# ENGLISH SCHEMES OF WORK FORM 4
# TERM ONE-2019

| WEEK | LESSON | TOPIC | SUB-TOPIC | LESSON OBJECTIVES | TEACHING/ LEARNING ACTIVITIES | TEACHING/ LEARNING RESOURCES | REFERENCES | REMARKS |
|---|---|---|---|---|---|---|---|---|
| | **1,2** | **OPENING AND REVISION OF END YEAR EXAMINATIONS** | | | | | | |
| **3** | 1 | EFFECTIVE COMMUNICATION | Distinguishing word classes using stress | By the end of the lesson, the learner should be able to:<br>• Read the poem "The pauper" in groups aloud<br>• Discuss the question from the poem correctly | • discussion | • Chalkboard<br>• Flash cards | • New Horizons in English Book 4 students book Page 1-2<br>• Teachers guide page 1 | |
| | 2 | STUDY SKILLS | Study of works of literature: Setting in literature | By the end of the lesson, the learner should be able to:<br>• Define setting correctly<br>• Discuss the various forms of setting<br>• Describe the setting in a given story | • Discussion | • chalkboard | • New Horizons in English Book 4 students book Page 5-7<br>• Teachers guide page 2-3 | |
| | 3 | READING | Women Critical to Food Security | By the end of the lesson, the learner should be able to:<br>• Appreciate the role of women in production of food<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 2-5<br>• Teachers guide page 3-5<br>• English dictionary | |
| | 4 | GRAMMAR | Functions of nouns | By the end of the lesson, the learner should be able to:<br>• Define nouns<br>• Discuss the functions of nouns correctly<br>• Use nouns to bring out | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 7-9 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | different functions in sentences | | | • Teachers guide page 5-7 | |
| | 6 | WRITING | Paraphrasing | By the end of the lesson, the learner should be able to:<br>• Define paraphrasing<br>• Identify the importance of paraphrasing<br>• Paraphrase a given text correctly, neatly and legibly | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 10-11<br>• Teachers guide page 7-8 | |
| | 7,8 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Discussion | Chalkboard | • The Inheritance By David Mulwa | |
| **4** | | | | | **CAT ONE EXAMINATIONS** | | | |
| | 4 | EFFECTIVE COMMUNICATION | Hot seating<br><br>Labels with vague meanings | By the end of the lesson, the learner should be able to:<br>• Discuss the terms of reference of the scenario presented in the text<br>• Act out and dramatise the roles of the select committee members formed according to the scenario presented in the text<br>• Make a list of the labels around them on clothes, cutlery, medicine, phones and bottles<br>• Distinguish between labels that are straight-forward and the ones that are ambiguous | • Discussion<br>• Hot seating | • Chalkboard<br>• Charts | • New Horizons in English Book 4 students book Page 12-13<br>• Teachers guide page 9-10 | |
| | 5 | STUDY SKILLS | Study of works of literature: | By the end of the lesson, the learner should be able to: | • Discussion | • Samples of paragraphs | • New Horizons in | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Satire | • Define satire<br>• Identify the techniques that help satire to be achieved including juxtaposition, hyperbole, irony and humour<br>• Identify and explain satire in a given text correctly | | with satire | English Book 4 students book Page 17<br>• Teachers guide page 10-11<br>• | |
| | 6 | READING | Life on the Streets | By the end of the lesson, the learner should be able to:<br>• Describe some causes of street children<br>• Appreciate the importance of families<br>• Answer questions on the passage correctly.<br>• Acquire and use new vocabulary | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 13-16<br>• Teachers guide page 11-13<br>• English dictionary | |
| | 7,8 | GRAMMAR | Interrogative pronouns | By the end of the lesson, the learner should be able to:<br>•<br>• Define interrogative pronouns<br>• Identify the interrogative pronouns in given sentences<br>• Use interrogative pronouns correctly in sentences | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 20-22<br>• Teachers guide page 13-15 | |
| **5** | 1 | WRITING | paraphrasing | By the end of the lesson, the learner should be able to:<br>• Appreciate the need for paraphrase<br>• Identify the characteristics of a paraphrase<br>• Write a paraphrase of a given passage neatly and legibly | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 10-11<br>• Teachers guide page 15 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 7,8 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Discussion | • Chalkboard | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | Word stress in English | By the end of the lesson, the learner should be able to:<br>• Define word stress correctly<br>• Place stress on the correct syllables in words | • discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 27-28<br>• Teachers guide page 17 | |
| | 5 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:<br>• Summarize the given passage in not more than ninety words | • Discussion<br>• Summarizing | • Chalkboards<br>• Wall charts with short poems | • New Horizons in English Book 4 students book Page 31<br>• Teachers guide page 18<br>Demystifying poetry | |
