

THE UNITED REPUBLIC OF TANZANIA
Ministry of Education and Culture

English Language Syllabus for Secondary Schools

Form I - IV

MOROGORO TEACHER'S COLLEGE
ICT DEPARTMENT
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THE UNITED REPUBLIC OF TANZANIA MINISTRY OF EDUCATION AND CULTURE

ENGLISH LANGUAGE SYLLABUS

FOR SECONDARY SCHOOLS

FORM I - IV

2005

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TABLE OF CONTENTS

		Page
1.0	Introduction	iv
2.0	Objectives of Education in Tanzania	iv
3.0	Objectives of Secondary Education	iv
4.0	General Competences for Form I - IV	v
5.0	General Objectives	v
6.0	Structure of the Syllabus	v
	Form One	1
	Form Two	34
	Form Three	61
	Form Four	95

1.0 INTRODUCTION

This syllabus is to replace the 1996 English Language edition which has been phased out. It has been introduced for implementation from January 2005.

2.0 THE OBJECTIVES OF EDUCATION IN TANZANIA

The general objectives of education in Tanzania are:

- 1. To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about individual development.
- 2. To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
- 3. To promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society.
- 4. To develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self advancement and national development.
- To promote and expand the scope of acquisition, improve and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy.
 - 6. To enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
 - To promote love for work, self and wage employment and improved performance in the production and service sectors.

3.0 THE OBJECTIVES OF SECONDARY EDUCATION IN TANZANIA

In Tanzania, secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met the requisite entry qualification requirements.

The aims and objectives of secondary education are to:

- Consolidate and broaden the students' scope of basic ideas, knowledge, skills and attitudes
 acquired and developed at the primary education level.
- Enhance the students' development and appreciation of national unity, identity and ethic, personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
- Promote students linguistic ability and effective use of communication skills in Kiswahili and English.
- 4. Prepare the students for opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- Prepare the students for tertiary and higher education, vocational, technical and professional training.
- Inculcate in the students a sense and ability for self-study, self-confidence and selfadvancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- 7. Prepare the students to become responsible members of the society.

4.0 GENERAL COMPETENCES FOR FORM I - IV

By the end of Form IV the student:

Can use appropriate English to communicate in a variety of settings.

Can use English to achieve academically in all content areas.

Can communicate in English using signs and read using Braille (for the deaf and the blind 3. respectively).

5.0 GENERAL OBJECTIVES

The objectives of teaching English in Secondary schools are to enable the student to:

1. Express oneself in both spoken and written English

2. Read widely for pleasure and for information

3. Perform a variety of writing tasks according to the required conventions.

4. Use ones knowledge of English to demonstrate awareness and consciousness of basics of society and the part one can play in its development.

5. Use one's knowledge of English in furthering one's education.

6. Communicate effectively with other speakers of English both inside and outside the country.

6.0 STRUCTURE OF THE SYLLABUS

The syllabus consists of two main parts. Part one contains a short introduction, objectives of education in Tanzania, Objectives of Secondary Education, general competences, general objectives and some information about the organization of the syllabus. The second part consists of competences and objectives of the class followed by a table which shows topics, and sub-topics, specific objectives for each topic, patterns/structures, situations/contexts, vocabulary/phrases, teaching/learning strategies, teaching/learning materials, assessment and estimated number of periods for each subinteraction. She has to ensure that she he has the ability to consult a dictionary on promus, signst of words which she/he is not familiar with so that she/he can help the students to develop intelligible

Class Level Competences

These are statements which specify the abilities that are expected to be attained by the students. These are stated just before the class objectives found at the beginning of the content of each class. Wildows and appear better most start share any many tentioned not accompany to restrain A

6.2 Objectives

These are statements of behaviour to be exhibited by each student at the end of a given class. They are stated immediately after the class competences. he subjected to. There is a need for ensuring that students are assessed in all

6.3 Topics
In this syllabus topics have been stated in terms of functions. They are found in the first column of the syllabus. When teaching these functions, the language forms/patterns and correct pronunciation and intonation have to be dealt with for it is through these aspects that language functions are realized.

These are smaller divisions of topics. Most topics in this syllabus have more than one sub-topic. These sub-topics are presented under the relevant topics. determine the extent to which the objectives of the English course have been attained

Specific Objectives 6.5

These are statements of behaviour to be exhibited by each student at the end of a given sub-topic. When planning lessons the teacher has to be very clear about the specific objectives expected to be attained and plan his/her teaching in such a way that the specific objectives are achieved. allocating periods in the syllabus two weeks (ie 10 days) have been reserved for examinations

Patterns/Structures 6.6

For each sub-topic in the syllabus a number of patterns/structures have been given as examples. Other patterns/structures that are normally used in any given function also need to be dealt with using a variety of activities including demonstration, dramatization, dialogue, oral and written drills, songs, role plays and games.

Contexts/Situations 6.7

Contexts/situations depicting different settings/areas where any given language function can be used have been provided in the syllabus next to the patterns/structures column.

Vocabulary/Phrases

Some vocabulary items related to any given topic/sub-topic have been given in the vocabulary/ phrases column. The list is by no means exhaustive. Students will learn many more words which will be found in listening and reading materials they will be exposed to. The teacher should ensure that students know how to pronounce the words correctly, the meaning and the use of those words.

Teaching/Learning Strategies

In the teaching/learning strategies column, a number of strategies have been suggested. However, list is not exhaustive. The teacher is advised to use the suggested strategies but where necessary the teacher should think of more appropriate strategies to use in teaching English so that students can use the language meaningfully. Students need to be provided with activities aimed at enabling them to remedy any pronunciation problems that the teacher notes in their use of English. Ear training as well as production activities should be provided. The teacher needs to ensure that he/ she can pronounce English words correctly and that he/she can make use of correct stress and intonation. She/he has to ensure that she/he has the ability to consult a dictionary on pronunciation of words which she/he is not familiar with so that she/he can help the students to develop intelligible pronunciation.

Teaching/Learning Materials 6.10

A number of resources for teaching/learning materials have been listed under the teaching/learning materials column. The list is not exhaustive, therefore the teacher is expected to think creatively and identify other teaching/learning resources available in his/her locality.

Assessment 6.11

The assessment column in this syllabus gives the teacher an idea of the kind of assessment that students should be subjected to. There is a need for ensuring that students are assessed in all objectives and that the assessment items take into consideration a wide variety of learning outcomes. This kind of assessment provides room for fairness as well as enhancing students' development of high levels of thinking. The teacher also needs to ensure that he/she assesses students performance in all the language skills. The advice given above should be used in weekly, monthly, mid-term and end of term/year assessments. Appropriate use of a variety of assessment techniques including paper and pencil assessment, interviews, observation, portfolios, projects and questionnaires should be used.

At the end of form four students are expected to do an overall achievement assessment intended to determine the extent to which the objectives of the English course have been attained.

Number of Periods and Instructional Time 6.12

There are a total of 194 teaching days in a year. Form I and II have been allocated 7 periods per week while Form III and IV have been allocated 6 periods per week. One period is 40 minutes. In allocating periods in the syllabus two weeks (ie 10 days) have been reserved for examinations. Each sub-topic has been allocated a number of periods which are considered adequate for teaching.

Schools are advised to make maximum use of the allocated time. Lost instructional time should be compensated through the school's own local arrangements.

Ricky A. Mpama
Chief Education Officer
Ministry of Education and Culture

FORM ONE

COMPETENCES

By the end of Form One, the student can demonstrate ability to:

- 1. Use simple English to communicate in social interactions and settings.
- 2. Engage in simple conversations and transactions on familiar topics.
- 3. Express in English orally and in writing, needs, feelings and ideas using appropriate vocabulary.
- 4. Give and respond to directions/requests using simple English sentences.
- 5. Use English to obtain, process, construct and provide subject matter information in spoken and in written forms.
- 6. Identify general information on events in simple oral/written texts she/he encounters.
- 7. Use appropriate English pronunciation and intonation in a variety of settings.

OBJECTIVES

By the end of Form One course the student should be able to:

- 1. Listen to and understand simple oral texts.
- 2. Express oneself appropriately in different situations using simple English structures.
- 3. Read intensively texts in English for comprehension.
- 4. Explain the content of simple English readers read.
- 5. Write simple descriptions in English.

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
LISTENING TO AND UNDERSTA NDING SIMPLE TEXTS ABOUT A VARIETY OF EVENTS AND SITUA- TIONS.	The student should be able to answer questions on simple oral texts on events.	There was an accident Last year Std. 7 pupils graduated We had There was a graduation ceremony for standard seven leavers.	School, playground, cross road, railway, crossing, stadium, sea, river, graduation, sports day, Form I selection, accidents	celebrate speech, enjoy, guest, competitor,	Students to brainstorm essential vocabulary in a text. The teacher to provide students with some guiding questions to guide their listening. Students to listen to a text	Texts on graduation, sports day, accidents. Recorded materials - video - audio cassettes	Is the student able to answer questions on simple oral texts about events?	6
1.1 Listening to and understandi ng simple oral texts on events	The student should be able to - answer questions on simple ocal	The guest of honour was The football match started at It was a terrible accident. It was a	market, bus- stand, post office,	glucose, hurt, crash, injury, hit, survivor, ceremony.	and answer questions based on the text in groups and individually. 4. The teacher to conduct pronunciation drills to solve	Texts/ recorded materials on various situations cassegues	is the student ablo to answer questions on simple oral sexts about	Q

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases		Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		sports day for our school.			4	students pronunciation problems noted.		dmospil agg masiwely to the oppings apple descri	100 B
1.2 Listening to, and understanding simple texts on situations.	The student should be able to answer questions on simple oral texts on a variety of situations.	There are many buildings near, Besides, next to, adjacent to The headmaster's office is next to	school, market, bus- stand, post office, police station.	laboratory, dormitory, dinning, bath room, assembly hall, laundry, apples, peas, stalls, bargain, customer, vendors,	2.	brainstorm essential vocabulary in a text. The teacher to provide students with some guiding questions to facilitate their listening.	Texts/ recorded materials on various situations	Is the student able to answer questions on simple oral texts about situations?	6
	events,	graduated We had	stadium, sea, river,	porters, smugglers,	3.	Students to listen to a text	- audio		8
SIMPLE	simple oral	pupils	crossing,	hawkers,	5	and answer	materials - video	texts about	
NDING	questions on	Sid. 7	railway,	pick pocket,		questions	2, Recorded	Simple oral-	
UNDERSTA	answer	Last year	road,	touts, bus		based on it in	accidents.	questions on	
TO AND	able to		d, cross	conductors.		groups and	sports day.	to answer 2-	
LISTENING	should be	an accident	playgroun			individually.	graduation,	student able	6
1.0	The student	There was	School,	graduation,		Students to	1. Texts on	Is the	
					4.	The teacher to	Materials		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
	2. Show four points of the quecuous	Can you direct me to the	Schoel, town, willage	North, South, East, West, compage,	conduct pronunciation drills to solve students pronunciation problems noted.	Maps, globe	Is the student able to show fore a CHESTRONES	4
1.3 Listening to dictations	The student should be able to write down what is read.	There was an accident. It was a terrible accident. The guest of honour.	school, play ground cross- roads	Graduation party spectator contester survival.	1. Students to listen to a dictation as the teacher reads the whole text the first time at a talking pace. 2. Students to write the text as the teacher reads it the second time in manageable pauses to allow students to write.	1. Texts on graduation sports day, accident. 2. Recorded materials, video, and audio cassettes.	Is the student able to write down what is read?	6
robre	conference				3. The teacher to	STATISTICS.		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
2.0 GIVING DIRECTIO NS 2.1 Stating directions	The student should be able to: 1. Give and directions 2. Ask for directions	Turn left, turn right, Go straight Zebra crossing Take a bus	town, city, village	On your right, left, street, straight, zebra crossing.	write the correct version of the text on the board or provide students with copies of the text. 4. Students to use it to correct their work 1. The teacher to give students a text about giving and asking for directions. 2. Students to practise giving and asking for directions to different places in the school, village		Is the student able to: 1. give directions? 2. ask for directions?	6
					Learning Strategies	Materials		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
	2. Show four	Can you	School,	North,	or town. 1. The teacher to		whenever a problem is	
DICTION		direct me to the? In the north of Tanzania there is Lake Victoria. To the East there is the Indian Ocean. In the west In the south	town, village	South, East, West, compass.	use maps to demonstrate how to state directions using the four points of the compass. 2. Students to: - state positions of different things using guiding questions to do reading and writing activities to	Maps, globe	Is the student able to show four points of the compass?	4
		Patterns/ Structure	Huntions Vo	Phrases	Teaching/ Learning Strategies	Teaching/ Learning Motorists		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
		Tanzania. Dodoma region is in			write the correct version livelectory on appropriate or			
3.0 USING A DICTION ARY	The student should be able to use dictionaries effectively for obtaining meanings and spellings of words.	What is the meaning of The word means It is a verb form of the word Refer to The opposite ofis The word has a number of meanings.	village	Context, meaning, skip, refer, reference, entries, definitions, command, opposites, antonyms, adjectives, singular, plural, verb, noun.	1. The teacher and students to brainstorm on: • How to get meanings of difficult words. • The meaning and uses of dictionaries. 2. The teacher to provide students with activities for developing the skills of looking up for words in dictionaries to get meanings and spellings. 3. Students to	Dictionaries, entry copied from dictionaries.	Is the student able to use a dictionary to obtain meanings and spellings of words? Note Activities aimed at helping students to develop correct pronunciation should be used whenever a problem is noted.	6

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
4.2 figuresting southers boststeen	The student should be able to talk about class	Form I time up infrant of the class.	school	parade, roster, assembly, inspection.	practice making use of dictionaries to obtain meanings and spellings of difficult words.	Pictures on cities rouses habits	Is the student able to tell; about class coutine/habit	8
EXPRESS ING PERSON AL AND CROUP ROUTINE (HABITS.		This is what day. I do overy I wake up early at 6:30 a.m. I brush my reeth Lake a bashonuqual Lagepare	School	Routine habiteal, rotate, borrow Does he He does not cinps:	4. The teacher to: - use IPA symbols in a dictionary to obtain correct pronunciations of words she/he and his/her students use and so help students	Paumes on daily routine habits	is the sudent able to talk abut his/her home routine/ habits?	8
Topic					through a variety of drills to pronounce words correctly diagnose			

