



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

A skilled and Ethical Society

SENIOR SCHOOL CURRICULUM DESIGN

ENGLISH

GRADE 11

OCTOBER, 2025

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NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. 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. It is a paramount duty of education to help young people acquire this sense of nationhood by resolving conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism to make a positive contribution to the life of the nation.

2. 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 which are 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 modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which 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 recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

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

4. 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 to grow up into self-disciplined, self-reliant, and integrated citizens.

5. Promote social equity and responsibility.

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

6. Promote respect for and development of Kenya's rich and varied cultures.

Education should instil 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.

7. 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 of this international community with all the obligations and responsibilities, rights, and benefits that this membership entails.

8. 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.

THE SENIOR SCHOOL IN THE COMPETENCY BASED CURRICULUM

Senior School is the fourth level of Basic Education in the Competency Based Curriculum (CBC) that the learner shall proceed to after the Pre-Primary School, Primary School and Junior School levels. The essence of Senior School is to offer learners a pre-tertiary/university/ pre-career experience in which the learners have an opportunity to choose pathways, tracks and subjects where they shall have demonstrated interest and/or potential at the earlier levels. Senior School comprises three years of education for learners generally in the 16-18 years age bracket and lays the foundation for further education and training at the tertiary level and the world of work. In the CBC vision, learners exiting this level are expected to be *engaged, empowered and ethical citizens* ready to participate in the socio-economic development of the nation.

At this level, the learner shall take seven (7) learning areas as recommended by the *Presidential Working Party on Educational Reforms* (PWPER, 2023). These shall comprise **four compulsory learning areas** namely: English, Kiswahili, Essential Mathematics/Core Mathematics and Community Service Learning (CSL). Learners will choose between Core Mathematics (for learners pursuing the Science Technology Engineering and Mathematics Pathway) and Essential Mathematics (for learners pursuing the non-STEM pathways). The learner will select three learning areas depending on their career choice, aptitude, interest and personality with guidance by the Senior School career teacher.

LEARNING OUTCOMES FOR SENIOR SCHOOL

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

1. communicate effectively and utilise information and communication technology across varied contexts,
2. apply mathematical, logical and critical thinking skills for problem solving,
3. apply basic research and scientific skills to manipulate the environment and solve problems,
4. exploit individual talents for leisure, self-fulfilment, career growth, further education and training,
5. uphold national, moral and religious values and apply them in day-to-day life,
6. apply and promote health care strategies in day-to-day life,
7. protect, preserve and improve the environment for sustainability,
8. demonstrate active local and global citizenship for harmonious co-existence,
9. demonstrate appreciation of diversity in people and cultures,
10. manage pertinent and contemporary issues responsibly.

TABLE 1: LIST OF SUBJECTS AT SENIOR SCHOOL

Core Subjects	Arts & Sports Science	Social Sciences	Science, Technology, Engineering & Mathematics (STEM)
1. English 2. Kiswahili/KSL 3. Core Mathematics/ Essential Mathematics 4. Community Service Learning (CSL)	5. Sports and Recreation 6. Music and Dance 7. Theatre and Film 8. Fine Arts	9. Literature in English 10. Indigenous Languages 11. Fasihi ya Kiswahili 12. Sign Language 13. Arabic 14. French 15. German 16. Mandarin Chinese 17. Christian Religious Education 18. Islamic Religious Education 19. Hindu Religious Education 20. Business Studies 21. History and Citizenship 22. Geography	23. Biology 24. Chemistry 25. Physics 26. General Science 27. Agriculture 28. Computer Studies 29. Home Science 30. Aviation 31. Building Construction 32. Electricity 33. Metalwork 34. Power Mechanics 35. Woodwork 36. Media Technology 37. Marine and Fisheries Technology

Note:

- a) Physical Education (PE) and Information Communication and Technology (ICT) will be offered to all learners to facilitate learning, enjoyment and acquisition of life skills.
- b) Every school shall offer Pastoral/Religious Programme of Instruction (P/RPI) to enhance moral, spiritual and character development of the learners.
- c) There shall be one (1) lesson for personal or group study to deepen knowledge and enhance skills in areas of choice by the learners.

Table 2 provides guidelines on distribution of lessons at Senior School.

TABLE 2: LESSON DISTRIBUTION AT SENIOR SCHOOL

Subjects	No of Lessons Per Week (40 minutes per lesson)
Core Subjects 4	
1. English	5
2. Kiswahili	5
3. Essential Mathematics/Core Mathematics	5
4. Community Service Learning	3
Elective Subjects	
5. Elective 1	5
6. Elective 2	5
7. Elective 3	5
* Physical Education	3
* ICT Skills	2
* PPI	1
* Learner Personal /Group Study	1
Total Number of Lessons	40

ESSENCE STATEMENT

The Senior School English curriculum is designed to build upon the foundational linguistic and communicative competencies developed at the Junior School level. These early skills in listening, speaking, reading, and writing provide a solid base for learners to engage with English as a tool for communication, a medium of instruction, and a subject of academic study.

At the Senior School level, the English language educators are expected to use transformative pedagogical approaches grounded in contemporary linguistic and language learning theories. Teachers could employ methodologies such as Experiential Learning, Problem-Based Learning (PBL), Project-Based Learning, Collaborative Learning, Reflective Learning, and Communicative Language Teaching coupled with the innovative use of ICTs to pique the learner's interest and enhance proficiency. Classroom strategies may include journaling, peer and self-assessment, lesson recordings for reflection, case studies, storytelling, simulations, role play, hot seating, reader's theatre, and structured debates. These approaches are intended to create dynamic, learner-centred environments that promote both linguistic competency and metacognitive awareness. Beyond the classroom, educators are encouraged to facilitate learners' participation in non-formal and informal language-rich activities such as drama and music festivals, public speaking events, debates, and involvement in clubs and societies. These experiences provide authentic contexts for language use and help learners connect English to real-world applications.

Given the status of English as the global lingua franca in domains such as diplomacy, commerce, technology, and international relations, proficiency in the language opens diverse academic and career pathways, by the end of Senior School. These advanced English language skills are necessary for further education and professional pursuits in fields such as law, journalism, marketing, advertising, public relations, editing, research, linguistics, teaching, lexicography, translation, and the performing arts.

GENERAL SUBJECT LEARNING OUTCOMES FOR ENGLISH

By the end of the course, the learner should be able to:

1. use verbal and nonverbal cues appropriately for speaking fluency,
2. listen to varied oral texts for comprehension,
3. speak on a wide range of subjects fluently and confidently,
4. apply knowledge of grammar in oral and written texts,
5. develop a wide range of vocabulary for use in formal and informal discourse,
6. read a range of texts for information and pleasure including texts from contrasting times and cultures,
7. write creative, functional, and argumentative texts for varied purposes and audiences,
8. utilise ICTs innovatively to convey oral and written information.

STRANDS

1. Listening and Speaking
2. Reading
3. Grammar in Use
4. Writing

SUMMARY OF STRANDS AND SUB-STRANDS

Strands	Sub-Strands
1.0 Listening and Speaking	1.1.1 Extensive Listening: Listening for enjoyment and general information, Identifying text features
	1.1.2 Etiquette and Pronunciation: Sounds: different realisations of the letters: 'o' and 'u' (/ʌ / ʊ / u:/ /e/) and 'o' (/ɒ / ʌ /); Use of polite words and phrases
	2.1.1 Critical Listening: Recognising a speaker's attitude; Analysing the speaker's message
	2.1.2 Conversational Skills: Fluency in speaking: <i>Realisations of letters 'ch' and 'c,' frequently used words and phrases that show- interest, surprise, empathy, The adverbs: Antonyms of relationships</i>
	3.1.1 Intensive Listening: Speech: Picking out synonyms and repeated words and phrases, types of intonation patterns,
	3.1.2 Speaking Fluency: Public Speaking: Different articulations of vowel letters: 'ea' and 'ie': Persuasive speeches: speaking to convince; Use of non-verbal cues
	4.1.1 Selective Listening: Listening for essential information, Note -taking
	4.1.2 Conversational Skills: Speaking fluency; Digraphs with silent letters; Organising ideas
	5.1.1 Interactive Listening: Confirming understanding, questioning, interpreting non-verbal cues
	5.1.2 Online Discussions and Interviews: Sounds- Articulation of digraphs with silent letters; Sound letter relationship: different sound realisations of the letters: 'e' and 'i': Letter 'e': /e/
	6.1.1 Responsive Listening: Recognising/interpreting speaker's message, avoiding putting words in the speaker's mouth, Acknowledging the speaker's feelings through verbal and non-verbal cues
	6.1.2 Pronunciation and Enunciation: Sounds- Double consonant clusters (nt zl): Stress in words: disyllabic
	7.1.1 Critical Listening: Argumentative Text - Evaluating a listening text
	7.1.2 Speaking Fluency: Sounds - Digraphs with silent letters (such wh - what, kn - know, wr - write, Intonation: rising and intonation, Syllabic stress: words with affixes
	8.1.1 Intensive Listening / Viewing: Interpreting non-verbal cues; Using semantic or meaning context clues to infer meaning

Strands	Sub-Strands
	8.1.2 Speaking Fluency: Expressing needs and intentions, Articulation of digraphs with silent letters 'l,' and 't,' Double consonant clusters: sp, st, sc; Appropriate use of non-verbal cues in choral verses 9.1.1 Selective Listening: Filtering information, Extracting information (context: announcements) 9.1.2 Speaking Fluency: Oral Presentations: Different realisations of /dʒ/; digraphs with silent letters 'mb,' 'ps,' speaking to inform, speaking to persuade)
2.0 Reading	1.2.1 Reading – Fluency: Using fluency strategies; Reading an expository text 2.2.1 Extensive Reading: Previewing and selecting a non-literary text; Reading for enjoyment and general understanding 3.2.1 Extensive Reading: Print and online reference materials 4.2.1 Study Skills: Library Skills 5.2.1 Intensive Reading: Comprehension 6.2.1 Extensive Reading: Reading fluency 7.2.1 Intensive Reading: Making inferences; Collocative meaning; Word with multiple meanings 8.2.1 Study skills: Library Skills – Paraphrasing, Note- making, Summarising 9.2.1 Close Reading: Figurative expressions, mood, and point of view in a text 9.2.2 Critical Reading: Distinguishing facts from opinions
Sub Total	
3.0 Grammar in Use	1.3.1 Word Classes: Nouns - (regular/ irregular; collective, compound), Pronouns: person, number, case, and gender 2.3.1 Word Classes: Main verbs (tense and aspect) and auxiliary verbs 3.3.1 Word Classes: Position in adjectives, complex prepositions 4.3.1 Word Classes: Determiners: Articles -Demonstratives and Possessives 4.3.1 Phrases: Structure of the noun phrase; Structure of the verb phrase 5.3.1 Word Classes: Adverbs: Adverbs of degree: intensifiers and moderating adverbs, Adverb-forming suffixes Position of adverbs

Strands	Sub-Strands
	5.3.2 Phrases: Adverb phrases, adjective phrases, and prepositional phrases 6.3.1: Pronouns: Relative Pronouns 6.3.1 Relative and Adverbial Clauses: Relative clauses introduced by relative adverbs: (when, how, where), Adverbial clauses of condition and comparison 7.3.1 Noun Clauses: Functions of noun clauses 8.3.1 Sentences: Simple sentences, complex sentences, compound-complex 9.3.1 Sentences: Subject-verb agreement, Question tags
4.0 Writing	1.4.1 Sentence Skills: Sentence fluency - Sentence fragments, Misplaced modifiers 2.4.1 Mechanics of Writing: Spelling rules and commonly confused words 3.4.1 Paragraphing Skills: Paragraph structure; Linking words (cohesive devices); The writing process 4.4.1 Mechanics of Writing: Punctuation: Using single and double quotation marks, colon, semicolon; Punctuating interjections, dates, and compound nouns 5.4.1 Functional Writing: Invitation card, public notice, Recipe 6.4.1 Creative Writing: Writing poems - Use of idioms and fixed phrases, composing songs and poems related to the theme. 7.4.1 Functional Writing: Letter writing - Letter of inquiry, Letter of complaint, Letter of request 8.4.1 Functional Writing: Simple survey report, Agenda, Notice of meeting, Minutes 9.4.1 Functional Writing: Book reviews, Synopsis Investigative report, Simple research report.

