



WK	PD	TOPIC / SUB TOPIC	COMPETENCES	CONTENT	METHODS	LIFE SKILLS	SUGGESTED ACTIVITIES	INSTRUCTIONAL MATERIALS	REFERENCE
1	6pds	PUNCTUATION	The learner; <ul style="list-style-type: none"> <li>Uses the taught punctuation marks correctly.</li> <li>Writes well punctuated sentences</li> </ul>	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stop</li> <li>Inverted commas</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Apostrophe</li> <li>Comma</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look and say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Taking decision</li> </ul>	<ul style="list-style-type: none"> <li>Punctuating the given sentences correctly</li> </ul>		<ul style="list-style-type: none"> <li>Tenses and parts of speech</li> <li>Detailed English Grammar PP 8-10</li> <li>MK precise</li> </ul>
	4pds	NOUNS	Learners should be able to:- <ul style="list-style-type: none"> <li>Identifies types of nouns</li> <li>Construct correct sentences using the nouns</li> </ul>	<ul style="list-style-type: none"> <li>Proper nouns</li> <li>Common nouns</li> <li>Collective nouns</li> <li>Abstract nouns</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question &amp; answer</li> <li>Discussion approach</li> </ul>		<ul style="list-style-type: none"> <li>Underlining nouns in given sentences</li> <li>Completing sentences using the given nouns</li> </ul>		<ul style="list-style-type: none"> <li>Revision English be R. Forrest PP 138-146</li> <li>PLE revision notes by A.</li> <li>PLE guide by Baraza</li> </ul>
	8pds	<ul style="list-style-type: none"> <li>Vehicle repair and maintenance</li> </ul>	Learners should be able to:- (i) Use the given vocabulary to construct oral sentences (ii) Pronounces the words correctly. (iii) Use the structures given to make oral and written sentences. (iv) Answers the questions about the passage correctly.	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Engine, tyre, steering wheel, windscreen, boot, mirror, seat belt, wiper, head lamp, indicators, spokes, bakes bell, peddle</li> <li>Structural patterns</li> <li>Comprehension</li> <li>Guided composition</li> <li>Revision exercises</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look and say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Identifying common parts of vehicle</li> <li>Describing parts of a vehicle</li> <li>Constructing sentences about parts of a vehicle</li> <li>Creating stories about parts of a vehicle</li> <li>Using vocabulary in structures</li> <li>Spelling words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Picture of a car engine</li> <li>Old tyre</li> <li>Old steering wheel</li> <li>Picture of a wind screen</li> <li>Picture of a car boot</li> </ul>	P.5 Eng syllabus P.6 Advanced learner's dictionary
	10pds	<ul style="list-style-type: none"> <li>Nouns (singular &amp; singular</li> </ul>	The learner; Forms plurals of given nouns correctly Constructs sentences in plural form	<ul style="list-style-type: none"> <li>Nouns that take 's'</li> <li>Nouns that take 'es'</li> <li>Nouns that end with 'y' and change the 'y' to 'i' and add 'es'</li> <li>Nouns that end with 'y' and add 's'</li> <li>Nouns that end with 'o' and add 'es'</li> <li>Nouns that end with 'o' and take 's'</li> <li>Nouns that end with 'f' or 'fe' change 'f' to v and add 'es'</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question and answer</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Writing sentences</li> <li>Reading sentences</li> </ul>	<ul style="list-style-type: none"> <li>Books</li> <li>Pens</li> <li>Rulers</li> <li>Pieces of chalk</li> <li>Tomatoes</li> <li>A chart with different nouns in singular and plural form</li> </ul>	DEG PP 90 – 96



				<ul style="list-style-type: none"> <li>Nouns that are exceptional e.g. cloth, dwarf</li> <li>Nouns that change their vowels e.g. man – men</li> </ul>					
	4pds		<p>The learner; Pronounces the words correctly Writes the correct form of the abbreviated and contracted words. Writes the correct opposites of words</p>		<ul style="list-style-type: none"> <li>Question and answer</li> <li>Discussion</li> </ul>				
