

Grade Four
Indigenous Languages Schemes Of Work

Term Two Year _____ School _____

Week	Lesson	Strand/Theme	Sub strand	Specific learning outcomes	Key inquiry Questions	Learning experiences	Learning Resources	Assessment methods	Refl
1	1	Speaking	Giving instructions at school	<p>By the end of the Sub strand the learner should be able to:</p> <p>a) Give instructions in class confidently and clearly</p> <p>b) Use verbs correctly in giving instructions in class</p> <p>c) Use appropriate phrases to give instructions in class</p> <p>d) Appreciate giving instructions in different contexts</p>	<ol style="list-style-type: none"> 1. What is the importance of comprehending verbs in instructions? 2. Why is it important to listen attentively to instructions before you respond? 3. Why should we obey school rules 	<ul style="list-style-type: none"> • In pairs, learners to practice using verbs appropriately in giving instructions • Learners to participate in a singing game on responding to classroom rules • In pairs, learners to practice giving and responding to instructions in the classroom and give peer review • Learners to role play giving and responding to instructions in class • Learners to practice giving instructions and record themselves. • In small groups, learners to play a fishing game to fish different school rules on sentence cards and say them for others to respond. • Learners to view recorded clips on using verbs to give instructions and practice what they see 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Word cards 3. Digital devices and content 	Observation, QA, Digital assessment	

2			<p style="text-align: center;">Giving information on varied topics</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Answer comprehension questions from texts b) Discuss the importance of hygiene at home c) Use the direct object correctly in sentences d) Take pleasure in discussing varied topics 	<ol style="list-style-type: none"> 1. How do we use the direct object in sentences? 2. Why is it important to observe hygiene at home? 	<ul style="list-style-type: none"> • In small groups, learners to practice using sentences with the direct object • Learners to discuss the importance of hygiene at home. • Learners to listen to a guest speaker on the importance of hygiene at home and answer questions using sentences with the direct object. • Learners to create sentences with a direct object from a substitution table on hygiene at home • In small groups, learners to view video clips on hygiene during home activities and answer questions • Learners to recite poems on the importance of hygiene at home • Learners to role play hygiene practices during home activities 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Word puzzle 3. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	
2	1		<p style="text-align: center;">Describing events and experiences using specific sentence structure</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Describe school events using present continuous tense b) Use when as a conjunction in sentences c) Narrate personal experiences with modern means of transport d) Discuss road safety rules on modern means of transport e) Appreciate describing events and experiences 	<ol style="list-style-type: none"> 1. How do we describe events using present continuous tense? 2. What is the most effective means of transport? 3. When do we use when as a conjunction? 4. Why is it important to observe road safety rules on modern means of transport? 	<ul style="list-style-type: none"> • Learners to sing songs about various events related to modern transport • Learners to identify different modern means of transport from wall charts, books, news papers and talk about them • In pairs, learners to listen to each other describe an event on modern means of transport using sentences in present continuous tense • Learners to listen to recorded clips on safety measures in modern means of transport and respond to questions using present continuous tense • Learners to view video clips on how to observe safety on modern transport and discuss • In small groups learners to discuss memorable events on modern means of transport using when as a conjunction 	<ol style="list-style-type: none"> 1. Wall Charts 2. Books 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	