| | 6 | READING | Comprehension Medicinal value of the Lemon | By the end of the lesson, the learner should be able to:<br>• Appreciate the importance of the lemon<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 29-31<br>• Teachers guide page 19-20<br>• English dictionary | |
| | 7,8 | GRAMMAR | Relative pronouns | By the end of the lesson, the learner should be able to:<br>• Identify relative pronouns<br>• Use relative pronouns in | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | sentences correctly | | | Page35-39<br>• Teachers guide page 20-22 | |
| **6** | 1 | WRITING | Punctuation in Titles of Publications, Quotations and Headings | By the end of the lesson, the learner should be able to:<br>• Correctly punctuate titles of full-length publications<br>• Correctly punctuate titles of parts of publications<br>• Incorporate short quotations within the text of their work<br>• Set off long quotations | • Writing<br>• discussion | • Chalkboard<br>• Sample publications | • New Horizons in English Book 4 students book Page 23-26<br>• Teachers guide page 22-23 | |
| | 4 | EFFECTIVE COMMUNICATION | Word stress in English Sentence stress | By the end of the lesson, the learner should be able to:<br>• Identify the stress in homographs depending on how they are used in sentences<br>• Describe sentence stress<br>• Identify the stressed words in sentences given correctly | • Discussion<br>• Pronunciation | • Chalkboard | • New Horizons in English Book 4 students book Page 45-46, 46-47<br>• Teachers guide page 24-25 | |
| | 5 | STUDY SKILLS | ROLE PLAY | By the end of the lesson, the learner should be able to:<br>• Appreciate the importance of good health<br>• Engage in role-play to elaborate on the topics given on health concerns | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 46-47<br>• Teachers guide page 25-26 | |
| | 6 | READING | Comprehension A Global Village | By the end of the lesson, the learner should be able to:<br>• Appreciate the effects of transportation and communication technology | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 47-49<br>• Teachers | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | • Answer questions on the passage correctly.<br>• Infer meaning of the new words used | | | guide page 26-28<br>• English dictionary | |
| | 7, 8 | GRAMMAR | Verbs: Participial Phrases | By the end of the lesson, the learner should be able to:<br>• Define participial phrases<br>• Identify them in sentences correctly<br>• Use participial phrases in sentences correctly | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 52-55<br>• Teachers guide page 28-30 | |
| **7** | 1 | WRITING | Recipe | By the end of the lesson, the learner should be able to:<br>• Explain what a recipe is<br>• Give clear instructions on how to prepare a particular meal<br>• Write neatly and legibly | • Writing<br>• discussion | • Chalkboard<br>• Sample recipe | • New Horizons in English Book 4 students book Page 39-44<br>• Teachers guide page 30-31 | |
| | 2 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion | • The Inheritance By David Mulwa | |
| | 3 | EFFECTIVE COMMUNICATION | Interviews | By the end of the lesson, the learner should be able to:<br>• Define an interview<br>• Describe the important things to be considered when conducting an interview<br>• Participate in a mock interview | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 63-64<br>• Teachers guide page 32 | |
| | 4 | STUDY SKILLS | Discussion | By the end of the lesson, the learner should be able to:<br>• Discuss the reasons | • Note taking<br>• Discussion | • Chalkboard | • New Horizons in English Book | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | given in the given text as to why victims of rape do not report such cases<br>• Take down notes as they discuss | | | • 4 students book Page 64-65<br>• Teachers guide page 33 | |
| | 5/6 | READING | Comprehension Mother Fails to Save Daughter from Rape | By the end of the lesson, the learner should be able to:<br>• Appreciate the need for protecting girls from rapists<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 65-67<br>• Teachers guide page 33-35<br>• English dictionary | |
| | 7, 8 | GRAMMAR | Gerunds | By the end of the lesson, the learner should be able to:<br>• Define gerunds<br>• Identify gerunds in sentences<br>• Use gerunds correctly in sentences | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 71-73<br>• Teachers guide page 35-37 | |
| **8** | | **MID-TERM BREAK** | | | | | • | |
| **9** | 1 | WRITING | Social writing: Instructions to friends and relatives | By the end of the lesson, the learner should be able to:<br>• Appreciate the need to acquire instructions-writing skills<br>• Write instructions to friends and relatives correctly<br>• Write neatly and legibly | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 73-74<br>• Teachers guide page 37-38 | |
| | 2/3 | INTENSIVE READING | The | By the end of the lesson, the learner should be able to: | • Reading set texts | • Discussion | • The Inheritance | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Inheritance By David Mulwa | • Analyze the setting, characters, roles, themes, style and language use in the set text | • Discussing the issues raised | | By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | -Acceptable speech habits, tone and interruption<br>-Making oral reports: police statements | By the end of the lesson, the learner should be able to:<br>• Identify acceptable manners in speech<br>• Identify the words and expressions that are helpful and socially acceptable in speech<br>• Describe the features of a good oral report<br>• Practice making oral reports | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 75-76<br>• Teachers guide page 39-40 | |
