry recitation for enjoyment and learning.	The learner is guided to: • listen and respond to live or recorded poetry recitation, • discuss what makes reading *simple poems* interesting, • pick out poems from a variety of texts and read them out aloud, • recite poems that address science and health issues such as HIV and AIDS, • provide feedback to peers and seek help where necessary.	1. How are poems different from other forms of literary genres?

Core Competencies to be developed:
• Self-efficacy is enhanced as learners recite poems on HIV and AIDS with confidence.

Pertinent and Contemporary Issues (PCIs)
• Health education is promoted as learners recite poems that address health issues such as HIV and AIDS.

Values:
- Peace is enhanced as learners work in teams during the poetry recitation.
- Social justice is developed as learners recite poems that promote fairness in society.

Link to other subjects:
- The learner relates the skills of recitation to performance techniques in other learning areas such as Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.3 Grammar in Use	**2.3.1 Word Classes: Nouns** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify count, non-count, singular, and plural nouns from a variety of texts, b) use count, non-count, singular, and plural nouns in sentences, c) appreciate the importance of the correct use of nouns in communication.	**The learner is guided to:** • search for examples of *the count, non-count, singular, and plural nouns* from the internet, write them and post them on the class reading wall, • listen to an audio text on the theme of science and health education, and pick out the target nouns,	1. How can you group things that cannot be counted?

			- pick out count, non-count, singular, and plural nouns from newspapers and magazine articles, - identify objects in the classroom and categorise them as count or non-count nouns, - change singular nouns to plural and vice versa, - construct sentences using the specified types of nouns orally and in writing, - work with peers to complete crossword puzzles with the target nouns, - work with peers to create posters using the learnt nouns, and post them on the class reading wall or share using digital learning platforms.	

Core Competencies to be developed:

- Collaboration is achieved as the learner creates posters and poems, and shares them on the classroom wall or through digital learning platforms. This enhances teamwork among the learners.

Pertinent and Contemporary Issues (PCIs)
- Effective communication is achieved as the learner uses nouns in varied contexts correctly.
- Health Education is promoted as the learner listens to an audio text on health issues.

Values:
- Unity is enhanced as learners work together to identify the different types of nouns in the classroom.
- Respect is achieved as learners take turns to work with peers to create posters using the learnt nouns.

Link to other subjects:
- The learner relates the concept of count and non-count nouns to their learning of nouns in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.4 Reading	**2.4.1 Intensive Reading: Class Reader** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the different parts that aid in previewing a book, b) describe the author and the setting of the text in terms of time and place, c) underscore the value of reading for lifelong learning.	The learner is guided to: • study the cover page of a class reader, read the blurb and highlight the outstanding features, • discuss the title of the class reader, • research online for more information about the author and the setting of the story, • make oral presentations to the class on their findings from the research, • identify words, images, and details that describe the setting in terms of place and time, • design a graphic organiser such as a mind map or tree map to identify the setting, • share and give feedback using summary charts such as what I know - where I learned it - what I want to know - what I learned (K-W-W-L)	1. Why should we not judge a book by its cover?

			chart to visualise what has been learned, • make short notes on the setting and the author.	

Core Competencies to be developed:
- Learning to Learn is enhanced as learners build on their learning experiences through analysis of the setting and research on the author.
- Critical thinking is developed as learners explore the links between different events through tasks like creating graphic organisers that cultivate high-order thinking skills.
- Problem-solving is archived as learner conducts research online to obtain more information about the author and the setting of the story.

Pertinent and Contemporary Issues (PCIs)
- Creative thinking is developed as the learner creates charts to summarise what they have learned.

Values:
- Unity is enhanced as the learner develops skills for working in harmony with others while participating.

Link to other subjects:
- The learner relates the skill of intensive reading to their reading of class readers in Kiswahili.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
2.5 Writing	**2.5.1 Mechanics of Writing: Punctuation Marks** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise the full stop, exclamation mark, and question mark in texts, b) use the full stop, exclamation mark, and question mark in sentences, c) acknowledge the importance of punctuating sentences accurately.	The learner is guided to: • read print or non-print text and identify the *full stop, exclamation mark, and question mark*, • punctuate a text using the target punctuation marks, • write a short story or dialogue on the theme of science and health education using the full stop, exclamation mark, and question mark, where necessary, • engage in online or offline punctuation games with peers, • create and display posters or charts with punctuated sentences for peer review and revision • role-play well-punctuated dialogues and record, • discuss the effectiveness of punctuation marks in expressing meaning.	1. Why is it important to punctuate a text?

Core Competencies to be developed:
• Digital literacy is developed as learners use digital devices as they play online games and record dialogues.
• Self-efficacy is achieved as learners pay attention to detail while role-playing and recording dialogues.
Pertinent and Contemporary Issues (PCIs)
• Effective communication is exhibited through well-punctuated texts.
• Social skills are enhanced as learners discuss the effectiveness of punctuation marks in expressing meaning.
Values:
• Unity is achieved as learners give each other feedback on charts and posters featuring the use of punctuation marks.
Link to other subjects:
• The learner relates the concept of proper punctuation in other learning areas such as Kiswahili.

THEME 3.0: HYGIENE				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
3.1 Listening and Speaking	**3.1.1 Listening for the main idea** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main idea from varied descriptive texts, b) pick out specific information from varied descriptive texts, c) acknowledge the importance of listening skills in communication.	The learner is guided to: • listen to audio recordings on hygiene and identify *the main idea,* • listen for *specific information* from the audio recording on hygiene and take notes, • search online and offline for expressions that signal the main ideas, such as; - *this talk is about...* - *I will talk about...,* • watch a video describing a process, a person, or an object and pick out specific information,	1. What can you do to ensure you capture the main ideas from a speaker?

			• listen to peers read descriptive texts, and note down the main ideas in turns.	

Core Competencies to be developed:
- Communication is enhanced as the learner listens keenly and responds to descriptive texts.
- Digital literacy is achieved as the learner uses digital devices to search online for expressions that signal the main idea and specific information.

Pertinent and Contemporary Issues (PCIs)
- Health education **-** personal hygiene as the learner listens to audio texts on hygiene.

Values:
- Respect is enhanced as the learner listens keenly to peers read descriptive texts and note the main ideas.

Link to other subjects:
- The learner relates the concept of listening for main idea and specific information for lifelong learning.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.2 Reading	**3.2.1. Reading: Information and Meaning** (1 lesson)	By the end of the sub strand, the learner should be able to: a) distinguish between reading for information and reading for meaning, b) infer the meaning of words and phrases from varied texts, c) appreciate the importance of reading for information and meaning.	The learner is guided to: ● distinguish between *reading for information and reading for meaning*, ● collaborate with peers to scan through a text and identify text features (such as title, subtitles), ● read texts on issues such as hygiene, safety, and security and organise the information by making notes, ● infer and share, the meaning of words from varied texts, ● use the words to construct sentences to convey information and meaning, ● fill in crossword puzzles using words learned.	1. How would you tell the meaning of a word in a passage?

Core Competencies to be developed:
● Collaboration is promoted as the learner infers and shares the meaning of words.
Pertinent and Contemporary Issues (PCIs):
● Health and Safety is achieved as learner reads texts on issues such as hygiene, safety, and security
Values:
● Respect is enhanced as the learner shares ideas as they work with peers to infer meanings of words
Link to other subjects:
● The learner relates the skill of reading for information and meaning to other language learning areas such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.3 Grammar In Use	**3.3.1 Verbs and Tense** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify regular and irregular verbs in sentences, b) use regular and irregular verbs to construct sentences using the past, present, and future tenses, c) appreciate the correct use of verbs and tenses for effective communication.	The learner is guided to: • search online and offline for information on *verbs and their tenses,* • listen to texts read by the teacher on verbs and their tenses, • identify and group verbs with similar endings such as: *-ing, -ed*, *-ied, -d* from passages on the theme of hygiene, • identify the tenses of the verbs in sentences, • construct sentences using verbs in the correct tenses, • participate in a language game on tenses, • engage in conversations in pairs using verbs in various tenses, • review their peers' use of tense in the conversations and give feedback.	1. Why is it important to use correct tenses in communication?

Core Competencies to be developed:
• Communication and collaboration are developed as the learner engages in conversations in pairs using verbs in various tenses.

Pertinent and Contemporary Issues (PCIs)
● Effective communication is enhanced as the learner constructs sentences using verbs and tenses correctly.
Values:
● Respect is inculcated as the learner reviews peers' use of tenses.
Link to other subjects:
● The learner relates the correct use of verbs and tenses to correct language use when writing their essays in subjects such as Religious Education.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
3.4. Reading	**3.4.1 Intensive Reading: Poetry** (2 lessons)	By the end of the sub strand, the learner should be able to: a) explain the structure of poems, b) analyse the structure of varied simple poems, c) read short poems addressing varied societal issues,	The learner is guided to: ● source online or offline for different poems and note the titles and the poets while observing integrity and cyber safety, ● brainstorm on the parts of a poem, ● read short poems addressing issues such as personal hygiene, HIV and AIDS, and COVID-19, ● analyse how poems are broken into stanzas and stanzas into lines,	1. Why do people write poems? 2. What makes a poem interesting?

		d) appreciate the poem's structure in communicating a message.	• study varied poems and present their different structures using graphic organisers, • compare the structures of different poems, • relate the poem's structure to the poem's message.	

Core Competencies to be developed
- Digital literacy is achieved as the learner uses digital devices to search sources online for different poems and notes the titles and the poets, while observing cyber safety.

Pertinent and Contemporary Issues (PCIs)
- Health Education is promoted as the learner tackles poems on issues such as personal hygiene, HIV and AIDS, and COVID-19
- Cyber Safety is promoted as the learner sources online or offline for poems.

Values:
- Integrity is achieved as the learner searches online or offline for poems while observing cyber security.

Link to other subjects
The learner relates the structure of poems to other learning areas such as Kiswahili and Performing Arts.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

3.5 Writing	3.5.1 Writing Narrative Paragraphs (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the parts of a narrative paragraph, b) compose a narrative paragraph with the appropriate structure, c) acknowledge the significance of paragraphing in written communication.	The learner is guided to: • identify parts of a well-written paragraph specifically, an introduction, necessary details, and a conclusion, • read samples of *narrative paragraphs* provided by the teacher and discuss the flow of ideas, • write a paragraph using a digital device about issues such as hygiene, safety, and security, • present the paragraphs in class for peer review.	1. Why do we write paragraphs?

Core Competencies to be developed:
- Communication is enhanced as the learner composes a narrative paragraph and reviews peers' work.
- Creativity and imagination are developed as the learner writes narrative paragraphs and shares with peers.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion is enhanced as the learner presents the narrative paragraph for peer review.

Values:
- Respect is promoted as the learner gives feedback on the narrative paragraphs they have reviewed.

THEME 4.0: LEADERSHIP				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Questions**
4.1 Listening and Speaking	**4.1.1 Listening Comprehension: Selective Listening** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between specific and general information from a listening text, b) select specific information from a listening text, c) listen and respond to texts on leadership,	The learner is guided to: ● listen to an audio text and decide whether the information presented is specific or general, ● search online for audio recordings on leadership and attentively listen to text for specific information, ● watch a role play and respond to questions, ● listen to a passage on leadership (good governance)	1. What can you do to ensure you capture relevant information from a speaker?

		d) emphasise the value of listening skills in communication.	and answer questions posed by the speaker.	

Core Competencies to be developed:
- Critical Thinking is developed as the learner listens and selects general and specific information from oral texts.

Pertinent and Contemporary Issues (PCIs)
- Good governance is enhanced as the learner listens to texts on leadership.
- Effective communication is achieved as the learner listens and responds to audio texts on good governance.

Values:
- Integrity is promoted as the learner nurtures discipline while listening to texts on good governance.
- Social justice is enhanced as the learner learns the need for fairness while listening to oral texts on leadership.

Link to other subjects:
- The learner relates selective listening to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.2. Reading	4.2.1 **Intensive Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: a) discuss the identified reading strategies,	The learner is guided to: • search online and watch appropriate video clips on the selected reading strategies: *reading for main ideas and reading for details,*	1. How can you improve your reading?

		b) select main ideas and details from a variety of written texts, c) acknowledge the importance of reading for main ideas and details as a comprehension skill.	• read and underline the main ideas and details in texts on issues such as gender roles in leadership, and review each other's work, • share ideas on how they can use the selected reading strategies, • fill in substitution tables with specific details from texts, in pairs, • complete a mind map with a focus on the main idea and details.	