2			<p>Discussing topical issues fluently and coherently</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Speak fluently and coherently Describe farm activities Discuss ways of cleaning and storing farm tools Appreciate discussing topical issues fluently and coherently 	<ol style="list-style-type: none"> How do we pronounce words fluently? What makes a discussion coherent? What is the importance of cleaning and maintaining farm tools? 	<ul style="list-style-type: none"> In small groups, learners to discuss different farm activities Learners to talk about the uses of different farm tools shown on a wall chart Learners to respond to comprehension questions on cleaning and storing farm tools Learners to talk about the uses of different farm tools from a wall chart Learners to view a recorded clip on how to clean farm tools and equipment and answer questions Learners to recite short poems on the importance of maintaining farm tools and equipment In pairs, learners to narrate personal experiences on cleaning and storage of farm tools Learners to use digital devices to create presentations on how to clean farm tools and talk about them 	<ol style="list-style-type: none"> A collection of stories and poems Digital devices and content 	<p>Observation, QA, Digital assessment</p>	
3	1		<p>Discussing varied topics fluently and coherently</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Narrate short stories on honesty coherently Describe events from stories using conjunctions Discuss advantages of honesty Learners to discuss disadvantages of dishonesty Appreciate narrating stories and events fluently and coherently 	<ol style="list-style-type: none"> How do we use 'when' as a conjunction? Why is it important to be honest? What do we learn from stories? 	<ul style="list-style-type: none"> In turns, learners to narrate short stories on honesty to the class In pairs, learners to describe events from a story using sentences with 'when' as a conjunction Learners listen to short poems on honesty and answer questions using 'when' as a conjunction. Learners to view events on honesty from recorded clips and discuss advantages of honesty and disadvantages of dishonesty Learners use digital devices to create short stories on honesty and talk about them 	<ol style="list-style-type: none"> A collection of stories and poems Digital devices and content 	<p>Observation, QA, Digital assessment</p>	

2			<p style="text-align: center;">Using acquired language to give information</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Describe items in advertisements using adjectives b) Discuss news items from varied media c) Relate adjectives to items in adverts d) Discuss varied issues with pleasure 	<ol style="list-style-type: none"> 1. What is the importance of adjectives in advertisements? 2. Why are news items important? 	<ul style="list-style-type: none"> • In small groups learners to discuss news items from newspapers and magazines • In small groups, learners to talk about events in pictures • In pairs, learners to talk about advertisements on wall charts • In small groups, learners to relate adjectives to items in different advertisements • Learners to answer questions on advertisements • Learners to be engaged in a “swipe, view and talk about news items see” exercise using digital devices. 	<ol style="list-style-type: none"> 1. Wall charts 2. Newspapers 3. Newspaper cuttings 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	
4	1		<p style="text-align: center;">Using artistic expression to express imaginative experiences</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Tell imaginative experiences creatively and coherently b) Use artistic expressions to narrate experiences c) Express empathy for characters in a story d) Enjoy telling imaginative experiences 	<ol style="list-style-type: none"> 1) What is the importance of artistic expressions in story telling? 2) How do we tell a story coherently? 3) Why is it good to show empathy? 4) What do we learn from characters in stories? 	<ul style="list-style-type: none"> • In pairs, learners to narrate personal experiences • In pairs, learners to tell imaginative stories • In small groups, learners to practice telling stories using artistic expressions and in turns give a peer review • Learners to use digital devices to create their own imaginative stories on empathy and talk about them in class • Learners could discuss the themes and characterisation in stories 	<ol style="list-style-type: none"> 1. Wall charts 2. Newspapers 3. Newspaper cuttings 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	

2			<p>Expressing self in a variety of contexts</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Express self audibly and confidently Use proverbs and sayings to tell imaginative experiences Present ideas in a logical sequence Discuss effects of negative cultural practices Enjoy expressing self on varied topical issues 	<ol style="list-style-type: none"> How do we speak audibly and confidently? What is the importance of proverbs and sayings ? What are the benefits of cultural practices? 	<ul style="list-style-type: none"> In small groups, learners to give opinions on different cultural practices Learners to discuss different situations and experiences relating to cultural practices Learners to debate on positive and negative cultural practices In pairs, learners to prepare and record presentations on different cultural practices and present them audibly and confidently In small groups, learners to practice giving ideas in logical sequence and give peer review. Learners to view recorded clips of presentations on cultural practices, ask and answer questions and practice what they see. 	<p>1. Digital devices and content</p>	<p>Observation, QA, Digital assessment, peer review</p>	
5	1		<p>Using a variety of expressions and phrases in conversation</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> Interject appropriately during conversations Use appropriate phrases in telephone conversations Ask questions and respond correctly during conversations Enjoy using appropriate expressions and phrases during conversations 	<ol style="list-style-type: none"> How do we interject during conversations? How do we ask questions during conversations? How do we respond during telephone conversations? 	<ul style="list-style-type: none"> In pairs, learners to listen to recorded telephone conversations, identify phrases used and answer questions Learners to converse in pairs and practice using appropriate phrases, questions and responses In pairs, learners to practice making telephone conversations using interjections, questions and responses appropriately Learners to role play telephone conversations using appropriate phrases, interjections questions and responses Learners to use digital devices to create their own telephone conversations and present to the class 	<ol style="list-style-type: none"> Recorded digital clips Digital devices and content 	<p>Observation, QA, Digital assessment</p>	