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
DICTION ST	te student V ould be n	hizanis. Sidome gion is het is the se	sool C	intext, 1.	students pronunciation problems and design activities to remedy the problems.	ctionaries, Is	he dent able 6	
EXPRESS ING PERSON AL AND GROUP ROUTINE / HABITS. 4.1 Expressing personal routine/ habits.	The student should be able to talk about his/her home routine/habits	This is what I do every day. I wake up early at 6:30 a.m. I brush my teeth I take a bath. I prepare breakfast.	Home School	Routine habitual, rotate, borrow Does he He does not	1. The teacher to show pictures expressing habits of everyday activities by talking about his/her daily routine. 2. Students to imitate and practise by giving an account of their daily activities 3. The teacher to guide students to write about their daily	Pictures on daily routine/ habits	Is the student able to talk abut his/her home routine/ habits?	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Learning Strategies	Teaching/ Learning Materials	Assessment	Period
4.2	TI				routine through controlled/guid ed activities.	Materials		
	The student	Form I line	school	parade,	1. The teacher	Pictures on	Is the student	
Expressing group routine /habits	should be able to talk about class routine/ habits	up infront of the class. They clean their surrounding s	icane	roster, assembly, inspection, watering flowers, clubs.	using pictures to demonstrate expressing habits of everyday activities of a given class. 2. Students to: - describe daily routine of other	class routine/ habits	able to talk about class routine/habit s?	8
ONGOIN G ACTIVITI ES	able to talk about activities being done by oneself and other	ilgis signigge litera Vitur chrighit gionethis of latingithes Latin		neng rees, inging, plowing, hrinking,	groups of learners prepare oral presentations on their daily routine.		o express things done by oneself and other creatures/	
debtersing Septembers	pour presentation protection	Mongous, Mprotes profes	solido), i la govinolimici	EMSTES, MARKEYS Liming, Eveling,	3. The teacher to guide students to write about their daily routine through		Erga apte s	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
					guided activities.			
5.0 EXPRESS ING ONGOIN G	The student should be able to talk about activities	What are you doing? I am watering flowers.	school, environment class	watering flowers, cutting trees, ringing,	The teacher using written text to demonstrate ongoing	Written texts pictures.	Is the student able to express things done by oneself	8
ACTIVITI ES Talking about ongoing activities.	being done by oneself and other creatures/thin gs.	I am cutting trees. The wind is blowing the fire. Are you reading? No, I am	School	blowing, shrinking, chasing, barking, reading, waiting.	activities by asking and responding to questions posed in the negative and positive form.	daily rotons babits	and other creatures/ things?	
Footnessing Remove: Remove: Pootnessing 4.1	The student should be able to talk about class routine/ habits	not reading. Yes/i am reading The sun is shinning The dog is barking	school	parade, roster, assembly, mspection, watering flowers, clubs.	 Students in pairs to: practise by asking and answering questions, on ongoing activities. 		ts the studen able so talk about class routine/habit	8
					- write short texts on ongoing			

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
		His nac character English			activities and practise reading them.			
EXPRESS ING LIKES AND DISLIKES 6.1 Expressing likes/ dislikes	The student should be able to express likes/dislikes	Do you like? I like playing We like singing Does he/she like? No, she/he doesn't like Yes, she/he likes What does he/she like? He/she likes	school, home	jokes, travelling, singing, like, dislike, hobby, sports, swimming, cooking, watching TV, lazy and hard working.	1. The teacher using pictures to express his/her likes/dislikes using meaningful contexts. 2. Students to: - express their likes/dislikes in pairs write what they/their friends/ their parents	Pictures, recorded materials.	Is the student able to express likes and dislikes?	8
6.2 Expressing preferences	The student should be able to talk about preferences	What do you prefer? I prefer tea to coffee. We prefer	School, Home, street	tea, coffee, teaching, farming, traveling, swimming,	like/dislike. 1. The teacher to express his/her preferences using meaningful	Pictures	Is the student able to express preferences?	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
Princess or APRE ONGOI G ACTIVI	a space will my more parties to the state of	traveling to farming. What does he/she prefer? My brother prefers studying to playing football.	Ashoria Boros, Saltoria	playing, football/net ball, watching TV, studying.	contexts, pictures. 2. Students to: - Express their preferences using guiding questions Read dialogues on preferences.	Materials	to explore to explore to explore the property of the property	
7.0 TALKING ABOUT ONE'S FAMILY 7.1 Expressing family relations.	The student should be able to express kinship.	My mother's brother is my uncle My father's brother is my uncle My grandfather lives with his three sons. I have five brothers She has two		cousin, nephew, niece, sister-in- law, father-in- law, uncle.	1. The teacher to use a family tree diagram to describe family relations. 2. Students to draw their individual family trees and talk about them.	Family tree diagram.	Is the student able to express family relationship orally and in writing?	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases		Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
		sisters His cousin lives in town.				achool owes what the groups about			
7.2 Talking about occupation s of family members	The student should be able to mention the occupation(s) of family members.	My father is a teacher. My mother is a housewife. My grandfather is a farmer. My brother works in a bank. My sister is a police woman.	school, home, hospital, town, police headquar ters, village	teacher, farmer carpenter, secretary, gardener, driver, electrician, mason, messenger, nurse, technician, police.	2.	The teacher using texts to guide students to brainstorm different occupations.	Texts with names of different occupations.	Is the student able to talk about different occupations?	8
						about different occupations of their family members. Each student to select the occupation	Martenals		
		Patterns/ Structure	Stensilon	Believen (Leaching/	Learning	Assessment	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		Arrosing to farming. What does selske prefer?		Indications (4)	he/she likes and write a paragraph about it and express why he/she likes it.			
7.3 Talking about ownership or	The student should be able to make statements	This is my pen I have a new pan	home, school, village, country	possess, own, belong, to, ours,	1. The teacher using pictures to talk about what he/she	Pictures	Is the student able to talk about 1. what	8
possession	about ownership.	I own a new bag. My father owns a boat. It is his	once peadquar of the color of t	His, hers, theirs, them, belongs, to	owns. 2. Each student to talk about what he/she owns. 3. Students to: - talk about	family tree fragram	he/she owns? 2. what his/ her parents own?	
	he student hothly be able to mention the	boat. My brother owns a big house.	chool, to nome, to sopital, co pwa, s	pacher America A America America America America America America A America America A America A America A America A America A America A A America A A A A America A A A A A A A A A A A A A A A A A A A	what their parents and relatives own.	lexts with mucs of ifferent coupanons	3. what his/her school owns?	
		My sister has a car It is her car Our school			groups about what the school owns.			
		has a big			Strategies	Materials		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		play ground, My house Mother's.		gentie, stricore, careless	ortals about http://www.up			
7.4 Describing physical appearance	The student should be able to describe people's physical appearance.	He is fair skinned She is light coloured. She has a fair complexion. A tall A short	school, street, home	bald headed, fair skin, handsome attractive, beautiful, gray hair.	1. The teacher to talk about the appearance of well known people in the school or community. 2. Students to: - be provided with short texts with descriptions of physical appearances of people. - study the texts individually, and in groups and explain the physical appearance of	Texts on physical appearance, pictures.	Is the student able to describe people's physical appearances?	6

pecific

Sittiatio ns arnakes Trukes ng Strategies

-Leaving

SINCE

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situatio ns	Vocabular y/ Phrases	Teaching/Learni ng Strategies	Teaching/ Learning Materials	Assessment	Perio ds
					the people described in the texts further practise describing appearance of people by			
	shakes (f) ald by to quike if it execute is as a lay to exist point in the point in	The state of the s			giving oral and written descriptions of people in their families and well known people in the community.		e berushte i A. sik aprus vius prose pro	
Describing character should able to: 1. Desc his/h	The student should be able to: 1. Describe his/her character.	I am a kind- hearted person.	school, home	cruel, rude, greedy, rough, careless, good hearted, generous,	Students to go through texts with descriptions of people's character. Each student	Appropriate texts.	Is the student able to describe his/ her character?	8
		Midles -		gentle, sincere, careless.	to talk about his/her character in a			

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Learning Strategies	Teaching/ Learning Materials	Assessment	Period
Expressing distances	2 Dogovily	ABONG AND	idie, s.	11	group. 3. The teacher to go around the class encouraging them to speak.	et nevend et nevend	s die	
REFERM PARTIES AND	heath (a) conditions of the co	mino on system of the comportal or comportation or comportant or comportant or comportant or comportant or comportation or comportant or compo	ALECTOR SERVICES OF THE PROPERTY OF THE PROPER	cruel, rude, greedy, rough, careless generous, sincere, gentle.	1. Students to: - go through texts with descriptions of people's character. - further practise stating the character of people by giving oral and written descriptions of members of their family and friends.	Appropriate texts.	Is the student able to describe people's character?	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases		Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
8.0EXPRES SING OPINIO NS AND FEELIN GS 8.1 Expressing personal opinions	The student should be able to express his/her opinions.	What is your opinion on school rules or corporal punishment? What is your opinion about family life education? In my	home, school, street, classroo m town/cit y playgrou nd	argue, debate, suggest, propose, oppose, opinions, advice, support, against, idea, team, defend, rules HIV/ AIDS, corporal	2.	Students to read a text on either child labour or road safety. The teacher to guide students to give their personal opinions on a chosen subject. The students to debate on a	A written text on child labour and road safety.	Is the student able to clearly express his/ her opinions on familiar issues?	8
Denoching characters of	cynnacter 2.Placeshib 1 pooptage Pooptage Pooptage Pooptage Pooptage Pooptage Pooptage	opinion school rules	school pome pome school	punishment school routine, transport, view, disagree		chosen topic/subject		THE ORDER OF THE O	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
		his/her idea?			(DEAST past	Distance and	Is the	
8.2 Expressing state of health	The student should be able to: 1. state his/her health, condition. b) State other people's health conditions.	Are you sick? What are you suffering from? Yesterday I had a headache/ stomachach e. I have a headache.	home, school, playgrou nd, hospital dispensa ry.	sick, dizziness headache, doctor stomachach e. physician, pills, drugs, injection cold, vomit, sling, health, fall, nausea, HIV/AIDS/ STIs	1. The teacher using relevant texts to dramatize a certain state of health. 2. Students to: - play roles of a doctor and a sick student in pairs. - write conversations between a doctor and a patient.	Pictures and relevant texts	student able to state: 1. his/her health condition? 2. other, people's health conditions?	6
8.3 Expressing feelings	The student should be able to express feelings.	I feel hungry She/he is thirsty.	Home, school, hospital, dispensa ry	hungry, thirsty, angry, happy anger.	The teacher to use pictures to demonstrate feelings. Students to practise	Pictures depicting different feelings.	Is the student able to express feelings?	6
2 7 1	ne student	sierday 1	hool, 1	mple past	expressing	Marering	Is the	
Topic/Sub-	Specific							

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
Expussion S (colors of the second S)	The smdent singulal be able to express	What is Yelliand Yellian	pome postany sepany Prome	Social policy spaces spaces spaces	feelings.	A written text	Le the student able includes 10 express 220 cm 1819	8
9.0TALKIN G ABOUT PAST EVENTS/ ACTIVIT IES 9.1 Expressing past activities	The student should be able to narrate his/her past activities.	What did you do yesterday? Yesterday I went to visit my uncle Yesterday we read a story book. What did she/he do last week? Last week she/he	school, home, stadium, farm	simple past tense verb forms.	1. The teacher to guide students to brainstorm their past activities done in the previous day, previous week, previous months and previous years. 2. The teacher to	A text on past activities. A substitution table.	Is the student able to narrate past activities?	12
8.2 Expressing	The student should be	wrote a letter to his/her	home, school,	sick, diggings	express activities she/he did in the past.	Pictures and relevant texts	Is the student able to state:	é
T Olive	Onjectives	brother. Did he			3. Students to express their	Materials		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situatio ns	Vocabular y/ Phrases	Teaching/Learni ng Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	should be able to express future plans.	water the flowers? No, he didn't.	street ntarket, shop, hospital	wash, cat, play, explain, visit, travel	and other people's past activities from a substitution table given. 4. Student to: - write and dramatise dialogues on what they and	Calendar, travelling schedule	student able to express future plans?	00
READIN A VARIET OF TEXTS Intensive reading excups fi bust Exbusseum	able to respond to specific questions on a text read.	ioothall match My sister got married last month. I ast week they closed the school Vesterday there was a recemony.	stadium, farm, market, town sts. at	rights	other people did in the past. read a text on past activities. identify various words showing past activities in groups. write and dramatise dialogues on what they and other people did in the past.	texts on environments degradation, child labour, drug abuse.	past events? past events? a text torq.	
.2	The student	Yesterday I	school,	simple past	1. The teacher to	A text on past	Is the	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situatio ns	Vocabular y/ Phrases	Teaching/Learni ng Strategies	Teaching/ Learning Materials	Assessment	Perio ds
EXPRESS ING FUTURE PLANS/ ACTIVIT ES. Talking	should be able to express future plans.	water the flowers? No, he didn't.	school, street market, shop, hospital	write, read wash, eat, play, explain, visit, travel	and other people's past activities from a substitution table given. 4. Student to: - write and dramatise dialogues on what they and	calendar, travelling schedule,	student able to express future plans?	8
READEN A VARIETY OF TEXTS Intensive reading GAGUITE E bust Extraction	should be able to parrate past events. events, dissipate dissipate dissipate appearing appearing appearing appearing to second to secon	matched a match My sister got married last month. Last week they closed the school there was a vedding ceremony	stadiom, farm, market, fown stat.	rights	other people did in the past. read a text on past activities. identify various words showing past activities in groups. write and dramatise dialogues on what they and other people did in the past.	texts on covironments degradation, child ishour, drug abuse.	past events? past events? past events? specific document apie to tespond re specific document apie to tespond re specific	
2	The student	Yesterday I	school,	simple past	1. The teacher to	A text on past	Is the	K