Core Competencies to be developed:
- Learning to learn is developed as the learner shares what they have learnt using a mind map showing the main idea and details.
- Digital literacy is enhanced as the learner manipulates digital devices while searching online and watching appropriate video clips on the selected reading strategies.

Pertinent and Contemporary Issues (PCIs)
- Gender roles in leadership are enhanced as the learner reads and underlines the main ideas and details in texts focusing on leadership.

Values:
- Unity is achieved as the learner works together with peers to complete the mind map.

Link to other subjects:
- The learner relates the skill of selecting main idea and specific detail to learning areas such as Religious Education.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
4.3 Grammar	**4.3.1 Verbs and Tense** (2lessons)	By the end of the sub strand, the learner should be able to: a) identify verbs in the simple present and simple past tense in a text, b) write sentences using the simple present tense, c) write sentences using the simple past tense, d) advocate appropriate use of tense in communication.	The learner is guided to: • underline verbs in *simple present and simple past tense* in a text • reflect on the formation of *simple present and simple past tense* forms of verbs • construct and share sentences on a variety of issues, including leadership, using verbs in the appropriate tense • type the constructed sentences using a digital device • search online or offline for verbs used in simple present and simple past tense from a variety of texts	1. Why is it necessary to indicate when an activity takes place?

			• complete sentences using the correct tense of the given verbs • create and display charts showing words in their simple present and past tense • play language games using verbs in the present and past tense.	

Core Competencies to be developed:
• Self-efficacy is developed as the learner builds on their learning experiences while constructing grammatically correct sentences and using them in oral communication.

Pertinent and Contemporary Issues (PCIs)
• Effective communication is enhanced as the learner uses the appropriate tense to discuss leadership.
• Good governance is enhanced as the learner constructs sentences on leadership.

Values:
• Integrity is enhanced as the learner constructs sentences on leadership.

Link to other subjects:
• The learner relates the concept of tense to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.4 Reading	**4.4.1 Intensive Reading: Class Readers** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the main characters in a class reader, b) explain how the characters make the story flow, c) make predictions based on the title and the sections read, d) appreciate the role of characters in the class reader.	The learner is guided to: • read a section of a class reader and identify the *main characters*, • discuss *predictions* made from the title and the sections read, • participate in a reader's theatre and read portions of the class reader, • outline the things done by each character studied in the section, • discuss how the characters make the story flow, • write a summary about how the main characters make the story flow.	1. What would you consider when selecting a storybook to read?

Core Competencies to be developed:
• Learning to learn is developed as the learner shares ideas on how the characters make the story flow.

• Critical thinking is developed as the learner makes predictions from the title and the section read.
Pertinent and Contemporary Issues (PCIs)
• Critical thinking is enhanced as the learner discusses how characters contribute to the flow of the story.
Values:
• Responsibility is enhanced as the learner writes a summary based on the main character.
Link to other subjects:
• The learner relates the concept of prediction to their learning in Integrated Science.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
4.5 Writing	**4.5.1 Paragraphing: Using examples and incidents** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline examples and incidents to include in a paragraph, b) create a well-developed paragraph using examples and incidents, c) appreciate the importance of well-written paragraphs in writing.	The learner is guided to: • share ideas on *examples* and incidents that can be included in a paragraph, • collaborate with peers to develop a paragraph on leadership using the ideas generated in their earlier discussion, • present their paragraphs in class for peer review, • use mind maps to generate examples and incidents for sample paragraphs, • compose a paragraph based on suggested examples and incidents.	1. How can you organise your ideas logically?

Core Competencies to be developed:
- Creativity and imagination are enhanced as the learner creates a paragraph and makes connections between similar and related incidents.

Pertinent and Contemporary Issues (PCIs)
- Diversity is developed as the learner collaborates with others to create a paragraph on leadership.

Values:

• Love is enhanced as the learner shows care and compassion when reviewing paragraphs written by peers.	

Link to other subjects:
• All language subjects as the learner organises ideas in writing paragraphs.

THEME 5.0: FAMILY

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Pronunciation: Sounds and Word Stress (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the consonant and vowel sounds in words, b) articulate consonants and vowel sounds for oral fluency, c) distinguish the meaning of words on the basis of stress, d) advocate the role of correct pronunciation in communication.	The learner is guided to: • pronounce the consonant sounds /p/, /b/, /k/ and /g/ from a text, • practise saying the short /i/ and the long /i:/ sounds in pairs, • watch and listen to an audio-visual recording featuring selected consonants *and vowel* sounds, • work with peers to make a recording featuring learned sounds, • practise saying words with the sounds/p/ as in pin; /b/ as in bean, /k/ as in kin; /g/ as in goat, /i/ as in bin; and /i:/ as in seen correctly,	1. Why is it important to articulate sounds correctly?

| | | | • distinguish the meaning of words based on stress, for example, project (verb) project (noun),
 • play language games to distinguish word meaning on basis of stress,
 • practise pronouncing minimal pairs containing the target sounds. | |

Core Competencies to be developed:
- Digital Literacy is developed as the learner selects digital technology to watch and listen to audio visual recordings on consonants and vowel sounds
- Communication is developed as learner speaks clearly and effectively while articulating the consonant and vowel sounds correctly.
- Collaboration is developed as the learner actively participates when making recording of the target vowel and consonant sounds.

Pertinent and Contemporary Issues (PCIs)
- Self-esteem is enhanced as the learner practises pronunciation of vowel and consonant sounds.
- Social cohesion is enhanced as the learner makes sentences on family relationships.

Values:
- Unity is enhanced as the learner displays team spirit while working with peers to record words with vowel and consonant sounds.

Link to other subjects:
- The learner relates the concept of correct articulation to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.2 Reading	**5.2.1 Synonyms and Antonyms** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify synonyms and antonyms of words from written texts, b) spell synonyms and antonyms correctly for writing fluency, c) use synonyms and antonyms in sentences, d) appreciate the importance of correct use of words in communication.	The learner is guided to: • use reference materials such as the encyclopaedia and the dictionary to locate synonyms and antonyms, • check the meaning and pronunciation of synonyms and antonyms from the dictionary • search for synonyms and antonyms from print and digital texts • create a crossword puzzle using synonyms and antonyms and share it online • use synonyms and antonyms in sentences • match words with their antonyms from a list of words, • practise pronouncing synonyms and antonyms in pairs,	1. Why do we use antonyms and synonyms?

			• design and display a chart with antonyms and synonyms of words correctly spelled.	

Core Competencies to be developed:
- Digital Literacy is developed as the learner interacts with digital devices and uses them to access online encyclopedia and dictionary
- Learning to learn is enhanced as learners work independently when looking up the meanings of words in the dictionary and encyclopedia.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion is enhanced as learners construct sentences on varied issues such as family set- up using synonyms and antonyms of words.

Values:
- Patriotism is enhanced as the learner gains a sense of belonging to the family while constructing sentences using synonyms and antonyms about family.

Link to other subjects:
- The learner relates the concept of synonyms and antonyms to their learning of vocabulary in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.3. Grammar in Use	5.**3.1. Comparative and Superlative Adjectives** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify comparative and superlative adjectives in texts, b) use comparative and superlative adjectives in communication, c) acknowledge the value of comparative and superlative forms of adjectives in communication.	The learner is guided to: • identify comparative and superlative adjectives from texts, in pairs, • search online or offline for examples of comparative and superlative adjectives, • construct sentences using comparative and superlative adjectives, • play language games featuring adjectives, • use a substitution table to complete sentences featuring comparative and superlative adjectives, • use flashcards to categorise comparative and superlative adjectives,	1. Why is it important to make comparisons in life?

			• work with peers to compare various items within the environment using comparative and superlative adjectives.	

Core Competencies to be developed:
- Learning to learn is developed as the learner organises their learning and searches online or offline for examples of comparative and superlative adjectives.
- Self-efficacy is enhanced as the learner uses flashcards to categorise adjectives into comparatives and superlatives successfully.

Pertinent and Contemporary Issues (PCIs)
- Self-awareness is enhanced as the learner identifies comparative and superlative adjectives from texts on family relationships.

Values:
- Love is nurtured as the learner uses adjectives in the comparative and superlative forms to express family relations.

Link to other subjects:
- The learner relates correct use of comparative and superlative forms to the editing of their written work in all learning areas including Pre-Technical Studies.

Strand	Sub-Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
5.4. Reading	5.4.1 Intensive Reading: Oral Narratives (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify heroic characters in legends, b) explain the moral lessons in legends, c) discuss why legends are important in various communities, d) relate the characters in the legends to real life.	The learner is guided to: • predict the actions of characters in *legends,* • read a heroic narrative- (legends) aloud in turns, • identify the characters in legends, • discuss heroic acts in the legend, • relate legends to their actions, • identify and discuss the moral lessons learned from legends • reflect on the impact of their actions on the society, • discuss how to collect narratives from the community, • use a mind map to show how the moral lessons in the narrative can be of benefit to the community, • research and identify the community needs to be	1. Why is it important to learn about heroes in society?

			addressed through the functional reading of legend narratives, • collaborate with peers to develop legend narratives.	

Core Competencies to be developed:
- Citizenship is enhanced as the learner reads about legends and discusses the moral lessons learned from the legends.
- Critical thinking and problem-solving are developed as the learners prepares and studies instructions on how collecting narratives can be conducted in the community.

Pertinent and Contemporary Issues (PCIs)
- Creative thinking is inculcated as the learner analyses the heroic actions of the characters in the oral narratives.

Values
- Patriotism is enhanced as the learner reflects on the impact of the actions of the heroes and heroines on society.

Link to other subjects:
- The learner relates the learning of moral lessons from oral narratives to their learning in Religious Education.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
5.5 Writing	**5.5.1 Functional Writing: Friendly Letters**	By the end of the sub strand, the learner should be able to: a) identify the parts of a friendly letter, b) compose a friendly letter using the correct format, c) Appreciate the role of friendly letters in communication.	The learners are guided to: • read sample friendly letters, • identify and underline parts of a friendly letter, • create a friendly letter individually, • exchange the friendly letter with a peer for feedback, • incorporate the feedback obtained from a peer, • type the friendly letter on a digital device or display the letter on a chart, • display friendly letters for other learners to give feedback.	1. Why do we write friendly letters?

Core Competencies to be developed:
- Digital literacy is enhanced as the learner interacts with a digital device and uses it to type a friendly letter.
- Communication is developed as the learner practises writing clearly friendly letters.

Pertinent and Contemporary Issues (PCIs)
• Creativity and imagination is enhanced as the learner writes friendly letters.
Values
• Respect is developed as the learner exchanges the friendly letter with a peer for feedback.
Link to other subjects:
• The learner relates the skill of friendly letter writing   with letter writing in other languages such as Kiswahili.

THEME 6.0: DRUG AND SUBSTANCE ABUSE				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
6.1 Listening and Speaking	**6.1.1 Conversation Skills: (2 Lessons)**	By the end of the sub strand, the learner should be able to: a) identify verbal and non-verbal forms of polite interruptions, b) apply turn-taking skills in different speaking contexts,	The learner is guided to: • watch a live or recorded dialogue depicting turn-taking skills and interrupting politely, • practise in pairs interrupting someone politely, • practise turn taking in a conversation with peers,	How can you ensure that you do not dominate in a conversation?

		c) use verbal and non-verbal cues to interrupt a conversation politely, d) acknowledge the importance of politeness in communication.	• watch short videos of conversations or television programmes and identify instances of turn taking and polite interruptions, • listen to a radio talk show and pick out polite words and expressions, • write examples of polite words and expressions on sticky notes or flash cards and paste them on the wall or class noticeboard, • create posters showing polite expressions as well as ways of interrupting someone politely, • design posters on turn taking skills and polite interruptions and display them, • role-play a dialogue on the effects of drug and substance abuse, • recite a conversational verse (choral), make an audio or video recording and share it on WhatsApp, email, or social media.	
Core Competencies to be developed:				

- Communication is enhanced as the learner takes turns in real life conversations and role-play.
- Collaboration is developed as the learner practises turn taking in a conversation with peers.

Pertinent and Contemporary Issues (PCIs)
- Health issues are promoted as the learner role plays a dialogue on the effects of Alcohol and substance abuse.

Values:
- Peace is enhanced as the learner practices turn taking and polite interruptions in conversations.
- Respect is developed as the learner   practises the skills of turn taking and interrupting politely.