THEMES

In the Grade 11 English Curriculum, the following themes will facilitate the learning of English in context:

1. Digital Etiquette
(Being polite online, respecting privacy, staying focused during virtual interactions, acknowledging others' work, and using devices responsibly)
2. Renewable Energy and the Environment
(Exploring solar, wind, geothermal, biomass, and hydroelectric power as sustainable solutions)
3. Artificial Intelligence in Education
4. Travel and Nature: Discovering the beauty of nature:
(national parks, mountains, oceans, forests, and the beauty of eco-tourism)
5. Career Paths: Local and Global Opportunities
(different professions, skills needed, and opportunities at home and abroad)
6. Cultural Expression: Celebrating art, music, dance, literature, and fashion
7. Roles of Sports and Games
8. Health and Safety: safe environments, disease prevention, healthy eating, and wellness
9. Budgets and Spending Money Wisely
(types, financial planning, saving for goals, avoiding impulse buying)

THEME 1.0: DIGITAL ETIQUETTE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.1 Extensive Listening - Listening for enjoyment and general information - Identifying text features (Text features – topics, key words, and phrases) (Context: authentic recordings of News bulletins, stories, music, poetry recitations)	By the end of the sub strand, the learner should be able to: - listen to a text for enjoyment and general information, - describe the features of a text (topics, keywords, and phrases,) for information, - use features of a text to enhance listening comprehension, - appreciate the importance of listening keenly in communication.	The learner is guided to: - listen to live or online news bulletins, - identify features of a text: topic, phrases, and keywords from the news bulletins, - collaborate to role play and record news bulletins, - listen to a recording of a descriptive text, - paraphrase information from an oral text, - work together and select a recording of a story, - listen/view the recording of an oral text, - retell a story in own words, - make notes based on the recording, - write a summary using the notes.	Why should we listen keenly?

Core competencies to be developed: • Communication: The learner listens keenly to a recording of a descriptive text, • Digital Literacy: The learner uses a digital device to record news bulletins and plays them in class.
Values: • Respect: The learner displays patience while working with peers to record and listen to news bulletins • Peace: The learner displays respect for diverse opinions as they listen to oral presentations of summarised information from the recorded texts
Pertinent and Contemporary Issues (PCIs) • Life Skills Education: Negotiation skills are enhanced as the learner shares their recording and as they decide on the order in which to make presentations • Life Skills Education - Social Awareness Skills: The learner's knowledge of conflict resolution skills is enhanced as they work together to record news bulletins.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.1 Listening and Speaking	1.1.2 Etiquette and Pronunciation • <i>Sounds: different realisations of the letters: 'o' and 'u' (/ʌ / /o / /u:/ /e/ and 'o' (/v/ /ʌ /)</i> • <i>Use of polite words and phrases</i> <i>(Public amenities, workplace, and office etiquette)</i>	By the end of the sub strand, the learner should be able to: a) articulate the different realisations of the letters: 'o' and 'u' for speech clarity, b) use appropriate etiquette in public amenities, workplace, and office settings for effective communication, appreciate the importance of polite behaviour in different settings. - c)	The learner is guided to: • pronounce the various realisations of the letter: 'u': /ʌ / as in but / o / as in the word put / u:/ as in rule and /e/ as in bury, • practise saying the realisations of the letter 'o': /v/ as in pot and /ʌ / as in some, • search for words with realisations of the letters: 'u' and 'o,' • use words such as pot, some, but, put, rule and bury in sentences, • discuss ways of showing etiquette when using public amenities, • role-play a skit on workplace etiquette and give feedback to each other, • watch a video on office etiquette and make notes, • create a set of rules to help members of the school community to observe etiquette,	1. Why should we be courteous? 2. How can you regulate the use of digital devices in your school?

			• simulate a situation depicting etiquette: ◦ create a set of rules to help members of the school community to observe etiquette, ◦ a mobile phone conversation between a supermarket attendant and a customer, ◦ an online meeting involving members of the student council, • engage in a hot seating involving the following: a character from a story or poem succeeds because of being courteous to others, • compose a poem, song, or story about etiquette.	
Core competencies to be developed:				
Self-efficacy: This is developed as the learner composes a poem, song, or story about etiquette.				
Values:				
Unity: It is enhanced as the learner engages in a hot seating involving the following: a character from a story or poem succeeds because of being courteous to others.				
Pertinent and Contemporary Issues (PCIs)				
Life Skills Education: This is inculcated as the learner uses words such as pot, some, but, put, music and bury in sentences.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.2 Reading	1.2.1 Reading - Fluency • <i>Using fluency strategies (previewing, predicting, information about a text, skimming, scanning, ignoring unknown words)</i> • <i>Reading an expository text (accurately, expressively and at the right speed)</i>	By the end of the sub strand, the learner should be able to: - outline the fluency strategies for information, - apply the skills of predicting, skimming, scanning, and ignoring unknown words while reading an expository text, - read an expository text accurately, expressively and at the right speed, - appreciate the importance of reading fluency in communication.	The learner is guided to: • preview an expository text of their choice, • make predictions about the text, • skim through the text by focusing on the title, headings, subheadings, keywords, and phrases, • scan through the text for specific information, • practise ignoring unknown words when reading the text, • display appropriate feelings and emotions when reading, • apply appropriate stress and intonation on words and sentences, • take part in a reader's theatre following the steps below: ◦ select an expository text based on the theme, ◦ divide the text into portions,	- Why should one read a text expressively (<i>while displaying appropriately feelings and emotions</i>)? - How do inaccuracies and too many hesitations affect our reading?

			○ assign the portions to different individuals or groups, ○ rehearse the assigned sections by reading and rereading, ○ practise reading at the right speed, accurately and with expressions, ○ perform the readers, theatre and provide feedback to one another.	
Core competencies to be developed: • Creativity and Imagination: The learner undertakes group tasks as they study pictures and discuss the details in the pictures. • Communication and collaboration: The learner speaks engagingly as they collaborate with peers to study pictures and support their points of view.				
Values: Respect: The learner appreciates the views of their peers as they discuss their predictions about the text from the clues presented in the first paragraph.				
Pertinent and Contemporary Issues (PCIs) Social economic and social issues: The learner develops responsible use of the internet as they use online sources and photographs for discussion.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.3 Grammar in Use	1.3.1 Word Classes • <i>Nouns: (regular/irregular; collective, compound)</i> • <i>Pronouns: (person, number, case, and gender)</i>	By the end of the sub strand, the learner should be able to: a) categorise regular/irregular; collective, and compound nouns for information, b) demonstrate knowledge of person, number, case, and gender in sentences, c) use regular/irregular; collective, compound) in oral and written texts, d) apply knowledge of regular/irregular; collective and compound) in oral and written texts, e) acknowledge the importance of well-	The learner is guided to: • search for examples of regular/irregular; collective and compound nouns from texts such as newspapers, books, magazines, and digital sources, • complete a short dialogue with blank spaces by filling in the correct pronouns, • design a pronoun guide poster categorising personal pronouns in terms of number, person, and gender, • prepare flash cards featuring a set of sentences and replace the nouns with appropriate pronouns, • practise using nouns by: ○ completing cloze tests, ○ forming sentences from a substitution table, ○ role playing events related to the theme	Why should one use the appropriate gender, person, and number of pronouns in sentences?

		formed sentences in communication.	○ simulate an event related to theme and use regular/irregular/collective and compound nouns.	
Core competencies to be developed: Learning to learn: The learner will show concerted attention to detail while preparing flash cards featuring a set of sentences and replace the nouns with appropriate pronouns.				
Values: Responsibility: The learner displays self-drive as they research online / offline on nouns and pronouns.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner displays effective communication as they design a pronoun guide poster categorising personal pronouns in terms of number, person, and gender.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
1.4 Writing	1.4.1 Sentence Skills: Sentence Fluency • <i>Sentence fragments</i> • <i>Misplaced modifiers</i>	By the end of the sub strand, the learner should be able to: - identify sentence fragments, and misplaced modifiers in written tasks, - apply the knowledge of fragments and misplaced modifiers to construct well-formed sentences, - use well-formed sentences in oral and written texts, - appreciate the importance of well-formed sentences in communication.	The learner is guided to: • work with peers, sentences featuring misplaced modifiers and rewrite them correctly, • re-write sentence fragments correctly, • punctuate a text appropriately to correct sentence fragments, • role play a dialogue and pick out instances of sentence fragments and misplaced modifiers.	How do well formed sentences enhance the clarity of our writing?
Core competencies to be developed: • Collaboration: The learner recognises the value of others' ideas while working with peers to view sentences featuring misplaced modifiers and rewrite them correctly. • Creativity and imagination: The learner uses their imagination to role play a dialogue and pick out instances of sentence fragments and misplaced modifiers.				
Values: Respect: The learner displays to re-write sentence fragments correctly.				
Pertinent and Contemporary Issues (PCIs) Analytical thinking: The learner analyses written texts to work with peers, view samples of sentences with misplaced modifiers and rewrite the sentences correctly.				

THEME 2.0: RENEWABLE ENERGY AND THE ENVIRONMENT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.1 Critical Listening • <i>Recognising a speaker's attitude</i> • <i>Analysing the speaker's message</i> (Context: Grade-appropriate oral report/debate)	By the end of the sub strand, the learner should be able to: a) describe the attitude of the speaker in an oral text, b) analyse a speaker's message to determine the purpose of the text, c) evaluate an oral text to form a judgment or opinion, d) appreciate the importance of critical listening in communication.	The learner is guided to: • listen to an oral text and identify cues that show a speaker's attitude, • work with peers, watch a video of an oral report and give an opinion or judgement, • listen to a debate and pay attention to what the speaker says, • listen/view an oral presentation and: ○ confirm whether what a speaker is saying is true or false, ○ work with peers and question the truthfulness of what a speaker is saying ○ verify if a speaker supports the message with facts or evidence, ○ give their opinion regarding the message, • watch a video of a speech or debate related to the theme and comment	Why is it important to pay attention during an oral presentation?

			on how the verbal and non-verbal cues reveal the attitude of a speaker.	
Core competencies to be developed: Citizenship: The learner's civic awareness is enhanced as they work with peers, watch a video of an oral report and give an opinion or judgement.				
Values: Patriotism: The learner enhances awareness of their responsibility as they listen to a debate and pay attention to what the speaker says.				
Pertinent and Contemporary Issues (PCIs) Socio-economic and environmental issues: The learner's awareness of environmental issues is enhanced as they watch a video of a speech or debate related to the theme and comment on how the verbal and non-verbal cues reveal the attitude of a speaker.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.1 Listening and Speaking	2.1.2 Conversational Skills: Fluency in Speaking - Realisations of letters: 'ch' and 'c,' - Frequently used words and phrases that show interest, surprise, empathy. - Using the adverbs: well, then really, anyway, finally, also, frankly, honestly, and fortunately - Antonyms of relationships (teacher-student,	By the end of the sub strand, the learner should be able to: - articulate different realisations of letters 'ch' and 'c' for oral fluency, - use the target adverbs and words show (interest, empathy, and surprise) in a conversation, - use antonyms of relationships such as (teacher-student, parent-child, buyer-seller in conversations, - acknowledge the need to organise ideas appropriately in oral communication.	The learner is guided to: - articulate different realisations/articulations of the letters 'ch' as in / tʃ / as in church /k/ as in chemical, / ʃ / chef, / dʒ / spinach, (- practise saying the different realisations/articulations of the letter 'c': /k/ as in call, /s/ as in cell, / ʃ / as in social, - write and recite poems related to the theme featuring words in which letter 'ch' and 'c' are realised differently, - record the recitation and give feedback, - brainstorm frequently used words and phrases that show the following: - interest (really? I see) - surprise (seriously? unbelievable!)	- Why should we articulate sounds accurately? - How do we show a presenter that we are interested in what they are saying?

	parent-child, buyer-seller)		- empathy (how sad, I understand) - practise using the adverbs: well, then really, anyway, finally, also, maybe, frankly, honestly, and fortunately in a conversation, - play a language game featuring antonyms of relationship such as (teacher-student, parent-child, buyer-seller).	
Core competencies to be developed: - Communication: The learner works with others to compose and recite poems featuring words in which letter 'ch' and 'c' are realised differently - Collaboration: The learner works with others to play a language game featuring antonyms of relationship such as (teacher-student, parent-child, buyer-seller).				
Values: Peace: The learner displays tolerance of the views of others as brainstorm frequently used words and phrases that show interest, empathy, and surprise.				
Pertinent and Contemporary Issues (PCIs): Environmental Sustainability: This is achieved as the learner write and recite poems related to the theme featuring words in which letter 'ch' and 'c' are realised differently.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.2 Reading	2.2.1 Extensive Reading <i>Previewing and selecting and a non-literary text</i> <i>Reading for enjoyment and general understanding</i>	By the end of the sub strand, the learner should be able to: - select and preview a non-literary text in preparation for reading, - read a non-literary for enjoyment and general understanding, - appreciate the role of extensive reading in lifelong learning.	The learner is guided to: - visit the library and select magazines and (or) newspaper on environmental sustainability to read, - preview the newspapers and check the pages, headlines, and visuals such as pictures, - make notes based on the observations made, - read articles on environmental sustainability, - summarise the information from the article, - organise a class or whole schoolbook talk, - present the summary during the book talk, - create a reading log based on the materials they have read.	Why should we preview a text before reading?
Core competencies to be developed: Citizenship: The learner develops media literacy and understanding as they visit the library and select magazines and newspapers on environmental sustainability to read.				