2			<p style="text-align: center;">Using language to give information in different formats</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Use interrogatives appropriately to ask questions b) Discuss shopping lists c) Answer questions on care of resources d) Take pleasure in using interrogatives in different contexts. 	<ol style="list-style-type: none"> 1. Why is it important to use a shopping list? 2. How do we ask questions when buying things? 3. How do we use different interrogatives? 	<ul style="list-style-type: none"> • In pairs, learners to identify different interrogatives from the wall charts and use them to ask questions • Learners to play the hot seat game. They fish interrogatives from flash cards and the one on hot seat uses them to ask questions • Learners to practice asking questions to a shopkeeper, using appropriate interrogatives. • Learners to view video clips on careful use of resources ,discuss and answer questions • In small groups, learners to discuss how to make a shopping list • In pairs, learners to create a shopping list and present to the class 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Flash cards 3. Wall charts 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	
6	1		<p style="text-align: center;">Sharing ideas in a variety of topics</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Describe different occupations in the neighbourhood b) Discuss the importance of working efficiently c) Take pleasure in sharing varied ideas 	<ol style="list-style-type: none"> 1. What are the skills of dialogue? 2. What types of occupations do you know? 3. Why is it important to work efficiently? 	<ul style="list-style-type: none"> • In pairs, learners to discuss different occupations displayed on wall charts and answer questions • Learners to engage in a random speaking activity to fish picture cards and find a picture of different occupations and describe them • In small groups, learners to practice dialogues on the importance of working efficiently • Learners to view audio visual clips of dialogues on different occupations and discuss • Learners to debate on different occupations e.g. A farmer is better than a mechanic • Learners to role play different occupations • Learners to be recorded as they role play different occupations, view and give peer reviews 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Fishing 3. Picture cards 4. Wall charts 5. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	

2			<p style="text-align: center;">Giving information using specific language structures to</p>	<p>By the end of the sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Use determiners correctly in sentences b) Describe technological devices from charts. c) Discuss ways of disposing technological waste in school and at home. d) Appreciate giving information in different contexts 	<ol style="list-style-type: none"> 1. What is the importance of determiners in description? 2. How do we dispose of technological devices wastes? 3. Why is it important to 	<ul style="list-style-type: none"> • In small groups learners describe types of technological devices displayed on a wall chart, in books and pictures. • Learners to listen to recorded clips on appropriate waste disposal and answer questions. • In pairs, learners discuss ways of disposing technological wastes. • In pairs, learners to generate sentences on technological devices using 'these' and 'those'. • Learners to use digital devices to create presentations on technological waste disposal and present them to the class 	<ol style="list-style-type: none"> 1. Wall charts 2. Books 3. Pictures 4. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	
7	1		<p style="text-align: center;">Telling about imaginative experiences and stories</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> d) Tell stories creatively and articulately e) Discuss how to care for different animals at home f) Enjoy telling imaginative stories 	<ol style="list-style-type: none"> 1) Why is it important to care for animals? 2) What do we learn from animal stories? 3) How do we make imaginative experiences? 	<ul style="list-style-type: none"> • In pairs, learners to share imaginative experiences on care for animals • In small groups, learners to create and tell imaginative stories • Learners to listen to recorded clips about care for animals and answer questions • Learners to create imaginative experiences about care for animals and present them • Learners to view an audio visual clip on care for animals and discuss • Learners to use digital devices to prepare presentations on care of animals and present • Learners to listen to and discuss animal stories • Learners could convert animal stories into other formats e.g. poems and retell/ recite 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	