Link to other subjects:
- The skills of turn taking and interrupting politely are relevant during class discussions in all subjects such as Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.2 Reading	**6.2.1 Reading: Fluency** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of expressive reading from a reading or digital text,	The learner is guided to: • view a variety of video clips featuring well-*read scripts* related to the theme, • watch news clips from a favourite television programme/presenter and comment on the presenter's speed, accuracy, and expression, • brainstorm ways of reading effectively,	1. Why is it important to read fluently?

		b) read a text at the right speed, accurately and with expression,
		c) appreciate the importance of reading fluency in communication.
			• reflect on the qualities of a good reader,
			• read a text such as a poem, a narrative, or dialogue with:
			   o with appropriate expressions
			   o with accuracy
			   o right speed,
			• listen to a text read by a peer and provide feedback,
			• engage in a readers' theatre and read a poem, narrative, or dialogue,
			• read a choral verse in pairs or small groups,
			• time himself or herself while reading an excerpt of a text,
			• participate in activities that enhance reading fluently, such as reader's theatre, paired reading, echo reading, repeated reading and choral reading.	

Core Competencies to be developed:

- Learning to learn is developed as the learner builds on own learning experiences by listening and modelling fluent reading.
- Self-efficacy is developed as the learner documents success criteria while timing themselves as they read excerpts in pairs.
- Communication and collaboration is enhanced as the learner recites a choral verse clearly.

Pertinent and Contemporary Issues (PCIs)
• Critical thinking is enhanced as the learner views a video and comments on speaker reader's accuracy, speed, and ability to read with expression.

Values
Respect is achieved as the learner values human dignity while listening to their peers' reading.

Link to other subjects
• The learner relates the skill of fluency in reading with reading demands in other learning areas where reading fluency is demanded such as in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Word Classes: Adverbs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify adverbs of time, place, and manner in texts, b) use adverbs of time, place, and manner in different contexts,	The learner is guided to: • read a print or non-print text on drug and substance abuse in pairs, • identify the adverbs of time, place, and manner used in the text,	1. Why is it important to describe where, when and how events happen?

		c) acknowledge the value of adverbs of manner, time, and place in communication.	• categorise adverbs of time, place, and manner from word lists or flashcards, • construct sentences using adverbs of time, place, and manner, • use adverbs of time, place, and manner in a role play, hot seating or simulation and make a video recording, • share a story or dialogue featuring adverbs of time, place, and manner.	

Core Competencies to be developed:
- Critical thinking and problem solving is enhanced as the learner thinks of different ways of describing manner, time, and place.
- Learning to learn is developed when the learner organises own learning as they identify and use different types of adverbs.

Pertinent and Contemporary Issues (PCIs)
- Health promotion is enhanced when learner reads different print and non-print texts on drug and substance abuse and learns their negative effects.

Values
- Responsibility is developed as the learner records videos and describes the events with peers.

Link to other subjects:

- The learner relates the concepts of adverbs of manner, place and time in their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.4 Reading	6.4.1 Oral literature Songs (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify repeated words and phrases in lullabies, b) use appropriate techniques when performing lullabies, c) pick out key messages communicated in lullabies, d) appreciate the importance of lullabies in real life.	The learner is guided to: • listen to audio recordings of lullabies, • view videos of lullabies and identify instances of repetition, • perform a lullaby and make a recording, • pick out key messages communicated in lullabies, • share ideas on the key messages that are addressed in lullabies, • discuss the functions of lullabies, • collaborate to compose songs, sing and record lullabies from their immediate environment, • work with peers to create lullabies and perform them in class, • identify characters in different lullabies.	1. How are songs similar to poems?
Core Competencies to be developed:				

• Creativity and Imagination is developed as the learner creates lullabies.
• Learning to learn is enhanced as the learner researches information about lullabies.
Pertinent and Contemporary Issues (PCIs)
Healthy relationship is developed as the learner collaborates in singing and recording lullabies from their immediate environment.
Values:
Social justice is achieved as the learner fosters inclusivity while collaborating with peers in singing and recording lullabies from their immediate environment.
Link to other subjects:
The learner relates performing of lullabies to other learning areas such as Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
6.5 Writing	**6.5.1 Commonly Misspelt Words** (2 lessons)	By the end of the sub strand, the learner should be able to: a) recognise commonly misspelt words in texts, b) use commonly misspelt words correctly in written texts, c) value the relationship between accurate spelling and effective written communication.	The learner is guided to: • mention words that are difficult to spell correctly, • work with peers to search for commonly misspelt words from textbooks and online sources, • discuss ways of correcting commonly misspelt words, • correct texts with wrong spellings of *irregular plural nouns,* for example, knife-knives; ox-oxen; fox-foxes; child-children; thief-thieves; lady-ladies; monkey-monkeys, *and –ing* verbs formed from verbs with final –e for example love – loving, dine – dining, • explain to peers the effects of correct spelling on written communication, • engage in spelling games such as crossword puzzles,	1. How can we improve our spelling?

			• write a story or dialogue on contemporary issues, for example, keeping my neighbourhood safe, using the commonly misspelt words and share it with peers for feedback.	

Core competencies to be developed:
- Communication is enhanced as the learner writes clearly and spells words correctly.
- Collaboration is developed as the learner respects the opinion pf peers when discussing ways of correcting commonly misspelt words.

Pertinent and Contemporary Issues (PCIs)

Peace Education is enhanced as the learner writes a story or dialogue on contemporary issues such as peace.

Values

Respect is enhanced as the learner explains to peers the effect of correct spelling.

Link to other subjects:
- The learner applies the principles of spelling to learning other subjects such as Religious Education.

THEME 7.0: NATURAL RESOURCES – FORESTS

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.1Listening and Speaking	**7.1.2 Listening Comprehension: Listening for Details** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify clues that signal details from a listening text, b) take detailed notes on a listening text, c) acknowledge the importance of listening for details.	The learner is guided to: • search online or offline for signposts that introduce *details* in an oral text, • listen and identify words that introduce different types of details that indicate: - addition *such as first, also, moreover;* - emphasis such as *an important note, especially, particularly;* - comparison such a*s. like, similarly, just as* - contrast such as *but, however, on the other hand;* - illustration such *as for example, for instance, such as,* - cause-and-effect such as *because, therefore, so that,* • discuss the kinds of details one should look out for from a text. The details could include *numbers,*	1. What factors interfere with one's ability to listen well? 2. How can you tell that people are listening attentively?

<table>
<tr><td></td><td></td><td></td><td>*figures, points, facts, examples, people, places, behaviour, and opinions,*

• listen and note the clues signalling details from a peer,
• listen to a live or recorded oral presentation on a pertinent and contemporary issue such as natural resources, for example, forests, and take specific details,
• role-play, in turns, and make oral presentations as the partner takes notes,
• collaborate with peers to compare the notes, then revise and display for review.</td><td></td></tr>
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Core Competencies to be developed:
- Self-efficacy is developed as the learner listens for detail, thus making them confident in note-taking.
- Communication and collaboration are enhanced as the learner role-plays and makes oral presentations on pertinent and contemporary issues forests as natural resources.

Pertinent and Contemporary Issues (PCIs)
- Environmental and social issues are emphasised as the learner listens to texts on natural resources.

Values:
- Patriotism is enhanced as the learners listens to texts on conservation of natural resources.

Link to other subjects:
- The learner relates the skill of listening for details to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.2 Reading	**7.2.1Intensive Reading: Visuals** (2 lessons)	By the end of the sub strand, the learner should be able to a) identify types of information conveyed by visuals for comprehension, b) interpret visuals for information, c) appreciate the importance of visual interpretation skills in different texts.	The learner is guided to: • list common *visuals* like road signs, photographs, billboards, • search online and offline for different types of information visuals convey such as stories, messages, feelings or emotions, relationships, mood, • discuss class/school/ community/ national needs or issues that visuals can address, • answer comprehension questions on the visuals, • apply comprehension strategies such as prediction,	1. Why are pictures and photographs important in written texts?

				making connections, inferences, questioning, and visualising in interpreting visuals,	
				• create stories or songs from visuals,	
				• discuss visuals of national importance like the national flag, the Kenyan currency,	
				• discuss the importance of developing visual interpretation skills for a full understanding of messages,	
				• use digital devices to create simple visuals through photographing, drawing, and making realia on natural resources.	

Core Competencies to be developed:
- Digital literacy is enhanced as the learner uses digital devices to search for different information conveyed through visuals.
- Citizenship is enhanced as the learner discusses national symbols such as the national flag and currency as examples of visuals.

Pertinent and Contemporary Issues (PCIs)
Environmental conservation is enhanced as the learner creates visuals such as drawings and realia on natural resources.
Values:
• Patriotism is enhanced as the learner acquires information about their country while discussing visuals like the national flag and the Kenyan currency.
Link to other subjects:
• The learner relates the concept of visuals to their learning in other learning areas such as Creative Arts and Sports, Social Studies, Mathematics and Integrated Science.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.3 Grammar in Use	**7.3.1: Personal and possessive pronouns.** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish between personal and possessive pronouns in sentences, b) use personal and possessive pronouns in sentences appropriately,	The learner is guided to: • pick out personal and possessive pronouns from print and non-print texts on natural resources in pairs, • use personal pronouns to refer to people in a class, • construct sentences using personal pronouns, • write a paragraph using possessive pronouns,	1. Why should we avoid unnecessary repetition?

		c) appreciate the value of proper use of pronouns.	• construct sentences using personal pronouns from substitution and completion tables, • draw a chart with singular/plural, subjective, and objective personal pronouns and display them for peer review.	

Core Competencies to be developed:
• Communication is enhanced as the learner uses correct personal pronouns to construct sentences.

Pertinent and Contemporary Issues (PCIs)
• Social cohesion is enhanced as the learner uses personal pronouns to refer to people as they construct sentences in the class.

Values:
• Respect is enhanced as the learner displays positive regard for others when using personal pronouns to construct sentences to refer to others in class.

Link to other subjects:
• The learner relates the concept of pronouns to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.4 Reading	**7.4.1 Characters in class readers.** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify minor characters in a class reader, b) Discuss the relationships between different minor characters in the class reader, c) appreciate the place of minor characters in the class reader.	The learner is guided to: • read and identify *minor characters* in a class reader, • search online and offline for words and phrases used to describe *relationships between characters,* • discuss how the characters relate with each other, • collaborate with peers hot seat different minor characters to bring out their relationships, • link characters' reactions to the relationships they are in.	1. How can you tell the difference between a main and a minor character in a story? 2. How would you describe the behaviour of your classmates?

Core Competencies to be developed:
• Critical thinking is developed as the learner links the relationships between characters in the class reader.
• Collaboration is enhanced as the learner observes the rules of engagement while engaging in hot seating different minor characters in the class reader to bring out their relationships.

Pertinent and Contemporary Issues (PCIs)
• Citizenship is enhanced as the learner discusses the character traits and relationships of the characters in the class reader.

Values:
• Social justice is developed as the learner discusses the relationships between characters in a class reader.

Link to other subjects:
• The learner relates the concept of relationship of characters in a class reader to their learning of characterisation in Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
7.5 Writing	7.5.1 Composition: The Writing Process (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the steps in the writing process, b) write a narrative composition following the writing process, c) acknowledge the role of writing fluency in communication.	The learner is guided to: • watch a video of learners going through the writing process, • read samples of well-written texts and highlight features that make them outstanding, • discuss the writing process giving details of what each entails on a mind map, • suggest the most suitable topics on issues like natural resources or saving forests for practising the writing process, • work with peers to practise the writing process, for example by:	1. How does one write a good composition?

			- prewriting - drafting - editing - revising - publishing, • write a narrative composition following the writing process and share using a digital device for peer review, • review the effectiveness of the writing process in writing compositions.	

Core Competencies to be developed:
- Digital literacy is developed as the learner watches video on the writing process and shares the compositions using a digital device for peer review.
- Creativity and imagination is developed as the learner designs a mind-map of the ideas to be included in the narrative composition.

Pertinent and Contemporary Issues (PCIs)
- Environmental Conservation **is** enhanced as the learner comes up with mind maps of the details to include in a narrative composition on natural resources.

Values:
Responsibility is enhanced as the learner practises writing on natural resources when they learn how to conserve the environment.

Link to other subjects:
- The learner relates the concept of the writing process to similar concepts in other learning areas such as Integrated Science.