Values: Patriotism: The learner is conscious of their moral and social duties in sustaining the environment organise a class or whole schoolbook talk.
Pertinent and Contemporary Issues (PCIs) Social economic issues: The learner develops knowledge on environmental conservation as they read articles on environmental sustainability.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.3 Grammar in Use	2.3.1 Word classes: Main and Auxiliary Verbs - Primary auxiliaries used in Yes-No questions and negative sentences - Modal auxiliaries used to express ability and possibility - Tense: present tense, the past tense and future time - Progressive and perfective aspects, the future perfect	By the end of the sub strand, the learner should be able to: - recognise primary and modal auxiliary verbs in a text, - apply knowledge of primary auxiliaries (in Yes-No questions and negative sentences) for communication efficacy, - use modal auxiliaries to express ability and possibility in oral and written texts, - demonstrate knowledge of tense and aspect by constructing well-formed sentences, - appreciate the role of verbs and adverbs in communication.	The learner is guided to: - identify primary auxiliary verbs used in yes-no and negative sentences, - construct Yes-No questions and negative sentences using primary auxiliaries, - brainstorm the modal auxiliaries used to express ability and possibility, - role play an event and use modal auxiliaries, - read a text and pick out sentences in the present tense, past tense, and future time, - simulate an event and present tense, the past tense and future time, - watch a video and pick out sentences in the progressive and perfective aspect,	How can we tell if something was happening, has happened, or is still happening?

			- make sentences in the progressive and perfective aspect from a substitution table, - work with peers to view a timeline of events and use the progressive aspect to describe the events.	
Core competencies to be developed: Citizenship: The learner demonstrates tolerance, expresses and understands different viewpoints as they simulate an event and present tense, the past tense and future time.				
Values: Love: The learner shows love as they work with peers to view a timeline of events and use the progressive aspect to describe the events.				
Pertinent and Contemporary Issues (PCIs): Socio-economic and environmental issues: The learner's awareness on environmental conservation is increased as they role play an event and use modal auxiliaries.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
2.4 Writing	2.4.1 Mechanics of Writing: Spelling Rules and Commonly Confused Words • <i>Doubling of consonants</i> • <i>Verbs that are confused with nouns:</i> • <i>Verbs that are confused for adjectives</i> • <i>nouns that are confused with other nouns</i> • <i>Verbs confused for other verbs or adjectives</i> • <i>Words that are confused because of</i>	By the end of the sub strand, the learner should be able to: a) identify commonly confused words and words which double consonants for information, b) spell commonly confused words and words which double their consonants for writing fluency, c) use commonly confused words and words which double their consonants in sentences, d) appreciate the need for correct	The learner is guided to: • brainstorm and generate lists words which double consonants such as running, preferred among others, • create a crossword puzzle or a word search using the list they have generated, • make sentences using commonly confused word such as: ○ verbs that confused with nouns: advise - advice affect - effect; ○ verbs confused for adjectives lose - loose elicit - illicit ○ nouns confused with nouns: principle - principal allusion - illusion ○ verbs confused for other verbs or adjectives e.g. ○ lay - lie (verb-verb), ○ passed - past (verb-adjective)	How does correct spelling enhance the clarity of information?

	<i>punctuation; it's - its; boy's - boys;</i>	spelling in written communication.	○ words that are confused because of punctuation; it's - its; boy's - boys; • read a short story or article that contains 10–15 commonly misspelt words (for example: <i>definitely, separate, accommodate</i>) and: ○ work in groups to find and correct the errors. ○ discuss why each word is commonly misspelt. • take part in a story chain, draft a collaborative story in groups: each learner adds one sentence with a commonly misspelt word (spelled correctly!), the challenge is to use at least 10 target words in the story, • engage in a word art challenge, choose five (5) tricky words, • create a visual poster or digital word art that includes: ○ correct spelling ○ a mnemonic or rhyme ○ a sentence using the word	
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			display the poster in the classroom or in a digital gallery.	
Core competencies to be developed: Creativity and imagination: The learner makes connections by taking part in a story chain and drafting a collaborative story in groups: each learner adds one sentence with a commonly misspelt word (spelled correctly). The challenge is to use at least 10 target words in the story.				
Values: - Unity: The learner works with others to create a crossword puzzle or a word search using the list they have generated, - Respect: The learner exhibits open mindedness as they work collaboratively in identifying the commonly misspelt words.				
Pertinent and Contemporary Issues (PCIs) Environmental sustainability: The learner develops awareness on environmental sustainability when they create a crossword puzzle or a word search using the list they have generated.				

THEME 3.0 ARTIFICIAL INTELLIGENCE IN EDUCATION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and speaking: Intensive Listening	3.1.1 Intensive Listening: speech <i>Picking out synonyms and repeated words and phrases</i> <i>Types of intonation patterns</i> <i>Recognising the purpose of a speech (commanding, seeking and giving information)</i> <i>Note taking)</i>	By the end of the sub strand, the learner should be able to: - select specific details from a speech, - describe the intonation used in a speech presentation, - analyse a speaker's intonation pattern to deduce whether they are exclaiming, commanding, seeking or giving information, - take notes from an oral text, - appreciate the importance of intonation in oral communication.	The learner is guided to: - listen to a story and pick out details such as names of people, places, events, date, numbers, words, phrase - work with peers to analyse a speaker's emotions, attitude and from the intonation pattern - infer the meaning of words and phrases from the context, - role play instances where a speaker is: giving commands, seeking or giving information, - listen to an audio recording based on the theme and participate in a note taking race - engage in a hot seating activity and respond to questions about the characters, events, places, - read aloud: questions, statements, imperatives sentences and exclamatory	How does the way we say something affect the way others understand and remember?

			sentences and talk about the intonation patterns, • read a poem aloud in class and bring out the intonation patterns • listen to a song and mimic the intonation patterns used, • simulate situations (e.g., asking a question in class, giving a command, expressing surprise) with the correct intonation.	
Core competencies to be developed: Problem Solving: The learner develops problem solving skills as they listen to a speech and pick out specific details such as names of people, places, events, date, numbers, words, and highlight key information.				
Values: Unity: The learner cooperates with others in role playing instances where a speaker is giving commands, seeking or giving information				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner's ability to withstand peer pressure is developed read a sample dialogue and bring out different emotions and attitudes				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.1 Listening and Speaking	3.1.2 Speaking Fluency: Public Speaking • <i>Different articulations of vowel letters 'ea' and 'ie':</i> • [<i>'ea' as in / e/ - bread; / i: / - bead; / ɪə/ - tear (noun); /ea/ - tear (verb)</i>] • [<i>'ie' as in / i: / - chief; /i:/ - sieve; / e / - friend</i>] • <i>Persuasive speeches: speaking to convince</i>	By the end of the sub strand, the learner should be able to: a) articulate the different realisations of letters 'ea' and 'ie' for speech clarity, b) prepare a persuasive speech that adheres to the proper structure, c) deliver a persuasive speech to convince an audience, d) use appropriate non-verbal cues during a persuasive speech presentation, e) acknowledge the need for appropriate use of nonverbal	The learner is guided to: • practise saying words with the vowel letters 'ea' as in / e/ - bread; / i: / - bead; / ɪə/ - tear (noun); /ea/ - tear (verb), • read words with the vowel letters: 'ie' as in / i: / - chief; /i:/ - sieve; / e / - friend • recite a poem or sing a song featuring the target vowel combinations, • watch a video of the performance of a persuasive speech and identify the non-verbal cues that show the speaker's feelings and emotions, • brainstorm different ideas for persuasive speeches, • prepare the speech using the steps below: ○ choose a clear topic ○ identify the audience ○ state your opinion	How can you make a speech presentation more compelling?

	• <i>Use of non-verbal cues</i>	cues in communication.	• support your opinion with 2–3 main reasons by using facts, examples, or emotional appeals. • use persuasive language: such as rhetorical questions, repetition, and adjectives. • plan your structure: introduction (catch the attention of the audience and state your opinion), body (your reasons and support them) and conclusion (summarise and end with a strong message). • practice your delivery: speak clearly, use expression and eye contact. • rehearse the delivery of the speech.	
Core competencies to be developed: • Problem solving: The learner's problem-solving skills are enhanced as they prepare the speech using the provided steps. • Communication and Collaboration: The learner read words with the vowel letters 'ie' as in / i: /- chief; /ɪ/- sieve; / e /- friend.				
Values: Critical thinking: The learner takes charge of their learning when they recite a poem or sing a song featuring the target vowel combinations,				
Pertinent and Contemporary Issues (PCIs) Citizenship education: The learner uses culturally acceptable non-verbal cues as they watch a video of the performance of a persuasive speech and identify the non-verbal cues that show the speaker's feelings and emotions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Reading	3.2.1 Extensive Reading <i>Print and online reference materials: Atlas, directories, indexes, glossaries, encyclopaedia</i>	By the end of the sub strand, the learner should be able to: a) identify various reference materials for information, b) use reference materials such as directories, atlas, indexes, and glossaries appropriately, c) value the importance of reference materials in lifelong learning.	The learner is guided to: • select reference materials such as Atlas, directories, indexes, glossaries, encyclopaedia, • locate and access relevant print and digital reading materials, • create a foldable graphic organiser that outlines the definitions of dictionaries, directories, catalogues, thesauri, encyclopaedias, and atlases and display on charts, • search for the meaning of words from dictionaries and encyclopaedia, • look for synonyms from a thesaurus, • describe the arrangement of information in directories and share with peers, • use a library catalogue to locate resources, • refer to glossaries and indexes.	How is information in reference materials organised?

			- find the geographical and physical features of a given country using an online or offline atlas and share with the class, - analyse given scenarios and determine the reference materials that locate the requested information and write in their books.	
Digital Literacy: - Learning to learn: Learner develops relationships when they describe the arrangement of information in directories and share with peers, - Digital literacy: The learner accesses content through digital learning platforms when locating geographical and physical features of a given country using an online or offline atlas and share with the class.				
Values: Love: The learner displays trustworthiness when they display on charts the foldable graphic organisers that outline the definitions of dictionaries, directories, catalogues, thesauri, encyclopaedias, and atlases.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner develops effective communication as they analyse given scenarios and determine the reference materials that locate the requested information.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.3 Grammar in Use	3.3.1 Word Classes: - Position of adjectives: <i>adjectives that can be used both attributively and predicatively; adjectives that are always used attributively</i> - Complex prepositions	By the end of the sub strand, the learner should be able to: - pick out adjectives and complex prepositions from a text, - use adjectives that can be used both attributively and predicatively in sentences, - utilise adjectives that are always used attributively in oral and written texts, - apply knowledge of complex prepositions in oral and rewritten texts, - acknowledge the need for well-formed sentences in communication.	The learner is guided to: - select adjectives from a sample text, - identify adjectives which are always used predicatively (those that begin with letter a) for example, awake, asleep, afraid, aware, alive etc. that cannot be used in front of a noun (an afraid child but 'the child is afraid'), - use the adjectives identified above in sentences, - work in groups and list adjectives that can be used both attributively and predicatively, - make sentences using the adjectives identified above, - make charts showing complex prepositions,	Why do we use adjectives and prepositions in sentences?

			form sentences featuring complex prepositions from a substitution table.	
Core competencies to be developed: Creativity and imagination: The learner make charts showing complex prepositions				
Values Unity: The learner displays team spirit as they work in groups and list adjectives that can be used both attributively and predicatively				
Pertinent and Contemporary Issues (PCIs): Citizenship education: The learner promotes social cohesion work in groups to form sentences featuring complex prepositions from a substitution table.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.4 Writing	3.4.1 Paragraphing Skills <i>Paragraph structure: Topic sentences, types of supporting sentences (anecdotes, facts, reasons, examples)</i> <i>Linking words (cohesive devices) in sentences and paragraphs: result illustration, comparison, emphasis, comparison, emphasis</i> <i>The writing process (Expository writing)</i>	By the of the sub strand the learner should be able to: - describe the structure of a well-formed paragraph and the parts of an essay (introduction, body, conclusion) for information, - use linking words that indicate result illustration, comparison, emphasis, comparison, emphasis for paragraph cohesion, - develop a well-structured paragraph (a topic sentence, supporting sentences and a clincher /concluding sentence) for cohesion,	The learner is guided to: - cut up a well-written paragraph into individual sentences. mix them up and rearrange them logically, - work in groups to reorder the sentences of a jumbled-up paragraph logically and then identify the topic sentence, supporting details, and concluding sentence, - annotate (highlight) a paragraph and identify the topic sentences, supporting details, and concluding sentences. read a list of topic sentences and a list of supporting sentences. - match each topic sentence with appropriate supporting details,	Why should we write cohesive and unified paragraphs?

		d) utilise supporting details such as anecdotes, facts, reasons, and examples to develop a paragraph, e) acknowledge the role of well-formed paragraphs in writing.	• create posters that visually break down a paragraph into its parts (topic sentence, supporting sentences, clincher). • fill in a cloze test with the appropriate linking words, • expand a short topic sentence expand it into a full paragraph with details and a conclusion • build a paragraph collaboratively by creating a dice with prompts such as “add details,” “write a topic sentence,” “give an example,” “write a conclusion...” • write paragraphs and exchange them with peers for feedback using a checklist (e.g., Does it have a clear topic sentence? Are the ideas connected?). • read a paragraph aloud with missing parts (e.g., missing	
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			topic sentence or conclusion) and fill in the blanks orally or in writing, • work in groups and categorise connectors into result, comparison, and emphasis. • create a dice featuring types of connectors on each face (result, comparison, emphasis, etc.). and write or say a sentence using a connector from that category, • rewrite a bland (uninteresting) paragraph using connectors to improve clarity.	
Core competencies to be developed:				
Self-efficacy: The learner rewrites a bland (uninteresting) paragraph using connectors to improve clarity.				
Values:				
Responsibility: The learner writes a paragraph and exchanges it with peers for feedback using a checklist				
Pertinent and Contemporary Issues (PCIs):				
Creative thinking: The learner creates a dice from prompts such as “add a detail,” “write a topic sentence,” “give an example,” “write a conclusion sentence.”				