| | 5 | STUDY SKILLS | Study of works of literature: Some stylistic devices in literary works | By the end of the lesson, the learner should be able to:<br>• Define stylistic devices<br>• Define onomatopoeia, repetition, alliteration, irony, sarcasm, personification, and allusion<br>• Identify the defined stylistic devices in given texts | • Discussion | • | • New Horizons in English Book 4 students book Page 81-83<br>• Teachers guide page 40-41 | |
| | 6 | READING | Comprehension Ntanya | By the end of the lesson, the learner should be able to:<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 77-79<br>• Teachers guide page 41-43<br>• English dictionary | |
| | 7/8 | GRAMMAR | Relative pronouns | By the end of the lesson, the learner should be able to: | • Discussing | • Dictionary | • New Horizons in | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | • Identify relative pronouns<br>• Use relative pronouns in sentences correctly | • Writing sentences | | • English Book 4 students book Page 67-6<br>• Teachers guide page43-54 | |
| **10** | 1 | WRITING | Public writing: Letters of Inquiry and letters of request | By the end of the lesson, the learner should be able to:<br>• Define letters of inquiry and request<br>• Write letters of inquiry and request correctly<br>• Write neatly and legibly | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 85-87<br>• Teachers guide page 45-46 | |
| | 2/3 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | Word stress | By the end of the lesson, the learner should be able to:<br>• Identify the words from a list given whose meaning and word class would change depending on stress placement | • Discussion<br>• | • Chalkboard | • New Horizons in English Book 4 students book Page 88<br>• Teachers guide page 47 | |
| | 5 | STUDY SKILLS | Interpretive reading as a study skill | By the end of the lesson, the learner should be able to:<br>• Appreciate the significance of interpretative reading as a study skill<br>• Identify the essential features of interpretive reading<br>• Apply interpretive | • Discussion | • Chalkboard | • New Horizons in English Book 4 students book<br>• Teachers guide page 48-49 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | reading skills | | | | |
| | 6 | READING | Comprehension Off with the old, on with the new | By the end of the lesson, the learner should be able to:<br>• Appreciate the value of generosity<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 89-92<br>• Teachers guide page 49-51<br>• English dictionary | |
| | 7,8 | GRAMMAR | Adjectives + typical endings | By the end of the lesson, the learner should be able to:<br>• Identify and discuss the typical endings of adjectives in sentences | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 83-85<br>• Teachers guide page 51-53 | |
| **11** | 1 | WRITING | Faxes and E-mails | By the end of the lesson, the learner should be able to:<br>• Appreciate the usefulness of faxes and e-mail in communication<br>• State the features of a fax and an e-mail<br>• Write neatly and legibly<br>• | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 56-62<br>• Teachers guide page 53-54 | |
| | 2,3 | READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading<br>• Discussion<br>• Writing | Excerpts from the setbook | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | DRAMATISATION: Use of tone to reveal attitude | By the end of the lesson, the learner should be able to:<br>• Present a brief skit in class<br>• Use the appropriate tone | • Discussion<br>• Role play | chalkboard | • New Horizons in English Book 4 students book Page | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | to bring out the attitude in the various situations in the skit | | | 100<br>• Teachers guide page 55-56 | |
| | 5 | STUDY SKILLS | Note making | By the end of the lesson, the learner should be able to:<br>• Make notes on the passage “Are goats scapegoats?”<br>• Write a summary of not more than 80 words on the measures that human beings can take to improve their land | • Discussion<br>• Summary writing<br>• Note-making | • chalkboard | • New Horizons in English Book 4 students book Page 107-107<br>• Teachers guide page 56-57<br>• | |
| | 6 | READING | Comprehension A Pound of Flesh | By the end of the lesson, the learner should be able to:<br>• Appreciate the need to be kind to others<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 100-106<br>• Teachers guide page 57-59<br>• English dictionary | |
| | 7,8 | GRAMMAR | Functions of adjectives in sentences | By the end of the lesson, the learner should be able to:<br>• Distinguish among functions of different kinds of adjectives<br>• Use coordinating, subordinating and correlative conjunctions correctly | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 107-110<br>• Teachers guide page 59-61 | |