THEME 8.0: TRAVEL				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
8.1 Listening and Speaking	**8.1.1Listening Comprehension: Explanatory Narratives** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify the characters from a listening text, b) sequence the events in explanatory narratives, c) explain the moral lessons in an explanatory narrative, d) acknowledge the importance of listening comprehension in communication	The learner is guided to: • *listen* to a recording of an explanatory *narrative* from a digital device and retell the story, • search online and offline for information on explanatory narratives, • dramatise dialogues in the explanatory narratives, • role-play the story telling session, • identify the moral lessons and relate them to real life situations, • discuss behaviour of the characters in the explanatory narratives, in pairs, • create an explanatory narrative-and share it through WhatsApp, social media, among others.	1.What are the functions of oral narratives?
Core Competencies to be developed:				

• Digital literacy is developed as the learner manipulates digital devices and uses them to create stories and share them with others
• Communication and collaboration is developed when the learner recognises the value of others as they dramatise dialogues in explanatory tales.

Pertinent and Contemporary Issues (PCIs):
- Digital citizenship is enhanced as the learner creates an explanatory narrative and shares it through WhatsApp, social media among others.

Values:
- Patriotism is promoted as the learner listens and responds to explanatory narratives and moral lessons and relating them to their real life.

Link to other subjects:
- The learner is able to relate performance of oral narratives to other learning areas such as Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.2 Reading	**8.2.1 Intensive Reading** (2 lessons)	By the end of the sub strand, the learner should be able to: a) distinguish main ideas from supporting details from poems, b) use contextual clues to infer the meaning of words and phrases in a text, c) make connections between events in a poem and real life, d) summarise events in a poem, e) answer direct and inferential questions from poems, f) acknowledge the role of reading comprehension in lifelong learning.	The learner is guided to: • search online and offline and discuss, in groups, the meaning of *reading for interpretation and evaluation,* • visualise events, people, and places in poems, • predict events in poems, • work with peers to utilise digital devices to check the meanings of words, • infer meanings of vocabulary based on contextual clues, • answer direct and inferential questions in pairs, • summarise main issues from poems • create word puzzles with learned vocabulary and share them online,	1. How can you identify the message in a poem?

| | | | • relate the issues in a set poem to real life. | |

Core Competencies to be developed:
- Digital Literacy is enhanced as the learner creates a word puzzle and shares it online using digital devices.
- Critical thinking and problem solving are developed as the learner relates   issues highlighted in poems and to real life.

Pertinent and Contemporary Issues (PCIs)
- Peace is enhanced as the learner works in groups to evaluate issues highlighted in poems.

Values:
- Respect is enhanced as the learner respects the opinion of others as they utilise digital devices to check the meanings of words.

Link to other subjects:
- The learner relates the concept of moral lessons learnt to other learning areas such as Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.3 Grammar in Use	**8.3.1** **Simple Prepositions**	By the end of the sub strand, the learner should be able to: a) identify different types of prepositions,	The learner is guided to: • identify and underline *simple prepositions* (agent, *instrument, and direction*) in texts, • search online and offline for examples of simple prepositions, • read texts and identity simple prepositions,	1. How do we show the relationship between words?

| | | (2 lessons) | b) use prepositions in sentences,
c) attest to the importance of well-formed sentences in communication. | • complete sentences using a substitution table,
• match simple prepositions with the word they collocate with,
• Watch video clips and identify simple propositions,
• construct sentences using prepositions,
• create a crossword puzzle featuring simple prepositions and the words or phrases they collocate with,
• share the puzzles online, on posters, charts, or through WhatsApp. | |

Core Competencies to be developed:
- Digital literacy developed as the learner manipulates digital devices and uses them to create word puzzles and share them with others.
- Communication and collaboration are enhanced as learners speak clearly and effectively during dramatization of narratives and discussion of moral lessons.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion is enhanced as learners work in groups cohesively as they give each other feedback.

Values:
- Unity is enhanced as learners work together to construct sentences using prepositions.

Link to other subjects:
- The learner relates the concept of prepositions in learning other languages such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.4 Reading	8.4.1 Intensive Reading: Poetry (2 lessons)	By the end of the sub strand the learner should be able to: a) identify the human characters in a set of poems, b) use adjectives to describe the traits of human characters in a set of poems, c) appreciate the importance of human characters in poetry.	The learner is guided to: • read a given poem and identify the human characters, • search online and offline for adjectives that can be used to describe characters, • discuss what each character does or says in each poem, • role-play a given poem to bring out the characters' actions, • take video clips of the role play and share them as they discuss their performances, • paste sticky notes containing character traits identified, • work with peers to relate the human characters in the poem with real life lessons.	1. Why are human characters important in poetry?

Core Competencies to be developed:

- Communication and collaboration are enhanced the learner contributes to group decision-making by participating actively in the discussion on what each character does or says in each poem.
- Learning to learn is developed as the learner builds to on their own learning experiences while associating the human characters in the poem with real life situations.

Pertinent and Contemporary Issues (PCIs)
- Social cohesion is enhanced as the learner role plays a given poem to bring out the characters' actions.

Values:
- Peace is enhanced as the learner works in groups to execute different tasks in the poem.
- Love is nurtured as the learner shows a caring attitude when working with peers to relate human characters to real life.

Link to other subjects:
The learner relate the concepts learnt in poetry to the study of poems in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
8.5 Writing	**8.5.1 Composition Writing: Self-Assessment** (2 lessons)	By the end of the sub strand the learner should be able to: a) identify steps involved in the assessment of narrative compositions, b) write narrative compositions and assess	The learner is guided to: • search online and offline for information on the aspects of self-assessment when writing a narrative composition, • practise assessing own narrative composition,	1. Why is it important to assess writing? 2. How can one improve their composition writing skills?

| | | the introduction, body, and conclusion,
c) appreciate the importance of assessment in improving narrative composition writing. | • watch a video or listen to a recording on how to peer-assess a composition,
• plan, organise, and write a composition on travel, and share it with peers for review,
• identify and correct spelling, punctuation, and grammatical errors using a given checklist. | |

Core Competencies to be developed

• Learning to learn is enhanced as the learner watches a video or listens to a recording on how to peer assess a composition.

Pertinent and Contemporary Issues (PCIs):
• Peer education is enhanced as the learner assesses   the composition of peers.

Values:
• Integrity is achieved as the learner learns to be honest and truthful while assessing the composition of peers.

Link to other subjects
• The learner relates the skills of assessing own composition to assessing compositions and essays in subjects such as Kiswahili.

THEME 9.0: HEROES AND HEROINES - KENYA				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
9.1 Listening and Speaking	**9.1.1 Pronunciation: Consonant and Vowel Sounds** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) articulate correctly the consonant sounds/t/, /d/, /l/, /r/ in words articulate correctly vowel sounds /ʊ/ and /uː/ in words, b) pronounce words correctly using stress, c) distinguish the meaning of words based on stress, d) acknowledge the importance of correct	The learner is guided to: listen to audio clips and watch video clips with the sounds */t/, /d/, /l/, /r, /, /ʊ/ and /uː/* in words • articulate the following consonants and vowel sounds: - */t/ as in toll* - */d/as in doll* - */l/ as in liver* - */r/ as in river* - /ʊ/ as in pull, bull; - /uː/ as in pool, boot • watch an oral presentation and pick out words with the target sounds, • practise pronouncing words with the target consonant and vowel sounds, in pairs,	1. Why should you pronounce words correctly? 2. Why do people find it difficult to pronounce some words? 3. In what ways can one improve own pronunciation?

		pronunciation in oral communication.	• sort words based on the pronunciation of the target, consonant, and vowel sounds • recite poems or sing songs on national heroes with the target sounds, • say tongue twisters with the target consonant and vowel sounds, • listen to audio featuring a variety of words and classify them in their word classes according to the stressed syllables, • engage in pronunciation drills on stress for distinguishing word class, • underline stressed syllables in words • discuss the importance of correct pronunciation and use of stress in conveying meaning, • reflect on the target consonant and vowel sounds and identify those	

			they struggle with for further practise.	

Core Competencies to be developed:
- Digital literacy is enhanced as the learner listens to audio clips and watches videos on pronunciation of the vowel and consonant sounds.
- Learning to learn is emphasised as the learner practises the vowel and consonant sounds that they find difficult to pronounce.

Pertinent and Contemporary Issues (PCIs)
- Patriotism and Good Governance are enhanced as the learner sings songs and recites poems on national heroes/ heroines with the target vowel and consonant sounds.

Values:
- Patriotism as the learner inculcates the love for own country while reciting poems on nationalism.
- Unity is enhanced as the learner strives to achieve common goals while practising to recite and sing songs on nationalism with peers.

Link to other subjects:
- The learner relates the concept of pronunciation with other language learning areas such as Kiswahili, French, German, Chinese, Arabic and other Indigenous Languages.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	**9.2.1 Grade-appropriate fiction materials** 2 lessons	By the end of the sub strand, the learner should be able to: a) select a variety of fictional texts for extensive reading, b) read fictional texts for information and enjoyment, c) appreciate the importance of fiction in life.	The learner is guided to: • identify fictional material to read by looking at the cover page, blurb, and title, • read texts on varied issues such as national heroes and heroines and discuss the elements of fiction in the text, • list down words and phrases encountered, • re-tell the story in their own words, • dramatise a section of the text and record themselves, • relate the ideas expressed in fiction to real life, • read fiction materials for enjoyment.	1. Why is it important to read fictional materials? 2. What should you consider when selecting fictional texts for reading?
Core Competencies:				

- Learning to learn as the learner endeavours to complete tasks on time when identifying fictional texts by looking at the cover, blurb for reading.

Pertinent and Contemporary Issues (PCIs):
- Citizenship is enhanced as the learner is exposed to individual and cultural differences through extensive reading of fictional materials.

Values:
- Patriotism is enhanced as the learner reads fictional materials on national heroes and heroines.

Link to other subjects:
- The learner relates the fictional materials to others found in languages such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
9.3 Grammar In Use	**9.3.1 Conjunctions** 2 lessons	By the end of the sub strand, the learner should be able to: a) identify the conjunctions *and*, *but* and *or* in sentences, b) use *and*, *but* and *or* in sentences accurately, c) appreciate the importance of proper use of conjunctions in	The learner is guided to: • search, in pairs, online and offline for the use of the conjunctions *and, but* and *or* in texts, • identify the conjunctions *and, but* and *or* from different texts, • construct sentences using the conjunctions *and, but* and *or*, • fill in substitution and completion tables using the conjunctions *and, but* and *or,*	1. How do the words *and, but* and, *or* used in conversation?

| | | written and spoken contexts. | • create and share a story or dialogue on heroes in Kenya, using the conjunctions *and, but* and *or,*
 • discuss the importance of proper use of conjunctions in sentences. | |

Core Competencies to be developed:
- Self-efficacy is developed as the learner uses conjunctions *and, but, or* to communicate in different circumstances.
- Learning to learn is achieved as the learner creates and shares songs using conjunctions *and, but, or* about heroes and heroines in Kenya.

Pertinent and Contemporary Issues (PCIs)
- Patriotism is enhanced as the learner creates stories using the conjunctions *and, but, or* about local heroes and heroines.

Values:
Peace is enhanced the learner works harmoniously with peers when completing tables with conjunctions *and, but, or* in groups.

Link to other subjects:
- The learner relates the concept of conjunctions to their learning in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.4 Reading	**9.4.1 Intensive reading: Class Reader** (2 lessons)	By the end of the sub strand the learner should be able to: a) explain the sequence of events in a class reader, b) make short notes on the sequence of events in a class reader, c) appreciate reading works of art for information and enjoyment.	The learner is guided to: • read sections of a class reader and explain the sequence of events, • work with peers to dramatise parts of the class reader for clarity, • outline the actions of each character studied in the section, • discuss, how the characters make the story in the class reader flow, • use a sequence chart to show the order of events in the class reader, • make short notes on the sequence of events in the class reader, • relate the events in the class reader to real life, • discuss possible solutions to the problems portrayed in the class reader.	1. What marks the climax of a story?

Core Competencies to be developed:
• Collaboration is enhanced as the learner participates actively in dramatising parts of the class reader for conceptualisation.

• Critical thinking and problem-solving are developed as the learner comes up with possible options as solutions to problems the problems portrayed in the class reader.	

Pertinent and Contemporary Issues (PCIs)
- Ethical relationships are enhanced as the learner relates issues of relationships in the class reader to real life.

Values:
- Respect is enhanced as the learner respects diverse opinions while working with peers to dramatise parts of the class reader.