THEME 4.0 TRAVEL AND NATURE: DISCOVERING THE BEAUTY OF NATURE

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.1 Selective Listening <i>Listening for essential information</i> <i>Note-taking</i>	By the end of the sub strand, the learner should be able to: - identify specific details (such as, names, dates, numbers, facts) from an audio recording with minimal distraction, - distinguish main ideas from supporting details in spoken texts, - take brief structured notes while listening to extract relevant information - appreciate the importance of selective listening in communication.	The learner is guided to: - identify keywords: listen for specific words or phrases, - set a clear purpose for listening - key facts, instructions, emotional tone among others, for example, definitions and examples during a lesson, - limit distractions: avoid multitasking; maintain eye contact, focus on one task at a time, - write key points to keep their mind active and focused, - filter out unwanted information: focus on the parts of the message that are most relevant to their needs, - comprehend the full message before filtering details, - listen to an audio recording/watch video of a story	- Why is it necessary to note down key points during an oral presentation? - How can one avoid distractions while listening?

			related to the theme and answer questions.	
Core competencies to be developed: - Problem solving: The learner learns to limit distractions: avoid multitasking; maintain eye contact, focus on one task at a time. - Digital Literacy: The learner uses a digital device to listen to an audio recording/watch video of a story and answer questions.				
Values: Responsibility: The learner displays responsibility while comprehending the full message before filtering details.				
Pertinent and Contemporary Issues (PCIs) Environmental Education: The learner's knowledge of the environment and nature is enhanced as they listen to an audio recording/watch video of a story related to the theme and answer questions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.1 Listening and Speaking	4.1.2 Conversational Skills: Speaking Fluency • <i>Digraphs with silent letters: bt - debt, mn - solemn, gh - ghost</i> • <i>Organising ideas using linking words: ("firstly," "then," "finally," and "in conclusion")</i> • <i>Expression ans /phrases used to 'buy time' or pause to think</i>	By the end of the sub strand, the learner should be able to: a) use words with silent digraphs with silent letters (e.g., <i>bt, mn, gh</i>) accurately in spoken English, b) apply knowledge of appropriate phrases to change a topic during a conversation, e) utilise appropriate linking words to clearly organise and present ideas during oral presentations and conversations, f) demonstrate the use of appropriate phrases/ and expressions to help them pause to think in (spontaneous speaking	The learner is guided to: • listen to an audio/watch video and pick out words with digraphs with silent letters 'bt,' 'mn,' 'gh' (for example in debt, solemn, ghost), • search for a poem featuring words with silent digraphs from books, magazines, internet among others, • recite the poem in groups, • take part in a 'Build-a-Paragraph Relay' on a topic related to the theme such as – The Benefits of travel and: ○ work in groups of 3-6 members ○ read the words: firstly, secondly, in addition, moreover, lastly, to conclude.	1. Why do people sometimes take part in conversations they had not even prepared for? 2. How do you feel when you engage in a spontaneous conversation?

		tasks, such as discussions and interviews, g) appreciate the role of conversational skills in communication.	○ make a paragraph using the above words in the right order, ○ display the chart or paragraph on a poster or chart, • rearrange jumbled up sentences such as the following to make a paragraph: 1. To conclude, flowers are not only beautiful but also necessary for making our planet liveable. 2. Secondly, flowers help plants reproduce. 3. Lastly, many flowers are used to make medicine and perfumes. 4. Firstly, flowers add colour and beauty to our environment. 5. In addition, at times, people use flowers to	
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			show love, sadness, joy or during celebrations. • Simulate an interview by: ○ turning the classroom into a mock talk show studio, assigning roles such as host/interviewer, and guest. The rest of the class acts as the audience. ○ preparing prompts: asking the host spontaneous, open-ended questions such as what is the most memorable day in your life? the guest must answer the question using phrases such as 'I had not thought about that,' 'let me rethink about that,' 'that is a difficult question' 'I guess' 'I would say...' the audience is supposed to give feedback.	
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			○ rotate roles: switch roles so that each learner gets a chance to be the host, guest, and audience.	
Core competencies to be developed: Critical thinking: The learner gives courteous feedback as they prepare prompts: ask the host spontaneous, open-ended questions, and receive give.				
Values: Love: The learner portrays a caring attitude as they rotate roles: switch roles so that each learner gets a chance to be the host, guest, and audience.				
Pertinent and Contemporary Issues (PCIs): Life Skills Education: The learner uses courteous language as they take part in a 'Build-a-Paragraph Relay' on a topic related to the theme.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Reading	4.2.1 Study Skills: Library Skills • <i>Locating relevant print and digital resources</i> • <i>Annotating and note making strategies</i> • <i>Paraphrasing and summarising (Context: any resource from a relevant learning area.)</i>	By the end of the sub strand, the learner should be able to: a) preview a text to determine its suitability, b) locate relevant print and digital resources in a library, c) use annotation, note-taking, and strategies to support comprehension and retention of information, d) summarise information from multiple sources. e) value the importance of reading in lifelong learning.	• The learner is guided to: • use library catalogues and online databases, with peers, • find a book written by a particular author or about a certain subject or theme, • explore different genres or subjects by: • setting up tables with different books • rotating every 3–5 minutes, reading the blurb or first page and rating their interest • borrowing the book, they liked most • create short video trailers for books they have read using digital tools like PowerPoint, • paraphrase information, • highlights (annotate) the text they are reading using a colour code: Blue = Main ideas, green =	How can we use library resources and reading strategies to learn better?

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			supporting details, yellow = new or confusing vocabulary and red = questions or reactions, • use sticky notes to write questions or summaries in the margins, • complete a structured note-taking sheet and include key ideas or questions, notes and answers and summary of the text in their own words, • think-pair-share: a learner discusses their annotations and notes with a partner. • reflect by responding to prompts such as: “What techniques helped you understand the text best? Why?” • summarise key points from the text in own words, orally or through writing.	
Core competencies to be developed: • Problem solving: The learner uses structured note-taking sheet and include key ideas or questions, notes and answers and summary of the text in their own words, • Citizenship: The learner uses library catalogues and online databases, with peers.				

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Values:

- Peace: The learner displays tolerance as they use library catalogues and online databases, with peers.
- Responsibility: The learner engages in assigned roles and duties as they summarise key points from the text in own words, orally or through writing.

Pertinent and Contemporary Issues (PCIs)

Life Skills Education: The learner enhances their knowledge as they reflect by responding to prompts such as: “What techniques can help you understand a text best? Helped you understand the text best? Why?”

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar in Use	4.3.1 Phrases • <i>Structure of the noun phrase, Det+adj+N Det+ N+ PP</i> • <i>Structure of the verb phrase</i> • <i>two auxiliaries + main verb</i>	By the end of the sub strand, the learner should be able to: - examine the structure of the noun phrase and the verb phrase in sentences, - use noun phrases and verb phrases in sentences, - recognise the use of noun phrases and verb phrases in sentence construction.	The learner is guided to: • read a text on cultural travel and identify the target structures of the noun phrase, • collaboratively pick out verb phrases with two auxiliaries and a main verb from print or digital texts, • use flash cards with determiners, adjectives, prepositions, and nouns to construct various noun phrases, • use the noun phrases in sentences, • describe objects in the school compound using noun phrases with the target structure (e.g. a blue bag, the duster on the table), • play a language game involve the target verb phrase structure, • construct sentences using the target verb phrases and carry out peer reviews.	Why do we use noun phrases and verb phrases in sentence construction?

Core competencies to be developed:
Critical Thinking: The learner actively reads a text on cultural travel and identifies the different structures of the noun phrase.
Values:
Respect: The learner appreciates diverse opinions and is open minded as they construct sentences using verb phrases and carry out peer reviews.
Pertinent and Contemporary Issues (PCIs):
Citizenship education: The learner's social cohesion is promoted as they collaboratively pick out noun phrases and verb phrases from print or digital texts.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Mechanics of Writing: Punctuation - Using single and double quotation marks, colon, semicolon, - Punctuating interjections, dates, and compound nouns	By the end of the sub strand, the learner should be able to: - explain the use of the target punctuation marks in written texts, - use the target punctuation marks to enhance written communication, - punctuate texts that feature interjections, dates, and compound nouns correctly, - appreciate the role of punctuation marks in writing.	The learner is guided to: - search online or offline on the use of the target punctuation marks (single and double quotation marks, colon, semicolon) and put the information on a chart, - listen to an audio recording on the use of the punctuation marks given and write notes, - identify single and double quotation marks, the colon, and the semi-colon, - watch videos on how to punctuate interjections, dates, and compound nouns, - read a text on cultural travel featuring interjections, dates and compound nouns and discuss how they are punctuated, - write a descriptive essay on cultural travel using the punctuation marks learnt,	How does punctuation enhance the quality of a text?

			peers review one another's essay with a focus on the punctuation marks learnt.	
Core competencies to be developed: - Creativity and imagination: The learner's imagination and creativity are developed as they write a descriptive essay on cultural travel and punctuate it correctly. - Self-efficacy: The learner's confidence is promoted as they read a text on cultural travel featuring interjections, dates and compound nouns and discuss how they are punctuated.				
Values: Responsibility: The learner offers leadership and guidance to others when searching online or offline on the use of the target punctuation marks and putting the information on a chart.				
Pertinent and Contemporary Issues (PCIs) Creative thinking: The learner employs creative thinking as they write an essay on cultural travel using the punctuation marks learnt.				