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
Expressin g past events	should be able to narrate past events.	watched a football match. My sister got married last month.	home, stadium, farm, market, town stt.	tense verbs.	express his/her past events to students using meaningful contexts.	events.	student able to narrate past events?	8
	The student should be able to narrate his/her past activities	Last week they closed the school Yesterday there was a wedding ceremony.	school, itome, stpdiam, taxto	simple past torse verb simma.	Students to discuss their past events in groups. Each group to narrate their past events in class.	A text on past activities A substitution table.	is the student able to narrate past activities?	12
10.0 EXPRESS ING FUTURE PLANS/ ACTIVITI ES. Talking about future	The student should be able to express future plans.	I/we shall You, he/she/ it/they will What are you going to do tomorrow?	home, school, street market, shop, hospital	write, read wash, eat, play, explain, visit, travel.	The teacher to ask guiding questions on activities planned to take place on the following day. Students to practise	Timetable, calendar, travelling schedule.	Is the student able to express future plans?	8
Tuture	Objectives	I am going	332	y/ Phrases	expressing	Materials		0.0

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
plans/ activities.	town.	to cut a tree What are you planning to do tomorrow? I am going to see a doctor tomorrow.	school, home, library	readerte) lo	future plans individually. 3. In groups students to write about future plans using school calendar.	Isaders	or extrained and a series of the series of t	8
11.0 READING A VARIETY OF TEXTS Intensive reading	The student should be able to respond to specific questions on a text read.	soil erosion, degradation	home, school	abuse, drug, rights	1. Using texts on a variety of issues (including causes of environmental degradation, forms of child labour, ways of eliminating drug abuse	A variety of texts on environmental degradation, child labour, drug abuse.	Is the student able to respond to specific questions on a text read?	11
Interpreting poems	The student chould be able to	The poet segs	home	vocabulary and phrases from a	and aspects of inequality) the teacher to introduce new	Selected poems	is the student able to answer	8
					Strategies	Materials		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
Intensive greading a	intests be like to parrate past ovents.	watched a feethell match. Wy sister put merried last mouth. Last week hey blood	State Control of the	cinse verbs.	vocabulary in meaningful contexts. 2. Students to: - be provided with a copy of the text read the text.	events.	student able to autrate past events?	
	should be able to respond to specific questions on a text read.	restorday there was a wedding teremony degradation and storage	school	rights	silently and respond to set questions individually. - discuss their answers in pairs /groups.	A variety of texts on environmental degradation, child labour, drug abase.	student able to respond to specific questions on a text read?	11
EXPRESS ING FUTURE PLANS/ ACTIVITI ES.	should be able to express future plans.	panning to magas are femorrow? forses a doctor tomorrow.	school, street market, shop, sospitul	esall, end, show, esplain, resultained,	3. The teacher to conduct a class discussion and guide students to arrive at correct answers.	calendar, myelling schedule.	itudent able o express future plans?	
2.0 INTERPR	The student should be able to	The author says The story is	home,	vocabulary from simple reader(s) to	The teacher to guide students to use	Simple readers	Is the student able to explain	8

Topic/Sub-	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Period
ETING LITERAR Y WORKS 12.1 Interpreting simple stories	explain the message from simple stories read.	about Whening. Whileing As		the level of the class.	title and illustrations to predict what a book will be about. 2. Students to read a part of the reader or the whole reader and answer	newspapers in English, prochures.	the message from simple stories read?	1
Analysing I non-fectual automatic on from the micdin.	inould be able to identify non- actual aformation from media.	t is possible There is a possibility hat It might be May be Perhaps Probably		mbounces, channel, mass media	questions on characters and events. 3. The teacher to organize group discussion on characters and message 4. Students to write a brief book report.	acwapaper	student able to identify non factual information from media?	
Interpreting poems	The student should be able to	The poet says The poem is	home	vocabulary and phrases from a	1. The teacher to read a poem aloud to guide	Selected poems	Is the student able to answer	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
12.3 Interpreting	answer questions on a poem read.	about Neithern or	school, home	poem to the level of the class.	students on how to read poems.		questions on poems read?	8
					2. Individual students to read the poem aloud. 3. The teacher to ask questions on the message of the poem.			
13.0 ANALYSI NG INFORM ATION FROM THE MEDIA	The student should be able to identify facts from media.	Suffering from aids, Genital mutilation is not healthy. Prevent Deforestation	home, school	depending on the text but including vocabulary on HIV/AIDS, gender, family life education	The teacher to guide students to identify facts from selected texts. Students in groups to - write down facts found in selected texts	TV, radio newspapers in English, brochures.	Is the student able to identify facts from media?	7

Topic/Sub- Topic	Specific - Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
Analysing		Stop gender		and	and present	Materials		
informati on from		violence.		environmen	their work for	TO SHARE A CANADA		
the media		DENSITE		t. boar	class			
(The state of the	-	Lizz		Envelope,	discussion.			
		Mi napt		grandfather >	- practise pointing out			
	pilling student	Elimonia is	chas	Scrottmorpe 1	facts from	Various	phants.	
WAKUNG	bhaolispe	mispat		omiting lass	newspapers,	simple oral	Eledgia able	19
RERECH	abitetownite	ophistands		nephew.	TV and	de roise	pounts down	
13.2	The student	I think	school,	Broadcast	brochures.	Decreen	altimism regime	0
Analysing non-factual informati on from the media.	should be able to identify non- factual information from media.	It is possible There is a possibility that It might be May be Perhaps Probably	home newspap	announcer, channel, mass media	 Students in groups to: study a given text with factual information and non factual information point out 	TV, Radio, newspaper	Is the student able to identify non factual information from media?	8
	The student should be able to write down	The text is about		On the level of the class	opinions identify non- factual information from media	Various simple written texts	Is the student able to write down	8
					THE WALLEY	etois month	The street of th	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases		Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
factual factual informati on from the media.	able to identify non- factual information from media.	possible There is a possibility that It might be May be Perhaps Probably	newspap ers, radio, TV.	channel, mass media	2.	and present their group work for class discussion. The teacher to assign students to point out facts from newspapers, TV and brochures orally and in writing.	newahater	to identify non-factual information from media?	
WRITING PERSON AL LETTERS 14.1 Writing friendly letters	The student should be able to write personal letters.	Dear mother/fath er/ friend uncle, Hi dad, mum Hi aunt Liza, Loving daughter Your loving	school, home	aunt, uncle niece, nephew, cousin, grandmothe r , grandfather , Envelope, stamp post, home sick, John, Hamisi,		The teacher to guide students to study the format of personal letters using model letters. Students to practise writing meaningful	Models of personal letters.	Is the student able to write friendly letters?	8

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
6,2 Writing things in	The student	Missing you.	school, some	Joyce.	letters to different members of their family and friends.	k diary micadar	o the todent able to work	
TAKING NOTES 15.1 Writing notes from oral texts	The student should be able to write down important points from oral texts.	The text is about Important points from the passage include	class	On the level of the class	The teacher to read simple texts to the students. Students to: take notes from simple texts read. work in groups and discuss and correct any mistakes noted.	Various simple oral texts.	Is the student able to take down important notes from an oral text?	9
15.2 Writing notes from written texts	The student should be able to write down important points from	The text is about Important points from the passage include		On the level of the class	The teacher to assign students to read selected written texts. Students to: answer oral	Various simple written texts.	Is the student able to write down important notes from	8
Topic	Objectives bourgersearch	Stracture		Phrases	Learning	Learning		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
13.2 Whitage Hotes From Written Desire	written texts.	The author points out	gpris	On the level of the ciass	questions based on the text read discuss in groups and write notes from the text read.	Varians simple writing texts	simple written texts?	
WRITIN G A VARIET Y OF TEXTS 16.1 Filling in Forms	The student should be able to fill in varieties of forms.	Fill in, Nationality, sex, gender	bank, hospital school	Admission forms, hospital forms, bank forms.	1. The teacher to: - show students any of the official forms show students how to fill in the forms. 2. Students to fill in forms independently.	Bank forms, immigration forms, hospital form, school admission forms.	Is the student able to fill in forms?	6
120	The student	Statestoja Vine kontrisi	cituss	(Surface)	3. In pairs students to discuss the filled in forms. 4. The teacher to pass around to see if they are	Astonia	19 Che	
Laplacate.	e zberne	Patterns/	Simanone	Phras:	Tenching/			32

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
2. Expre	a oneself orally	in English point	ng slightly	complex amic	correctly filled in.			
16.2 Writing things in a diary.	The student should be able to write things/ notes in a diary.	Keeping a diary	school, home	Today's plans, Calendar, diary, appointmen t, reminder, cancel, postpone, enter	 Students and the teacher to brainstorm on the uses of a diary. The teacher to show the students a sample of a diary. Students to 	A diary calendar	Is the student able to write things/notes in a diary?	8
	and answer que	tions on simp	e readers a	ad report on w	write/ keep			
	ribe past activit	es and person	d experience	68	diaries for a given period.			
	English to interv	ect in the class	loom.		4. Students to be			
3. Inter	act in spoken at	d written for p	crsonal exp	ression and er	encouraged to write in their			
2. Use	English to obtai	a, process, cor	struct and I	rovide subjec	own personal diaries.	in spoken and y	ritten forms.	

FORM TWO

COMPETENCES

By the end of Form Two the student can demonstrate ability to:

- 1. Identify specific information on events in simple oral written materials she/he encounters.
- 2. Use English to obtain, process, construct and provide subject matter information in spoken and written forms.
- Interact in spoken and written for personal expression and enjoyment.
- 4. Use English to interact in the classroom.
- Describe past activities and personal experiences.
- 6. Ask and answer questions on simple readers and report on what he/she read.

OBJECTIVES By the end of Form Two the student should be able to: 1. Listen to and understand various simple English texts. 2. Express oneself orally in English using slightly complex sentences. 3. Read intensively a variety of simple English texts. 4. Explain content of simple English readers in different genres. 5. Write simple texts in English. 35

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio- ns/ contexts	Vocabulary / phrases	Teaching/Learning Strategies	Teaching/ Learning Materials	Assessment	Period
LISTENIN G TO VARIOUS SIMPLE ORAL TEXTS. Listening to and understanding various simple oral texts on various issues.	The student should be able to: 1. Answer questions on simple oral texts.	participatin g in a Many people were reported	school, home, hospital, sports, hobbies, health, meals, concert, travel,	kick, pass the ball, dribble health, participate HIV/AIDs, victim, infected, transmit, effect, suffering, stigma, symptoms, orphans.	Students to: - brainstorm orally on important vocabulary and patterns on hobbies, health, sports listen to a text the teacher is reading - answer questions based on the text read.	Extracts on various issues including HIV/AIDs, gender and environment.	Is the student able to answer questions on simple oral texts?	10
3. Read in	2. Write down what is read.	of simple En English reade	glish texts.		Students to: listen to a dictation as the teacher reads the whole text the first time at a talking pace. write the text as the teacher reads	Extracts on various issues including HIV/AIDS gender and environment	Is the student able to write down what is read?	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
2.2 Tulking about accidents	The student should be able to narrate what took place in an accident.	Wilkenson Age and Age	Street, on the road, liome.	drown, drown, ank, fire extinguish er, fire man, fire - engine	it the second time in manageable pauses to allow students to write. The teacher to write the correct version of the text on the board	accidents	state todent sole to natrate elently un meident he/she has witnessed	16
		unitertfell from a treecatch fire		guesta, stadtam, parade,	or provide students with copies of the text.			
	The student should be able to narrite what sook place in a given election.	will be enough for will be enough for will be enough for the contest of the conte	School	STANDARD STA	3. Student to use it to correct their work.	Texts on election	is the accident able to take about activities of elections using appropriate vocabulary?	
2.0 TALKING ABOUT	The student should be able to narrate what	Celebrations started at The	school, street, home	Independe nce, President,	The teacher to select a familiar celebration to	newspapers, model descriptions.	Is the student able to narrate	8

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials		Perio ds
EVENTS 2.1 Talking about celebrations	took place in a given celebration.	president arrived The parade was The Prime Minister said	village town/ city.	Prime Minister, Vice president, governme nt officials, minister, public, guest of honour, invited guests, stadium, parade.	narrate to students. 2. Students in groups to write on a national celebration of their own choice using guiding questions provided by the teacher. 3. Students from each group to practise narrating what they have written.	Estracts on	clearly a celebration?	
2.2 Talking about accidents	The student should be able to narrate what took place in an accident.	was injured,taken to hospital,called for an ambulanc e,was	Street, on the road, home.	suffocate, drown, sink, fire extinguish er, fire man, fire - engine.	Students to: brainstorm on types of accidents: narrate on accidents they have witnessed. read an extract about accidents	Extracts on accidents	Is the student able to narrate clearly an accident he/she has witnessed or heard?	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials		Perio ds
2.4 Talking about sports	The student should be able to mirrate what the place	examined by a doctor, was unconscious	home, play- pround,	trick, pass the ball greete, health,	and students to take notes on the vocabulary used in the extract. Students to:	on sports for the cyclic for sports for for the cyclic for the cyc	Station able state to marrate about state about	- 10
	the date of the da	, Many people escaped unhurt,fell from a tree,catch fire.	pri toi co ce fra	inge, con inge, in	- write about an accident that has been witnessed/read about narrate accidents they wrote about.			
2.3 Talking about elections	The student should be able to narrate what took place in a given election.	contest forwill be electedwill votevoted for	School public	candidate, contest, vote, election, representa tives chairperso n/ man, secretary, member of parliament	Students to: brainstorm on their school leadership and state how different leaders became leaders. continue brainstorming how some important national leaders	Texts on election	Is the student able to talk about activities of elections using appropriate vocabulary?	8