| **12** | 1 | WRITING | Reviews | By the end of the lesson, the learner should be able to:<br>• Describe the essential parts of a review<br>• Write a review correctly<br>• Write neatly and legibly | • Writing<br>• discussion | chalkboard | • New Horizons in English Book 4 students book Page 110-112<br>• Teachers guide page 61-62 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 2/3 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion<br>• Reading<br>• Writing | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | GROUP WORK | By the end of the lesson, the learner should be able to:<br>• Participate effectively in the group discussion based on the passage "Leaving Home." | • Discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 113-114<br>• Teachers guide page 63-64 | |
| | 5 | STUDY SKILLS | Study of works of literature: Symbolism in literature | By the end of the lesson, the learner should be able to:<br>• Define symbolism<br>• Identify the symbolism used in the passage "The Banister." | • Discussion | • Chalkboard | • New Horizons English Book 4 students book Page 116-118<br>• Teachers guide page 64-65 | |
| | 6 | READING | Comprehension Using the Internet as an advertising medium | By the end of the lesson, the learner should be able to:<br>• Appreciate the importance of the internet in people's lives<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons English Book 4 students book Page 114-116<br>• Teachers guide page 65-67<br>• English dictionary | |
| | 7,8 | GRAMMAR | Position of adverbs in sentences | By the end of the lesson, the learner should be able to:<br>• Define adverbs<br>• Use adverbs in various positions in sentences correctly | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons English Book 4 students book Page 118-121 | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | • Teachers guide page67-68 | |

## 13,14 REVISION, END TERM EXAMINATIONS, MARKING AND

## ENGLISH SCHEMES OF WORK FORM 4
## TERM TWO-2019

| WEEK | LESSON | TOPIC | SUB-TOPIC | LESSON OBJECTIVES | TEACHING/ LEARNING ACTIVITIES | TEACHING/ LEARNING RESOURCES | REFERENCES | REMARKS |
|---|---|---|---|---|---|---|---|---|
| | **1,2** | **OPENING AND REVISION OF END YEAR EXAMINATIONS** | | | | | | |
| **3** | 1 | EFFECTIVE COMMUNICATION | -Oral Presentations<br>-Study of works of literature: Plot and synopsis | By the end of the lesson, the learner should be able to:<br>• Write a short summary of one of the literature setbooks<br>• Give an oral presentation of the summary in the class without making reference to the text or exercise book<br>• Write a synopsis of one of the literary works being studied | • Discussion<br>• Oral presentation | • Chalkboard<br>• Flash cards | • New Horizons in English Book 4 students book Page 124-125<br>• Teachers guide | |
| | 2 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:<br>• Read the passage entitled “The Benefits of Dancing” and write a summary of about 50 words on the social benefits of attending dances | • Discussion<br>• Summary writing | • Chalkboard | • New Horizons in English Book 4 students book Page 128-129<br>• Teachers guide | |
| | 3 | READING | Racism | By the end of the lesson, the learner should be able to:<br>• Appreciate the dangers of racism | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | • Answer questions on the passage correctly.<br>• Infer meaning of the new words used | | | book Page 126-127<br>• Teachers guide<br>• English dictionary | |
| | 4 | GRAMMAR | Adverbs- typical endings | By the end of the lesson, the learner should be able to:<br>• Identify the various typical endings of adverbs<br>• Form adverbs form given words using the typically endings discussed | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 129-130<br>• Teachers guide | |
| | 6 | WRITING | Expository writing | By the end of the lesson, the learner should be able to:<br>• Write a good expository composition following the guidelines and the sample given | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 121-122<br>• Teachers guide | |
| | 7,8 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Discussion | • Chalkboard | • The Inheritance By David Mulwa | |
| **4** | | | | | **CAT ONE EXAMINATIONS** | | | |
| | 4 | WRITING | Questionnaires | By the end of the lesson, the learner should be able to:<br>• Define a questionnaire<br>• Write a good question using the guidelines given by the teacher | • Writing | • Chalkboard | • New Horizons in English Book 4 students book Page 130-132<br>• Teachers guide | |
| | 5 | EFFECTIVE COMMUNICATION | READING POETRY | By the end of the lesson, the learner should be able to:<br>• Read the poem “The | • Reading<br>• Question and answers | • Charts | • New Horizons in English Book | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | Village well loudly in chorus.<br>• Answer the questions from the poem correctly | | | 4 students book Page 140-142<br>• Teachers guide<br>• Understanding Poetry | |
| | 6 | READING COMPREHENSION | Addicted to Love | By the end of the lesson, the learner should be able to:<br>• Appreciate the dangers of addiction to drugs<br>• Answer questions on the passage correctly.<br>• Acquire and use new vocabulary | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 136-139<br>• Teachers guide<br>• English dictionary | |