Link to other subjects:
- The learner relates performance skills to the concept of performance techniques in Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.5 Writing	**9.5.1 Creative writing: Narrative compositions** (1 lesson)	By the end of the sub strand, the learner should be able to: a) identify features of narrative composition in creative writing, b) create well-written narrative	The learner is guided to: • Search for features of a well-written narrative from print and non-print sources. (200-240 words) such features include - *a narrow and clearly defined focus (title)* - *a strong introduction*	1. Which things make a narrative composition memorable?

		compositions on a variety of topics, c) appreciate the importance of writing in day-to-day life.	- *character descriptions* - *dialogue* - *setting description* - *interesting details* - *a logical sequence* - *purposeful and precise word choice* - *varied sentence structure and* - *a strong conclusion,* • read well-written samples of narrative compositions noting the most outstanding parts, • plan a narrative composition in groups, and tell it as a chain story, • write a narrative composition on issues like historical and current heroes and share it with peers for discussion and revision, • create displays of narrative writing skills learned and publish them in the classroom.	

Core competencies to be developed:

- Creativity and imagination are enhanced as the learner writes narrative composition on historical and current heroes and heroines and shares with peers.
- Self-efficacy is attained as the learner plans a narrative composition and tell a chain story with peers.

Pertinent and Contemporary Issues (PCIs)
- Patriotism is enhanced as the learner becomes aware of their culture while creating narratives on historical and current heroes and heroines.

Values:
- Social justice is achieved as the learner researches and writes stories of heroes and heroines thus enabling them to learn from the experiences of the heroes and heroines.

Link to other subjects:
- The learner relates narrative writing skill to other learning areas such as Kiswahili and Religious Education.
- The learner relates the skill of composing and performance to their learning in Creative Arts and Sports.

THEME 10.0: MUSIC				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
10.1 Listening and Speaking	**10.1.1 Oral Presentations: Delivering Speeches** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify occasions where speeches are presented, b) apply the features of oral presentations for effective, communication, c) appreciate the importance of good oral presentation skills when delivering a speech.	The learner is guided to: • Think, pair, and share on occasions where speeches are presented, • Search online or offline for features of oral presentation and make short notes, • work with peers to listen to recorded grade-appropriate speeches the share their opinions on the sppeches, • brainstorm the importance of body language in delivering a speech, • collaborate with peers to rehearse a speech and present it to each other, • write short speeches on the importance of music and present it to peers,	1. How can one deliver a speech effectively?

			• record the speeches being presented and discuss the presentations.	

Core Competencies to be developed:
- Digital Literacy is enhanced   as the learner uses digital devices to record speeches as presented to the class.
- Self-efficacy is enhanced as learner pays attention to details while rehearsing speeches and presenting them to each other in groups.

Pertinent and Contemporary Issues (PCIs
- Social cohesion is enhanced as the learner engages in collaborative learning activities while writing a short speech on the importance of music and presenting it to peers.

Values:
- Respect is enhanced as the learner considers the point of view of peers as they listen to their short speeches on the importance of music.

Link to other subjects:
- The learner relates principles of oral presentation of speeches to other learning areas such as Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.2 Reading	10.2.1 Study Skills: Note Making (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the main and supporting points in texts, b) make notes from varieties of written texts, c) relate note-making to effective reading.	The learner is guided to: • conduct an online and offline search on the format of note- making- (*heading, subheading, main points, supporting point, keywords),* • discuss the importance of note making in reading, • read texts on varied issues, including music, and select the key points, • pick the keywords from reading texts, • fill in the key points in a note making a template, • collaborate with peers to draw a mind map to show the relationship between the topic, main idea, and supporting ideas, • read print or non-print texts and make notes from them.	1. What is the importance of note-making in reading?
Core Competencies to be developed:				

- Digital literacy is enhanced as the learner use digital devices to search online for information on note-making.
- Learning to learn is enhanced as the learner organises own learning and makes notes after reading varied texts.

Pertinent and Contemporary Issues (PCIs)
- Career guidance is enhanced as the learner reads and makes notes on types of music thereby exposing them to career in music.

Values:
Unity is enhanced as the learner displays team spirit while working with peers to a draw mind maps.

Link to other subjects:
The learner develops the skill of note making which is relevant in the study of all subjects including Pre-Technical Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.3 Grammar in Use	**10.3.1 Determiners** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify articles and possessives in texts, b) use articles and possessives in sentences, c) acknowledge the importance of articles	The learner is guided to: • identify articles and possessives from a text, • underline *articles a, an, the and possessives my, our, your, his, her, their* used in print and non-print texts, • read out examples of possessives from flashcards,	1. How do we indicate that something belongs to somebody?

		and possessives for effective communication.	• correct errors in sentences that contain articles, • work with peers to engage in language games using articles, • practise matching articles with nouns, • construct sentences using possessives • compose a song on children's rights using relevant articles and possessives and video record the performances.	

Core Competencies to be developed:
- Self-efficacy is developed as the learner pays attention to detail and corrects errors in sentences.
- Communication and collaboration are enhanced as the learner practices using articles and possessives to communicate clearly and effectively.

Pertinent and Contemporary Issues (PCIs)
- Child rights is enhanced as the learner composes a song on the rights of children using articles and possessives.

Values:
- Respect is achieved as the learner acknowledges diverse opinions as they work with peers to engage in language games using articles.

Link to other subjects:

- The learner relates the concepts of articles and possessive's in learning other languages such as Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.4 Reading	**10.4.1 Characters and their traits** (2 lessons)	By the end of the sub strand, the learner should be able to: (a) identify characters in monster narratives, (b) explain traits of characters in given monster narratives, (c) relate monster narratives to real life situations, (d) appreciate the importance of monster narratives in life.	The learner is guided to: • describe *a monster/ ogre,* • search online and offline for features of monster narratives, • narrate monster narratives from their immediate environment to their peers, • discuss what monsters/ogres represent, • discuss how monster narratives relate to real life, • explain health education lessons they learn from monster narratives, • dramatise a monster narrative and record the performance,	1. What is the relevance of oral narratives in modern society? 2. What should one consider when collecting narratives among people of varied socio-cultural backgrounds?

			- discuss the traits of the characters involved in a monster narrative in pairs, - brainstorm the reading strategies suitable for sharing experiences with community members, - interact actively with resource persons to pick out the relevant reading strategies, - seek support from resources persons on how to relate monster narratives to real life, - collect, analyse and compile them into an anthology of narratives from the community, - collaborate with peers to conduct a reader's theatre, - describe the procedure used in collecting the narratives.	

Core Competencies to be developed:
• Critical thinking and problem solving are enhanced as the learner discusses the lessons learned and the relevance of monster narratives in real life.
• Learning to learn is enhanced as the learner seeks support from resource persons on how to relate monsters to real life.

Pertinent and Contemporary Issues (PCIs)
- Social awareness is enhanced when the learner relates monsters to real life.

Values:
- Patriotism is enhanced since the learner becomes conscious of their moral duties upon relating monster narratives to real life.

Link to other subjects:
- The learner relates the concept of characters and their traits to their learning of literary texts in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
10.5 Writing	10.5.1 Functional Writing:	By the end of the sub strand, the learner should be able to:	The earner is guided to: • search online and offline for samples of *packing* and *shopping lists*,	1. What should one consider when grouping items in a packing list?

	Packing and Shopping lists (2 lessons)	a) identify ways of grouping items in packing and shopping lists, b) write a packing list for a specified event, c) prepare a shopping list for use in a given context, d) recognise the importance of preparing a shopping and packing list in their everyday lives.	• discuss the parts of a shopping list, • create and fill a packing list template, and share with peers, • discuss different ways of grouping items in packing and shopping lists, • give in pairs the prices of different items in the shopping list to match a given budget.	2. Why should a shopping list be prepared? 3. What is the importance of a packing list?

Core Competencies to be developed:
- Critical thinking is enhanced as learners categorise the various items included in a shopping and packing list in order of importance.
- Learning to learn is enhanced as prepare and shares a packing list with peers.

Pertinent and Contemporary Issues (PCIs)
- Financial literacy is enhanced as the learner prepares a realistic budget for the shopping list and categorises items.

Values:
- Integrity – as learners come up with shopping lists that adhere to given budgets
- Social responsibility – mastery of writing of shopping and packing list would ensure public projects are completed within stated budgets.

Link to other subjects:
Preparing a shopping list involves budgeting which is a concept learnt in Pre-Technical Studies.

THEME 11.0: PROFESSIONS				
Strand	**Sub strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
11.1 Listening and Speaking	**11.1.1 Interviews** **(1 lesson)**	By the end of the sub strand, the learner should be able to: a) identify reasons for sitting an interview, b) articulate points clearly and confidently during an oral interview, c) respond confidently to questions during an interview, d) Seek clarification during an oral presentation, e) appreciate the importance of interviews in getting school placement and scholarships.	The learner is guided to: • listen to and review an audio clip on school placement and scholarship interviews, • discuss reasons for sitting for a placement and scholarship interview, • search online and watch video clips on school placement and scholarship interview • role-play the school placement and scholarship interview, record and share them via mobile phones and other social media channels • conduct mock interviews in pairs or small groups,	1. Why are interviews important?

			• collaborate with peers to record the interviews on digital devices • share the videos with friends and peers on social media platforms, blogs among others.	

Core Competencies to be developed:
• Communication and collaboration are enhanced as the learner contributes to group decision making while discussing in groups reasons for sitting for a placement and scholarship interview.
• Digital Literacy is enhanced as the learner uses digital devise to search online and watch video clips on school placement and scholarship interviews.

Pertinent and Contemporary Issues (PCIs)
Peace Education is developed as the learner works in harmony with peers to conduct mock interviews and role play.

Values:
• Responsibility is achieved as the learner role- plays school placement and scholarship interview with peers.
• Respect **is** enhanced as the learner collaborate with peers to record interviews on digital devices and shares with peers.

Link to other subjects:
• The learner relates the concept of interviews to the learning of conversational skills in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

11.2 Reading	11.2.1 Extensive Reading: Non-Fiction materials (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify print or electronic non-fiction materials that are interesting to read, b) read a variety of grade-appropriate non-fiction materials independently for lifelong learning, c) recommend to peers suitable non-fiction materials to read for information, d) acknowledge the importance of reading for enjoyment and general understanding.	The learner is guided to: • search for digital and print non-fiction materials, • read a variety of non-fiction materials, • infer the meaning of the words and phrases used in non-fiction materials, • skim through the non-fiction material for the main idea, • scan the non-fiction material to obtain specific information, • prepare a reading log of the reading activities of the non-fiction texts.	1. Why should we read non-fiction materials?

Core Competencies to be developed:
• Self-efficacy is strengthened as the learner reads a variety of non-fiction materials to inculcate a reading culture.
• Learning to learn is instilled as the learner searches for digital and print non-fiction materials using electronic gadgets.

Pertinent and Contemporary Issues (PCIs)
• Life skills, especially self-awareness, is developed as the learner makes own choice of non-fiction materials to interact with.

Values:				
• Responsibility is honed as the learner makes informed choices by recommending to peers suitable non-fiction materials to read.				

Link to other subjects:
• The learner relates extensive reading as a skill required for research and across all learning areas.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.3 Grammar in Use	**11.3.1 Formation of Adjectives** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) recognise adjectives from a text, b) construct simple sentences using the adjectives formed, c) appreciate the value of proper use of adjectives.	The learner is guided to: • search for online tutorials on adjectives and examples of adjectives formed from nouns and verbs, • listen to a poem or passage from the teacher and pick out adjectives formed from nouns and verbs, • read a given passage and identify adjectives formed from nouns and verbs, • form adjectives using nouns and verbs • work with peers to construct simple sentences using the adjectives formed, • engage in language games such as scrabble, puzzle code words, and guessing games.	1. How are adjectives formed? 2. Why should we use adjectives correctly?
Core competencies to be developed:				

• Communication and collaboration are developed as the learner works collegially with peers to identify adjectives formed from nouns and verbs.	
• Digital literacy is enhanced as the learner interacts with technology while searching and watching online tutorials on adjectives.	

Pertinent and Contemporary Issues (PCIs)
• Self-esteem is enhanced as the learner engages in language and guessing games using adjectives formed from nouns and verbs.

Values:
• Love is instilled as the learner portrays a caring attitude when engaging in language games such as scrabble, puzzle code words, and guessing games.

Link to other subjects:
• The learner relates the concept of adjectives to their learning in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
11.4 Reading	11..4.1 Intensive reading: **Dilemma Narratives**	By the end of the sub strand, the learner should be able to: a) describe the characters in a given dilemma narrative, b) recognise a closing formula as a feature of dilemma narratives,	The learner is guided to: • read the dilemma narrative in a given text and describe the characters, • identify a closing formula as a feature of dilemma narratives, • discuss what makes dilemma narratives interesting,	1. What are the qualities of a good narrator? 2. How can narratives contribute to decision making?

		c) relate the lessons learnt in the dilemma narrative to real life experiences, d) appreciate the lessons learnt from the dilemma narrative for literary appreciation.	• dramatise parts of the dilemma narrative, • draw a chart showing the sequence of events in dilemma narrative, • search online and watch an adaptation of a dilemma narrative, • relate the lessons learnt from the dilemma narrative to real life experiences.	
	(2 lessons)			

Core Competencies to be developed:
• Creativity and imagination is engrained as the learner draws charts to show the sequence of events in a dilemma story.