THEME 5.0: CAREER PATHS: LOCAL AND GLOBAL OPPORTUNITIES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.1 Interactive Listening <i>Confirming understanding, questioning, interpreting non-verbal cues</i>	By the end of the sub strand, the learner should be able to: - identify ways of confirming understanding information, - interpret non-verbal cues in listening contexts, - seek clarification for listening comprehension - appreciate the importance of interactive listening in communication.	The learner is guided to: - take part in a conversation related to the theme and use appropriate expression such as "so you mean..." "do you mean that?" to confirm understanding, - participate in a hot seating activity and ask clarification questions (such as "what does that mean?" can you explain what you meant by...?") - watch videos of parliamentary debates and explain the non-verbal cues that speakers use to enhance meaning, - answer the following post-viewing questions: What non-verbal cues did you notice? - pick out the non-verbal cues a speaker used in the debate (e.g.,	- Why is it important to pay non-verbal cues in a conversation? - How can you confirm that you have understood what is being said?

			body language, facial expressions, gestures), • simulate a conversation that evokes emotions as joy, sadness • record the conversation using video and share.	
Core competencies to be developed:				
Citizenship: The learner shows tolerance to diverse viewpoints during the debate.				
Values:				
Integrity: The learner displays discipline and commitment as they take part in a debate.				
Pertinent and Contemporary Issues (PCIs)				
Socio-economic and environmental issues: The learner's awareness of social cohesion is enhanced as they watch videos of parliamentary debates on topical issues				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.1 Listening and Speaking	5.1.2 Online Meetings, Discussions, and Interviews • <i>Sounds: digraphs with silent letters, c, d, g: different sound realisations of the letters (vowels) 'e' and 'i': Letter 'e': /e/ – egg, /I/ examination, letter 'i' e.g. /I/ – bit, /ai/ – bite</i> • <i>Online meetings, discussions, and interviews</i>	By the end of the sub strand, the learner should be able to: a) pronounce words featuring the digraphs with silent letters c, d, g, and different realisations of the vowels /i/ and /e/ for fluency, b) describe appropriate etiquette during online meetings, discussions, and interviews, c) observe netiquette during online discussions and interviews, d) conduct online meetings, discussions, and interviews for effective communication,	The learner is guided to: • work with peers and research words with the silent letters c, d, g, • write words with the digraphs 'sc,' 'dg' and 'gn,' • pronounce words featuring the digraphs with silent letters, such as c – muscle, d – bridge, g – sign, gnash. • recite a poem featuring words with the sounds /i/ and /e/, • say words with different realisations of letters 'i' and 'e.' • practise saying words with the different sound realisations of the letters (vowels) 'e' and 'i': Letter 'e': /e/ – egg, /I/ – examination, • research words with the letter 'i' e.g. /I/ – bit, /ai/ – bite from books, digital texts among others, • watch a video of an online meeting, interview, or discussion,	1. Why is accurate pronunciation of sounds in different words important? 2. How should we behave during online group discussions?

		e) value the need for etiquette in oral communication.	- observe the nonverbal cues, words and phrases which denote courtesy, - simulate online interviews or group discussions, - create a chart showing courteous online practices such as muting and unmuting microphones, turning videos on or off, managing allocated time well, - participate in an online mock interview, - practise turn-taking during an online group discussion.	
Core competencies to be developed: - Communication and collaboration: The learner practises turn-taking during an online group discussion - Self-efficacy: The learner actively participates in online mock interviews.				
Values: - Responsibility: The learner takes up assigned roles during the online mock interview and group discussion. - Respect: The learner displays etiquette during the online mock interview and group discussion.				
Pertinent and Contemporary Issues (PCIs): - Life Skills Education: The learner practises articulating words that have different realisations of letters 'i' and 'e.' - Socio-economic and environmental issues: The learner participates in mock online interviews and group discussions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.2 Reading	5.2.1 Intensive Reading Comprehension <i>Comprehension strategies (prediction, questioning, making inferences, making connections, evaluating, visualising, summarising) (fictional texts)</i>	By the end of the sub strand, the learner should be able to: - make predictions about events and characters in a text, - make connections between the themes of the text and their individual experiences, - discuss the characters' actions, plot development, and author's style to express informed opinions about the text, - infer meanings of words and phrases from the context of use, - summarise the information for comprehension of the main points in a text,	The learner is guided to: - read a text and mention the characters and events, - use context clues from the surrounding words and phrases to guess the meanings, - discuss the heading and write on sticky notes their prediction on what the text is about, - read a text on the theme and note down the title, author's intention, key points, supporting details, pictures, and unfamiliar words, - draw charts that show the meaning of words and phrases. - debate on governance issues emanating from the text,	- What helps us understand what we read more easily? - How can we ensure we understand what we are reading?

		f) value the importance of reading comprehension in lifelong learning.	• write a summary of the debated topic and submit for assessment.	
Core competencies to be developed:				
Citizenship: The learner analyses numerous ways through which decisions are made within political and economic contexts as they debate issues emanating from the text.				
Values:				
Integrity: The learner's awareness of self-discipline is developed when they read a text on governance silently and note down structural elements.				
Pertinent and Contemporary Issues (PCIs)				
Citizenship education: The learner develops attributes of good governance as they debate on governance issues emanating from the text.				

Strand	Sub strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.3 Grammar in Use	5.3.1 Word Classes: Adverbs • <i>Adverbs of degree: intensifiers and moderating adverbs</i> • <i>Adverb-forming suffixes -ly/-ward(s)/-wise/-ways e.g. Quickly, skyward, eastwards, clockwise, sideways</i> • <i>Position of adverbs in a sentence</i> 5.3.2 Phrases • <i>Adverb Phrases: Intensifier +adverb + adverb, (e.g. Very quickly indeed)</i>	By the end of the sub strand, the learner should be able to: a) distinguish between intensifiers and moderating adverbs in sentences, b) make adverbs by adding the correct suffix to base words to convey direction, manner, and perspective accurately, c) utilise adverbs in the correct position in sentences to enhance clarity, d) apply the structure of the adverb phrase, adjective phrase, and prepositional phrase in language use,	The learner is guided to: • form adverbs from a given wordlist by adding the correct suffix, • construct sentences, using the adverbs formed, • classify given adverbs (e.g., "extremely" vs. "slightly") in sample sentences and justify their categorisations, • rearrange jumbled sentences by placing adverbs (e.g., "often," "carefully," "upwards") in grammatically appropriate positions, • brainstorm on the components of the adverb phrase, adjective phrase, and prepositional phrase with peers,	1. Why is the position of an adverb important in conveying the speaker's or writer's ideas? 2. How do adverbs change the meaning and clarity of a sentence?

	• <i>Adjective phrases: Intensifier + adjective + adverb (example: It is very early indeed.)</i> • <i>Prepositional phrase in a sentence: (To indicate place – e.g., at home; To indicate time – e.g. in the morning; To indicate reason – e.g. I did it for love)</i>	e) use the adverb phrase, adjective phrase, and prepositional phrase in sentences, f) acknowledge the use of the adverb phrase, adjective phrase, and prepositional phrase in communication.	• pick out the adverb phrases, adjective phrases, and prepositional phrases from a given text collaboratively, • construct sentences using the adverb phrases, adjective phrases, and prepositional phrases, • write a paragraph on the related theme using adverb phrases, adjective phrases, and prepositional phrases.	
Core competencies developed: Learning to Learn: The learner seeks information from peers as they brainstorm the structure of the adverb phrase, the adjective phrase, and the prepositional phrase.				
Values: Peace: The learner displays respect for diversity as they pick out adverb phrases, adjective phrases, and prepositional phrases from a given text collaboratively.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner's self-awareness is enhanced as they write on the related theme using adverb phrases, adjective phrases, and prepositional phrases.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
5.4 Writing	5.4.1 Functional Writing • <i>Invitation card</i> • <i>Public notice</i> • <i>Recipe</i>	By the end of the sub strand, the learner should be able to: a) describe the purpose and audience of formal invitations, public notices, and recipes for information, b) analyse the format and language of formal invitations, public notices, and recipes in preparation for writing, c) write a formal invitation, a public notice, and a recipe for effective communication,	The learner is guided to: • search for formal invitations, notices, and recipes from online/offline sources, • highlight and label the key format elements and language features of formal invitations, notices, and recipes in authentic examples, • work collaboratively to create a comparative chart summarising their findings on format and language features, • draft their own invitation card, public notice, and recipe using the format and language identified, • provide constructive feedback to each other on the language and format, • revise their texts based on peer feedback and rubrics, • create a class recipe book and distribute it to families • participate in a gallery walk in class and read each other's work,	Why is the writing process important in enhancing the quality of writing?

		d) recognise the importance of the writing process.	- provide and leave short comments during the gallery walk, - collaboratively plan and host a "publishing party" where learners share and discuss their texts,	
Core competencies to be developed: Critical thinking and problem solving: The learner provides constructive feedback to others on the language and format of formal invitations, public notices, and recipes				
Values: Responsibility: The learner is accountable for his own learning by searching for information on formal invitations, notices, and recipes from online/offline sources				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner by exploring various career options available in the corporate sector resists the influence of peer choices.				

THEME 6.0 CULTURAL EXPRESSION: CELEBRATING ART, MUSIC, DANCE, LITERATURE, AND FASHION

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.1 Responsive Listening <i>Recognising/interpreting speaker's message</i> <i>Avoiding putting words in the speaker's mouth</i> <i>Acknowledging the speaker's feelings through verbal and non-verbal cues</i> (formal context: Speeches)	By the end of the sub strand, the learner should be able to: - recognise a speaker's feelings and barriers to effective listening for listening comprehension, - demonstrate empathy by listening with care to different opinions and feelings, - use non-verbal cues such as (eye contact, nodding, facial expressions) during a conversation, - seek clarification for effective listening, - paraphrase what someone has said to show understanding, - appreciate the role of responsive listening in communication.	The learner is guided to: - listen to an audio/watch video recording of a personal account related to the theme and identify the feelings expressed, - watch a video in which the speaker clearly brings out emotions, - give helpful feedback (answering questions, facial expressions, eye contact) - work with peers and list the features of effective listening: eye contact, nodding, and paraphrasing, nodding, smiling, and leaning slightly forward, keeping an open posture, - identify barriers that make listening hard: noise,	Why should you critique your listening habits and identify areas for improvement?

			distractions, or personal bias, • use responsive listening skills: making eye contact, avoiding distractions, facing the speaker, showing interest • restate what the speaker said in their own words: "So you are saying you felt discouraged when you lost your book?" • ask clarifying questions: asking questions to better understand the message. Example: "What do you mean when you say...?" • respond with care and understanding: Example: "That must have been really frustrating for you." • recognise the feelings of a speaker (tone, facial expression, mood) role-play.	
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Core competencies to be developed: Communication and collaboration: The learner responds with care and understanding: Example: "That must have been really frustrating for you."
Values: Patriotism: The learner appreciates cultural diversity as they ask clarifying questions: Asking questions to better understand the message. Example: "What do you mean when you say...?"
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner develops social awareness by list the features of effective listening: eye contact, nodding, and paraphrasing, nodding, smiling, and leaning slightly forward, keeping an open posture.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.1 Listening and Speaking	6.1.2 Pronunciation and Enunciation <i>Sounds: Double consonant clusters (nt zl): nt as in tent, zl as in muzzle</i> <i>Stress in words: disyllabic words with stress on the first syllable (example: 'acc.ess (n) 'acc.ess (v) 'comm.ent(n) 'comm.ent (v))</i>	By the end of the sub strand, the learner should be able to: - pronounce words with the target double consonant clusters accurately, use words with double consonant clusters (nt zl): nt as in tent, zl as in muzzle) in oral sentences, - recognise words invariably stressed on the first syllable from an oral text, - apply stress correctly on the first syllable in disyllabic words, - acknowledge the role of accurate	The learner is guided to: - list disyllabic words with invariable stress on the first syllable (e.g. 'acc.ess (n) 'acc.ess (v) 'comm.ent(n) 'comm.ent (v), - search for audio or video clips that model correct pronunciation of disyllabic words with invariable stress on the first syllable and imitate them, - recite a poem and practise correct placement of invariable stress on disyllabic words in the poem, - prepare a recording of the recitation of the poem and listens to it with peers, - work in groups and research more disyllabic words whose stress is invariably on the first syllable (for both nouns and verbs), - form sentences using words with the double consonant clusters, such as d zl example: muzzle,	Why is correct placement of stress important?

		pronunciation in oral communication.	take turns to imitate model speakers on radio or television as they pronounce disyllabic words invariably stressed on the first syllable such as 'acc.ess (n), 'acc.ess (v).	
Core competencies to be developed: Digital Literacy: The learner prepares a recording of the recitation of the poem and plays listens to it with peers.				
Values: Unity: The learner displays team spirit as they work in groups and research more disyllabic words whose stress is invariably on the first syllable (for both nouns and verbs).				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner's understanding of handling peer pressure is developed as they take turns to imitate model speakers on radio or television as they pronounce disyllabic words invariably stressed on the first syllable such as 'acc.ess (n), 'acc.ess (v).				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.2 Reading	6.2.1 Extensive Reading: Reading Fluency • <i>Speed, and accuracy</i> • <i>Expressive reading-pitch, pace, volume, intonation reading pattern.</i> (Context: Grade appropriate expository text)	By the end of the sub strand, the learner should be able to: a) recognise and read most words automatically, without needing to stop and decode them, b) use the appropriate reading speed depending on the type of text and the reason for reading (for example., reading faster for a story, slower for a science article), c) read a text aloud clearly and naturally, using appropriate intonation and stress. d) utilise punctuation and sentence structure such as pausing at commas, full stops, raising tone for question among others to guide how a text is read aloud,	The learner is guided to: • listen to a recorded reading of a news bulletin and discuss the expressive features, • read portions of a text, record the reading, and upload it on a digital s platform for peer feedback, • read and re-read a text chorally, • practice reading the same text more than once to improve speed, accuracy, and confidence • take part in a reader's theatre and perform scripts adapted from literature or current events. • record themselves reading a passage and add commentary or sound effects,	1. Why should one reflect on personal reading fluency? 2. How can one set goals for reading improvement (e.g., reading faster, using better expression)?