		<b>FORMATION OF ABSTRACT NOUNS</b>	<p>Learners should be able to:-</p> <ul style="list-style-type: none"> <li>Form abstract nouns from the given nouns</li> <li>Use the nouns in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Formation of abstract nouns:</li> <li>By adding suffixes e.g. ness, ess, tion, ment, sion</li> <li>Exceptional abstract nouns ending with 't' 'cy' etc</li> </ul>			<ul style="list-style-type: none"> <li>Forming abstract nouns</li> <li>Pronouncing the words correctly</li> </ul>		Tenses and parts of speech by M Kateregga DEG pg 84 – 88
		<b>Print media</b>	<p>The learner; Uses the given vocabulary in sentences Constructs sentences using the appropriate structures</p>	<b>VOCABULARY</b> <ul style="list-style-type: none"> <li>Cartoon, puzzle, story, news, announcement, advertisement, newspaper, magazine, back page, front page, reporter, article editorial, columnist, editor, journalist, column crossword, media, brochure, pullout, newsletter</li> <li>Advertisement</li> <li>Passage</li> <li>Guided composition</li> <li>Revisions exercises</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> <li>Look &amp; say</li> <li>Brain storming</li> <li>Direct method</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Critical thinking</li> <li>Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>Talking about different items related to print media</li> <li>Reading different texts related to print media</li> <li>Writing articles adverts and stories</li> <li>Asking and answering questions</li> <li>Spelling words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers</li> <li>Simple story books</li> <li>Puzzles</li> <li>Magazines</li> </ul>	Pupils' English course books Advanced learners' dictionary
	4pds	<b>GENDER</b>	<p>Learners should be able to:-</p> <ul style="list-style-type: none"> <li>Identify the types of gender</li> <li>Give the opposite of the different gender</li> <li>Name the young ones of gender nouns</li> </ul>	<b>Types of gender</b> <ul style="list-style-type: none"> <li>Masculine</li> <li>Feminine</li> <li>Common</li> <li>Neuter</li> <li>Young ones of gender nouns</li> <li>Opposite of gender nouns</li> </ul>			<ul style="list-style-type: none"> <li>Naming types of gender</li> <li>Giving opposites of gender nouns</li> <li>Giving young ones of gender nouns</li> </ul>	<ul style="list-style-type: none"> <li>The New First Aid in English PP 9-14</li> <li>Detailed English Grammar</li> <li>Teachers' collection</li> </ul>	

		<b>TRAVELING</b>	<ul style="list-style-type: none"> <li>The learner;</li> <li>Describes different means of travel using the given vocabulary</li> <li>Uses the vocabulary given to construct sentences</li> <li>Constructs own structures</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary further about fare, conductor, ticket, seat, cycle speed, fast, reduce, arrive, reach, leave, departure, destination, luggage, passenger, travel, taxi, coach, by</li> <li>Dialogue</li> <li>Passage</li> <li>Travel chart</li> <li>Composition writing</li> </ul>	Look and say Brainstorming Direct method Question and answer	Effective communication Assertiveness Decision making	<ul style="list-style-type: none"> <li>Acting dialogues on travelling</li> <li>Reading texts on traveling</li> <li>Asking and answering questions on travel charts</li> <li>Writing imaginative compositions on traveling</li> <li>Spelling words correctly</li> </ul>		Advanced learners' dictionary Pupils' English course books p.5 Eng syllabus
		<b>ADVERBS</b>	<p>Learners should be able to Define &amp; give examples of adverbs Use given adverbs in sentence construction Use adjectival qualifiers in sentences correctly</p>	<ul style="list-style-type: none"> <li>Define adverbs</li> <li>Types of adverbs</li> <li>Formation of adverbs by adding 'ly'</li> <li>Irregular formation of adverbs</li> <li>The use of adjectival qualifiers</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Question &amp; answer</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Using adverbs correctly in oral and written sentences</li> <li>Forming adverb s</li> </ul>	<ul style="list-style-type: none"> <li>Chart showing adverbs</li> </ul>	<p>Tenses &amp; parts of speech pg 86 First aid in Eng series pg 72 Detailed English grammar pg</p>