Topic/Sub- Topic	Specific objectives	Patterns/ structures	- NE STREET	ry/ s phrases	Teaching/Learnin Strategies	g Teaching/Le rning Materials	a Assessment	Peri ds
2.3 Taking about elections elections espantiene spant spant	The student should be able to marrite what took plane in a given election.	Gittetsen	Public	, local governme nt, paper, ballot box, ballot, paper, casting votes.	acquired their positions. - narrate about elections they witnessed in their previous/present school. 2. The teacher to provide students with texts on elections for		student abte student abte to talk about activities of asmy appropriate asmy vocalmings appropriate assuments.	8
2.4 Talking	The student	MEBY 10 people people univers, sell from a super			reading. 3. Students to write in groups and individually on elections they witnessed and narrate it to the class.	SMESTS OF SURFACE OF STREET	s the ordeor obje	
about sports.	should be able to narrate what took place during a sports	participat e in,won the,warm up		kick, pass the ball, dribble, health, participate	Students to: brainstorm on what takes place in different	on sports events, pictures of	Is the student able to narrate about amiliar	10

opic/Sub-	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials		Perio ds
S.S. ASKER FOR SERVIC 3.1 Making teseglors calls	event	beat in football/ volleyball, played centre forward, the defence consisted of	are History casts	, jersey, defeated, trophy, goal keeper, pitch, referee, coach, center half, mid field, strikers, marathon javelin, discuss, netball.	equipment used for different sports, fields where different games are played. - narrate sports events they have participated in or witnessed. 2. The teacher to provide students with texts on different sports events to read. 3. Students to: - read texts on	sports	sports events/ games?	sie 14
absulte 2.5 Telicion	The student shows the student	A Paper Service Servic	Parties Property of the Control of t	A harrie	different sports events and narrate to the class/groups what they have read investigate on sports events taking place in	ather page protonics protonics	and of fractions and of the contract of the co	
Topic Sob-	Specific	Partegras		rite Vocab				41

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials		Perio
3.2 Tallian uplantis	event	beat in football/ volleyball, played centre forward, the defence consisted of	se pare 2 School 2 Schoo	, jersey, defeated, trophy, goal keeper, pitch, referee, coach, center half, mid field, strikers, marathon javelin, discuss, netball.	equipment used for different sports, fields where different games are played. - narrate sports events they have participated in or witnessed. 2. The teacher to provide students with texts on different sports events to read. 3. Students to: - read texts on different sports events and narrate to the class/groups what they have read. - investigate on sports events taking place in	sports	sports events/ games?	

Situatio Vocabula Teaching/Learning Teaching/Lea Assessment Perio

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
					their school or community and report about them.			
2.5 Talking about visits	The student should be able to narrate what took place in a visit. He/she made.	when I visited when We reached , Mikumi we saw when we arrived a lion was chasing	School, Home, town, National park, Historica I/ cites	lion, elephant, zebra, antelope, wilderbeas t, hippopota mus, rhinocerou s, cave, rocks, hill, escarpmen t, darkness, candles, machines,	1. Students to brainstorm on different visits they can make, things they can see, how they can reach the places. 2. The teacher to organize a visit to places such as a nearby factory, National park, airport, caves, harbour. 3. Students in groups to narrate	pictures brochures, story books on visits.	Is the student able to narrate a visit using appropriate vocabulary?	7
	The student should be able to parente what tenk place.	heat in character sele- ticklishin pur paricipet	tome, se playing grounds	supervisor , workers, porters, conservati onist	orally and in writing about a visit they made.	oregon Es	order ante eritariona eritariona	

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
	110			game wardens.	gradient land			
3.0 ASKING FOR SERVICES 3.1 Making telephone calls.	The student should be able to make telephone calls using appropriate language	Hello, Can I speak to Speaking A minute please	school, home restauran t	veal, discount, price, mush room	1. Students and the teacher to brainstorm on the importance of telephones. 2. Teacher to tell the students appropriate expressions to use. 3. Students to practise telephone conversations in pairs.	Dialogue texts	Is the student able to make telephone calls using appropriate language?	10
3.2 Talking about reservation	The student should be able to use appropriate expressions for reservations.	May I get a ticket to Mwanza? Can I make a booking for Friday afternoon flight?	hotel, booking, office, airport, habour, bus stand.	reserve plane, train, seat, hotel, ship, harbor, ticket, receipts,	Students to: - brainstorm on what they do when they want to travel read dialogues on making reservations.	Dialogue/text on reservation.	Is the student able to use appropriate expressions for making a reservation?	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
3.2 Tallong about an graphy	reservation specific by A	we can't take any more bookings. She will call at a restaurant and make a	a folial to author bus in hand bus enade	theatre. Check in, check out confirm	- in pairs to dramatize on how to make reservations.		ettoden s ettoden s en nac expressio for mokia is	is no fig.
	Pait. Horshe	reservation. I would like to travel to Can I get a seat in?	e Historia V estes	a hiterpoo	m your stand	nii O	animat o storar	
3.3 Talking about shopping	The student should be able to use appropriate expressions when shopping	Do you sell sugar here? Yes, I do. Can I get a discount for this? I'm sorry the price for this item is fixed. How much	market shop, supermar ket, food store.	paper, bargain supermark et, eggplant increase in cauliflowe r price, suitcase, decrease in price,	Students to: - mention i) places where different things are bought and sold. ii) items bought and sold read a dialogue on buying and selling.		Is the student able to use appropriate expressions when shopping?	8

Горіс/Sub- Горіс	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
2 Frage Architectural Topi-lactural Topi-lactural	o identify non- media's works media's	does this cost? How many kilos do you want?	school,	mutton, shopkeepe r customer, cooking pots,	- organize themselves in pairs to play roles as shopkeepers and customers.	TV, radio, Morespapers	is despita	10
4.0 LOCATIN G PLACES Locating important places	The student should be able to express the location of important places.	Where is the school library? The school library is located infront of Where is the assembly hall? The assembly hall is located adjacent to	hospital, police station, post office, bus stand, church, mosque, railway station, laborator y, assembly hall, head of school's office.	SER SHEET SH	Students to: - express location of different objects/people in the class express location of different important places in school express location of different important places in the village, town, city or country using a map of Tanzania.	A map of Tanzania.	Is the student able to express the location of different important places?	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
		Sharry to call	hall, head of school's	Check in, check out continu	town, city or country using a to map of Tanzania quantitie on pow			
5.0 ANALYSIN G INFORMAT ION FROM THE MEDIA 5.1 Identifying factual information from the medi	The student should be able to identify facts from the media.	The President leaves for Mozambiqu e tomorrow. Fifty children were born on Christmas day. 50% of patients in hospitals are HIV	school, home, newspap ers, TV, radio, brochure s	HIV/AID S, gender, issues, environme nt, child labour	Students to: - identify facts from selected texts in oral and written form write down facts found in selected texts in groups to present their work for class discussion in groups to point out facts from newspapers and	English newspapers, radio, TV, brochures	Is the student able to identify facts from the media?	14
5.2 Identifying non-factual information	The student should be able to identify non- factual	positive. many Tanzanians might participate	school, home, newspap ers,	view, might, probably, may,	1. The teacher to guide students to study a given text with factual and	TV, radio, Newspapers	Is the student able to identify non factual	10

Горіс/Sub- Горіс	Specific	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio
from the media.	information from the media.	in the coming elections. All students will probably	radio, TV.	possibly, opinion, likely.	non factual information and point out opinions. 2. Students to: - identify non- factual	pictures, dingrama, text.	from the media?	
7.0 TALKINI	The student -	pass the exam next year.		Cours.	information from the text studied in groups present their group work for class discussion be assigned to point out non factual information from the media.	Tours on	Te the	
6.0 GIVING DESCRIPT IONS Describing things	The student	beautiful is ugly A tall	school, home	sky-blue, sea blue, maroon, triangle, square, circle rectangle,	1. The teacher using pictures to describe various things both inside and outside the classroom. 2. Students to	diagrams texts.	Is the student able to describe things in terms of their quality?	10
Topic	objectives	structures	ms/ context		Strategies	Teaching/Leaching/Leaching		47

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	ry/ phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods ds
TOWAS	2. Describe	handsomeis handsomeis a prettynot a white		polygon, hexagon.	- practise giving descriptions of things in terms of their quality within and outside classroom read a variety of texts and note down descriptions of things write short texts describing quality of things of their choice present what they have written to the rest of the class.	Tractitals	modia; gentable featify a toou fourthe fourthe student able to describe things in to describe terms of their	10
media. 1	things in terms of their quantity.	watera lot of sugarsome	home town market	equipment, furniture, bread, loaf, money,	1. The teacher to describe familiar	diagrams, sext. ti	s the tudent able o describe hings in erms of uantity?	

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
7.3 Talking about summis.	The student should be able to describe what takes piace in funerals. The student should be able to describe what takes piace in funerals.	any newsenoughless furniturehas a lot of equipment. Few/a few, little, many, plenty of.	home, school charch misque and charch misque and charch misque are an and charch misque are an are ar	milk, water, pork, mutton, paper, chalk, litre of, fleet of cars.	2. Students to: - practise using the teacher's model to describe quantity of things/people. - read a variety of texts and note down description of things in terms of quantity. - write short texts describing quantity of things of their choice.	Festings Instructe Instruc	to describe surfact able to describe what rakes place in funerale?	
7.0 TALKING ABOUT CULTURA L ACTIVITIE S. 7.1 Talking	The student should be able to explain how a game familiar to him/her is played.	The spectators stoned the referee. The match was very thrilling. The team	school, festivals, games, competit ion, village, street, play-	football, netball, basketball, volleyball, wrestling, win javelin.	The teacher to guide the students to read a text on how a particular game is played. Students to: explain how the game they have	Texts on different games and how they are played.	Is the student able to explain how a game he/she is familiar to is played?	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Periods
about games	The student should be able to explain how a game familia to him/her is played.	arrived late The referee was fair The game was very boring.	ground.	feethall, nethall, buskethall volleyball wreathing, win	read about is played. - select a game of their preference and explain orally and in writing how it is played.	Texts on different games and how they are played.	to explain bow a game to explain bow a game to hoishe is familiar to is played?	10
7.2 Talking about marriages	The student should be able to describe marriage activities.	She married a rich man. The groom was old. The bride looked shy. He was married to	neighbou rhood, classroo m, village, town, city, home, church,	bride price, bridegroo m, wedding rings, reception, wedding cake, best	1. The teacher to guide students to brainstorm on marriage ceremonies. 2. Students to read texts about marriage ceremonies.	Texts on marriage ceremonies, marriage certificate, pictures of marriage ceremonies.	Is the student able to describe marriage activities?	8
	Discribe things in terms of their country,	general magnitude furniture furniture furniture	mosque,	man, matron, M.C, inner party, kitchen	- practise by describing what happens in marriage ceremonies.	SCOTTON, GREENERS, SSE	is the state of th	
Tobic-	opleanes	MACINICA	COULCER	party send		profession .		
					Teaching Learning Strategies			

	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio
about funerals	The student should be able to describe what takes place in funerals.	The burial took place in the cemetery. The mourners didn't eat food. If a rich man dies If someone dies in a family	home, school, church, mosque, graveyar d	off. mortuary, die, funeral, grave coffin, HIV/AID S mourners, condolenc es, shroud, widower, widow, deceased, preacher.	1. The teacher to guide students to read about funerals from selected texts. 2. The students to discuss in groups what happens when someone dies. 3. The groups to present what they have discussed to the class.	Texts on funerals, newspapers.	Is the student able to describe what takes place in funerals?	8
8.0 EXPRESSIN G OPINIONS Expressing point of view	The student should be able to participate in a debate on familiar issues.	If you die I think Although Not onlybut also In additionBecause The	school, classroo m	oppose, propose, opinion, idea, views, arguments , debate, motion, against,	The teacher to: select and guide students to read an extract about either bride price, HIV/AIDS or environmental issues ask oral	Extracts, pictures	Is the student able to participate in a debate on familiar issues?	16

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Periods
	The student		cinssroo	for agree, disagree.	comprehension questions about the extract they have read. 2. Students in groups to debate on a selected issue.		student able to participate in a debate on familiar issues?	
FOR COMPREH ENSION 9.1 Reading and obtaining general information	should be able to answer general questions on a text read.	It is made of It consists of It means How is it spelt?	A variety but to the level of students	spelt, pronounce d, destroy, chemicals, science and technolog y,	The teacher to guide students to brainstorm about the topic of the passage they are going to read. Students to:	HIV/AIDs gender,	Is the student able to answer general questions on a text read.?	10
7.3 Talking about funerals	The student should be able to describe what takes place in timerals.	The burnal took place mathe cemetery The mourners data't call	me, was a solution of the column of the colu	nutrition economic weather	- list down what they (i) know (ii) would like to know about the topic.	functals newspapers	sandana obia sugana obia to describe what takes place in functials?	
ofice	-pleases		contexts	phrases	out answers for	Natorials		
					Teaching/Learning Strategies	Thing.		g8 6.63380

Topic/Sub-	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials		Perio
THIS YEAR	to explain his syntha he sone the singent	He book is agent to	2011001	short stories, prayer	3. The teacher to give students more questions	Class reader, class fibrary.	po establishe contrata establishe	10
to t Learnering simple stories					based on the text read. 4. Students to answer questions in groups and present them for class discussion.			
9.2 Reading and obtaining specific information	The student should be able to answer questions on specific information on a text read.	born in It is a one party She bled It was invented by	library, public meeting, school, home	spelt, pronounce d, science and technolog y, political systems, agriculture , female genital mutilation	1. Using materials such as dictionaries, indices and telephone directories the teacher to guide students to look for some specific information available in the materials.	dictionaries, textbooks with indices, telephone directories.	Is the student able to answer questions on specific information on a text read?	12
10:2 Interpretin	The student strong be able	The poem i	g (achoo)	HIV/AID S.	Students to skim through available materials in order		ls the sudent able to mayour	10
Topic	objectives	STREETER	DERREIS BRA CORDEXE		Teaching/Learnin Strategies	g Teaching/Le ruing Materinis		53