		e) reflect on personal reading fluency and set goals for improvement (e.g., reading faster, using better expression).	• share recordings with peers for feedback, • pair up and read short passages to each other in timed rounds. • participate in a character voice challenge ...read a dialogue using contrasting character voices or emotions, • perform a text chunk relay: divide a passage into chunks. each learner reads a part, then passes it on, • engage in echo reading: teacher/peer or fluent reader reads a sentence, and the other learners repeat it, • model fluent reading to peers/ supports struggling readers. • work in groups and create a fluency journal. (Helps in tracking reading speed, accuracy, and expression over time.),	
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			produce book trailers by creating short videos of readings from books, including dramatised readings.	
Core competencies to be developed: Digital literacy: The learner 's digital competency is enhanced as they produce book trailers by creating short videos of readings from books, including dramatised readings.				
Values: Responsibility: The learner demonstrates dependability when they read and re-read a text chorally.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education – The learner's analytical thinking is enhanced as they work in groups and create a fluency journal. (Helps in tracking reading speed, accuracy, and expression over time.).				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.3 Grammar in Use	6.3.1 Relative and Adverbial Clauses <i>Relative clauses introduced by relative adverbs: (where, when, and why)</i> <i>Adverbial clauses of condition and comparison</i>	By the end of the sub strand, the learner should be able to: - identify the target relative clauses and adverbial clauses in given texts, - use the target relative and adverbial clauses in written texts, - recognise the value of using relative and adverbial clauses in communication.	The learner is guided to: - collaboratively research from books or the internet examples of relative clauses introduced by relative adverb such as the following: When: example; That was the time when we ran away. Where: example; That was the place where we found it. Why: example; I do not know the reason why she left. "why she left" explains "the reason..." - draw a "Memory Map" – Where It Happened': - draw a memory map of a fictional or real place (e.g., a school, town, or park) and: to Practice using "where" in relative clauses: - write sentences describing locations using "where":	How do we show when, where and how an action or event took place?

			“This is the park where we used to play football.” That is the café where I met my best friend.” ○ tell a story using the map. ● Tell Timeline Tales" – When It Happened. Use "when" to describe events in time: ○ create a timeline of personal or historical events. ○ For each event, they write a sentence using "when": “It was the year when I learned to cook ugali.” “2010 is the year when Kenya’s new constitution was unveiled. ○ pair up and quiz each other using their timelines. ● play a story chain game where they: ○ write a sentence to describe an action using "the reason why". For instance: The reason why I came early was because I wanted to read a story book	
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			○ another learner must continue with the story by constructing a sentence that starts with "The reason why..." and connects logically. Example: The reason why I did not read the story book was because the library was closed. ● write a short paragraph about a personal experience using at least two relative clauses with "why". ● take part in a “Relative Clause Puzzle Race to reinforce all three relative adverbs by: ○ prepare sentence strips with two parts: main clause and relative clause. ○ race to match them correctly: “I remember the day” + “when we first met.” “That’s the house” + “where I grew up.” ○ create their own puzzles and share with peers.	
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			• Work in pairs and "Interview a Time Traveler" to practise all three relative adverbs in context by: ○ One learner plays the role of a time traveller: the other acts as a journalist. ○ The journalist asks questions that prompt answers with when, where, and how: "Tell me about a time when you visited the future.": ○ "Describe a place where people live underwater." or "Explain how people will communicate in the year 2100." • take part in a weather Forecast Role Play to practise conditional adverbial clauses (e.g., <i>if, unless, provided that, as long as</i>) and: ○ work in pairs. One is a weather reporter; the other is a planner (e.g., event	
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			organiser, traveller). The reporter gives a fictional weather forecast. ○ the planner responds with conditional plans using adverbial clauses: "<i>If it rains tomorrow, we will move the concert indoors.</i>" "<i>Unless the sun comes out, we can't go hiking.</i>" ○ write a short dialogue or perform it for the class. • debate and compare game "Battle of the Best" – Adverbial Clauses of Comparison for practising the use of comparison clauses (e.g., <i>as...as, than, the more...the more</i>). • work into small groups. Give each group a topic (e.g., "Books vs. Movies," "City life vs. Village life"). • Prepare arguments using adverbial clauses of comparison: "<i>textbooks are</i>	
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			<i>more informative than magazines." The more you read, the more you learn.;" "Town life is not as peaceful as rural life.;" engage in a mini-debate or poster presentation.</i>	
Core competencies to be developed: Communication and Collaboration: The learner collaboratively research from books or the internet examples of relative clauses introduced by relative adverb such as the following: When e.g. That was the time when we ran away. Where e.g. That was the place where we found it; Why e.g. Why: example; I do not know the reason why she left. "why she left" explains "the reason.				
Values: Integrity: The learner displays self-discipline as they take part in a "Relative Clause Puzzle Race to reinforce all three relative adverbs by:				
Pertinent and Contemporary Issues (PCIs): Citizenship Education: The learner's cultural awareness is enhanced as they create their own puzzles and share with peers.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
6.4 Writing	6.4.1 Creative Writing: Writing Poems - Use of idioms and fixed phrases - Composing songs and poems related to the theme	By the end of the sub strand, the learner should be able to: - identify common idioms and fixed phrases in written and spoken texts, - create short narratives or dialogues that incorporate at least five idioms or fixed phrases accurately, - use idioms or fixed phrases creatively in a poem, dialogues, and sentences to enhance expression. - compose original poems that explore a chosen theme (e.g., identity, nature, change) using imagery, metaphor, and rhythm,	The learner is guided to: - view samples of printed or digital poems with peers and talk about the structure...lines, stanzas among others, - work in groups and read a given short story, poem, dialogue, or song lyric, highlight idioms and fixed phrases, then match them with their meanings from a provided list, - play audio clips containing idioms, write down the idioms and interpret the meaning of the idiom, - create or role play dialogue between two characters in a café setting, and use at least five idioms naturally in the conversation, - write and illustrate a short comic strip where characters use idioms in speech bubbles, - choose 3–5 idioms, draft a free-verse poem and interpret each idiom in the lines of the poem,	How can we make our writing more appealing?

		e) appreciate the role of creativity in writing.	- draw a theme or ideas from a jar or basket in groups and draft a poem using all ideas, - cut out words and phrases related to the theme from magazines or newspapers and arrange them into a poem on a chosen theme, - recite the poem in class for peer review and rewrite it.	
Core competencies to be developed: - Digital literacy: The learner's ability to manipulate digital devices is developed as they view samples of printed or digital poems with peers and talk about the structure...lines, stanzas, among others. - Self-efficacy: The learner recites the poem in class for peer review and rewrite it.				
Values: Patriotism: The learner demonstrates awareness of own culture by drawing a theme or ideas from a jar or basket in groups and write a poem using all ideas.				
Pertinent and Contemporary Issues (PCIs) - Peaceful co-existence: The learner learns to co-exist peacefully with others by working in groups and reading a given short story, poem, dialogue, or song lyric, highlight idioms and fixed phrases, then match them with their meanings from a provided list. - Cultural awareness: The learner develops knowledge about other cultures by cutting t out words and phrases related to the theme from magazines or newspapers and arrange them into a poem on a chosen theme.				

Theme 7.0 Roles of Sports and Games

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.1 Critical Listening: <i>Evaluate a listening text on:</i> - clarity of message - relevance to the topic - achievement of the intended purpose (inform, persuade, entertain) (Grade appropriate argumentative text)	By the end of the sub strand, the learner should be able to: - identify the main idea and key details for clarity, - distinguish facts from opinions in listening contexts, - evaluate information from an oral text for accuracy, - appreciate the relationship between stress and pronunciation in communication.	The learner is guided to: - listen to a debate and note what the speakers are saying, - answer questions on the emotions of the speakers, for example, why does the speaker sound harsh, stern, etc, - decide whether what is being said is accurate, false, true, or just individual opinions, - identify misleading messages and facts from the debate, - filter incorrect or imprecise information from the debate, - recount an instance/recall an instance where someone shared misleading information about them, - share what they felt about the instance, - engage in a hot seating session based on the debates, - ask probing questions about the debates in the hot seating session.do	How do you ascertain the credibility of the information you listen to?

			the following critical listening activity: Listen to a paragraph and at the end respond to a question. The learner may take notes if they like. • “You are the driver of a school bus, on the first stop at 6:40 am, there are five students to pick up on the corner of second street. At the second stop, at 6:50 am, there are 10 students to pick up. On the corner of Third Avenue, at 7:05 am there are 15 students to pick up. On the corner of the fourth avenue a total of 30 students are dropped off at their local high school at 7:25 am. What is the age of the bus driver?”	
Core competencies to be developed: Critical thinking: The learner develops critical thinking as they listen to argumentative programmes and make an opinion about the genuineness of the message conveyed.				
Values: Peace: The learner shows respect as they listen to diverse opinions on oral texts.				
Pertinent and Contemporary Issues (PCIs) Socio-economic and environmental issues: The learner’s awareness on extremism detection is developed as they listen to and evaluate argumentative programmes on the media.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.1 Listening and Speaking	7.1.2 Speaking Fluency • <i>Sounds: digraphs with silent letters (such as: (wh - what, kn - know, wr - write)</i> • <i>Intonation: rising and intonation</i> • <i>Syllabic stress: words with affixes e.g. nationalism, mistrust</i> (context: grade appropriate poems, songs, or narratives)	By the end of the sub strand, the learner should be able to: a) articulate and use the digraphs: ‘wh,’ ‘kn’ and ‘wr’ with silent letters in conversation, b) apply correct syllable stress for speech clarity, c) use rising and falling intonation when speaking, d) appreciate the relationship between stress and intonation in communication.	The learner is guided to: • collaboratively words with silent letter digraphs (e.g. <i>wh, kn, wr</i>) from online sources, • sort words into groups based on their silent letter patterns using a T-diagram, • participate in a spelling detective challenge as outlined below: search a short text for misspelt words with silent letter digraphs (e.g., <i>kn, wr, wh</i>), correcting the errors, and explaining why the correct spelling is used, • create dialogues on sports and games containing digraphs (‘wh,’ ‘kn,’ ‘wr’), record each other and give feedback, • match the correct intonation (rising or falling) to the type of sentence (e.g. yes/no questions, wh-questions, statements),	Why is it important to stress words correctly?

			• practice reading short dialogues using correct intonation to show meaning and emotion, • listen to an audio recording of words with target affixes and underline or circle the stressed syllable on word lists, • practise saying the target words collaboratively and give feedback, • participate syllable clapping game as outlined: one student says the word with the target affix and the rest of the class claps to emphasise the stressed syllable, • compose and recite poems and songs on sports as a socio-economic activity to practise syllable stress.	
Core competencies to be developed:				
Digital literacy: The learner searches online for words with the target syllable stress placement.				
Values:				
Peace: The learner's awareness of peace is enhanced as they appreciate each other's feedback.				
Pertinent and Contemporary Issues (PCIs):				
Socio-economic and environmental issues: The learner's socio-economic awareness is developed as they compose and recite poems and songs on sports as a socio-economic activity.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.2 Reading	7.2.1 Intensive Reading • <i>Making inferences</i> • <i>Using semantic or meaning (context) clues to infer meaning</i> • <i>Drawing conclusions</i> • <i>Collocative meaning</i> • <i>Word with multiple meanings e.g., man (n) (v), wing (bird) wing (plane) wing (building)</i>	By the end of the sub strand, the learner should be able to: a) identify context clues in sentences and paragraphs to determine the meaning of unfamiliar words and phrases, b) examine how context clues relate to new words to infer their precise meanings in academic and literary texts. c) use clues from the text, background knowledge, and context to make conclusions about the text, d) assess inferences by comparing them with evidence from the text	The learner is guided to: • read short paragraphs/texts and highlight the context clues that can help to explain the meaning of unfamiliar words • engage in a group debate on text interpretation. The learner: ○ reads the same passage individually then in groups, ○ discusses the meaning of the passage and agree on an interpretation and find textual evidence to support their interpretation in groups, ○ presents the interpretation and support it with evidence, ○ provides feedback by assessing the strength of evidence	1. Why should a reader develop inferencing skills in reading? 2. How can clues in a sentence or paragraph help one figure out the meaning of unfamiliar words and phrases?

		and other interpretations, e) recognize common word partnerships (collocations) to understand deeper meanings and correct usage in a text, f) apply knowledge of collocations to choose the most suitable word in reading comprehension tasks, g) identify and use words with multiple meanings in different contexts to express accurate meaning, h) appreciate inferencing and collocations in intensive reading.	- research online or offline for words that are used in relation to careers in sports and games and stick them on the class talking wall, - conduct a “collocation hunt” by scanning a reading passage to find word pairs that go together, then explain their meaning e.g., skilled defender, official referee, - respond to and discuss answers to the questions at the end of the passage with peers, - prepare picture cards/slides that show different meanings of the same word (e.g., wing of a bird, airplane wing, hospital wing). - collaboratively match the pictures to the same word and explain each meaning in their words,	
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			create mini dialogues or short skits using the word in different ways.	
Core competencies to be developed: Self-efficacy: The learner read short paragraphs/texts and highlight the context clues that can help to explain the meaning of unfamiliar word				
Values: Respect: The learner appreciates diverse opinions when they discuss answers to the questions at the end of the passage and exchange with peers.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner’s career exploration skills are enhanced as they read a passage on career guidance.				