		<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>Learners should be able to construct sentences using the given conjunctions</li> <li>Join sentences correctly using given conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Either ...or...</li> <li>Neither.....nor</li> <li>So....that</li> <li>Too.....to</li> <li>Both....and</li> <li>Because</li> <li>Although</li> <li>While</li> </ul>	<p>Explanation Question and answer Discussion</p>	<p>Effective communication Critical thinking</p>	<ul style="list-style-type: none"> <li>Joining given sentences</li> </ul>	<p>Chalkboard illustrations</p>	<p>Mk précises English pg 104</p>
		<b>Tenses</b>	<p>The learner'</p> <p>Constructs sentences in present simple tense correctly.</p> <p>Constructs sentences in present continuous tense</p> <p>Changes sentences from present simple to past simple tense</p> <p>Constructs sentences in negative affirmative and interrogative form</p> <p>Writes the active and passive voices</p> <p>Supplies the question tags to the given statements</p>	<p>Present simple tense</p> <p>Present continuous tense</p> <p>Past simple tense</p>	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Assertiveness</li> <li>Using passive language</li> </ul>	<ul style="list-style-type: none"> <li>Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Text books</li> </ul>	<p>Eng. Aid Bk 5 DEG pg 17 Basic working grammar pg 20 – 24</p>

1	8 Pds	LETTER WRITING	<ul style="list-style-type: none"><li>♣ The learner;</li><li>♣ Identifies components of a personal letter using the given vocabulary</li><li>♣ Writes letters using the acceptable grammar rules</li><li>♣ Answers questions about the given letter</li></ul>	<ul style="list-style-type: none"><li>♣ Vocabulary invite letter, envelope, address, card, occasion, party, guest, host, hostess, ceremony, affectionate, sincerely, yours, dear, sender., receiver, writer, friend, reply,</li><li>♣ Writing letters</li><li>♣ Comprehension</li></ul>	<ul style="list-style-type: none"><li>♣ Observation</li><li>♣ Look and say</li><li>♣ Dramatization</li></ul>	Effective communication Creative thinking Critical thinking	Asking and answering questions on personal letters Writing personal letters Spelling words correctly Reading text related to letter writing	Real objects Envelops, invitation cards Text books	Advanced learners' dictionary Pupils' English course book
	12 Pds	TENSES:	Learners should be able to:- <ul style="list-style-type: none"><li>♣ Construct sentences using the given tense.</li><li>♣ Construct sentences in negative, interrogative and affirmative form.</li><li>♣ Write the active and passive voices of the tenses.</li><li>♣ Supply question tags to the given statements.</li></ul>	<ul style="list-style-type: none"><li>♣ Future Simple.</li><li>♣ Future continuous.</li></ul>	<ul style="list-style-type: none"><li>♣ Explanation</li><li>♣ Question and answer</li><li>♣ Brainstorming</li></ul>	Effective communication	Constructing oral and written sentences		Tenses and parts of speech Detailed English Grammar book..
		COMMUNICATION THE POST OFFICE THE TELEPHONE	<ul style="list-style-type: none"><li>♣ The learner;</li><li>♣ Use given vocabulary in sentence construction</li><li>♣ Answers questions about the given texts about communication</li><li>♣ Writes composition on communication</li></ul>	<b>The post office</b> Vocabulary post, stamp, letter, box, directory, package, money, order, private box, parcel, telegram, mail, aerogram, post office box, box rental office, registered letter. Dialogue Passage Guided composition <b>The telephone</b> Vocabulary Telephone, mobile, telephone, teleface, airtime, landline, fixed line, receiver, handset, network, mast, toxins, telephone, directory, dial, airtime card, call, subscriber's identification, module (sim) card, load Passage	<ul style="list-style-type: none"><li>♣ Observation</li><li>♣ Look &amp; say</li><li>♣ Brainstorming</li><li>♣ Question and answer</li><li>♣ Dramatization</li><li>♣ Discussion</li></ul> <ul style="list-style-type: none"><li>♣ Brainstorming</li><li>♣ Look and say</li><li>♣ Explanation</li><li>♣ Observation</li><li>♣ Question and answer</li></ul>	Effective communication Critical thinking  Effective communication Critical thinking	Role playing Telephone activities Demonstrating how to use a telephone Reading texts about using a telephone Writing texts related to telephone Spelling words correctly  Role playing Telephone activities Demonstrating how to use a telephone Reading texts about using a telephone Writing texts related to telephone Spelling words correctly	Envelops Stamps  Mobile phones Airtime cards Coins Pay phones	Advanced leaners' dictionary  Pupils' English course book  Pupils' English course book Simple story books