Pertinent and Contemporary Issues (PCIs)
• Life skills is enhanced as the learner relates what is learnt in dilemma stories to real life.

Values
• Respect is enhanced as the learner displays patience when working with peers to dramatise parts of a dilemma story.

Link to other subjects:
• The learner relates the concept of performance to other learning areas such as Kiswahili and Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

Property of the Government of Kenya

Not for Sale

11.5 Writing	11.5.1 **Spelling antonyms, synonyms, and numbers** (2 Lessons)	**By the end of the sub strand, the learner should be able to:** • recognise antonyms, synonyms, and numbers in words from a selected text, • use antonyms, synonyms, and numbers in words correctly in writing, • appreciate the usage of antonyms, synonyms, and numbers in words in effective writing.	**The learner is guided to:** • read a text with *antonyms, synonyms, and numbers in words* from print and non-print sources, • identify the *antonyms, synonyms, and numbers in words* from a selected text, • listen to a dictation of a text with antonyms and synonmys, and write them down, • collaborate with peers to search for antonyms and synonyms from books, newspapers and the internet, and compile a list, • write a list of antonyms and synonyms and, with peers, exchange for assessment.	1. Why is it important to tell the synonyms and antonyms of words? 2. Why is it important to write numbers in words?

Core Competencies to be developed:
- Digital literacy is developed as the learner searches for more antonyms and synonyms from the internet to boost their ability to use digital devices.   - Collaboration is enhanced as the learner generates a list of antonyms and synonyms in collaboration with peers.
Pertinent and Contemporary Issues (PCIs)
Effective communication is improved as the learner uses antonyms, synonyms, and figures in words correctly in writing.
Values:
Unity is cultivated as the learner collaborates with peers to search for more examples of antonyms and synonyms.
Link to other subjects
The learner relates the concepts of antoyms, synonyms and writing of numbers to other learning areas such as Kiswahili, Mathematics and Integrated Science.

THEME 12.0: TRADITIONAL FASHION

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
12.1 Listening and Speaking	**12.1.1 Listening: Views/ Opinions** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) list ways of expressing views/opinions in different contexts,	The learner is guided to: - search online and offline for the different ways of *expressing views/opinions,* - listen to an oral narrative and identify the different	1. Why is it important to express one's opinion?

		b) use different expressions that indicate own views/opinions in a given text, c) acknowledge the value of one's views/opinions as a lifelong skill in communication.	ways used to express opinions/views, • role play the different characters in the narrative and bring out different ways of expressing opinions/views, • explain their feelings towards issues raised in the trickster narrative, • write on a chart the words they have used to describe their feelings.	

Core Competencies to be developed:
- Learning to learn is enhanced as learner searches online and offline for the different ways of expressing views and opinions.
- Digital literacy is enhanced as the learner interacts using technology when searching online and listening to an oral narrative from digital gadgets.

Pertinent and Contemporary Issues (PCIs)
- Effective communication is enriched as learner expresses their views/opinions on different subjects.

Values:
- Respect is enhanced as the learner appreciates diverse opinions as they conduct the role play.
- Unity is achieved as the learner displays team spirit as they role play different ways of expressing opinion and views.

Link to other subjects:
The concept of expressing opinions and views is a lifelong skill which is applicable in subjects such as Creative Arts and Sports and Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.2 Reading	12.2.1 Intensive Reading-Comprehension (2 Lessons)	By the end of the sub strand, the learner should be able to: a) Identify the main ideas in a text, b) use contextual clues to infer the meaning of words in a text, c) describe characters, ideas, or events in a text, d) summarise information from a short text, e) appreciate the importance of reading comprehension in lifelong learning.	The learner is guided to: • download and share texts with mental images from the texts and draw conclusions, • read a passage individually, and identify keywords in the passage, • infer the meaning of words using contextual clues, • choose descriptive parts of the passage on traditional fashion and share the vivid images created in their mind, • role-play the characters and events in the text, • use contextual clues to decipher the meaning of words, • answer questions based on the passage	1. How can we tell the meaning of words and phrases in a text?

				• give an appropriate title to a story or passage.	

Core Competencies to be developed:
- Critical thinking is enhanced as the learner solves simple problems as they answer questions based on the passage and give an appropriate title to the passage.
- Imagination is developed as the learner role plays the characters and events in the text.

Pertinent and Contemporary Issues (PCIs)
- Analytical thinking is enhanced when the learner infers the meaning of words using contextual clues.

Values:
- Unity is developed when the learner displays team spirit while collaborating with peers to role play characters and events in a text.

Link to other subjects:
- The learner relates the skills of making inferences and visualising when reading texts in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.3 Grammar in Use	12.3.1 Phrasal Verbs (2 **Lesson**)	**By the end of the sub strand, the learner should be able to:** a) identify phrasal verbs formed from *put, come and give* in a given text, b) use given phrasal verbs correctly in sentence construction, c) acknowledge the role of phrasal verbs in communication.	**The learner is guided to:** • read a text and identify the phrasal verbs formed from *put, come* and *give* • search online and use charts to write the meanings of the phrasal verbs they have identified, • fill in blanks in a text using the most appropriate phrasal verb • search on the internet for more examples of phrasal verbs • construct sentences using the phrasal verbs.	1. Why should we use phrasal verbs correctly?

Core Competencies to be developed:
• Communication is enhanced as the learner uses phrasal verbs correctly, thereby developing the skills of speaking and writing correctly.
• Digital literacy is developed when the learner searches online for phrasal verbs, using digital devices.

Pertinent and Contemporary Issues (PCIs)
• Effective communication is improved when learners refine their ability to communicate by using phrasal verbs correctly.

Values:
● Responsibility is developed as the learner diligently searches on the internet for more phrasal verbs.
Link to other subjects:
● The learner links the concept of phrasal verbs in learning similar concepts in Kiswahili.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question (s)
12.5 Writing	**12.5.1 The writing Process: Dialogues** **(2 Lessons)**	By the end of the sub strand, the learner should be able to: a) outline the format of a dialogue, b) apply the writing process in writing a dialogue, c) acknowledge the importance of the writing process in acquiring good writing skills.	The learner is guided to: • search online and offline for an example of a dialogue, • dramatise the identified dialogue, • discuss the format of the dialogue they have identified, • fill in missing words in a set dialogue on traditional fashion, individually, • discuss the correctness of the words they have used, • create a rough draft of a short dialogue using the format they have identified individually, • edit each other's dialogue to check for repetition, clarity, grammar, spelling and punctuation errors, in pairs, • revise the dialogue individually, • publish the final product for assessment, share the samples of well written dialogues with others in class.	1. What should we consider before writing a dialogue?

Core Competencies to be developed:
Collaboration is enhanced when the learner observes the rules of engagement as they discuss the format of the dialogue identified in grouups

Pertinent and Contemporary Issues (PCIs)
• Effective communication is enhanced as learners communicate effectively through writing.

Values:
• Responsibilty is enhanced when the learner takes up the task of editing and assessing their peers' dialogues.
• Unity is achieved as learners work together to generate ideas for writing tasks.

Link to other subjects:
• The learner relates the the skill of writing dialogues to similar writing in Kiswhili.

THEME 13.0: LAND TRAVEL				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
13.1Listening Speaking	**13.1.1 Listening Comprehension: Extensive Listening** (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) identify the key issues raised in songs, addressing land travel,	**The learner is guided to:** • listen to songs on local and international land travel from audio recordings,	1. How can we tell the main message in a song?

		b) listen attentively to songs on land travel, c) use vocabulary identified from songs on land travel correctly, d) Acknowledge the importance of extensive listening in communication.	• respond to comprehension questions on key issues raised in the song, • pick out key issues raised from a song sung by the teacher or resource person on land travel, • share ideas on the key issues addressed in the songs they have listened to using wall charts, • identify vocabulary used in songs on land travel and infer their meaning from context, • construct sentences orally using the vocabulary learnt, • sing choral songs on land travel.	

Core competencies to be developed:
• Digital Literacy is enhanced when learner manipulates digital tools as they listen to songs based on local and international land travel from audio recordings and respond to them.

Pertinent and Contemporary Issues (PCIs)
• Effective communication is strengthened as the learner listens to songs on local and international land travel from audio and video sources.

Values:
- Patriotism as the learner becomes conscious of their social and moral duties while picking out key issues raised from a song on land travel

Links to other subjects:
- The skills of listening attentively and vocabulary use are relevant in the learning of other subjects such as Integrated Science and Mathematics.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.2 Reading	**13.2.1 Intensive Reading: Comprehension Strategies** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify key ideas from a passage, b) summarise key ideas from a passage, c) create mental images from the events in a passage, d) deduce the meaning of words from context, e) respond to factual and inferential questions correctly from the passage f) acknowledge the importance of comprehension strategies in effective reading.	The learner is guided to: • read selected grade-appropriate passages on issues related to land travel, such as safety and security from print and online sources, • discuss opinions formed about the characters or ideas presented in the passage, • infer the meaning of words based on how they have been used in the passage • complete oral and written exercises using the vocabulary learnt, • answer factual and inferential questions from the passages, both orally and in writing,	1. What is the importance of reading a passage? 2. What makes people write passages?

			- summarise key ideas presented in the passages by paraphrasing, - work jointly with peers to retell sections of the passage.	

Core competencies developed:
- Critical thinking is cultivated when the learner demonstartes that they can follow simple instructions to complete tasks.
- Problem solving is cultivated as the learner finds required information when discussing opinions formed about the characters or ideas presented in the passage.

Pertinent and Contemporary Issues (PCIs)
- Safety and security is reinforced as the learner reads and responds to texts on safe and secure land travel.

Values:
- Love is cultivated as the learner portrays a caring attitude when working jointly with peers to retell sections of the passage.

Link to other subjects:
- The learner relates issues on safety to their learning in Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.3 Grammar in Use	**13.3.1 Sentences: Simple Sentences** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify simple sentences from varied texts, b) construct simple sentences on a variety of issues, c) advocate the importance of using a variety of sentences in communication.	The learner is guided to: • listen keenly to a poem or a story on land travel and write down all the simple sentences that feature in the texts, • collaborate with peers to read a print or non-print text on land travel and identify the simple sentences, • tell a chain story featuring simple sentences, • complete a substitution table featuring simple sentences, • complete a mind map to practise the construction of simple sentences, • write a short dialogue using simple sentences and share it with peers online and off line.	1. What is the role of sentences in a text? 2. What constitutes a simple sentence? 3. How do you determine what to include in a sentence?
Core competencies to be developed:				

• Communication and collaboration are improved as the learner speaks clearly and effectively by making points in a logical order.
Pertinent and Contemporary Issues (PCIs) Self-esteem is nurtured as the learner ably writes a short dialogue using simple sentences and shares it with peers online and off line.
Values: • Responsibility is enhanced as the learner takes up the task of writing a short dialogue using simple sentences.
Link to other subjects: • The learner relates the concept of land travel to what is also taught in Social Studies.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
13.4 Reading	**13.4.1 Oral Literature: Praise Songs** (2 lessons)	**By the end of the sub strand, the learner should be able to:** a) identify the purpose and occasions for which praise songs are performed, b) discuss the relationship between the singer and the person being praised in praise songs,	**The learner is guided to:** • listen to praise songs from audio-visual sources or from a resource person, • identify and discuss the purpose of the praise songs they have listened to, • share ideas on the relationship between the singer and the person been praised in the praise songs they have listened to,	1. Why do we sing? 2. What are the qualities of a good singer?

| | | c) perform praise songs sung in their immediate environment
d) collaborate with peers in performing the praise songs,
e) appreciate the purpose of praise songs in communication. | • identify a praise song sang in their immediate environment,
• collaborate to present praise songs to the class and share experiences,
• discuss the character traits of the singer(s) as brought out in the praise song(s). | |

Core Competencies to be developed:
- Self-efficacy is strengthened as the learner shares ideas on the relationship between the singer and the person being praised in a praise song.
- Creativity and imagination are enhanced as the learner gains new perspectives on how to do things as they collaborate to present praise songs to the class and share experiences.