2			<p style="text-align: center;">Using standard pronunciation, intonation and pause</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Observe correct pronunciation and pause when speaking at home and in school b) Use correct pronunciation, intonation and pause c) Speak clearly, efficiently, fluently and confidently in a variety of contexts d) Discuss ideas in a logical sequence f) Explain how to deal with strangers 	<ol style="list-style-type: none"> 1. Why is it important to observe punctuation marks in self expression? 2. What do you when you meet strangers? 3. How do you present ideas in logical sequence? 	<ul style="list-style-type: none"> • In pairs, learners to discuss different punctuation marks how they affect pause and intonation • In pairs, learners to practice the intonation and pause for different punctuation marks • In small groups, learners to practice expressing own opinions fluently with correct intonation and pause • Learners to practice sentences given on the board and observing the use of full stop, exclamation mark and question mark • Learners to be recorded giving speeches and observing the use of full stop, exclamation mark and question mark • In small groups, learners could view recorded clips on self expression and practice what they see. 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	
8	1		<p style="text-align: center;">Using acquired language strategies to talk about daily experiences</p>	<p>By the end of the Sub strand the learner should be able to:</p> <ol style="list-style-type: none"> a) Use verbs correctly in sentences to express self b) Discuss care of communal resources appropriately c) Describe things using adverbs of degree in sentences correctly d) Appreciate discussing daily experiences using acquired language strategies 	<ol style="list-style-type: none"> 1. What is the importance of verbs in sentences? 2. How do we describe things using adverbs of degree? 3. Why is it important to take care of communal resources? 	<ul style="list-style-type: none"> • In pairs, learners to practice using verbs and adverbs in sentences • In small groups, learners to discuss different communal resources • Learners to look at pictures of different communal resources on a chart and tell personal experiences about them • Learners to listen to recorded clips on different resources and repeat the descriptions • Learners to practice describing different resources using adverbs of degree • Learners to use digital devices to prepare presentations on care of communal resources and present. 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Digital devices and content 	<p style="text-align: center;">Observation, QA, Digital assessment</p>	

	2	Reading	Reading texts with a variety of language structures	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Read nouns correctly in singular and plural forms in texts Identify prepositions in texts Comprehend instructions in different texts. Answer comprehension questions correctly Appreciate reading texts with a variety of language structures 	<ol style="list-style-type: none"> Why do we use nouns and prepositions in sentences? How do you resolve conflicts? 	<ul style="list-style-type: none"> In small groups, learners to practice reading fluently and give peer reviews In pairs, learners to read and identify singular forms of nouns in texts In pairs, learners to identify plural forms of nouns from passages In pairs, learners to read texts and identify prepositions Learners to read short passages on conflict resolution. Learners to identify sentences with singular and plural forms of nouns in news paper cuttings and read them Learners to identify short paragraphs with prepositions and read them fluently 	<ol style="list-style-type: none"> Flashcards Charts Newspaper cuttings Digital devices and content 	Observation, QA, Digital assessment	
9	1		Reading texts with a variety of language structures	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Read nouns correctly in singular and plural forms in texts Identify prepositions in texts Comprehend instructions in different texts. Answer comprehension questions correctly Appreciate reading texts with a variety of language structures 	<ol style="list-style-type: none"> Why do we use nouns and prepositions in sentences? How do you resolve conflicts? 	<ul style="list-style-type: none"> Learners to identify short paragraphs with prepositions and read them fluently 	<ol style="list-style-type: none"> Flashcards Charts Newspaper cuttings Digital devices and content 	Observation, QA, Digital assessment	