				<b>Composition</b> <b>The internet</b> Vocabulary email, website, delete, save, open, scroll, folder, surfing, computer, internet café, service fee, virus, google, yahoo, search, page, access, sign in, sign out, log, internet explorer, search engine.	<ul style="list-style-type: none"> <li>♣ Direct method</li> <li>♣ Look and say</li> <li>♣ Brainstorming</li> <li>♣ Observation</li> </ul>	Effective communication Critical thinking	Acting dialogues and conversations on using the internet Reading email messages Asking and answering questions Writing email messages Spelling words correctly		Advanced learners' dictionary Pupils' English course book  P.5 English syllabus
		<b>VOICES</b>	<ul style="list-style-type: none"> <li>♣ Changing sentences from active to passive voice</li> </ul>	Voices in Present tenses Past tenses Future tenses	<ul style="list-style-type: none"> <li>♣ Explanation</li> <li>♣ Question and answer</li> </ul>	Effective communication	Changing sentences from active to passive voice in different tenses		Detailed English grammar
		<b>ADJECTIVES</b>	<ul style="list-style-type: none"> <li>♣ Learners should be to define adjectives correctly</li> <li>♣ Identify adjectives in sentences</li> <li>♣ Make the correct comparative and superlative degree of adjectives</li> <li>♣ Construct correct sentences using as....as</li> <li>♣ Make correct sentences using adjectival qualifiers</li> </ul>	Comparison of adjectives Kinds of adjectives Forms of adjectives Use of positive degree with as....as, not so...as. Comparative degree with than Order of adjectives	<ul style="list-style-type: none"> <li>♣</li> </ul>		Constructing sentences using adjectives Using the given degrees to construct sentences Arranging adjectives correctly		Detailed English grammar pg 123
	<b>12 pds</b>	<b>Pronouns</b>	<ul style="list-style-type: none"> <li>♣ Definition</li> <li>♣ Classes of personal pronouns</li> <li>♣ Forms of personal pronouns</li> </ul>	Classes First person 2 <sup>nd</sup> person pronouns 3 <sup>rd</sup> person pronouns Forms Subjective Objectives Possessive	<ul style="list-style-type: none"> <li>♣ Effective communication</li> </ul>	Joining sentences using relative pronouns			Mk précise English
	<b>8 pds</b>	Culture Nationalities Languages	The learner; Use the vocabulary in sentences Reads different texts related to culture Answers questions about given texts related to	<b>Nationalities</b> Vocabulary Ugandan, Tanzanian, Kenyan, Rwandan, Sudanese, German, French, English, Scottish, American	Observation Look and say Brainstorming Direct method Dramatization	Self-awareness Friendship formation Assertiveness	Acting situation games related to nationalities Reading and answering questions on nationalities Writing guided composition on	Pictures showing different cultural wear Simple story books	P.5 English syllabus Advanced learners' dictionary Pupils' English course book

			culture Writes compositions about culture	Guided composition Passage <b>Languages</b> Vocabulary Luganda, lumasaka, runyakitara, luo, iteso, Kiswahili, French, latin, ibo, lingala, kinyrunda Passage Guided composition Dialogue	Observation Brainstorming Explanation Dramatization	Self-awareness Friendship formation Assertiveness	nationalities Completing sentences on nationalities  Reading different texts related to languages. Writing imaginative compositions Writing sentence transformations Spelling words correctly Completing the structures		
	<b>10 Pds</b>	<b>CONJUNCTIONS.</b>	Learners should be able to:- ♣ Construct sentences correctly using the given conjunctions.	<b>The use of:</b> Enough, so...that, in order to, so as, as...as..., the....the	♣ Explanation. ♣ Question and answer.	Effective communication	Constructing oral and written sentences correctly.		Tenses and parts of speech pg. 100. PLE Guide by Baraza pg. 113 First Aid in English series PP. 89.