| | 7,8 | GRAMMAR | Functions of prepositions | By the end of the lesson, the learner should be able to:<br>• Define prepositions<br>• Identify the functions of prepositions in given sentences<br>• Make sentences with prepositions that serve different functions | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 142-146<br>• Teachers guide | |
| **5** | 1 | WRITING | Creative writing: Imaginative writing | By the end of the lesson, the learner should be able to:<br>• Define creative writing<br>• Write a good imaginative composition | • Writing<br>• Discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 147-148<br>• Teachers guide | |
| | 7,8 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Discussion | • Chalkboard | • The Inheritance By David Mulwa | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 4 | EFFECTIVE COMMUNICATION | Dialogue: Turn-taking to demonstrate empathy | By the end of the lesson, the learner should be able to:<br>• Identify the signals that indicate that a speaker is claiming a turn during a conversation<br>• Participate in a conversation effectively and ensuring that turn-taking rules are observed | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 149-152<br>• Teachers guide page 17 | |
| | 5 | ORAL LITERATURE | Animal Folktales | By the end of the lesson, the learner should be able to:<br>• Discuss the characteristics of animal folktales<br>• Answer the questions from the animal folktale given correctly | • Narration<br>• Discussion<br>• Reading | • Chalkboards<br>• Wall charts with short poems | • New Horizons in English Book 4 students book Page 155-158<br>• Oral Literature for Schools | |
| | 6 | READING COMPREHENSION | Clash of Cultures | By the end of the lesson, the learner should be able to:<br>• Appreciate the diverse cultures of the world<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 152-155<br>• Teachers guide<br>• English dictionary | |
| | 7,8 | GRAMMAR | Conjunctions: Functions in sentences | By the end of the lesson, the learner should be able to:<br>• Define conjunctions<br>• Identify the functions of conjunctions in sentences<br>• Use conjunctions in sentences correctly | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 158-161<br>• Teachers guide | |
| **6** | 1 | WRITING | Autobiography | By the end of the lesson, the learner should be able to:<br>• Define an autobiography | • Writing<br>• discussion | • Chalkboard<br>• Sample publications | • New Horizons in English Book 4 students | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | • Write a good autobiography using the guidelines given by the teacher | | | • book Page 161<br>• Teachers guide | |
| | 4 | EFFECTIVE COMMUNICATION | Focus on speaking | By the end of the lesson, the learner should be able to:<br>• Differentiate between formal and informal speech<br>• Discuss the situations where either could be used<br>• Write a formal speech of about three paragraphs on a topic of their choice | • Discussion<br>• Pronunciation<br>• Speaking | • Chalkboard | • New Horizons in English Book 4 students book Page 162-163<br>• Teachers guide | |
| | 5 | STUDY SKILLS | Studying Oral Literature: Style in narratives | By the end of the lesson, the learner should be able to:<br>• Identify the important aspects of narratives that one should consider<br>• Outline the stylistic devices characteristic of narratives<br>• Answer the questions from the narrative “Hare and Elephant” correctly | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 166-168<br>• Teachers guide<br>• Oral Literature for Schools | |
| | 6 | READING | Comprehension The Professional Touts | By the end of the lesson, the learner should be able to:<br>• Appreciate the dangers of corruption<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 163-166<br>• Teachers guide<br>• English dictionary | |
| | 7, 8 | GRAMMAR | Clauses: Inversions | By the end of the lesson, the learner should be able to:<br>• Differentiate between defining and non- | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | defining clauses<br>• Use inversions with clauses correctly<br>• Identify the adverb clauses in given sentences correctly | | | 179-181<br>• Teachers guide | |
| **7** | 1 | WRITING | Biographies | By the end of the lesson, the learner should be able to:<br>• Define a biography<br>• Write a brief biography of a good friend of theirs<br>• Write neatly and legibly | • Writing<br>• discussion | • Chalkboard<br>• Sample recipe | • New Horizons in English Book 4 students book Page 182<br>• Teachers guide page 30-31 | |
| | 2 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion | • The Inheritance By David Mulwa | |
| | 3 | EFFECTIVE COMMUNICATION | An Oral Literature research Project | By the end of the lesson, the learner should be able to:<br>• Define proverbs correctly<br>• Outline the functions of proverbs as discussed in the conversation between Nyar Nam, Otieno and Ojuok<br>• Discuss the characteristics of proverbs<br>• Give examples of proverbs from their community and translate them into English | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 172-173<br>• Teachers guide page 32<br>• Oral Literature for Schools | |