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
2 Residue a and absorbed antorperioque Contra 2000 2000 2000 2000	of soci tempores, mission property and the state of the s	phyria is mad in a control of the co	potent le supplie le s	HIAVEID HIAVEID Aleage HIAVEID HIAVEID	to locate the required information. 3. The teacher to provide students with more activities to enable them practise skimming through texts to locate required information. 4. Students to practise skimming through a variety of texts to locate required information.	Tosts on dictionaries and distributions of distributions	it throat a student abits to student abits to specificate to the substantial action of the substantial action of the substantial actions of the substantial	13
INTERPRE TING	The student should be able to explain the	The message is	school	short stories, plays,	The teacher to guide students in groups to discuss	Class reader, class library.	Is the student able to explain	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
LITERARY WORKS 10.1 Interpreting simple stories	message from simple stories read.	The book is about The author is	stayles on part burtak party, waddin party death, Massa sincess	poems	the title and the cover of the book they are going to read. 2. Using guiding questions the students to read a part of the book silently then note down answers for those questions. 3. The teacher to lead class discussion basing on the guiding questions about what they have read. 4. Students to write a book report using guiding	instant of casts. Cards for agrapathy, tards for casts of a cast of a casts o	the message from a book read?	E 14
10.2 Interpreting poems	The student should be able to answer	The poem is about The poet	school	stanza, verse, line,	questions. 1. The teacher to guide students to identify key	Selected poems	Is the student able to answer	10

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
10.1 interpreting stories stories interpreting porms	questions from a poem.	talks about	school	rhyme, theme, message, title, poet, symbol, rhythm.	vocabulary/phras es and help them to brainstorm on their meaning and use of poems. 2. The teacher to demonstrate reading a poem aloud with accurate pronunciation. 3. Students to: - read the poem aloud imitating their teacher answer oral questions about the poem discuss about the poem in groups using guiding questions	Selected	questions from poems?	10
10.0 2000/00/00/00	and	The author			- present answers orally.	Caller hasolar, oliona liberary.	abirdy (pomorpoble (meanchaile	(10)

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
reliableme	to write messages on subside phonen.	Phase call		le in a series de la constant de la	- answer questions about the poem and write them in their exercise books.	religitions messages.	student able att write telephone meastges?	
WRITING CARDS AND MESSAGE S.	The student should be able to write cards for various occasions and events.	Mr/Mrs/Dr/ Prof/Ms Has the pleasure of inviting Dear To	graduati on party, birthday party, wedding, party death	pleasure, RSVP, salutation, congratulat ions, honour, respond	Students to brainstorm on what they do when they have birthdays or important occasions.	Invitation cards. Cards for sympathy, cards for congratulation and cards to	Is the student able to write varieties of cards?	14
11.1 Writing cards		On your on the sad demise of	illness success	demise, pass away, condolence s, good luck, success.	2. The teacher to provide students	express appreciation.		
	The stildent should be able to write clear departure molest massage	The family of Get well soon	Eform Office School Fisters Campage	Carlo soon, crosson, crosson, chease, chease, salarese	format of invitation cards. 4. Students to: - practise writing invitation cards to different	A sample of departure codes message		8

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
cards		On your To an the sad dentise of the lands of the lands of the lands of the well season.	Eliness success	pura away condolence success inck, success inches inchesit inchesi	people write cards expressing sympathy, to congratulate others and to express appreciation under the guidance of the teacher.	appreciation	ATT ACUM	
messages	The student should be able to write telephone messages from callers.	From, To Received by Time Signature	Post office, home, school	Telephone , message	The teacher to provide the format of writing telephone message. Students to prepare the	A sample of telephone messages	Is the student able to write telephone messages?	8
					telephone message in their groups. 3. Read the messages they have written.			
1.3 Writing	The student	Wait for	Home,	Will	1. Students and the	A sample of	Is the	
						Teaching Line	A SECRETARION	E CELO

Topic/Sub- Topic telephone	Specific objectives	Patterns/ structures	Situatio ns/ contexts	ry/	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
messages	should be able to write messages on mobile phones.	me. Please call	school	arrive today. January	teacher to discuss the uses of telephone messages. 2. The teacher to give the students a message to write on the phone. 3. Students to write	telephone messages.	hone student able	8
	Equilibries or other	process, see		svide mbjec	the messages in pairs to	spoken and wri	len form.	
1.4 Leaving a	The state of	food Do not disturb Engaged. Opting men	ographed o	conservation	discuss those messages. 4. The teacher to go around the class looking at those messages.			
written note/ message	The student should be able to write clear departure notes/ massage	See you later, Keep in touch, I will be back,	Home Office School Hotels	back soon, coming soon, engage, vacant, disturb,	1. Students and the teacher to brainstorm on the occasions when one has to	departure notes/ message	Is the student able to write leaving notes/message?	8
			Situatio	Vocability	Strategies	Lining		qa

Topic/Sub- Topic	Specific objectives	Patterns/ structures	Situatio ns/ contexts	Vocabula ry/ phrases	Teaching/Learning Strategies	Teaching/Lea rning Materials	Assessment	Perio ds
() & Leaving a written written isote isote	The student should be ablo to write clear departure	Please call me, I have gone out. Eat your food Do not disturb Engaged. Open vacant.	Horne Office School Hotela	alone, call back.	messages. 2. Students to imagine one such occasion. 3. Students in pairs to write those departure notes.	A sample of departure notes message	Is the student able to write leaving notes/	8

FORM THREE

COMPETENCES

By the end of Form Three the student can demonstrate ability to:

- 1. Use appropriate language content and style in expressing her/his ideas, opinions and feelings orally and in writing.
- 2. Apply reading comprehension strategies to extend and enhance content area knowledge.
- 3. Use appropriate language to summarize, report and give his/her opinion.
- 4. Read and narrate a story/event using appropriate language structures.
- 5. Listen to, analyze texts and relate them to real life situations.
- 6. Read, analyze texts and relate them to real life situations.
- 7. Use English to obtain, process, construct and provide subject matter information in spoken and written form.
- 8. Read literary texts appreciating messages and themes read.

OBJECTIVES

By the end of Form Three the student should be able to:

- Listen to, understand and respond to texts from various sources.
- Express oneself orally and in writing using appropriate language in various situations and settings.
- Read and understand slightly complex texts.
- Read and analyse literary works.

Fopic/Sub-	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
LISTENIN G FOR INFORMA TION FROM DIFFEREN T SOURCES 1.1 Listening for specific information	The student should be able to give specific information.	There has been, although,since,since, By year medicine for AIDS will have been, There is going to be, There will be, howeve r, in order to, As as,		prolong, ill	1. The teacher to: - introduce new vocabulary using a variety of techniques including language games and songs tell the students what to do when they listen to a text - read the text (based on a variety of issues including challenges facing the youth in relation to	Recorded materials, texts on a variety of subjects from books/ journals Transparency films, over head projector.	Is the student able to give specific information on what he/she has heard?	16

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
2 18-6	ess preself emily	better than	oz szertel eleje	operate langua	HIV/AIDS/STI , Forms of	ent and actions.		
	t mil andrestand i t mil analyse fiter	least of,	lox texts.		Child Labour and effects of drug abuse in the society) the first time and			
		There will be		ankine.	students listen.			
		There is going to		disorder,	second time at a slower pace			
		been		part relax,	2. Students to: - do the given			
		for AIDS	AIDS	introcacate, indiffer,	task. in pairs/			
		усаг	sagamsi .	abase, smitt, syringe,	groups and compare their	films, over head projector.	hoarda	
		, doran	ARTHOUNCEN	treat, underpay.	work. 3. The teacher to	Transparency	ton what he/site has	
	information	, since.,	information	reamann, prolings, 511	organize class discussion to	subjects from books.	specific information	
C FOR	to give specific	although	ntond case,	infection,	get right answers.	donavines, texas	timacor unic	16
10	2. Respond appropriatel	commands	classroom, sports	highway, drive	1. Using recorded	Recorded materials, texts	Is the student able	6

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	y to given instructions.	movement, directions and recipe eg Take the left diversion Drive non stop, Dilute. Sift Shake the bottle	field, laboratory, domestic science, kitchen, laundry, hospital, pharmacy, roads, driving school	cautiously, slow down, accelerate, non stop, diversion, overtake pedestrian, overturn, shake vigorously, mix, pour down, stir, reverse, squeeze, tie, smoothen, smear, chop, knock out, score, peddle, dribble, snatch.	materials /texts the teacher to read a text with instructions to the class. 2. Students to demonstrate what they are instructed to do.	on a variety of subjects from books, journals	to respond appropriatel y to given instructions?	
	3. Reproduce in writing what is heard.	commands , movement s	classroom, sports field, laboratory,	Highway, drive cautiously, flow down,	Students to: listen to a dictation as the teacher reads	Recorded materials, texts on a variety of subjects from	Is the student able to reproduce in writing	10

ub-	Specific Objectives	Patterns/ Structure s	Situations	/ Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Periods
	P MUTEEL STATE OF STA	eg "Cake the left diversion	domestic, science, kitchen, laundry, hospital, pharmacy, roads, driving school.	accelerate, non stop diversion, overtake, pedestrian, overturn, shake vigorously, mix, pour down, stir, reverse, squeeze, tie, smoothen, smear, chop, knock out, score, peddle, dribble, snatch.	the whole text the first time at a talking pace write the text as the teacher reads it the second time in manageable pauses to allow students to write. 2. The teacher to write the correct version of the text on the board or to provide students copies of the text. 3. Students to use it to correct their work individually.	books, journals.	what is heard?	10
.2 Listening for general	The student should be able		school, public	Immunodefi ciency,	The teacher to: introduce new	Selected texts on a variety of	Is the student able	16

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
information	to give: 1. A general opinion about a text he/she has read.	opinion In view of this, On the contrary, according to, Having said this/that Finally, Therefore However , Even though, thus, Further more Moreover,	meeting,	acquired syndrome, addiction.	vocabulary using a variety of techniques read aloud the text in pieces, stopping to check student's comprehension 2. Under the guidance of the teacher students to use new vocabulary in meaningful contexts including games and songs. 3. The teacher to read the text a second time. 4. Students in pairs/ groups	subjects from mass media, books, films, recorded tapes, pictures, photographs songs, language games.	to give a general opinion about a text he/she has read?	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Periods
	2 (:	dineson and recipes of Take	demente. lecience. Liscoen. Liscoen.	ancelerate anon atop diversion,	to give their opinion about what they have heard.	istransu.	NEALS WAS A STREET	
2 Listering	2. Give a general summary theme/ idea/meaning of a text heard.	Firstly, lastly, then also.	school, public meetings.	abuse, traffic, lights, pedestrians, accelerate speed governor, speed limit, orphan.	1. The teacher	Recorded material on a variety of texts including effects and impact of HIV/AIDS/ST I, the plight of children working in mines, dealing with victims of drug abuse and prevention of road accidents.	Is the student able to give a general summary/the me/ idea/meanin g about a text heard?	
	They havengy m. Europe and	Danison A.	echoo), umsauff	A-14-100 THE RESERVE	- individually to write the			Source Source

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
Participating action debates, dialogues interviews, interviews, invocantu invocation and discussion.		Finally Finally However Even though, Further more		strike, resources, gender distribution, eradication, injeritance, cultural, cultural, contomic, survival	general idea/theme/me aning about the text they have heard. in pairs/ groups to discuss the general idea of what they heard. 3. The teacher to guide the students to discuss and get the general idea/ theme of the text.			
2.0 USING APPROP RIATE LANGUA GE CONTEN	The student should be able to: 1. Express opinion/ideas/views/orally.	I think, in my opinion In view of this, On the	school, public meeting,	equality, superior, opportunity, favour, suppress, oppress,	1. Students, under the guidance of the teacher to brainstorm interview/dial	Selected texts on a variety of subjects from mass media, books, films, recorded tapes,	Is the student able to express opinions/ide as/ views orally?	16
			Situations	Vocabulary / Phrases	Tenching/Learn lag Strategies	гонария понария		T'0730 63

Topic/Sub-	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	ounits.	Perio ds
T AND STYLE IN SPEAKIN G Participating in debates, dialogues interviews, impromtu speeches and discussion.	opinion/depa	contrary, according to, Having said all these, Finally, Therefore However , Even though, thus, Further more, Moreover,	100 mm	exploit, ill- treat, starvation, discriminate, hunger strike, resources, gender distribution, eradication, inheritance, cultural, social, economic, survival	ogue questions. 2. The teacher to demonstrate dialogues/inter views on current events. 3. Students in pairs to practise interviews/dial ogues. 4. The teacher to move around the class encouraging the students to speak. For debates 1. Students to brainstorm on a given topic. 2. The class to select a chairperson,	luding acts and pact of V/AIDS/ST the plight of	objustors, do control of the control	16
		2,	-	/ Phrases	Champerson,	Learning		ds
Topic	Specific Objectives	Fatterns						70

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	2. Present factor Ideas	S	school, home	in conclusion.	secretary and time keeper to lead the debate. 3. The rest of the class to be divided into two groups (one for and the other against the motion).	Materials	lo supper spe	
				3.	4. Each group to selects main speakers.5. Students to take turns to debate on the topic, make a			
FORMATI I	hould be able	Un cos b	uelic, es restings, in ospes, es	reinor, reinor, soil rounn,	conclusion, identify winners and losers. For impromtu speeches	Materials	Is the student able to respond to specific questions on	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
STYLE IN SPEAKIN G. S.		Even though as a forest to a second to a s		stervation, discriminate, honger strike, tesources, gentler distribution, eradication, utheritance, exhaust, social, economic, auryival	1. The teacher to prepare topics on pieces of paper and explain the meaning of impromtu speeches and how they are conducted. 2. Students randomly to pick a topic and speak about it for two minutes uninterrupted. When one student is speaking the rest of the class to listen.	plustographu songs, language garoos.		
	2. Present facts/ ideas logically and	In fact, due to the fact that.	school, home, public	in conclusion, logically,	Students under the guidance of	Texts on a variety of issues.	Is the student able to present	92