	<b>8 pds</b>	<b>CONDITIONALS (ifs)</b> ♣	Learners should be able to:- ♣ Construct sentences using "If 1." ♣ Construct sentences using "If II." ♣ Use "Unless" in the place of "if clause."	♣ If I ♣ If II ♣ Unless	♣ Explanation. ♣ Question and answer. ♣ Discussion.	- Effective communication Critical thinking	Constructing oral and written sentences correctly. - Using 'unless' in place of 'If' correctly.		MK Precise Grammar. Junior English Composition and Grammar.  Revision English by RonaldForest PP. 20 – 22.
	<b>10 Pds</b>	Abbreviation and contractions	♣ Writing abbreviations in full ♣ Writing contractions	C/o, P.O, sms, ATM, Sim, a/c, i.e., Ref, wef, via, PTO, Co, Ltd, Pm, am, NB etc	Brainstorming	Effective communication	Writing in full and in short	Chart showing abbreviations	Mk precise English
		♣ Similes	The learner compares things which are alike	♣ Similes		Reading the given similes Completing given similes			The new first aid in English pg 112, 113

1		<b>PEACE AND SECURITY</b>	<ul style="list-style-type: none"> <li>- The learner constructs sentences using</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Peace, security, judge</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> </ul>	<ul style="list-style-type: none"> <li>- Non violent</li> <li>- conflict resolution acting conversation</li> <li>- dialogues</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of policemen</li> </ul>	-	Pupils' English course books
			<ul style="list-style-type: none"> <li>- The learner'</li> <li>- Construct sentences using the given vocabulary</li> <li>- Pronounces reads and listens to new words correctly</li> <li>- Uses new words in structures</li> <li>- Answering questions about dialogue</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Peace, security judge, magistrate, report, statement, offence, offend, handcuff, crime, cell, arrest, court, witness, defense, gun, arrows,</li> <li>- Passage</li> <li>- Dialogue</li> <li>- Guided compositions</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Explanation</li> <li>- Dramatization</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Non violent</li> <li>- conflict resolution</li> <li>- Interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Acting conversations and dialogues</li> <li>- Reading stories</li> <li>- Telling and re telling stories</li> <li>- Asking and answering questions writing guided composition drawing scenes related to peace and security</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of policemen</li> <li>- Guns, arrows, and wrong doers</li> </ul>	Pupils' English course books
		<b>(SERVICES) BANKING</b>	<ul style="list-style-type: none"> <li>- The learner'</li> <li>- Pronounces reads and listens to new words correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary bank, bank manager, bank book, teller, deposit, withdraw, credit, save, safe, balance, account, bank statement, bounce, cashier, withdraw form, deposit form, ATM card, machine, cheque,</li> <li>- Dialogue</li> <li>- Conversation</li> </ul>	<ul style="list-style-type: none"> <li>- Look and say</li> <li>- Observation</li> <li>- Explanation</li> <li>- Question and answer</li> <li>- Dramatization</li> </ul>	<ul style="list-style-type: none"> <li>- Decision making</li> <li>- Negotiation</li> </ul>	<ul style="list-style-type: none"> <li>- Describingthe process of playing banking situations</li> <li>- Acting dialogues and conversations on banking</li> <li>- Reading and interpreting information related to banking</li> </ul>	<ul style="list-style-type: none"> <li>- ATM cards</li> <li>- Dictionaries</li> <li>- Simple story books</li> <li>- Text books</li> </ul>	Advanced learners' dictionary Pupils' English course book
	10 pds	<b>SPEECHES</b>	<ul style="list-style-type: none"> <li>- Learners should be able to:-</li> <li>- Punctuate the sentences in direct speech correctly.</li> <li>- Change adverbs, pronouns and verbs from direct to indirect speech.</li> <li>- Change sentences from direct to indirect speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Direct and Indirect speech.</li> <li>- Use of:</li> <li>- Present simple tense.</li> <li>- Present continuous tense</li> <li>- Present perfect tense.</li> <li>- Past simple.</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Identify sentences in direct speech.</li> <li>- Changing adverb, pronouns and verbs from direct to indirect speech.</li> <li>- - Changing sentences from direct to indirect speech.</li> </ul>	-	P.L.E Guide in English by Baraza PP. 140 – 145 Writing English composition by Katerega PP. 35 – 45. English AID 5 PP. 56 – 60
		<b>PREPOSITIONS</b>	<ul style="list-style-type: none"> <li>- Learners should be able to:-</li> </ul>	<ul style="list-style-type: none"> <li>- Prepositions</li> <li>- e.g. against, in, of, over,</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Direct method</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Answering oral and written questions.</li> </ul>	-	Tenses and parts ofspeech PP. 94 –

			<ul style="list-style-type: none"> <li>- Identify prepositions in sentences.</li> </ul>	beside, (s), on, under, across, among, between e.t.c	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>-</li> </ul>				99. PLE Guide book by BarazaPP. 89 – 90. MK. Precise Grammar.