| | 4 | STUDY SKILLS | Study of works of literature: Point of view | By the end of the lesson, the learner should be able to:<br>• Discuss the various points of view used in | • Note taking<br>• Discussion | • Chalkboard | • New Horizons in English Book 4 students | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | literature, that is, first person, third person and objective points of view | | | book Page 173-175<br>• Teachers guide | |
| | 5/6 | READING | Comprehension Grandfather | By the end of the lesson, the learner should be able to:<br>• Appreciate the importance of respecting elders<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 174-177<br>• Teachers guide<br>• English dictionary | |
| | 7, 8 | WRITING | SUMMARY | By the end of the lesson, the learner should be able to:<br>• Describe the ceremony of *ekereero* in the passage "Women Call the Shots" in not more than 100 words | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 177-179<br>• Teachers guide | |
| **8** | | **MID-TERM BREAK** | | | | | • | |
| **9** | 1 | WRITING | Instructional writing: Curriculum Vitae I | By the end of the lesson, the learner should be able to:<br>• Define a CV correctly<br>• Write a good own CV using the guidelines given by the teacher | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 197-206<br>• Teachers guide | |
| | 2/3 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion | • The Inheritance By David Mulwa | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 4 | EFFECTIVE COMMUNICATION | Negotiation skills | By the end of the lesson, the learner should be able to:<br>• Outline the various situations one may require to use negotiation skills<br>• Describe the process of negotiation accurately<br>• Engage in a mock negotiation on any given topic | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 183-185<br>• Teachers guide | |
| | 5 | STUDY SKILLS | Study of works of literature: Oral Poetry | By the end of the lesson, the learner should be able to:<br>• Discuss the various forms of oral poetry<br>• Discuss features of oral poetry<br>• Answer the questions from the oral poem entitled “Omukiga Bridegroom’s emissary” correctly | • Discussion | • Samples of oral poems<br>• Chalkboard | • New Horizons in English Book 4 students book Page 188-193<br>• Teachers guide<br>• Oral Literature for Schools | |
| | 6 | READING | Comprehension The Silent Scream | By the end of the lesson, the learner should be able to:<br>• Appreciate the dangers of abortion<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 186-188<br>• Teachers guide<br>• English dictionary | |
| | 7/8 | GRAMMAR | Clauses: Sentence Connectors | By the end of the lesson, the learner should be able to:<br>• Define sentence connectors<br>• List all the sentence connectors in English<br>• Use sentence connectors in sentences correctly | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 194-196<br>• Teachers guide | |
| **1** | 1 | WRITING | Instructional | By the end of the lesson, the | • Writing | Chalkboard | • New | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **0** | | | writing: Curriculum Vitae II | learner should be able to:<br>• Define a CV correctly Write a good own CV using the guidelines given by the teacher | • discussion | | Horizons in English Book 4 students book Page 85-87197-206<br>• Teachers guide | |
| | 2/3 | INTENSIVE READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Reading set texts<br>• Discussing the issues raised | • Discussion | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | Word stress | By the end of the lesson, the learner should be able to:<br>• Identify the words from a list given whose meaning and word class would change depending on stress placement | • Discussion<br>• | • Chalkboard | • New Horizons in English Book 4 students book Page 88<br>• Teachers guide page 47 | |
| | 5 | STUDY SKILLS | Interpretive reading as a study skill | By the end of the lesson, the learner should be able to:<br>• Appreciate the significance of interpretative reading as a study skill<br>• Identify the essential features of interpretive reading<br>• Apply interpretive reading skills | • Discussion | • Chalkboard | • New Horizons in English Book 4 students book<br>• Teachers guide page 48-49 | |
| | 6 | READING | Comprehension Off with the old, on with the new | By the end of the lesson, the learner should be able to:<br>• Appreciate the value of generosity<br>• Answer questions on the passage correctly. | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 89-92<br>• Teachers | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | • Infer meaning of the new words used | | | guide page 49-51<br>• English dictionary | |
| | 7,8 | GRAMMAR | Adjectives + typical endings | By the end of the lesson, the learner should be able to:<br>• Identify and discuss the typical endings of adjectives in sentences<br>• Change words given to adjectives that end with the typical endings explained | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 83-85<br>• Teachers guide page 51-53 | |
| **11** | 1 | WRITING | Speeches | By the end of the lesson, the learner should be able to:<br>• Define a speech<br>• Write a good speech according to the format and the guidelines given by the teacher<br>• Write neatly and legibly | • Writing<br>• discussion | • Chalkboard | • New Horizons in English Book 4 students book Page 216-218<br>• Teachers guide | |