THEME 07 SPORTS AND GAMES

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.3 Grammar in Use	7.3.1 Noun clauses: <i>Functions of Noun Clauses</i> • <i>Subject: those that begin with whoever (whoever wins the race will receive a prize.)</i> • <i>Direct object: those that begin with that and what (i believe that he is right. I believe what he has told us.)</i> • <i>Indirect object: those that begin with whoever (e.g. They will give whoever will qualify the job.)</i>	By the end of the sub strand, the learner should be able to: a) discuss the functions of the noun clause for information, b) illustrate the functions of noun clauses in sentences, c) appreciate the role of noun clauses in sentence meaning.	The learner is guided to: • research on functions of noun clauses and share with peers, • read a newspaper article on sports and games, identify noun clauses, and state their functions, • write a paragraph using identified noun clauses and share using digital devices or visuals, • fill in gaps in sentences on functions of noun clauses and carry out peer assessment.	How do we use noun clauses to add meaning and detail to what they say or write?
Core competencies to be developed: Digital Literacy: The learner uses digital devices effectively as they write a paragraph using identified noun clauses and share using digital devices/visuals.				

Values: Love: The learner portrays trustworthiness as they work on a written exercise on functions of noun clauses and carry out peer assessment.
Pertinent and Contemporary Issues (PCIs): Life Skills Education: The learner's self-esteem is enhanced as they research on functions of noun clauses and share with peers.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
7.4 Writing	7.4.1 Functional Writing: Letter writing • <i>Letter of inquiry</i> • <i>Letter of complaint</i> • <i>Letter of request</i>	By the end of the sub strand, the learner should be able to: a) describe the purpose and audience of letters of inquiry, letters of complaint, and letters of complaints information, b) analyse the format and language of letters of inquiry, letters of complaint, and letters of complaints in preparation for writing, c) write letters of inquiry, letters of complaint, and letters of complaints for effective communication, d) appreciate the importance of effective letter writing in communication.	The learner is guided to: • search online and in physical resources on how to write letters of inquiry, complaint, and request, make notes, • collaboratively, discuss the purpose and audience of letters of inquiry, letters of complaint, and letters of complaints, • select samples of letters of inquiry, complaint and request letters and discuss the language and format with peers, • write letters of inquiry, complaint and request related to the theme, • peers review one another's letters and give feedback for improvement.	1. Why is it important to write letters of inquiry, complaint, and request? 2. How are letters of inquiry, complaint and request different from each other?

Core competencies to be developed:
Digital literacy: The learner uses online sources to learn how to write letters of inquiry, complaint, and request, make notes
Values:
Social justice: The learner advocates for harmonious relationships in the society by learning about and writing a letter of request
Pertinent and Contemporary Issues (PCIs)
Global citizenship: The learner develops inter-cultural awareness by reading and analysing authentic texts on the functional writings

THEME 8.0 HEALTH AND SAFETY: SAFE ENVIRONMENTS, DISEASE PREVENTION, HEALTHY EATING, AND WELLNESS

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.1 Intensive Listening / Viewing <i>Interpreting non-verbal cues</i> <i>Using semantic or meaning context clues to infer meaning</i>	By the end of the sub strand, the learner should be able to: - explain the non-verbal cues used by a speaker for better understanding, - rephrase the message in the oral text for clarity, - use context to infer the meaning of words and expressions from an oral text, - interpret and use a variety of visuals for oral comprehension, - appreciate non-verbal cues as elements in communication.	The learner is guided to: - team up with others to brainstorm the possible the non-verbal cues used in oral text, - watch videos related to the theme and identify the non-verbal cues used, - listen to an oral text on the theme and outline the semantic clues that aid in inferring meaning (e.g. synonyms, antonyms). - collaborate with others to establish the meaning of words and expressions used in relevant online videos and give feedback.	How do we use clues to get meaning in a conversation?
Core competencies to be developed: Problem-solving: The learner is fostered as the learner watches videos, identifies non-verbal cues and explains their meaning to the class.				

Values: Peace: The learner displays responsibility and love as they collaborate to establish the meaning of words and expressions used in relevant online videos and give feedback.
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner's understanding of health and safety: preventative measures is developed as they watch related videos.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.1 Listening and Speaking	8.1.2 Speaking Fluency <i>Expressing needs and intentions</i> <i>Articulation of digraphs with silent letters 'l,' and 't,'</i> <i>Double consonant clusters sp, st, sc</i> <i>Appropriate use of non-verbal cues in choral verses</i>	By the end of the sub strand, the learner should be able to: - outline the various ways to express needs and intentions in communication, - express feelings and intentions in dialogues, - articulate words with digraphs 'ld,' 'st' and 'tch' correctly in communication, - use words with target double consonant clusters correctly in communication, - recognise the need for non-verbal cues in communication.	The learner is guided to: - search online or offline for words containing the digraphs 'ld,' 'st' and 'tch' and practise saying them, - play a language game to determine the different digraphs with target silent letters, - search for words with the target double consonant clusters and make a presentation, - recite poems with words with target double consonant letters, - brainstorm on how to express needs and intentions in speech, - participate in mock dialogues and practise expressing needs and intentions, - compose choral verses related to the theme featuring words with the target silent letters and consonant clusters,	- How do you express your feelings to your audience? - Why is it important to pronounce words correctly?

			take turns to present the choral verses and incorporate non-verbal cues.	
Core competencies to be developed: Communication and collaboration: The learner works with others to search for words with the target digraphs.				
Values: - Love: The learner displays trustworthiness as they take up distinct roles in the choral verse. - Respect: The learner develops patience as they work together to create a choral verse.				
Pertinent and Contemporary Issues (PCIs): Life Skills Education: The learner's self-esteem is enhanced as they brainstorm on how to express needs and intentions in speech.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.2 Reading	8.2.1 Study Skills: Library skills - Paraphrasing - Note-making - Summarising	By the end of the sub strand, the learner should be able to: - paraphrase a read text for better understanding, - make notes from varied texts in preparation for summary writing, - summarise a text to enhance comprehension, - appreciation the skills of paraphrasing, note making and summarising for learning.	The learner is guided to: - team up with peers to read and paraphrase sentences, - read a print or non-print paragraph and put it in own words, - watch video recordings on note-making and summary writing, - read a passage related to the theme and make notes, - compare the notes with those made by peers, - use the notes to write a summary and present it in class.	- How can we paraphrase information effectively? - Why do we need to summarise information?
Core competencies to be developed: Digital literacy: The learner enhances digital networks when they watch videos online and summarise the information.				
Values: Respect: The learner values human dignity when they read articles on non-communicable diseases.				
Pertinent and Contemporary Issues (PCIs) Health promotion: The learner promotes health issues when they read about non-communicable diseases to paraphrase and make summary.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.3 Grammar in Use	8.3.1 Sentences - Simple sentence patterns (S+V+C, S+V+A) - Complex sentences - Compound-complex sentences	By the end of the sub strand, the learner should be able to: - distinguish different sentence patterns in written texts, - construct sentences with the target sentence patterns for variety in communication, - use complex and compound-complex sentences to write a paragraph, - acknowledge the importance of sentence variety in communication.	The learner is guided to: - listen to oral sentences and group them according to their patterns (SVC or SVA), - work with peers and form sentences using the target patterns, - exchange the sentences for peer review, - brainstorm on the differences between complex and compound sentences, - pick out complex and compound-complex sentences from a given text, - analyse the identified sentences into their different elements and display in charts for peers to critique, - work with peers to write a dialogue on community health and safety using simple sentences (featuring SVC and	- How can we achieve variety in our writing? - Why is it important to have several types of sentences in written texts?

			SVA patterns), complex and compound- complex sentences, • role play the dialogue.	
Core competencies to be developed: Critical Thinking and Problem Solving: The learner follows instructions very carefully as they pick out simple and complex sentences from a given text.				
Values: Responsibility: The learner engages in assigned roles and duties as they role play the dialogue.				
Pertinent and Contemporary Issues (PCIs): Life Skills Education: The learner's negotiation skills are enhanced as they work with peers to write a dialogue.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
8.4 Writing	8.4.1 Functional Writing: • <i>Simple survey report</i> • <i>Agenda</i> • <i>Notice of meeting</i> • <i>Minutes</i>	By the end of the sub strand, the learner should be able to: - describe the features of a simple survey report in functional writing, - outline the features of meeting-related documents in written texts, - write survey reports for effective communication, - prepare an agenda, notice of meetings and minutes in functional writing, - advocate the need to write effective meeting-related documents.	The learner is guided to: • search online and offline for features of a simple report and make notes, • listen to audio recordings of simple survey reports on community health and safety and discuss them with peers, • work with peers and produce topics to write a survey report on and then write a simple survey report, • present the report in class for peer feedback, • brainstorm the features of the agenda, notice of meeting and minutes, • present the features on a graphic organiser, • watch videos on how to prepare the agenda, notice of meeting and minutes,	- How can we write effective survey reports? - Why is it important to write an agenda, notice of meeting and minutes?

			• write an agenda, notice of meeting and minutes on a meeting about community health and safety, • peers review one another's work and provide feedback.	
Core competencies to be developed: • Critical thinking and problem solving: The learner searches and explores different options for information regarding simple survey reports on community health and safety. • Digital literacy: The learner uses video and audio technology to learn about simple survey reports in community health and safety.				
Values: Responsibility: The learner observes safety precautions in developing investigative and survey reports on community health and safety.				
Pertinent and Contemporary Issues (PCIs) Analytical thinking: The learner carefully explores options simple survey reports available and selects appropriate ones for study purposes.				

THEME 9.0 BUDGETS AND SPENDING MONEY WISELY

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.1 Selective Listening • <i>Filtering information</i> • <i>Extracting information</i> (Context: announcements)	By the end of the sub strand, the learner should be able to: a) identify specific details in spoken announcements for effective communication, b) distinguish between essential and non-essential information from several types of spoken announcements, c) summarise the main details of announcements accurately, d) respond appropriately to announcements by answering comprehension questions, e) value the importance of selective listening in communication.	The learner is guided to: • listen to an audio recording of a public announcements related to the theme and fill in a table with specific details (who, what, when, where) • to prepare a one-minute spoken summary of what the announcement was about, and • peers listen and ask questions to check clarity, • listen to an audio recording of announcements, and participate in a dialogue to discuss the main details, • summarise the information in the announcement and share with peers, • listen to business news announcements and pick out information on budgeting.	Why do we need to pick out valuable information when people speak?

Core competencies to be developed:

Self- efficacy: The learner listens to an audio recording of announcements and participates in a dialogue to discuss the main details.

Values:

Responsibility: The learner portrays diligence as they listen to audio recordings of public announcements related to the theme.

Pertinent and Contemporary Issues (PCIs):

Socio-economic and environmental issues: The learner's financial literacy is enhanced as they listen to business news announcements and pick out given information.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.1 Listening and Speaking	9.1.2 Speaking Fluency: Oral Presentations <i>Different realisations of /dʒ/-digraphs with silent letters 'mb,' 'ps'</i> <i>Speaking to inform, speaking to persuade)</i>	By the end of the sub strand, the learner should be able to: - recognize the rhythm, stress, and intonation patterns in model poetry recitations, - recite a selected poem with appropriate pacing, rhythm, and minimal hesitation, - apply expressive intonation and stress to convey the poem's mood and meaning, - use different realisations of /dʒ/ and digraphs with silent letters in given contexts, - acknowledge the importance of fluency in oral presentations and pronunciation.	The learner is guided to: - listen to a poetry recitation related the theme, - work collaboratively to create and recite poems on importance of budgeting, - brainstorm on the various realisations of sound /dʒ/ in words, - identify words from oral text with the given digraphs collaboratively, - role play a dialogue with words with sound /dʒ/ and digraphs with the given silent letters.	How can one improve their fluency in communication?
Core competencies to be developed: Creativity and imagination: The learner role plays a dialogue with words with the sound /dʒ/ and digraphs with the given silent letters.				