	2		<p>Reading texts with varied instructions</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Comprehend instructions in texts Answer comprehension questions on school instructions Read instructions and perform a task Appreciate reading a variety of texts to use information 	<ol style="list-style-type: none"> Why should we obey school rules What is the importance of comprehending verbs in instructions? Why is it important to comprehend instructions as we perform a task? 	<ul style="list-style-type: none"> In pairs, learners to read and respond to instructions from wall charts In small groups, learners to identify and read instructions from newspaper cuttings Learners to read and comprehend the school rules Learners to read and identify instructions in passages Learners to read instructions and perform a specific task in pairs/groups. Learners to use digital devices to create instructions and read them Learners to read and role play given instructions 	<ol style="list-style-type: none"> Flash cards Noun and preposition charts Digital devices and content 	<p>Observation, QA, Digital assessment</p>	
10	1		<p>Reading sentences in a variety of structures to acquire information</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Read sentences in present continuous tense in varied texts Answer comprehension questions from texts on modern means of transport Enjoy reading a variety of texts to acquire information 	<ol style="list-style-type: none"> How do we read to acquire information Why is it important to read fluently? Why is safety important when using modern transport? 	<ul style="list-style-type: none"> Learners to read pictures and identify modern means of transport. In pairs, learners to practice reading poems on modern means of transport with correct pause and pace. Learners to read passages on safety in modern transport and answer questions Learners to read short passages on modern means of transport identifying sentences in present continuous tense. Learners to engage in digital language games to read words and sentences about modern means of transport. Learners to participate in peer reading and peer assessment activities. 	<ol style="list-style-type: none"> Flash cards Noun and preposition charts Digital devices and content 	<p>Observation, QA, Digital assessment</p>	

	2		Silent reading	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read level readers silently with attention</p> <p>b) Comprehend the meaning of new words in context from level readers</p>	<p>1) Why do we read silently?</p> <p>2) What is the importance of using a dictionary?</p>	<ul style="list-style-type: none"> Learners to practice reading level readers silently Learners to read short passages on farm activities, silently and answer questions In pairs, learners to practice using the dictionary to check the meaning of new words. 	<p>1. Recorded digital clips</p> <p>2. Flash cards</p> <p>3. Sentence cards</p> <p>4. Sentence charts</p> <p>5. Digital devices and content</p>	Observation, QA, Digital assessment	
11	1		Silent reading	<p>c) Answer comprehension questions from level readers</p> <p>d) Use level dictionary appropriately to comprehend new words</p> <p>e) Enjoy reading silently and attentively</p>	<p>1) Why do we read silently?</p> <p>2) What is the importance of using a dictionary?</p>	<ul style="list-style-type: none"> Learners to find stories on farm activities in digital devices and read them silently Learners to find meaning of new words in level readers using the level dictionary. Learners to practice acquired reading strategies as they read silently. 	<p>1. Recorded digital clips</p> <p>2. Flash cards</p> <p>3. Sentence cards</p> <p>4. Sentence charts</p> <p>5. Digital devices and content</p>	Observation, QA, Digital assessment	
	2		Reading passages with compound sentences	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read compound sentences different passages with comprehension</p> <p>b) Identify conjunctions in compound sentences.</p> <p>c) Enjoy reading a variety of texts for comprehension.</p>	<p>1. When do we use conjunctions?</p> <p>2. Why is it important to be honest?</p> <p>3. What are the consequences of dishonesty?</p>	<ul style="list-style-type: none"> Learners to read passages on honesty. In pairs, learners to read compound sentences from charts. In pairs, learners to practice reading compound sentences fluently. Learners to read poems on honesty and answer questions In small groups, learners to read sentences and identify conjunctions. Learners to read passages on consequences of dishonesty and respond to comprehension questions. 	<p>1. Recorded digital clips</p> <p>2. Flash cards</p> <p>3. Sentence cards</p> <p>4. Sentence charts</p> <p>5. Digital devices and content</p>	Observation, QA, Digital assessment	
12	1		Extensive reading		<p>1. Why are advertisements important?</p> <p>2. What do news items communicate?</p>		1. Varied texts	Observation, QA, Digital assessment	