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Periods
	fluently.	inspite of inspite of inspite of inspite of onlybut also Children do not bave to work,	place.	fluently.	the teacher to brainstorm on a familiar topic on current events. in groups to discuss the topic. each group to	Materials	facts/ ideas logically and fluently?	
tr contributions	Give main ideas on what so road in stances sy form.	with, As as, In sider to, sider to, Although for griven whough	nome, subsoil, work places	condenses, floods, water sources, protest applicary protest condenses applicary	present its work to the class. 2. The teacher to lead a class discussion. 3. Each student to write the issues discussed in a logical way.	tranety of	is the student able to give general information on a text read?	10
3.0 READING FOR INFORMATI ON FROM DIFFERENT	should be able	If,should Unless, As a result	school, public, meetings, homes, work	exploit, superior, inferior, soil erosion, sustain,	Using texts on a variety of issues (including causes of	Selected texts from a variety of sources songs, language	Is the student able to respond to specific questions on	20
						Teaching/ Learning Materials	Vaacannee	ds

Topic/Sub-	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
SOURCES 3.1 Reading intensively for comprehension.	The state of the s	of, Due to, Make use of Growing trees with, As as, In order to, so as to, Although, Even though Despite for Inspite of Not onlybut also, Children do not have to work,		victim, development, afforestation, global warning, endanger, ozone layer, floods, water sources, protect drought, dry up, harassment.	forms of child labour, ways of eliminating drug abuse and aspects of	Tosts on a vaciety of	a text read?	50
Topic/Sub- Topic	Objectives	Structur	Sanamen	Vecabulary (Phrases	Teaching/Learn ing Strategies	Teaching/ Cearning Materials		74

3. The teacher to conduct a class discussion and guide students to arrive at correct answers. 1. The teacher to A variety of Is the	Fopic/Sub- Fopic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
2. Give main ideas on what is read in summary form. As a result, So as to work places Although Although contexts using texts on a variety of issues including effects of deforestation and common drugs which cause mental	3.2 Reading extensively	should be able to read a variety of books for	The writer uses The writer portrays	home,	datarb, isoting, ishtractors, ishtractors,	conduct a class discussion and guide students to arrive at correct		Is the student able to read a variety of books for information	10
2. Students		ideas on what is read in summary	result, So as to Although	school, work	ozone layer, floods, drought, a forestation, sources	introduce new vocabulary in meaningful contexts using texts on a variety of issues including effects of deforestation and common drugs which cause mental instability).		student able to give general information on a text	10
Materials			0						

Topic/Sub-	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
SCHURCES 1 Seating attempticity to pomprehension.	ideas on what is read in summary form.	Dus Wa, Make use of Chowing hees with As. 25, In make to yygam@p Anthousea go.seigum teanpgh yyaanga	places	victim, development afforestation global watning, endanger, ezanie layer, floods, wate sources, eomities! journalisticular integrational phones	 to read the text silently. individually to write the main ideas on what they have read. in pairs/groups to compare their work. present to the class. The teacher to guide them in writing the summary on the board. 	cxis dures	stadent able stadent able so give seneral information a text read?	10
3.2 Reading extensively	The student should be able to read a variety of books for information and pleasure.	The story is set in The writer uses The writer portrays	r	Biography, blurb, setting, characters, plot, theme depict portrayal,	The teacher to identify independent reading levels	A variety of readers.	Is the student able to read a variety of books for information and	

		Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
EFFERATIVE AND SERVICE AND SER	R to describe characters, setting and planting in blerary words.	The ster is set in the writer	er library	background, tragedy, comedy, actor, actress, hero, heroine, central character, image, protest, conflict, climax, peak, metaphors, similes, personificati on, stanza, verse, flashback, chronologic al order sequence scene playwright.	test. 2. Each student to be given a book of her/his level. 3. Students - to read the books on their own. - to talk about books they have read in groups/as a class to share what they have read. - to write book reports. 4. The teacher to award incentives/priz es to students who read more.	Scheed In	pleasure?	e 20

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
4.0 READING LITERAR Y WORKS 4.1 Identifying and analyzing setting, main plot and characters.	The student should be able to describe characters, setting and plot in literary works.	The story is set in, The writer uses, The writer portrays	School, home, library.	biography, blurb, setting, characters, plot, theme, depict, portrayal, background, tragedy, comedy, actor, actress, hero, heroine, central	1. The teacher and students to brainstorm on the cover, title, author, background/se tting and blurb of the book to be studied. 2. The teacher to guide students to predict the story. 3. The teacher and students to	Selected literary works	Is the student able to describe characters, setting and plot in literary works?	20
Elevating 15 and	maid be alse to tend a richy of on oks for T formation d pleasure,	se short in		character,	read aloud key passages. 4. Students to: - to answer comprehensio n questions on setting, plot and characters.			

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	in features is unlieroni iren is	s precion to		iligar.	- role play some parts of the text and - describe the main characters.	8	fine of the control o	
4.2 Identifyin g themes	The student should be able to identify theme.	The story is set in The writer uses The writer	1607 20 1607 20	ne. al	1. Having read a literary work the teacher to guide the students to	Selected literary works.	Is the student able to identify themes in literary	8
VERTING USING AVEROPEI ATE LANGUAS E CONTESTS AND STYLE 5.1 Windog	the modern should be able to the Mercural of events that happened in the past.	portrays	actinol.	cerese, edit.	identify distinctive cultural elements depicted in the work. 2. In groups, the students to: - discuss the main themes found in the literary work studied present their	Rossis, visualis, nioural compositions, dictionatries, encys lopedia, attender, news gupers.	works?	12

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
Thu and	The second second second	bounds bounds bounds 139 aug	as Maray	triography outin seture, obstactor ples, deer depict, potteryal, tackscess taggety, seture, terior, terior,	work for class discussion during which the teacher guides students to reach a consensus. - relate the literary work to real life experiences. - present their answers for class discussion.	Solution to literary we	Is the student so to describe chamaters setting and plot in himater waster?	20
Identifying main features of different genres.	should be able to identify main features of different genres.	A play is divided A novel consists of A poem is made up of	home	stanza, act prose, chapter	Students individually to write down the main features of novels, plays and poems. to form pairs to share ideas.	Selected literary works	Is the student able to identify main features of different genres?	6

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
					- in two pairs join to form a group and share ideas. 2. The teacher to conduct a class discussion and clarify issues that need clarification.			
5.0 WRITING USING APPROPRI ATE LANGUAG E CONTENT AND STYLE. 5.1 Writing narrative compositions	The student should be able to: 1. Write an account of events that happened in the past.	Tenses-all tenses style – narrative	school	revise, edit, organize, brainstorm, feedback, drafting, compare, contrast,	Using model compositions the teacher to guides the students to brainstorm on how to organize ideas in an essay format. The teacher to guide students to select topics (including	Realia, visuals, model compositions, dictionaries, encyclopedia, internet, news papers.	Is the student able to write an account of events that happened in the past?	12
Tolye	Objectives	Structure		/ Phrases				
								81

/ essays (not less than 200 words). conflict resolution, ways of creating wealth and ways of fighting corruption) and write the first draft in pairs/groups. 3. Students to revise and edit their work focusing on the content of the topic. 4. The teacher to move from group to group encouraging interaction among the students as they work.	Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
focusing on the content of the topic. 4. The teacher to move from group to group encouraging interaction among the students as they work.	words).	should be able to: 1. Write an neceount of events that happened in	(G11298 /	reposi	couper so, brantstorth, drafters, drafters,	resolution, ways of creating wealth and ways of fighting corruption) and write the first draft in pairs/groups. 3. Students to revise and edit	compositions, dictionaries, encyclopedia, news papers,	sendent able to write an account of events that impersed in	12
	tion to settings of materials of settings.	celd be able di identify . A im features and different of orna.	rover relate sucreta sucreta		110.44	focusing on the content of the topic. 4. The teacher to move from group to group encouraging interaction among the students as they work.			
							Teaching/	Visioningua	Ferio

Fopic/Sub- Fopic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
			school home love, village		5. Students to work together in their groups to correct spelling errors, punctuations, capitalization and other mechanical errors. 6. The teacher to guide the groups to display their work for others to visit and read.	Recta veniale mode comparence, decreasing increasing increasing	to the second state to work to make the second seco	
	2. Write imaginary events that happened in the past.	Tenses-all tenses, style – narrative.		revise, edit, organize, brainstorm, feedback, drafting compare, contrast.	The teacher to instruct the students to imagine an event that took place in the past. Students to:	Realia, visuals, model compositions, dictionaries, encyclopedia, internet, news papers.	Is the student able to write imaginary events that happened in the past?	

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
				contrast.	- write the first	papers	the past?	
				compare,	draft in	memet, nows	in bonequit	
	the past			drafting	pairs/groups.	encyclopedia.	events that	10.00
	balepered in	partative.		(ecdback,	- revise and edit		rimagnari),	
	evens that	ayle-		originstorm,	their work	compositions,	to write	
	unagmary	actions,		pullburge"	focusing on	uroqui	stadent able	
	A WOURS	Lenses-nil		evise, edit.	the content of	Acabe, visuals,	ve gre	
					the topic.			
					3. The teacher to			
				The second second	move from			
					group to group	estation of the		
					encouraging			
					interaction		Handley Control	
			+ JUNEAU		among the			
					students as			
					they work.			
					4. Students to			
					work together			
				The state of the s	in their groups			
					to correct	Control of the state of the sta		
								-
					spelling errors,			
				MAN WEST	punctuations,			
				12/18/11/18	capitalization			
					and other			
					mechanical	Materials -		

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	descriptions of people places and events.	descripty	EC1100)	tostes sur lostes a declina propura contrast	errors. 5. The teacher to display the compositions for students to read in their own time	dechonmes.	vivid descriptions of people place s and	
5.2 Writing expository compositions/ essays (not less than 200 words).	The student should be able to write factual information on a topic/subject.	Tenses-all tenses, style-expository.	school home town village	revise, edit, organize, brainstorm, feedback, drafting, compare, contrast.	1. The teacher to guide the students to select topics (including those on causes of poverty, gender and violence, conflict resolution, and types of road accidents) and write the first draft in pairs/groups. 2. The teacher to	Realia, visuals, model composition, dictionaries encyclopedia, internet news, papers.	Is the student able to write factual information on a topic/subject?	12

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
expository compositio ns/ essays (not less than 200 words).	should be able to write factual information on a topic/subject.	Lenses, all style- tenses, style- expository,	home town village	organize, branstorm, freedback, drafting, compare, contrast,	move around and assist where necessary. 3. Students to: - revise and edit their work focusing on the content of the topic work together in their groups to correct spelling and mechanical errors.	Realin, visuals, model composition, dictionaries encyclopedia, internet nerve, papers.	student able to write factual information on a topic/subject	15
	The standard				- post their compositions on the wall for others to visit and read.	D. L'. simula	To the	
5.3 Writing	The student	Tenses-all	school,	revise, edit,	1. Using model	Realia, visuals,	Is the	
Topic	Specific Objectives	Patterns/ Structure	Situations					86

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
descriptive compositio ns/ essays (not less than 200 words).	should be able to write vivid descriptions of people/places and events.	tenses, style - descriptiv e.	home	organize, brainstorm, feedback, drafting, compare, contrast.	compositions, the teacher and students to discuss the features of a descriptive composition/e ssay. 2. Students to: - select topics (including causes of poverty, gender roles, conflict resolution, social economic cultural practices which promote the spread of HIV/AIDS and road safety) and	model, compositions, dictionaries, encyclopedia, papers.	student able to write vivid descriptions of people/place s and events?	14

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
					brainstorm the main ideas. - write the first draft in pairs/groups. - revise and edit their drafts focusing on the content of the topic. 3. The teacher to guide students to correct spelling and mechanical errors.			
descriptive compositio ns/ essays (not less than 200 words).	should be able this all the should be able descriptions of people/places and events.	skylk (a - a)) descriptiv - e.	school.	brambarn, feedback, drafting, compare, contrast.	4. The groups to exchange their essays for comments by another group.5. Groups to use these comments and		student able to write vivid descriptions of people/place s and events?	14

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
5.4 Writing argumentat ive compositio ns/ essays (not less than 200 words).	The student should be able to present contrasting views of a given topic.	Tenses-all tenses.	school, home	revise, edit, organize, brainstorm, feedback, drafting, compare, contrast.	improve their work. 1. The teacher to: - provide students with a topic to debate on guide students to list the points for and	Realia, visual, model, compositions, dictionaries, encyclopedia.	Is the student able to present contrasting views of a given topic?	14
5.5 Creative writing	The student should be able to write a literary work, using literary devices and skills.	school, adventure, biography, comedy, tragely, loss assissant don- fiction, froe verse, memories.	adverture, biography, ring dy, extrus, love, fig tion, ruth- fiction, free versa, stanza.	alwanara dozentve, Betan	against the topic. - guide students to use the points to write an argumentative essay. - guide students to discuss the arguments presented in the	Reolia, pictures, films, recorded upos, dictionaries, sample succes and poems.	is the student able to write hterapy work using linearry devices and skills?	14
Yohic	Ciblectives	Structure						89

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
5.4 Writing argumentative compositions' essays ins' essays (not less than 200 words).	The student should be able to present contrasting views of a given topic.	Tenses-all tenses	bome	revise, edit, organize, brainstorm, feedback, drafting, compare, contrast	compositions read and the expressions used. 2. Students in pairs to write the first draft of an argumentative compositions. 3. The teacher to: - guide the students to revise and edit their drafts focusing on the content of the topic. - guide the student to correct spelling and mechanical	Realia, visual, model, compositions, dictionaries, encyclopedia.	is the student able to present contrasting ways of a given topic?	14
Topic Topic	Objectives	Structure Structure	Situations	Vocabulary / Phrases				90