Values:
Unity: The learner works collaboratively with each other to create and recite poems on importance of budgeting
Pertinent and Contemporary Issues (PCIs):
Life Skills Education: The learner's self-esteem is enhanced as they recite poems on the importance of budgeting

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Key Inquiry Question(s)
9.2 Reading	9.2.1 Close Reading: Figurative expressions, choice of words, mood, and point of view in a text 9.2.2 Critical Reading: <i>Distinguishing facts from opinions (short text such as poem, song, extract from a play, story, or novel)</i>	By the end of the sub strand, the learner should be able to: a) analyse the figurative expressions, irony, diction, mood and point in a text, b) describe the literal (surface and deeper meaning) of a text, c) distinguish the words, phrases and sentences used to present facts and opinions in a text, d) appreciate the importance of distinguishing facts from opinions for lifelong learning.	The learner is guided to: • read a text and answer questions such as: who is telling the story? How does the way the story is told affect meaning? • pick out instances of sarcasm and situational irony in the text, • select a poem or story and pick out examples of imagery and personification, • identify figurative expressions, verbal, and situational irony, • simulate a mock interview and discuss how and why the choice of words can reveal the meaning and purpose of a text, • discuss in small groups the point of view used in the poem, • make notes based on the discussion,	1. Why is it important to differentiate the facts and opinions in a text? 2. How do figurative expressions, mood, irony, and choice of words affect meaning in a text?

			• talk about the role of irony and figurative expressions in a text, • state opinions and facts known to them and share with peers, • discuss characteristics of facts and opinions and share on charts, • brainstorm words/phrases used by writers to present facts (the law states..., statistics show that...) and opinions (I believe that..., In my opinion...) • read online and offline articles and write down the words/phrases used, • analyse a text on budgeting to obtain facts and opinions and share with the class,	
Core competencies to be developed:				
Problem solving: The learner analyses a text on budgeting to obtain facts and opinions and share with the class.				
Values:				
Respect: The learner appreciates diverse views as they state opinions and facts.				
Pertinent and Contemporary Issues (PCIs)				
Life Skills Education: The learner develops empathy as they listen to each other's facts and opinions.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.3 Grammar in Use	9.3.1 Sentences • <i>Subject-verb agreement</i> • <i>Question tags</i>	By the end of the sub strand, the learner should be able to: - outline the rules of subject-verb agreement in communication, - mark subject-verb agreement in given contexts, - explain the rules involved in the construction of question tags, - use question tags correctly in sentences, - appreciate the significance of marking subject-verb agreement for effective communication.	The learner is guided to: • discuss the rules of subject-verb agreement and put the points on a poster, • read a passage about the importance of budgeting and identify the subject-verb pairs used in the text, • construct sentences with collective nouns and indefinite pronouns as subjects and ensure agreement with the verb, • brainstorm on the rules involved in constructing sentences with tags, • construct sentences with question tags and share them with peers, • role play a dialogue featuring correct subject-	1. What is the importance of question tags in communication? 2. Why does one need to ensure that the subject and the verb of a sentence agree?

			verb agreement and question tags, record the skit and give feedback on the usage of the target constructions.	
Core competencies to be developed: Critical thinking and problem solving: The learner follows instructions in the writing process and uses them to role play a dialogue featuring correct subject-verb agreement and question tags.				
Values: Social justice: The learners are accorded equal opportunities as they share responsibilities in role playing a dialogue featuring correct subject-verb agreement and question tags.				
Pertinent and Contemporary Issues (PCIs): Socio-economic and environmental issues: The learner's financial literacy is enhanced as they read a passage on the importance of budgeting.				

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
9.4 Writing	9.4.1 Functional Writing - Book reviews - Synopsis - Investigative report - Simple research report	By the end of the sub strand, the learner should be able to: - describe the format, specific purpose and target audience for a book reviews, synopses, investigative reports, and simple research reports in preparation for writing, - write book reviews, synopses, investigative reports, and simple research reports for varied purposes, - value the importance of book reviews, synopses, investigative reports, and simple research reports in communication.	The learner is guided to: - view samples of a book review and a synopsis, - list components of book review and synopsis (title, plot, themes, characters, setting, style, weaknesses, strengths, and opinion), - discuss the format and language features used in writing book reviews, synopses, investigative reports, and simple research reports for clarity, - outline the components of investigative reports and simple research reports (title, introduction, methods, findings, conclusions, recommendations, and references, - select a text of their choice, - identify key elements in book review and synopsis: (themes, characters, plot, and style)	- Why is it important to collect and organise information before writing? - How are book reviews different from synopsis? - How does understanding the purpose of a report help us choose the right words and format?

			- analyse: style, theme, characters, plot, and setting, and summarise the plot, - identify the strengths and weaknesses of the text, - reflect on the text and give individual opinions or recommendation in a persuasive manner, - share the book review and synopsis with peers on the school noticeboard - analyse sample reports and identify structure, purpose, and language features, - write reports as follows: - collect simple information (data) related to the theme from peers or teachers, - write short summaries based on the data collected, - develop graphic organisers for each section of the report and fill in the details, - create sentence starters in preparation for writing the	
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			reports, for example, (The findings show..., The report will explain...) - write a draft of the reports and conduct a mini presentation to receive both peer and teacher feedback - rewrite the report and publish it in the school magazine/website or place it on the school notice board.	
Core competencies to be developed: Learning to learn: The learner carries out research on book review and synopsis and shares what they have learnt with peers.				
Values: Responsibility: The learner is responsible by engaging in assigned roles and duties when sharing the book review a synopsis with peers.				
Pertinent and Contemporary Issues (PCIs) Life Skills Education: The learner displays open-mindedness when discussing book reviews and synopses with peers.				

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Suggested Assessment Rubric**1. Listening**

Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Comprehension of Oral Texts	Ability to accurately identify key ideas, speaker attitude, and text features.	Accurately identifies key ideas, speaker's attitude, and text features across varied contexts	Accurately identifies key ideas, speaker's attitude, and text features.	Identifies key ideas and speaker attitude in most oral texts	Identifies some key ideas with occasional misinterpretation
Note-Taking and Summarising	Ability to summarise oral texts with structure	Summarises oral texts with precision and structure	Summarises oral texts with structure	Summarises oral texts with minor omissions	Summarises oral texts with limited structure
Interpretation of Non-Verbal Cues	Ability to interpret non-verbal cues effectively.	Interprets non-verbal cues effectively and empathetically	Interprets non-verbal cues effectively	Recognizes and responds to non-verbal cues most of the time.	Occasionally identifies non-verbal cues

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2. Speaking

Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Fluency and Pronunciation	Ability to speak fluently with accurate pronunciation and stress patterns	Speaks fluently with accurate pronunciation and stress patterns in varied contexts.	Speaks fluently with accurate pronunciation and stress patterns	Speaks clearly with minor pronunciation errors	Speaks with hesitations, speech lacks fluency and clarity; makes frequent errors
Use of Discourse Markers and Vocabulary	Ability to use appropriate discourse markers and vocabulary.	Uses a wide range of discourse markers and vocabulary appropriately.	Uses appropriate discourse markers and vocabulary.	Uses limited discourse markers and vocabulary.	Uses basic vocabulary; needs prompting.
Public Speaking and Persuasion	Ability to deliver structured speeches with adequate persuasion.	Delivers persuasive speeches with structure, clarity, and effective non-verbal cues.	Delivers structured speeches with adequate persuasion.	Delivers basic speeches with limited persuasion.	Struggles with speech delivery and persuasion techniques.

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3. Reading

Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Fluency and Expression	Ability to read a text with appropriate pace, intonation, and expression fluently	Reads texts fluently with the appropriate pace, intonation, and expression.	Reads a text with adequate fluency and expression	Reads a text with hesitations and limited expression.	Reads a text slowly with frequent decoding errors
Comprehension and Inference	Ability to make accurate inferences and identify connections using context clues.	Makes insightful inferences and identifies connections using context clues.	Makes accurate inferences and identifies main ideas.	Makes basic inferences with limited textual evidence.	Struggles to infer meaning; needs support.
Study and Library Skills	Ability to paraphrase, summarises, and annotates texts.	Effectively paraphrases, summarises, and annotates texts.	Paraphrases, summarises, and annotates texts.	Demonstrates basic paraphrasing and summarising skills.	Summarises a text with limited clarity and structure with assistance; write up also lacks clarity.

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4. Grammar

Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Word Classes and Sentence Structure	Ability to use appropriate word classes and sentence structures.	Uses varied word classes and constructs complex sentences accurately.	Uses appropriate word classes and sentence structures.	Uses basic sentence structures with occasional errors.	Uses limited sentence structures; frequent errors.
Clauses and Phrases	Ability to apply knowledge of clauses and phrases in writing and speech.	Applies knowledge of clauses and phrases effectively in writing and speech.	Applies knowledge of clauses and phrases in writing and speech.	Applies knowledge of clauses and phrases but makes minor errors.	Applies knowledge of clauses and phrases with assistance and makes numerous errors.
Grammar in Context	Ability to demonstrate mastery of grammar in both oral and written contexts.	Demonstrates excellent mastery of grammar in both oral and written contexts.	Demonstrates mastery of grammar in both oral and written contexts.	Demonstrates masterly of grammar though with minor inconsistencies and errors.	Demonstrates masterly of grammar though with frequent errors and inconsistencies.

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5. Writing

Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
Content	Ability to provide details of task content accurately for effective communication.	Consistently provides sufficient details of task content accurately and creatively in varied contexts.	Provides sufficient details of task content accurately and in varied contexts.	Provides satisfactory details of task content accurately in some contexts.	Provides satisfactory details of task content in some contexts with assistance.
Social and functional writing	Ability to write: - a letter of invitation - a letter of apology - an invitation for interview - an investigative report - a survey report - a speech using the correct format, language, organisation, and punctuation.	Writes functional texts using the correct format, language, organisation, and punctuation consistently.	Writes functional texts using the correct format, language, organisation, and punctuation.	Writes functional texts using the correct format, language, organisation, and punctuation occasionally.	Rarely writes functional texts meticulously using the correct format, language, organisation, and punctuation.
Creative writing	Ability to write: poems	Composes all the items using the	Composes all the items using the	Composes some items using the	Composes some of the items using the

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Sub strand	Level Indicator	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
	- narrative essays - Expository essays - descriptive essays - dialogues using the correct format, language, organisation, and punctuation.	correct format, language, organisation, and punctuation consistently.	correct format, language, organisation, and punctuation.	correct format, language, organisation, and punctuation occasionally.	correct format, language, organisation, and punctuation with guidance.
Coherence and Cohesion	Ability to write coherent and cohesive texts.	Makes proper use of a wide range of transitional words and creatively links ideas in varied contexts.	Makes proper use of transitional words and links ideas in varied contexts.	Makes use of transitional words and links ideas in some contexts.	Makes use of transitional words and links ideas in some contexts.
Lexical Resources	Ability to use sufficient range of vocabulary appropriately.	Makes proper use of a sufficient range of appropriate formal vocabulary, spells words accurately, and creatively uses collocations in varied contexts	Makes proper use of a range of appropriate formal vocabulary, mostly spells words accurately, and uses collocations in most contexts.	Makes use of some appropriate formal vocabulary, spells some words accurately, and uses collocations in familiar contexts	Makes use of some common vocabulary, spells some words accurately, and uses collocations in familiar contexts with assistance

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APPENDIX: SUGGESTED ASSESSMENT METHODS, LEARNING RESOURCES AND NON-FORMAL ACTIVITIES

Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
Listening and speaking	• Oral narration • Debates • Oral presentations • Discussions • Questions and answer	• Dictionaries • Newspapers • Charts and realia • Resource persons • Audio recordings	• Participating in debating sessions to enhance listening and speaking for effective communication • Stand-up comedy • Music festivals • Drama festivals
Reading	• Reading aloud • Oral questions • Rubrics • Written assignments	• Dictionaries • Authentic materials such newspapers • Recommended textbooks • Online materials	• Discussing books in non-formal groups like debating clubs and book clubs • Discussions • Roleplays • Talks
Grammar	• Filling in gaps • Substitution tables • Cloze test	• Dictionaries • Charts • Digital devices • Audio visuals	• clubs and societies • Debates • Role play • symposiums

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Strand	Suggested Assessment Methods	Suggested Learning Resources	Suggested Non-Formal Activities
	• Oral questions and answers • Written exercises	• Internet • realia	
Writing	• Peer assessment • Dictation • Rewriting exercises • Creative writing exercises • Functional writing exercises • displays	• Locally available materials to make customised cultural objects • Language Games • Digital resources • Authentic texts • Internet • Dictionaries and thesauruses	• Real speech occasions e.g. parliamentary sessions • Visitation of workplaces for exposure to functional texts • Fieldwork e.g. to administer a questionnaire about budgeting • Participation in clubs e.g. Journalism

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