Pertinent and Contemporary Issues (PCIs)
- Life skills – The skill of living with others is inculcated as the learner identifies and performs praise songs.

Values:
- Respect is enhanced as the learner values human dignity while collaborating with peers to perform praise songs.

Link to other subjects:
- The learner relates performance skills to other learning areas such as Creative Arts and Sports.

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

13.5 Writing	13.5.1 Creative Writing: Narrative Composition
	
	(2 lessons)
		By the end of the sub strand, the learner should be able to:
		a) explain the meaning of specified idioms in context,
		b) create well-written narrative compositions using the specified idioms,
		c) appreciate the role of idioms in creative writing.
			The learner is guided to:
			• brainstorm on the reason creative writers use idiomatic expressions in writing,
			• explain situations that call for the use of the following idiomatic expressions:
			  o *biting off more than you can chew*
			  o *own up to something*
			  o *having a lot on your plate*
			  o *call it a day*
			  o *piece of cake*
			  o *hold your tongue*
			• confirm the meaning of the idiomatic expressions from print and online dictionaries,
				1. What makes a story memorable?
				2. What is the importance of using idioms in communication?

			- practise using the idiomatic expressions in sentences, - plan a narrative composition in groups, incorporating the specified idiomatic expression on the theme of land travel, - write a narrative composition individually - Peer review each other's work and revise as per the suggestions given.	

Core Competencies to be developed:
- Problem Solving is boosted when the learner explains situations that calls for the use of idioms.
- Creativity and imagination are developed as the learner undertakes tasks that encourage artistic expression of ideas while composing narratives using idiomatic expressions.

Pertinent and Contemporary Issues (PCIs)
- Effective communication is enriched as the learner plans to write narrative composition in groups.

Values:
- Integrity is enhanced as the learner displays honesty when reviewing peers' compositions.

Link to other subjects:
- The leaner relates the narrative writing skill to their learning of creative writing in Kiswahili.

THEME 14.0: SPORTS - OUTDOOR GAMES				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
14.1 Listening	**14.1.1 Consonant Sounds and Intonation** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify words with the sounds /v/, /f/, /n/ and /ŋ/ from a text, b) pronounce words with the sounds /v/, /f/, /n/ and /ŋ/ in sentences,	The learner is guided to: • search from print and non-print sources for tongue twisters with some of the target sounds and say them for enjoyment, • watch a video or listen to a recording or conversation on outdoor games and group the words in a table according to the	1. How can one learn to correctly pronounce words?

		c) use correct intonation for yes/no and wh-questions in varied contexts, d) appreciate the importance of correct pronunciation and intonation in a conversation.	following target sounds: v/ *as in very;* /f/ *as in ferry* /n/ *as in been* an /ŋ/ *as in being,* • listen to, and model native speaker clips with the target sounds in words, • work with peers to practise the pronunciation of words with the target sounds and record themselves, • share the clips for peer review, • listen to an audio or a dramatised conversation on outdoor games in which Yes/No and WH-questions are used and point out whether a rising or falling intonation is used, • *practise articulation of Yes/No and WH- questions with the appropriate intonation in dialogues,* • write, dramatise and record a dialogue using words with the	

			target sounds as well as Yes/ No and WH- questions and share with peers for review.	

Core Competencies to be developed:
- Digital literacy is enhanced as the learner uses digital tools to record themselves and shares dramatised dialogues.
- Self-efficacy is developed as the learner documents their successes when writing and dramatising the conversations.

Pertinent and Contemporary Issues (PCIs)
- Health Education is developed as the learner listens to dramatised conversations on outdoor games leading to body fitness.

Values:
- Respect is achieved as the learner works with peers to practise the pronunciation of words and record themselves.

Link to other subjects:
- The learner relates the concept of pronunciation and intonation to learning pronunciation of sounds in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.2 Reading	**14.2.1 Study Skills: Summarising** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the main ideas in texts b) write a summary of ideas from varied texts c) appreciate the importance of summarising information in a given context.	The learner is guided to: • brainstorm on the steps to follow when writing a summary of a text, • read a print or non-print text on varied issues, including outdoor games, and underline the main ideas, • make notes from the underlined sentences and use them to make a rough draft, • use the rough draft to make a fair copy, • share the summaries through charts for peer review, • collaborate with peers to check and make corrections on the written summarised pieces, • discuss the purpose of making summaries.	1. Why is it important to summarise information? 2. What factors should one consider when summarising an event?
Core competencies to be developed: • Learning to learn developed as the learner summarises excerpts and makes presentations for peer review.				

Pertinent and Contemporary Issues (PCIs)
- Life skills as the learner decides on the content to pick or leave out in writing summary.

Values:
- Responsibility is enhanced as learner undertakes the task of making notes from the underlined sentences and using them to make a rough draft as guided.

Link to other subjects:
- The learner relates the skill of summary writing to other learning areas where summarising information is practised such Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)

14.3 Grammar in Use	14.3.1 Subject-Verb Agreement (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject and the verb in sentences b) construct sentences ensuring subject-verb agreement c) affirm the importance of subject-verb agreement in sentences.	The learner is guided to: • read texts on varied topics such as outdoor games and identify the subject and verbs in the sentences, • brainstorm and make short notes on the relationship between a subject and a verb in a sentence in terms of number and person, • read sentences and label subject-verb agreement in them, • make sentences based on outdoor sports in which the rule of subject-verb agreement has been applied, • share the sentences in charts for peer review.	1. How do we construct sentences?

Core Competencies to be developed:
• Collaboration is enhanced by the learner recognising the value of others ideas when sharing sentences on charts for peer review.

Pertinent and Contemporary Issues (PCIs)
• Value for sports is enhanced as the learner reads texts on varied topics such outdoor games.

Values:
• Love is enhanced as the learner shows a caring attitude while peer reviewing peers' sentences.

Link to other subjects:
• The learner relates the concept of subject-verb agreement when editing their written work in subjects such as Integrated Science and Pre-Technical Studies.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
14.4 Reading	**14.4.1 Features of style** (2 Lessons)	By the end of the sub strand, the learner should be able to: a) identify instances of dialogue, similes, and metaphors in the text, b) use the styles of dialogue, similes, and metaphors in guided context, c) appreciate the importance of style in a work of art.	The learner is guided to: • search online and offline for examples of *dialogue, similes, and metaphors* in stories and them with the rest of the class, • read the class reader and identify with illustrations instances of dialogue, similes, and metaphors in the text, and display their work on the class notice boards, • role-play selected dialogues from the class reader and record themselves for video sharing and review,	1. Why do we use stylistic devices in writing?

| | | | • make sentences using the similes and metaphors identified from the text,
 • discuss instances in real life where dialogues, similes, and metaphors can be used. | |

Core Competencies to be developed:
- Self-efficacy is developed as the learner holds a discussion on instances in real life where dialogues, similes, and metaphors can be used, thereby enhancing their literary skills.
- Learning to learn is achieved as the learner interacts with technology when recording and sharing videos of selected dialogues from the class reader.

Pertinent and Contemporary Issues (PCIs)
- Critical thinking is achieved as the learner relates use of the features of styles in real life.

Values:
- Respect is enhanced as the learner appreciates others when role-playing selected dialogues.

Link to other subjects:
- The learner relates features of style in the study of class readers to the learning of readers in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions

| 14.5 Writing | 14.5.1 **Descriptive Writing** (200 – 240 words)

(2 Lessons) | By the end of the sub strand, the learner should be able to:
a) identify features of a person, a thing, or a place that can be described
b) write a descriptive composition on a given subject
c) underscore the importance of creative writing in communication. | The learner is guided to:
• collaborate with peers to view videos or pictures of people, things or places and list the features of each that can be described in an essay,
• search online and offline for words and expressions that can be used to describe different features like weather emotions, events, and characters,
• explain the difference between descriptive writing and other forms of writing,
• read samples of descriptive essays and classify the features that are described and the expressions used in a graphic form for sharing,
• create a descriptive composition of between 200 to 240 words on an interesting topic like outdoor | 1. What do you consider when describing something? |

			sports and display it in a gallery for peer review and revision.	

Core Competencies to be developed:
- Communication is developed as the learner writes descriptive composition clearly and correctly.
- Collaboration is promoted as the learner actively engages in peer review of other's work.

Pertinent and Contemporary Issues (PCIs)
- Creative thinking is enhanced as the learner composes descriptive texts.

Values:
- Unity is enhanced as learners engage each other to view videos or pictures of people, things, or places.

Link to other subjects:
- The learner relates the concept of descriptive writing in their writing of similar compositions in Kiswahili.

THEME 15.0: TOURIST ATTRACTION SITES - KENYA				
Strand	**Sub Strand**	**Specific Learning Outcomes**	**Suggested Learning Experiences**	**Key Inquiry Question(s)**
15.1 Listening and Speaking	**15.1.1 Events within the Classroom**	By the end of the sub strand, the learner should be able to: a) outline the organisation of an oral report of	The learner is guided to: • brainstorm the content and organisation of an oral report e.g. introduction, body, and conclusion,	1. How can you make an oral report

| | (2 lessons) | events within the classroom
b) present an oral report on events that occur within the classroom
c) enjoy delivering and listening to oral reports in various contexts. | • search online and offline in pairs, the steps for conducting an oral report e.g. research, compile (write), rehearse, and report (present/deliver),
• role-play methods of delivering oral reports such as clear pronunciation, voice projection, tonal variation, use of non-verbal cues, and use of visuals,
• use flashcards to prepare speaking notes for the reports,
• simulate an oral report preparation and delivery procedure and video or audio record themselves,
• watch or listen to the recorded reports and evaluate them in terms of strengths and weaknesses,
• collaborate with peers to prepare and present actual oral reports, | presentation interesting? |

			• write the reports on charts and share them with peers for evaluation,	

Core Competencies to be developed:
• Digital Literacy is developed as the learner searches online for skis on preparing and presenting reports.
• Critical thinking and problem solving is enhanced as the learner evaluates the strengths and weaknesses of their peers' oral reports.

Pertinent and Contemporary Issues (PCIs)
• Effective communication is enhanced as learners use verbal and non-verbal reporting skills.

Values:
• Love is enhanced as the learner portrays a caring attitude while evaluating the reports of peers.

Link to other subjects:
• The learner relates the skill of oral report preparation and presentation to report presentation in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Questions
15.2 Reading	**15.2.1 Reading Fluency** **(2 lessons)**	By the end of the sub strand, the learner should be able to: a) recognise the use of fluency strategies in the reading process b) apply fluency strategies while reading c) hail the role of reading fluency in communication.	The learner is guided to: • watch and listen to videos of students reading fluently and discuss what makes them good readers • search online and offline for different reading fluency strategies such as previewing and predicting, skimming, scanning, and ignoring unknown words and share with peers • watch or listen to sample reading clips and simulate the model reading as they apply reading strategies, • practise, with peers, timed reading, accurate reading, and reading with expression on issues like tourist attraction sites in Kenya	1. How can you improve your reading fluency?

			- assess peers' reading based on the aspects of fluency – accuracy, speed, reading - record sample readers in class and save the recordings on a digital device - discuss the importance of reading fluently.	

Core Competencies to be developed:
- Self-efficacy is achieved as the learners gains confidence in reading by applying fluency strategies.
- Citizenship is developed as the learner reads about tourist attraction sites in Kenya promoting national responsibility.

Pertinent and Contemporary Issues (PCIs)
- Effective Communication is enhanced as the learner develops competence in fluency as a reading skill.
- Environmental Education is enhanced as the learner reads about tourist attraction sites in Kenya.

Values:
- Unity is achieved as the learner strives to achieve a common goal while practising, with peers, timed reading, accurate reading, and reading with expression.

Link to other subjects:
- The learner relates the concept of reading fluency to the teaching of comprehension in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.3 Grammar in Use	**15.3.1 Affirmative and Negative Sentences** (2 lessons)	By the end of the sub strand, the learner should be able to: a) differentiate between affirmative and negative sentences in spoken and written contexts, b) construct affirmative and negative sentences in varied contexts, c) acknowledge the expressive role of sentences in effective communication.	The learner is guided to: • search online and offline for the differences between affirmative and negative sentences and share them with peers, • role-play a dialogue with affirmative and negative sentences and record themselves, • watch/listen to a conversation on issues like tourist sites in Kenya and pick out the affirmative and negative sentences, • sort jumbled up sentences into affirmative and negative sentences • construct affirmative and negative sentences,	1. When do we use affirmative statements? 2. When do we use negative statements? 3. Why is it important to use the right sentence when saying something?