		<b>MODAL VERBS</b>	<ul style="list-style-type: none"> <li>- Learners should be able to;</li> <li>- Construct oral sentences correctly</li> <li>- Using modal verbs in</li> <li>- Use the verbs in negative sentences correctly</li> <li>- Use the past form of 'must' in oral and written sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Can, may, might, must, shall, should, will, would</b></li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Construction of oral and written sentences correctly</li> </ul>	-	Oxford dictionary
		<b>CONJUNCTIONS</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Defines the term conjunction</li> <li>- Joins sentences using the given conjunction</li> </ul>	<ul style="list-style-type: none"> <li>- As soon as</li> <li>- Immediately</li> <li>- The moment</li> <li>- And so</li> <li>- And neither</li> <li>- Looking forward to</li> <li>- As long as/ so long as</li> <li>- Provided</li> <li>- Not only.....</li> <li>- But also.....</li> <li>- Hardly had/ scarcely had/ barely had/ no sooner had..</li> </ul>	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Questions and answer</li> <li>- Discussion approach</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Joining sentences using the given conjunction</li> </ul>	<ul style="list-style-type: none"> <li>- Chalkboard illustration</li> </ul>	Detailed English grammar
		<b>PROVERBS</b>	<ul style="list-style-type: none"> <li>- The learner completes</li> <li>- Popular sayings correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Proverbs</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Reading the given similes and proverbs</li> <li>- Completing similes and proverb correctly</li> </ul>	-	The new first aid in English pg 112 – 113 Essential English bk6 pg 66
		<b>HOMOPHONES</b>	<ul style="list-style-type: none"> <li>- The learner defines the term</li> <li>- Homophones</li> <li>- Identifies different homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Examples of homophones</li> <li>- Meat – meet</li> <li>- Bare – bear</li> <li>- Blew – blue</li> <li>- Cell – sell</li> <li>- Dairy – diary</li> <li>- Scene – seen</li> <li>- See – sea</li> <li>- Right – write</li> <li>- Read – reed</li> <li>- Oar – ore</li> <li>- Missed – mist</li> <li>- Fair – fare</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying words with the same sound</li> </ul>	<ul style="list-style-type: none"> <li>- Chart illustrations</li> </ul>	Mk precise



		<b>ANALOGIES</b>	<ul style="list-style-type: none"> <li>- The learner</li> <li>- Completes the given sentences with correct analogies</li> </ul>	<ul style="list-style-type: none"> <li>- Cat is to kitten as sheep is to lamb</li> <li>- Food is to famine as water is to drought</li> <li>- Nose is to smell as tongue is to taste</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Discussion approach</li> </ul>	- Problem solving	- Completing the given sentences with correct analogies	- Books	English in progress
		<b>SYNONYMS</b>	<ul style="list-style-type: none"> <li>- The learner defines the term homophones</li> <li>- Identifies different homophones</li> </ul>	<ul style="list-style-type: none"> <li>- Example of synonyms</li> <li>- Abandon – leave</li> <li>- Abrupt – sudden</li> <li>- Annual – yearly</li> <li>- Brief – short</li> <li>- Drowsy – sleepy</li> <li>- Accurate – correct</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Look and say</li> <li>- Brainstorming</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Problem solving</li> </ul>	- Identifying words with the same meaning	- Chart illustrations	Mk precise