| | 2,3 | READING | The Inheritance By David Mulwa | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • | • Excerpts from the setbook | • The Inheritance By David Mulwa | |
| | 4 | EFFECTIVE COMMUNICATION | Recorded speech: Using tone to reveal attitude | By the end of the lesson, the learner should be able to:<br>• Read the poem “Grass will Grow” aloud in class<br>• Discuss the feelings that the poem arouses<br>• Identify the tone of the poem<br>• Discuss the attitude of the speaker towards death | • Discussion<br>• Role play | • Chalkboard | • New Horizons in English Book 4 students book Page 207<br>• Teachers guide<br>• Understanding Poetry | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 5 | STUDY SKILLS | Summary writing | By the end of the lesson, the learner should be able to:<br>• Make notes from the passage entitled "Plastics."<br>• Summarize the passage in not more than 120 words | • Discussion<br>• Summary writing<br>• Note-making | • Chalkboard | • New Horizons in English Book 4 students book Page 211-212<br>• Teachers guide | |
| | 6 | READING | Comprehension Contrary Thermometers | By the end of the lesson, the learner should be able to:<br>• Appreciate the dangers of global warming<br>• Answer questions on the passage correctly.<br>• Infer meaning of the new words used | • Reading comprehension | • Pre-reading activities | • New Horizons in English Book 4 students book Page 208-211<br>• Teachers guide<br>• English dictionary | |
| | 7,8 | GRAMMAR | Clauses: Substitution and Ellipsis | By the end of the lesson, the learner should be able to:<br>• Distinguish between substitution and ellipsis<br>• Rewrite the sentences given using substitution and ellipsis | • Discussing<br>• Writing sentences | • Dictionary | • New Horizons in English Book 4 students book Page 212-216<br>• Teachers guide | |
| **12, 13, 14 CLOSING** | | | | **REVISION, END TERM EXAMINATIONS, MAR** | | | | |

| | | | |
|---|---|---|---|
| | **ENGLISH SCHEMES OF WORK FORM 4 TERM THREE – 2019** | | |

| WK NO | L/NO | TOPIC | SUBTOPIC | LESSON/ SPECIFIC OBJECTIVES | TEACHING/ LEARNING ACTIVITIES | MATERIALS/ RESOURCES | REFERENCES | REMARKS | |
|---|---|---|---|---|---|---|---|---|---|
| **1** | 1 | EFFECTIVE COMMUNICATION | LISTENING COMPREHENSION | By the end of the lesson, the learner should be able to:<br>• Distinguish between substitution and ellipsis<br>Rewrite the sentences given using substitution and ellipsis | • Listening<br>• Oral and written exercises<br>. | • Chalkboard | • New Horizons in English Book 4 students book Page 219-220<br>• Teachers guide | | |
| | 2 | READING COMPREHENSION | The Supermarket of the Poor | By the end of the lesson, the learner should be able to:<br>• Appreciate the diversity of people in their neighbourhood<br>• Answer the questions from the passage correctly<br>• Infer meanings of new words used | • Written exercise<br>• Reading a passage<br>• Listening & speaking | • Section of a set book | • New Horizons in English Book 4 students book Page 220-223<br>• Teachers guide | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 3 | WRITING | Composition based on a set book | By the end of the lesson, the learner should be able to:<br>• Write a good essay based on the The Blossoms of the Savannah | • Written exercises<br>• General review | • Section of a set book | • New Horizons in English Book 4 students book Page 241<br>• Teachers guide | | |
| | 4-5 | WRITING | Essay writing | By the end of the lesson, the learner should be able to:<br>• Write a good essay based on A Doll's House | • Look up terms in the dictionary<br>• Writing<br>• General review | • Dictionary | • New Horizons in English Book 4 students book Page 229<br>• Teachers guide | | |
| | 6 | GRAMMAR | Indirect speech and idioms | By the end of the lesson, the learner should be able to:<br>• Rewrite given sentences in either direct or indirect speech<br>• Use idiomatic expressions correctly in sentences | • Written exercise<br>• Exercise review | • Chalkboard<br>• Charts | • New Horizons in English Book 4 students book Page 216<br>• Teachers guide | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 7 & 8 | READING | Intensive reading:<br><br>Setbooks | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | Oral exercises<br><br>Discussion on the setbooks<br><br>Dramatization | • Prescribed literature setbooks | • *Literature setbooks* | | | |
| **2** | 1<br><br>2 | LISTENING & SPEAKING<br><br>REVISION | Features of oral poetry | By the end of the lesson, the learner should be able to:<br>• Identify the various forms of oral poetry<br>• Discuss the features of oral poetry<br>• Outline the functions of oral poetry | • Silent reading<br>• Writing<br>• Reading an oral poem<br>• Writing translations<br>• Group reflections | • Chalkboard<br>• Charts | • New Horizons in English Book 4 students book Page 259-261<br>• Teachers guide | | • | • |