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
WRITENG FORMAL LETTERS 6.1 Writing letters to	The student should be able to write letters to the editor.	Dear editor, Yours smeetely,	school	editor, senders address, addressee's address, address, signature, salutation,	errors. 4. Pairs to exchange their essays for comments and corrections. 5. Pairs to enter corrections and write the final draft.	Sample letters to the editor newspapers.	Is the student able to write letters to the oditor?	8
5.5 Creative writing	The student should be able to write a literary work using literary devices and skills.	school, adventure, biography, comedy, tragedy, love stories, fiction, non- fiction, free verse, memories.	adventure, biography, tragedy, comic, love, fiction, non fiction, free verse, stanza.	adventure detective, fiction	1. Students to - brainstorm on kinds of literary works they would like to write on individually, choose one kind of story of their interest and list down general ideas draft their	Realia, pictures, films, recorded tapes, dictionaries, sample, stories and poems.	Is the student able to write literary work using literary devices and skills?	14
Topic/Sub-	Specific Objectives							91

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
	The student should be able to write a literary work using literary devices and skills.	school, adventure, biography, contedy, tragedy, stories, fretion, fretion, fretion, fretion, free verse, free verse,	advesture, biography, tragedy, comic, love, fiction, non fretion, free verse, stanza.	adventure detective, fiction	work, and go through to edit them 2. The teacher to go around the class assisting students with ideas, style and vocabulary. 3. Students to support one another in checking spelling,	Realia, pictures, films, recorded tapes, dictionaries, simple, stories and poems,	ls-the student able to write hierary work using literary devices and skills?	Id
6.0 WRITING FORMAL LETTERS	The student should be able to write letters to the editor.	Dear editor, Yours	school	editor, senders address,	vocabulary and grammar. 1. The teacher to guide students to brainstorm	Sample letters to the editor newspapers.	Is the student able to write	8
6.1 Writing letters to the editor.	to the editor.	sincerely,		addressee's address, signature, salutation, corruption	on why people write letters, types of letters and issues that one can write	Printer Lane	letters to the editor?	
						Learning	TO STATE OF THE ST	.03

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
By the 1. Rm 2. Shot 3. Photos 4. Elst 5. Shot 6. Shot	end of Form Four d, analyze texts a g, intervent one or one number and or one benefit there of and understand in a text for relev	the student of relate the cost of chools of the cost o	m.	scheduled.	about in letters to the editor. write down the given ideas on the board. 2. Students to read some sample letters. 3. The teacher to introduce format of letters	c same length		
6.2 Writing business transaction letters.	The student should be able to write business transaction letters.	Manager Manager Strengting	school	sender's address, signature, salutation.	to the editor. 4. Students to choose a topic on which to write a letter to the editor. 5. After drafting, students to revise /edit their letters with the help of the teacher. 6. The teacher to display the	Sample letters	Is the student able to write business transaction letters?	8
Topic/Sub- Topic	Specific Objectives	Patterns/ Structure s	Situations					93

Topic/Sub- Topic	Specific Objectives	Patterns/ Structure	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
					letters for students to read in their own time.			
6.2 Writing business transaction letters.	The student should be able to write business transaction letters.	Dear Manager	school	sender's address, signature, salutation.	Using sample letters the teacher to introduce the format and purpose of business transaction letters. Students to: - choose a topic to write	Sample letters	Is the student able to write business transaction letters?	8
	The student should be state to write letters to the select		school	editor, smalers soldress, address, address, signature, salutation, corruption ecoomics	on draft their letters go through to edit them. 3. The teacher to go round the class assisting students.		la Re- sordent stile to write funites to the editor?	
Topic	Specific	Structure 8	Situations	Vocabulary (Phrases	Teaching/Learn ing Strategies			94

COMPETENCES

By the end of Form Four the student can demonstrate ability to:

- 1. Read, analyze texts and relate them to real life situations.
- 2. Start, intervene and close a discussion on a familiar topic using suitable phrases.
- 3. Present orally and in writing descriptions of complex subjects.
- 4. Express herself/himself clearly, orally and in writing, expressing points of view at some length.
- 5. Read and understand long and complex factual texts.
- 6. Scan a text for relevant information.
- 7. Listen to and point out relevant information.
- 8. Read literary texts appreciating messages and themes read.

OBJECTIVES

At the end of Form Four the student should be able to:

- 1. Listen to, understand and respond to texts from various sources.
- 2. Express oneself orally and in writing using appropriate language in different social contexts.
- 3. Read and analyze literary works.
- 4. Read and understand complex texts.

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning	Assessment	Perio ds
EXPRESSIN G ONESELF 1 Expressing one's feelings, ideas, opinions, views and emotions.		In my opinion, As stated/ observed by the previous speaker, I am of the opinion that Considering the fact that, If, Unless, This might I would rather, I suggest, However, Although, Nevertheles s Hardly Barely		Land degradati on, Soil conservati on, recycling, pollutants , fumes, pesticides , reexamine , tolerate, suffer, limit, affected, infected, polluted, deteriorati on, prevent, ensure safety	1. The teacher to guide students to select topics for discussion from a variety of issues (including causes of road accidents, gender in relation to HIV/AIDS, and environmental degradation). 2. Students individually to think about the topic selected then pair and share their ideas/views/opi nions on the topic. 3. The teacher to	Materials Texts on a variety of issues.	Is the student able to express personal ideas, feelings, opinions, views and emotions on a variety of issues in different contexts?	16

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
3. Rea 3. Rea 4. Rea	and enalyze lite and understand	Apparently I strongly advice I would like to draw your attention	using app	precautio n, protect.	conduct a class discussion during which the students orally share their ideas/views/opi nions and come to a consensus. 4. Students individually write on the topic discussed.	al contexts.	different soniexts?	
2.0 LISTENIN G FOR INFORMA TION 2.1 Listening to instructions	The student should be able to respond appropriately to instructions.	Close your eyes, Picture a wedding, Button your Line up, Listen and draw, Pin down, Walk straight on	schools, science experim ents, sports and games, roads, air ports, harbour s,	unbutton, button, squeeze, twist, untie, bend, straighten beside, in between, underneat h, parallel,	1. The teacher to read a text with instructions to the students or to instruct them to listen to a recorded text with instructions. 2. Students to listen and demonstrate	Paper, realia, recorded tapes, tape recorder.	Is the student able to respond appropriatel y to instructions?	8

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
adis Mesa Israil Ikilog como		,facing the,as,er thanest of	medicin e recipe.	dilute, dissect, reaction, observe, align, rear end, obey, adjacent, follow perpendic ular.	what the text instructs them to do.	loud to	on a k s summary notes?	
2.2 Giving instructions	The student should be able to give instructions.	Listen carefully	School, home, hospital, on the street,	Draw Fold Pour Shake	1. The teacher to instruct students, in groups to	A variety of texts on instructions, experiments,	Is the student able to give instructions?	8
					develop a text with instructions for carrying out a certain task. 2. Students to develop the text and then in turns practise	recipes.		
aler .	-plospeci	alciermez -	112	/phrases	giving and responding to	rmug Materials		
					Teaching/learnin		Assessment	Perio

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
		Apparently I strongly advice I would like to draw your attention	an to i	procautio a, protect.	the instructions in pairs. 3. The teacher to monitor the activity so that each student practices giving and responding to instructions.	rice there.		
22 Giving instructions	the student should be able to give instructions.	carefully	School, home, hospfal, on the	Fold Poir Shake	i the teacher to instruct andents in groups to			

Topic/Sub-Topic	Specific Objectives	Patterns/ Structure	Situation	Vocabulary Phrases	Teaching/ Learning Strategies	Teaching/ Learning Phrases	Assessment	Periods
.3. Listening for nain ideas and aking notes.	The student should be able to make summary notes.	If,Unless,It should be remembered that,As a result of,	School	Exploitation, abuse, sustainable development endanger,	select a content related text and		Is the student able to make	12
	se sead			oppression, equality, empower, empowerment	 take down main ideas as the teacher reads the text twice more. work in pairs to compare their notes and make pair notes. have two pairs getting together to compare their pair work and make 		summary notes?	
	to write down correctly what			it di 22. St		illon .	to write down	
Zee continuous	the student should be ablo	GOMMAS 51	1001 (0	0000, L. 10	For a lext for Taxi	mark or	student abl	10
				Lines		terfals		
								101

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
2.4 Dictations.	The student should be able to write down correctly what is read.	inverted commas	school	Comma, colon, semi colon.	1. The teacher to select a text for dictation 2. Students to listen to the dictation as the teacher reads the whole text the first time at a talking pace. 3. Students to write the text as the teacher reads it the second time in manageable pauses to allow students to write. 4. The teacher to provide the students copies of the dictation	Materials A variety of texts for dictation	Is the student able to write down correctly what is read?	10
science and science and grandes	ponic se spie	kould be amembered		abusu, sostaina	or write it on the board.	tent of texts.	student role to	

Topic/Sub- topic	Specific objectives	Patterns/ structures	ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio
					5. Students to use it to correct their work in pairs.		oded able	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structure	Situation	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Phrases	Assessment	Period
3.0 READING LITERARY WORKS 3.1 Identifying and analysing setting, main plot and characters.	The student should be able to describe characters, setting and plot of literary works studied.	The book is set in, The author The writer uses The writer potrays	school, home, library.	blurb, setting, character, plot.	ribe		Is the student able to describe characters, setting and plot of literary works studied?	16

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
3.2 Identifying themes	The student should be able to relate works studied with personal and national experiences.	The theme is	school, home, library	main theme, sub-theme	The teacher to guide students to: discuss themes of literary works studied. relate works studied with personal and national experiences. Students to write summaries of literary works studied.	Selected literary works.	Is the student able to relate literary works studied with personal and national experiences?	16
3.3 Interpreting poems	The student should be able to interpret poems.	The poet says The poem is about	Home, school	Stanza verse, simile, metaphor, personific ation, theme, message	 Students to brainstorm on the topic/title of the poem. The teacher to read aloud the poem once. Students to read the poem silently and 	poems	Is the student able to interpret poems?	16

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
3.2 Identitying themos 3.3 Spiritarian spiritaria spirita spirita spiritaria spirita sp		The authorite work and the work and the work and the poor	school, home, library school Home,	colorina dieno, sub-chen servició mongho stron, etion, in perveral	answer comprehension questions intended to guide them in interpreting the poem. 4. The teacher and students to discuss the answers to the comprehension questions and the teacher to write the answers on the board. 5. Students in groups to write about the poem using the points on the board.	E STANTA MOTES STANTA	is the student able to relate the relate works personnel are subjected with personnel are subjected to the s	
Labic	. annoafga.	Latencentes	L in	11/2	Canada Series	Limit		1

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio
SPEAKING USING APPROPRI ATE LANGUAG E CONTENT AND STYLE 4.1 Starting, intervening and closing a conversation discussion		I am sorry I	die in the state of the state o	Technolo gy, distance, computer, headlights, modified, converse, globalization, floods, drought tragedy, capture, resolve, contraction, cultural differences, interfere, current, tsunami.	taped conversations/ discussions on a variety of issues (including impact of corruption,		Is the student able to use appropriate expressions for starting, intervening and closing a conversation / discussion?	14

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
	apropriate apressions for larvaning and osing a myersation/di assion.	That is all I have nothing else to add. Shall we stop here?		peadights peadights produced, postifical, postifical postifical postifical postifical postifical postifical produced prod produced prod prod prod prod prod	ways of creating worth and prevention of environmental degradation) instruct students to listen carefully to the conversations - to note how different people participate in them. 3. Students in groups to role play the conversations.		propriete propriete propriete propriete propriete parcisation parcisation	
4.2 Negotiating solutions to problems	The student should be able to: 1. use appropriate	If I were Is it possible? Don't you think,	school, on the street, home	patient, struggle, antagoniz e, compromi	1. Students to discuss a problem/conflic t depicted in a literary work	Literary works newspaper and texts on true life experiences.	Is the student able to use appropriate language to	14

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
	language to resolve a problem/confl ict.	Would you mind, Can I? Choose between.		se, aggressiv e, retaliate, revenge, avert, crisis solution apologies, vengeanc e, counsel	read. 2. The teacher to develop guiding questions for students to use when brainstorming on source, development and end or resolution of the problem (if it was resolved). 3. Students to use the guiding questions to brainstorm in groups. to present for class discussion their group work.		resolve a problem/ conflict?	