			- share sentences made in the form of charts for peer review, - write a short story or dialogue on an issue like tourist attraction sites in Kenya using affirmative and negative sentences.	

Core competencies to be developed:
- Citizenship**:** using critical inquiry as learners make affirmative and negative sentences on the tourist attraction sites in Kenya.
- Digital literacy is developed as learners uses digital devices to search online and offline for the differences between affirmative and negative sentences and shares them with peers.

Pertinent and Contemporary Issues (PCIs)
- Citizenship Education is enhanced through texts on tourist sites in Kenya.
- Creative Thinking is enhanced as learners create dialogue and stories using declarative sentences.
- Friendship Formation is developed as the learners ask and answer questions and state facts with their peers

Values:
- Unity is enhanced as learners share sentences made in the form of charts for peer review
- Patriotism is enhanced as the learner nurtures love for own country by reading texts on tourist attraction sites.

Link to other subjects:
- The learner relates the concept of affirmative and negative sentences to their learning of language use in Kiswahili.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.4 Reading	**15.4.1 Poetry** (2 lessons)	By the end of the sub strand, the learner should be able to: a) identify the subject matter of a poem b) analyse ideas in the poem c) reiterate the role of poetry in passing information.	The learner is guided to: • collaborate with peers to recite poems for enjoyment and outline the subject matter, • search online and offline for ways of determining ideas in a poem, such as studying the title, the persona, the events, and the choice of words, • discuss how the use of repetition and other styles can help bring out the ideas in the poem, • collaborate with peers to pick a poem and identify the ideas brought out and share their findings with peers through charts or graphic organisers for review,	1. Why would you use a poem instead of a story to pass information? 2. What makes a poem interesting to read? 3. What kind of ideas can one convey using a poem?

			• dramatise a poem displaying ideas generated from it using placards and record their performances.	

Core Competencies to be developed:
- Problem Solving: finding extra information as learners search online and offline for ways of determining ideas in a poem
- Critical thinking: following simple instructions as learners dramatise a poem displaying ideas generated from it using placards and record their performances

Pertinent and Contemporary Issues (PCIs)
- Life Skills Education: decision making enhanced as learners evaluate which ideas a poem conveys.

Values:
- Peace**:** enhanced as learners share their findings and provide positive feedback.

Link to other subjects:
- Poetry recitation and performance of poems relates to the learning of performance techniques in Kiswahili and Creative Arts and Sports.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
15.5 Writing	**15.5.1 Functional Writing: Notices Posters** (2 lessons)	By the end of the sub strand, the learner should be able to: a) outline the format of presenting notices and posters b) design notices and posters on current issues c) acknowledge the role of notices and posters in disseminating information.	The learner is guided to: • collect posters and notices online or offline tourist attraction sites in Kenya and display them in class, • brainstorm the format for presenting notices and posters, • study samples of notices and posters presented in class and label features of format, • differentiate between a poster and a notice in writing. • discuss and select issue(s) that can be addressed by notices and posters including matters relating to tourist attraction sites in Kenya, • design a notice and a poster on the selected issue using the	1. What kind of messages do posters convey?

			model format and display for peer review, • keep the revised notice and poster in their portfolio.	

Core Competencies to be developed:
- Learning to learn is enhanced as the learner organises own learning by designing notices, and posters on a selected issue using the modelled format
- Citizenship is developed as the learner demonstrates cultural awareness and heritage by collecting posters and notices on tourist attraction sites in Kenya

Pertinent and Contemporary Issues (PCIs)
- Effective Communication is achieved as the learner designs different notices and posters on selected issues.
- Problem Solving is enhanced as the learner identifies community needs to be displayed on posters.

Values:
- Patriotism is enhanced as the learner designs posters on tourist attraction sites and community issues.
- Responsibility is enhanced as the learner organises their own learning in designing notices and posters.

Link to other subjects:
- The learner relates the skill of making posters to other learning areas such as in Creative Arts and Sports.

GUIDELINES FOR INTEGRATING CSL AT JUNIOR SCHOOL

Guidelines for Grade 7 Community Service-Learning Project

Introduction

Community Service Learning (CSL) is an experiential learning strategy that integrates classroom learning and community service to enable learners reflect, experience and learn from the community. The CSL activity is hosted as a strand in Social Studies. The Social Studies teacher will be expected to coordinate teachers from other learning areas to carry out the integrated CSL class activity. Learners will be expected to apply knowledge, skills, attitudes and values from the different Learning Areas to undertake the integrated CSL class activity. Learners will undertake **one common** integrated class CSL activity following a 6-step milestone approach that is:

Milestone	Description
Milestone 1	**Problem Identification** Learners study their community to understand the challenges faced and their effects on community members.

Milestone 2	**Designing a solution** Learners create an intervention to address the challenge identified.
Milestone 3	**Planning for the Project** Learners share roles, create a list of activities to be undertaken, mobilise resources needed to create their intervention and set timelines for execution
Milestone 4	**Implementation** The learners execute the project and keep evidence of work done.
Milestone 5	Showcasing /Exhibition and Report Writing Exhibitions involve showcasing learners' project items to the community and reflecting on the feedback Learners write a report detailing their project activities and learnings from feedback

Milestone 6	**Reflection** Learners review all project work to learn from the challenges faced. They link project work with academic concepts, noting how the concepts enabled them to do their project as well as how the project helped to deepen learning of the academic concepts.

Assessment of CSL integrated Activity

Assessment for the integrated CSL activity will be conducted formatively. The assessment will consider both the process and end product. This entails assessing each of the milestone stages of the integrated CSL class activity. It will focus on 3 components namely: skills from various learning areas applied in carrying out the activity, core competencies developed and values nurtured.

ASSESSMENT RUBRICS

LANGUAGE SKILLS	INDICATORS	EXCEEDING EXPECTATION (4)	MEETING EXPECTATIONS (3)	APPROACHING EXPECTATIONS (2)	BELOW EXPECTATION (1
Listening	Ability to select main ideas, details and general idea from listening	Selects main ideas, details and general information from listening texts in varied contexts	Selects main ideas, details and general information from listening texts	Selects only main ideas but leaves out details from listening text	Selects only general i from listening contex
Speaking	Ability to use stress, intonation and articulate vowel and consonant sound to convey meaning correctly	Uses stress, intonation and articulates vowel and consonant sounds extensively to convey meaning correctly	Uses stress, intonation and articulates vowel and consonant sounds to convey meaning correctly	Occasionally uses stress, intonation and articulates some vowel and consonant sounds to convey meaning	Hardly uses stress, intonation but occasionally articulat some vowel and consonant sounds
	Ability to use polite expressions, turn-taking and courteous interruption in conversations	Uses polite expressions, turn taking and courteous interruption extensively in conversations	Uses polite expressions, turn taking courteously interrupts in conversations	Occasionally uses polite expressions, turn taking and courteous interruption in conversations	Hardly uses polite expressions, turn taki and courteous interruption in conversations

	Ability to make oral presentations, perform narratives and participate in interviews	Intensively makes oral presentations, exceptionally performs narratives and participates in interviews	Makes oral presentations, performs narratives and participates in interviews	Makes oral presentations, performs narratives but does not participate in interviews effectively	Makes oral presentat... performs narratives a participates in intervi... with guidance

Reading	Ability to read 100 words per minute, accurately and with expressions.	Reads 100 words per minute in varied texts, accurately and with expressions. Pauses are natural and has a native-speaker like tendencies	Reads 100 words per minute, accurately and with expressions.	Reads 50 words per minute, with hesitations and lacks appropriate expressions in some instances	Reads less than 30 w per minute with diffi and without appropri expressions.
	Ability to read for meaning, details and makes inferences	Reads for meaning, details and makes inferences from varied texts	Reads for meaning, details and makes inferences.	Reads for meaning and details but does not make inferences	Reads only for meani but not details and do not make references.
	Ability to analyse, poems, class reader	Analyses poems, class reader. Evaluates attitude of the speaker and brings out mood in varied texts	Analyses poems and class reader	Analyses poems and class reader that have been practised	Analyses only poems class reader with visu
Grammar	Ability to use nouns, pronouns, verbs, adjectives, and conjunctions in texts	Uses nouns, pronouns, verbs, adjectives and conjunctions in a variety of texts and with precision	Uses nouns, pronouns, verbs, adjectives and conjunctions in texts	Uses nouns, pronouns, verbs, adjectives and conjunctions in texts but makes a few errors	Uses nouns, pronoun verbs, adjectives and conjunctions in texts multiple errors
	Ability to apply the present and past tenses	applies the present and past tenses in varied sentences and contexts	Applies the present and past tenses in sentences	Applies the present and past tenses but at times confuses the two	Applies the present a past tenses with assistance
Writing	Ability to write texts neatly and legibly	Writes texts legibly and neatly with a lot of creativity	Writes texts legibly and neatly	Attempts to write texts legibly and neatly	Writes texts legibly a neatly with assistanc
	Ability to punctuate texts correctly	Uses capital letters, commas, full stops and	Uses capital letters, commas, full stops and	Uses capital letters, commas, full stops and	Uses capital letters, commas, full stops a

		paragraphing techniques exceptionally	paragraphing techniques	paragraphing techniques but makes a number of errors	paragraphing techniq but makes many erro
	Organisation of writing in varied texts	Exhibits an exceptionally clear and logical sequence, there is a sense of unity and order throughout, there is a clear sense of beginning, middle and ending and makes smooth transition between ideas when writing narrative, descriptive, friendly letters, posters and notices	Exhibits a logical sequence, there is a sense of unity and order, there is a sense of beginning, middle and ending and makes smooth transition between ideas when writing narrative, descriptive, friendly letters, posters and notices	Attempts to provide a logical sequence, there is some sense of beginning, middle and ending and some smooth transition between ideas when writing narrative, descriptive, friendly letters, posters and notices	Exhibits little sense o order and provided a series of separate sentences and disconnected ideas a is difficult to follow writing narrative, descriptive, friendly letters, posters and notices

APPENDIX 1: SUGGESTED ASSESSMENT METHODS

Listening and Speaking	Reading	Grammar in Use	Writing Skills

• Oral reading or dictation recitations • Role play • Debates • Oral interviews • Dialogues • Oral discussions • Oral presentations • Public speaking • Peer assessment • Self-assessment and standardised listening assessments	• Reading aloud • Dictation • Oral interviews • Question and answer • Learner summaries of what they read • Learner journals • Learner portfolios • Peer assessment • Self-assessment and standardised reading assessments • Keeping a record of books read	• Tasks such as multiple choice • Discrimination • Gap-filling • Short-answer • Dialogue-completion, information gap • Role play • Simulation • Matching tasks • Substitution tables • Word games • Puzzles	• Learner journals • Peer assessment • Self-assessment • Portfolio • dictation • Standardised writing assessment

APPENDIX 2 SUGGESTED LEARNING RESOURCES

Non-digital	Digital
• Dictionaries • Posters • Models • Workbooks • Manilla papers • Word trees • Storybooks • Poetry books • Pictures and photographs • Newspapers • Magazines • Junior Encyclopaedia • Journals • Course books • Diorama • Flashcards • Word wheels • Word puzzles	• Digital course books • Games • Songs • Digital storybooks • Pictures and photographs • Journals • Electronic and digital devices • Electronic or online dictionaries • Flashcards • Charts • Video clips • Audio-visual resources • Other web resources

• Code words • Charts and realia	

APPENDIX 3: SUGGESTED NON-FORMAL ACTIVITIES

Listening and Speaking	Reading	Grammar in Use	Writing Skills
• Participation in poetry recitations during music and drama festivals • Interclass or club debating contests • Improve vocabulary, speech, and values through Christian union, Catholic Action, Muslim, and Hindu associations • Come up with speeches and deliver them during prize-giving days, school assemblies, among others to enhance fluency. • Participate in music festivals to hone communication and listening skills	• Reading news during assemblies and other school functions • Virtual tours using Google maps and establishing the direction of various locations using Google maps • Collecting different forms of oral literature from their community for a school magazine. • Showcasing short plays, conversational poems, or choral verses within or without the school • Participating in Journalism Club activities to improve reading	• Essay writing competitions on different topics • Hot seating sessions to enhance their language competence • Language symposiums to sharpen their language capacity • Word-based sports or games, for example, crossword puzzles or scrabble • Shadowing language users • Language drills • Announcement posters and advertising of school activities as a practise	• Essay writing competitions • Writing clubs, journalism clubs, and compiling articles for the school magazine to nurture writing talent. • Interclass or school Spelling contests • Letter writing drills • Mentorship in writing • Report writing based on activities such as school sports and games