| | 3 | WRITING | Report writing | By the end of the lesson, the learner should be able to:<br>• Write a good report of about 300-400 following the guidelines given by the teacher | • Reading<br>• Writing<br>• General review | • Samples of reports | • New Horizons in English Book 4 students book Page 230<br>• Teachers guide | | • | • |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 4 | GRAMMAR | Revision exercises | By the end of the lesson, the learner should be able to:<br>Answer the grammar questions in the exercises given correctly | • Reading examples<br>• Oral exercise<br>• Written exercise | • Sample sentences | • New Horizons in English Book 4 students book Page 239-240<br>• Teachers guide | | | |
| | 5 | READING COMPREHENSION | A Special Child | By the end of the lesson, the learner should be able to:<br>• Appreciate people with physical challenges<br>• Answer questions from the passage correctly<br>• Infer the meaning of the new words in the passage | • Written exercise<br>• Reading a passage<br>• Listening & speaking | • Readers | • New Horizons in English Book 4 students book Page 234-236<br>• Teachers guide | | | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | 6 | WRITING | Imaginative composition | By the end of the lesson, the learner should be able to:<br>• Write a good imaginative composition to end with the statement given | • Guided practical activities<br>• Group reflections<br>• General review | • Chalkboard | • New Horizons in English Book 4 students book Page 241<br>• Teachers guide | | | |
| | 7 & 8 | READING | Intensive reading<br><br>Setbooks | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Oral exercises<br>• Discussion on the set books<br>• Dramatization | • Set book guides | • *Literature setbooks* | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **3** | 1 | ORAL LITERATURE | Trickster narratives | By the end of the lesson, the learner should be able to:<br>• Define trickster narratives<br>• Identify features of a trickster narrative<br>• Discuss the functions of different types of narratives | • Reading aloud.<br>• Guided discussion<br>• Role play | • Readers | • New Horizons in English Book 4 students book Page 237-239<br>• Teachers guide<br>• Oral Literature for Schools | | |
| | 2<br>3 | GRAMMAR | *REVISION* | By the end of the lesson, the learner should be able to:<br>• Attempt the grammar exercise given correctly | • Guided discussion<br>• Oral and written exercises | • Samples of sentences | • New Horizons in English Book 4 students book Page 249-250<br>• Teachers guide | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 4-5 | WRITING | Functional writing<br><br>Personal Journal | By the end of the lesson, the learner should be able to:<br>• Write a good personal journal based on the given question | • Writing | • Sample personal journal | • New Horizons in English Book 4 students book Page 242<br>• Teachers guide | | |
| | 6 | LISTENING & SPEAKING | Oral skills | By the end of the lesson, the learner should be able to:<br>Attempt the oral skills exercises given correctly | • Guided discussion<br>• Group writing<br>• General review<br>• Oral and written exercises | • Chalkboard | • New Horizons in English Book 4 students book Page 232-233<br>• Teachers guide | | |
| | 7 & 8 | READING | Intensive reading: Setbooks Revision | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Guided revision<br>• Answer review questions | • Set book guide | • *Literature setbooks* | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **4** | 1 | LISTENING & SPEAKING | Oral skills | By the end of the lesson, the learner should be able to:<br>• Attempt the oral skills exercises given correctly | • Guided discussion<br>• Group writing<br>• General review<br>• Oral and written exercises | • Chalkboard | • New Horizons in English Book 4 students book Page 208-211<br>• Teachers guide | | |
| | 2<br>3 | READING | Poetry:<br><br>Alliteration and assonance<br><br>Metaphors, irony and contrast | By the end of the lesson, the learner should be able to:<br>• Define the poetic terms indicated correctly<br>• Identify them in the poem given correctly<br>• Answer the question given from the poem correctly | • Reading a poem aloud<br>• Guided discussion<br>• Writing<br>• General review | • Chalkboard | • New Horizons in English Book 4 students book Page 248-249<br>• Teachers guide<br>• Understanding Poetry | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 4-5 | FUNCTIONAL WRITING | Notification of a meeting, minutes, memo and CV writing | By the end of the lesson, the learner should be able to:<br>• Review the formats and the content of notification of a meeting, minutes, memo and CV correctly | • Writing | • Chalkboard<br>• Samples of the said functional documents | • New Horizons in English Book 4 students book Page 252<br>• Teachers guide | | |
| | 6 | GRAMMAR | Rewriting sentences to convey same meaning | By the end of the lesson, the learner should be able to:<br>• Attempt the exercises given correctly | • Oral and written exercises | • Chalkboard | • New Horizons in English Book 4 students book Page 261-263<br>• Teachers guide | | |
| | 7 & 8 | INTENSIVE READING | Intensive reading: Set books revision | By the end of the lesson, the learner should be able to:<br>• Analyze the setting, characters, roles, themes, style and language use in the set text | • Guided revision<br>• Answer review questions | • Set books guides | • *Literature setbooks* | | |

| | | | | | |
|---|---|---|---|---|---|
| ***5 - 9*** | | ***EXAMINATION-TYPE QUESTIONS*** | | | |
| ***10-13*** | | ***K.C.S.E. EXAMINATIONS*** | | | |