	Specific	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
2. Negotisting solutions to	Thicknown the property of the	lut is all leave othing clse o.add and we see here?	school, an the	Againsta Againsta, Againsta, Againsta, Againstanc Apologias, Againstanc Againstanc	4. The teacher and students to mention problems that people may find themselves facing. 5. Students in pairs to: - discuss how the mentioned problems can be resolved and the appropriate language to use for each situation take turns to suggest solutions to the problems play a role of a person being	a sterary works	a the sequentiable stoppens	
problems	hanguage to a resolve a	Weekld you	home 1	For marks	advised on		inngunga to	
Topic/Sub- topic	objectives	Patterns/ structures						110

	Person	Patterns/ Sit structures ns	uatio Vocab ry /phras	g strategie	es	Teaching/Lo rning Materials	ea As	sessment	Perio ds
CSING APPROPRI to I ATE LANGUAG		nses—all school		a proble he/she One strength play the of the and the the role person	has. udent to ne role advisor e other te of the the with a tem.	stude- send on decreasing a decreasing a dec	to with a second colors to the	nt sble 8 ste an out of ts that could in est?	
1 Writing arrative compositions/ cessys (of not less than 250 words).	The student should be able to give advice using appropriate language.	What do you think I should do? What as you advice? Do you think I should Why don't you Don't you think? What should? What about? If I							
									56400

Topic/Sub-Topic	Specific Objectives	Patterns/ Structure	Situation	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Phrases	Assessment	Period
4.3 Seeking and giving advice	The student should be able to give advice using appropriate language.	What do you think I should do?What is your advice?Do you think I shouldWhy don't youDon't you think?What about?If I were you	school, home, street	abstain, avoid stop, seek, protect, inform	1. The teacher and students to read aloud a dialogue on seeking and giving advice. 2. The teacher to provide students situations for which they in pairs, develop a dialogue on seeking and giving advice. 3. Students to take turns to role play their dialogues. For reinforcement the teacher to instruct students to read on their own identified texts on a variety of issues including how to take care of AIDS patients.	A variety of texts.	Is the student able to make summary notes?	14
		ntterns/ Situatiructures ns		R strategi				13

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
5.0 WRITING USING APPROPRI ATE LANGUAG E CONTENT AND STYLE 5.1 Writing narrative compositions/ essays (of not less than 250 words).		Tenses – all style - for narrative.	school	revise, edit, organize, brainstor m, feedback, draft, compare, contrast. worst forms of child labour.	1. The teacher and students to select a topic (including drugs trafficking aforestation and the plight of children working in mines) 2. The teacher to introduce the writing process. 3. Students and the teacher to brainstorm, list down and organize ideas in an essay format. 4. Students to: - write the first	A variety of texts, dictionaries, encyclopedia, internet, newspapers.	Is the student able to write an account of events that happened in the past?	8
		ner ere ere en	102	LÀ	Returnation	rming .		
								Peri

D'opic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
CONTENT AND STYLE STYLE Antique antique compositions/ compositions/ cossays (of not cossays (of not loss than 250 words).	the past. the past.	What do think I sh e do? What scivice? II think I should doe't was Ib think I should	why	draft, compare, compare, compare, contrast, contrast, child labour; labour; cone; co	draft in pairs/groups revise and edit their work focusing on the content of the topic. 5. The teacher to move from group to group encouraging interaction among the students as they work. 6. Students to work together in their groups to correct	scher and A varies to read of text a dislogue iking and advice stoher to is students ions for a they in develop a gue on its and advice its to take to vale them institutes its to take to vale them institutes its trade-	the past?	
USING USING APPROPRI ATE LANGUAG	to : 1. write an account of	Tenses – all stylo - for narrative.	school library	revise, edit, organize, brainstor in, feedback,	spelling errors, punctuation, capitalization and other mechanical errors.	Alvariery of texts, are dictionaries, encyclopedia, miemet,	student able to white an account of events that bappened in	
		Patterns/ - structures	Situatio na	LX	Teaching/learning g strategies	Feaching/Lea raing Staterials	SP79428 INCOM	ds

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
	2. Writing imaginary events in the past.	Once upon a time, sometime in the past	tenses all tenses, style - narrativ e.	Imagined, vivid	The teacher to instruct students to think of an imaginary event. Students to:	Pictures	Is the student able to write imaginary events in the past?	
	to write factual information on a topic subject	Moreover, in addition	ry	edit	- draft the composition in pairs.	compositions	student able to write factual information	1 2
	The student should be able	Besides,	school	revise,	- revise and edit their work focusing on	Sample	Is the	
					the content. The teacher to move from pair to pair encouraging interaction among the students.			
	The student should be able to write vivid	Apparently In addition Moreover	school, library	descriptive	4. Students to work in pairs to improve their work by	Any text with a descriptive composition	Is the student able to write a	8
Topic/Sub- topic	Specific objectives	Patierns/ structures	Situations	Vocabula ry		Teaching/Lea		115

The state of the s	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
					checking spelling errors, punctuation, capitalization and other mechanical errors. 5. The teacher to display the compositions for students to read in their own time.			
5.2 Writing expository compositions / essays.	The student should be able to write factual information on a topic/subject	Besides, Moreover, In addition, In fact	school exposito ry	revise, edit	1. The teacher to guide students to select topics (including those on soil erosion, the plight of children employed in mines or large plantations). 2. Students to	Sample compositions	Is the student able to write factual information on a topic/subject?	8
nother .	objectives	structares	102	(parases	2. Students to	Filling Palasterials		000

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
					write the first draft in groups/pairs. 3. The teacher to move from one group to another			
	The student should be able to present commissing views of a given topic.	On the contary, on the other hand, nevertheless, yet, however.	home.	on the one hand, however, it should be remember ed shar It has been elastived.	providing required assistance. 4. Students to edit and revise their work focusing on content and then on spelling. 5. Students to post their compositions on notice boards for others to read.	Model argumentative opsays.	s the student able to present contrasting views on a given topic?	
5.3 Writing descriptive compositions	The student should be able to write vivid	Apparently, In addition Moreover	school, library	obvious dressed descriptiv	The teacher to introduce the writing activity	Any text with a descriptive composition	Is the student able to write a	8
Topic/Sub- topic					Teaching/learnin g strategies	Teaching/Lea raing	Assessment	Perio ds

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
/ essays.	descriptions of people/ places/ events.	Apparently, In addition	school, library	е семер оржение	to the students providing them with topics from	a descriptive	vivid description of	8
					which pairs select one to write on. 2. Students to: - draft their compositions in pairs edit and revise		people/place s and events?	
2 Writing expository compositions / caseys.	the second share se sole to write florant information on a topic/subject	Florides, Moreover, in addition			their work to improve it. 3. The teacher to move from one pair to			
				*	another providing necessary assistance. 4. Students		of a topics subject?	
				(phrases	finally to produce a final draft of the	Materials		
		Patterns/ structures	10.8	LACTOR		muk		10

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
					5. The teacher to post the compositions on the notice board for other students to read.			
5.4 Writing argumentativ e compositions / essay.	The student should be able to present contrasting views of a given topic.	On the contrary, on the other hand, nevertheless, yet, however.	school, home	on the one hand, however, it should be remember ed that	1. The teacher to provide students with model argumentative compositions on a variety of	Model argumentative essays.	Is the student able to present contrasting views on a given topic?	8
	The student should be able to write a work of act using literary devices and skills.		School, adventure, biograp by, comedy, tragedy, fove storius, fiction,	It has been observed.	issues (including areas where corruption is rampant and forms of child labour). 2. Students to read the compositions silently.	Dictionaries, grammar books.	is the student able to write a work of art using literary devices and skills?	
		or meens en	Dis .	Laber gaga	Silentry.	FRING		G8

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
argumentativ e compositions / essay	should be able to present contracting views of a given topic.	On the other contrary, on the other hand, nevertheless however, yet,	home	on the one hand, however, he is should be remember ed that It has been observed,	3. The teacher to guide students to discuss the arguments presented in the composition used. 4. Students in pairs to: - select topics on which to write argumentative compositions - brainstorm the main ideas to be included in the compositions.	Model sugumentative essuys	Is the student able to present contrasting views on a given topic? and exemp.	8
5.4 Writing				VD11-10-62	 write the first draft. 5. The teacher to guide students to edit their draft focusing on content of the topic. 	Pinterials		

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
S 6 Writing speeches	The student should be able to:	Man blesso Pehildentish Geekt birks fromour	Class, school, school, parents day,	dyonorabl 6, distinguise bed onest	6. Students to go through their draft correcting grammatical,		Is the student able to write a speech?	20
		It gives me pleasure. It feel honor to be bern. I let me beg suit by but not leas You are all invare of Allow me a	nuch mu red. uer is its	Rang Indian Service Se	spelling and punctuation errors. 7. The teacher to display on a notice board the finished compositions for other students to read.	delier to ace the and of a and to tudents instorm ropriate		
5.5 Creative writing.	The student should be able to write a work of art using literary devices and skills.	Dear parent students/ teachers	School, adventure, biography, comedy, tragedy, love stories, fiction, non	Fiction, novel, short story.	Students to brainstorm on kinds of literary work they would like to write on. individually, to choose one kind of literary work of their interest and list down	Dictionaries, grammar books.	Is the student able to write a work of art using literary devices and skills?	8
topic	- opjectives-	structures	100	(uprassa	g-strategies	- raing - Materials		
							a Assessment	121

Topic/Sub- topic	Specific objectives	Patterns/ structures		Vocabula ry /phrases	g strategies	n Teaching/Lea rning Materials	Assessment	Perio ds
5.5 Creative writing.	The student should be able to write a work of art using literary devices and skills.		fiction, free verse, memori es.	Fiction, novel, short nory	general ideas. on their own time to draft their stories, poems, edit and with the teacher's support with ideas, style and vocabulary complete their		cudent able to write a work of art taing therary devices and skulle?	
5.6 Writing	The student	Mr.	Class, 1	Honorabl	work. - to support one another in checking spelling and grammar from dictionaries and grammar books. - read each other 's work of art.			
	should be able to: 1. Write a	President, Guest of	school, e	e, listinguis ned guest,		speeches.	s the tudent able write a	20

	speech.	May I take this	desetion		Strategies	Phrases		
2. De	aliver a	opportunity I am pleased to It gives me much pleasure I feel honoured to be here Let me begin/ start by Last but not least, You are all aware of Allow me to say. Dear parents/ students/ teachers	graduation day, meeting, public meetings, open days, ceremonies, functions.	your excellency, majesty, chairman, highness, chairperson Secretary General, Mr. President, besides, moreover, finally, ceremonies.	 Students to brainstorm on the purpose, context and audience. The teacher to introduce the format and style of a speech and to guide students to brainstorm on appropriate vocabulary. Students to organize ideas in logical order and in pairs to draft, revise and edit a speech. The teacher to provide students with sample 	S State of the sta	the dent able deliver a sech?	

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Periods
		teachers On behalf of Dear fellow students My fellow students Lastly Link words besides, finally, Thank you for your attention.	fiction, free venue, memori ta		remones: vocable formation of production of	dary. to ideas cal order pairs in revise edit a sucher to sucher to sucher to		
	2. Deliver a speech	Mr. President, Guest of honour, May I take this opportunity.		Honorabl e, distinguis hed guest, Excellenc y, majesty, chairman, highness,	1. Students to brainstorm on things to take into consideration when delivering a speech.	cher to nee the and	Is the student able to deliver a speech?	
phenius tops	Objectives speech.	pleased	meeting		2. Students to practise	HIS Chia	student able to write a	

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio
		It gives me much pleasure I feel honoured to be here Let me begin/ start by	days, ceremon ies, function s.	secretary general, Mr. President besides, moreover finally, ceremonie	delivering a speech using the class as the audience.			
	The studing should be able to write lesse of application present the property of the property of the studies of	Last but not least You are all aware of Allow me to say Dear	ourses our	S.	uniselluces Report in a unional distributes blan gos financia di familia di Studinima del Companio del Compan	Sample letters	andent able to write committee and an annual an an an annual an	10
to jobs	The student	parents/ students/ teachers On behalf of Dear fellow students My fellow	Clarato	Georgia	in the market form for tellers of up blemton for jobs differ from other letters. 2. The tenchen to provide student with comple rothers to study.	Sample CVs.	ta me	
	Spealfic objectives	Patterns/ structures	Situatio	Yoeabula ry /parasara	Teaching tearnin g strategies	raing Statestals	Allendaments .	25

students Lasty Link words besides, Finally. Thank you for your attention. The student should be able to write his/ her own CV. The own CV. The student should be able to write his/ her own CV. The teacher to introduce the use of CV. The teacher and students to discuss the form of CVs. The teacher and students to discuss the form of CVs. Sample CVs. Is the student able to write his/her own CV? The teacher and students to discuss the form of CVs. Students to practise writing CV. The teacher to introduce the use of CV. The teacher and students to discuss the form of CVs. Students to practise writing CV. The teacher to move from one student to another assisting the students.	Topic/Sub- topic	Specific objectives	Patterns/ structures	Situations	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Periods
curriculum vitae (CV). should be able to write his/her own CV. birth, year of graduation. birth, year of graduation. birth, year of graduation. curriculum vitae (CV). birth, year of graduation. curriculum birth, year of com, offices graduation. curriculum birth, year of com, offices graduation. curriculum birth, year of cV, resume, biography sex, nationalit y, marital status, hobby, referee, surname, second name. curriculum birth, year of CV, resume, biography sex, nationalit y, marital status, hobby, referee, surname, second name. curriculum birth, year of CV, and the format of CVs. 3. Students to practise writing CV. 4. The teacher to introduce the use of CV. 2. The teacher and students to discuss the format of CVs. 3. Students to move from one student to another assisting the students	5.7 Writing	Though	Lastly Link words besides, Finally. Thank you for your attention.				Materials		
	curriculum	should be able to write his/	birth, year of graduation.	om, offices	CV, resume, biography, sex, nationalit y, marital status, hobby, referee, surname, second name.	introduce the use of CV. 2. The teacher and students to discuss the format of CVs. 3. Students to practise writing CV. 4. The teacher to move from one student to another assisting the	Sample CVs.	student able to write his/her own	6

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
					5. When the writing is completed the teacher to display the CVs for students to read each other's.	· · · ·		
WRITING APPLICAT ION LETTERS Writing letters of application for jobs.	The student should be able to write letters of application for jobs.	Refer to Dear Sir/Mada:n, Yours Sincerely.	School	Sincerely faithfully, refer Re advertise ment	1. Students to brainstorm on letters of application for jobs, mentioning jobs they would like to apply for and how letters of application for jobs differ from other letters. 2. The teacher to provide students with sample letters to study.	Sample letters.	Is the student able to write letters of application for jobs?	10
	(Churchen.	3. Students to	Lumici min		

Saturdo, Vocabula | Teaching/learnin | Teaching/Len | Assessment | Perio

Topic/Sub- topic	Specific objectives	Patterns/ structures	Situatio ns	Vocabula ry /phrases	Teaching/learnin g strategies	Teaching/Lea rning Materials	Assessment	Perio ds
		I DEVELOUS DE SECONS DE SECONS			work in pairs, draft, revise and edit a letter of application for jobs. 4. The teacher to move from one pair to another			
of Wilderbroad Wilder Government (CV)	le student jould be able write high	*	e E Tarres (d)		assisting them with choice of words and grammar.			