	2		Extensive reading	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) Read extensively b) Identify adjectives in various adjectives c) Interpret advertisements and news items. d) Use information from news items and adverts appropriately. e) Enjoy reading a variety of advertisements and news items. 	<ol style="list-style-type: none"> 1. Why are advertisements important? 2. What do news items communicate? 	<ul style="list-style-type: none"> • In pairs, learners to identify and read adverts from news ppapers, magazines etc • In small groups, learners to read news paper cuttings and prepare personal collection of news e.g. personal booklet of news. • Learners to read and identify adjectives in varied adverts in pairs and groups. • In pairs, learners to use digital devices to read and recreate content of adverts • Learners to read and answer questions on advertisements. • Learners to read and debate on using information from adverts and news items responsibly 	1. Varied texts	Observation, QA, Digital assessment	
13	1		Extensive reading	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> a) Read to locate specific information in stories. b) Build a personal collection of vocabulary from stories. c) Relate events of short stories to real life experiences. d) Read a variety of texts with pleasure. 	<ol style="list-style-type: none"> 1) How do you build a personal collection of vocabulary? 2) What do we learn from stories? 3) Why is it important to show empathy? 	<ul style="list-style-type: none"> • Learners to read short passages and find meaning of words in context • In pairs, learners to read and locate words showing empathy in varied texts. • In small groups, learners to practice relating events from stories to real life • Learners to read stories and discuss themes and characters • Learners to read texts and talk about related real life experiences • Learners to read stories and identify situations related to empathy. • Learners to read and prepare personal collections of new words 	<ol style="list-style-type: none"> 1. Recorded digital clips 2. Flash cards 3. Word cards 4. Digital devices and content 	Observation, QA, Digital assessment	

	2		<p>Reading texts with a variety of literary short forms</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Identify proverbs and sayings in passages Unravel riddles from different texts Comprehend the meaning of proverbs and sayings in context Read passages on countering negative cultural practices Appreciate reading texts with a variety of literary short forms. 	<ol style="list-style-type: none"> How do we interpret proverbs and sayings in context? What is the role of proverbs and riddles in texts? How do we counter negative cultural practices 	<ul style="list-style-type: none"> Learners to read passages on cultural practices In small groups, learners to read different texts and identify negative cultural practices In pairs, learners to read texts and identify proverbs and sayings Learners to use digital devices to identify and unravel riddles Learners to read passages on countering negative cultural practices Learners to read short passages and answer questions on different cultural practices Learners to read poems, identify and explain the meaning of proverbs and sayings in context 	<ol style="list-style-type: none"> Flash cards Word charts Realia 	<p>Observation, QA, Digital assessment</p>	
14	1		<p>Reading texts with a variety of phrases</p>	<p>By the end of the sub strand, the learner should be able to:</p> <ol style="list-style-type: none"> Read dialogues with correct stress and intonation. Identify phrases used in dialogues and telephone conversations Explain the meaning of new words from different texts Enjoy reading texts with a variety of phrases 	<ol style="list-style-type: none"> Why is correct stress and intonation important? What phrases are appropriate for telephone conversations? How do we interject and take turns during telephone conversation? 	<ul style="list-style-type: none"> In pairs, learners to read a telephone conversation from a visual screen . In pairs, practice reading different phrases with correct stress and intonation Learners to identify a dialogue from a chart and read phrases with correct stress and intonation Learners to use digital devices. create and read their own telephone conversations In pairs learners to read dialogues and identify different phrases in the conversations, in different contexts. 	<ol style="list-style-type: none"> Flash cards Word charts Realia 	<p>Observation, QA, Digital assessment</p>	

2		Reading texts with varied sentence structures	<p>By the end of the sub strand, the learner should be able to:</p> <ul style="list-style-type: none"> a) Read shopping lists with comprehension b) Identify different sentence structures from texts c) Read passages on the importance of a shopping list. • Enjoy reading texts with varied sentence structures 	<ul style="list-style-type: none"> 1) How do we prepare shopping lists 2) Why is it important to prepare a shopping list? 3) How do we use resource carefully? 	<ul style="list-style-type: none"> • In pairs, learners identify and read interrogative sentences in texts • In small groups, learners read passages on shopping activities. • Learners to use digital devices to identify and read interrogative sentences. • In pairs, learners to read passages on careful use of resources. • Learners to prepare and read their shopping lists using digital devices. 	<ul style="list-style-type: none"> 1. Flash cards 2. Word charts 3. Realia 	Observation, QA, Digital assessment	
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	End Term
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