



THE UNITED REPUBLIC OF TANZANIA

Ministry of Education and Culture

English Language Syllabus for Secondary Schools

Form I - IV

2005

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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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.
5. 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.
7. 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:

1. Consolidate and broaden the students' scope of basic ideas, knowledge, skills and attitudes acquired and developed at the primary education level.
2. 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.
3. 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.
5. Prepare the students for tertiary and higher education, vocational, technical and professional training.
6. Inculcate in the students a sense and ability for self-study, self-confidence and self-advancement 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:

1. Can use appropriate English to communicate in a variety of settings.
2. Can use English to achieve academically in all content areas.
3. Can communicate in English using signs and read using Braille (for the deaf and the blind 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 one's 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 sub-topic.

6.1 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.

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.

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.

6.4 Sub-topics

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.

6.5 Specific Objectives

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.

6.6 Patterns/Structures

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.

6.7 Contexts/Situations

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.

6.8 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.

6.9 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.

6.10 Teaching/Learning Materials

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.

6.11 Assessment

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.

6.12 Number of Periods and Instructional Time

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.

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Purposes	Teaching/Learning Strategies
1.0 LISTENING TO AND UNDERSTANDING SIMPLE TEXTS ABOUT A VARIETY OF EVENTS AND SITUATIONS.	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. The guest of honour was ... The football match started at ... It was a terrible accident. It was a ...	School, playground, d. cross road, railway, crossing, stadium, sea, river, graduation day, sports day, Form 1 selection, accidents	graduation, party, celebrate, speech, enjoy, guest, competitor, football, pitch, coach, winner, spectators, concert, fainting, glasses, hurt, crash, injury, hit, survivor, ceremony	1. Students to listen to and understand simple oral texts on events. 2. The teacher to provide students with some guiding questions to guide their listening. 3. Students to listen to a text and answer questions based on the text in groups and individually. 4. The teacher to conduct pronunciation drills to solve

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
1.0 LISTENING TO AND UNDERSTANDING SIMPLE TEXTS ABOUT A VARIETY OF EVENTS AND SITUATIONS. 1.1 Listening to and understanding simple oral texts on events	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. The guest of honour was ... The football match started at ... It was a terrible accident. It was a	School, playground, cross road, railway, crossing, stadium, sea, river, graduation, sports day, Form I selection, accidents	graduation, party, celebrate speech, enjoy, guest, competitor, football pitch, coach, winners, spectators, contester, fainting, glucose, hurt, crash, injury, hit, survivor, ceremony.	1. Students to brainstorm essential vocabulary in a text. 2. The teacher to provide students with some guiding questions to guide their listening. 3. Students to listen to a text and answer questions based on the text in groups and individually. 4. The teacher to conduct pronunciation drills to solve	1. Texts on graduation, sports day, accidents. 2. Recorded materials - video - audio cassettes	Is the student able to answer questions on simple oral texts about events?	6

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		sports day for our school.			students pronunciation problems noted.			
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, porters, smugglers, hawkers, pick pocket, touts, bus conductors.	1. Students to brainstorm essential vocabulary in a text. 2. The teacher to provide students with some guiding questions to facilitate their listening. 3. Students to listen to a text and answer questions based on it in groups and individually. 4. The teacher to	Texts/ recorded materials on various situations	Is the student able to answer questions on simple oral texts about situations?	6

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	2. Show four points of the compass	Can you direct me to the ...?	School, town, village	North, South, East, West	conduct pronunciation drills to solve students pronunciation problems noted.	Maps, globe	Is the student able to show from a map?	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 contest 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. 3. The teacher to	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

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
1.2. Listen to, and understand simple texts on situations.	The student should be able to answer questions on simple oral texts on a variety of	There are many buildings near ... Besides ... next to ... adjacent to ...	school, market, bus stand, post office, police station	laboratory, dormitory, dining, bath room, assembly hall, laundry, apples	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	Texts recorded materials on various situations	Is the student able to answer questions on simple oral texts about situations?	6
2.0 GIVING DIRECTIONS 2.1 Stating directions	The student should be able to: 1. Give and ask for directions	Turn left, turn right, Go straight ... Zebra crossing Take a bus ...	School, town, city, village	On your right, left, street, straight, zebra crossing.	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	A text talking about giving directions.	Is the student able to: 1. give directions? 2. ask for directions?	6

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					or town.			
	2. Show four points of the compass	Can you 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 ... Mount Kilimanjaro is in the northern part of	School, town, village	North, South, East, West, compass.	1. The teacher to 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 further practise stating positions.	Maps, globe	Is the student able to show four points of the compass?	4

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		Tanzania. Dodoma region is in.....						
3.0 USING A DICTIONARY	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 of ... is The word has a number of meanings.	school	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
					students pronunciation problems and design activities to remedy the problems.			
4.0 EXPRESSING PERSONAL 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 about his/her home routine/ habits?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					routine through controlled/guided activities.			
4.2 Expressing group routine /habits	The student should be able to talk about class routine/habits	Form I line up in front of the class. They clean their surroundings	school	parade, roster, assembly, inspection, watering flowers, clubs.	<ol style="list-style-type: none"> The teacher using pictures to demonstrate expressing habits of everyday activities of a given class. Students to: <ul style="list-style-type: none"> - describe daily routine of other groups of learners. - prepare oral presentations on their daily routine. The teacher to guide students to write about their daily routine through 	Pictures on class routine/habits	Is the student able to talk about class routine/habits?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					guided activities.			
5.0 EXPRESSING ONGOING ACTIVITIES Talking about ongoing activities.	The student should be able to talk about activities being done by oneself and other creatures/things.	What are you doing? I am watering flowers. I am cutting trees. The wind is blowing the fire. Are you reading? No, I am not reading. Yes/I am reading.. The sun is shining The dog is barking	school, environment, class	watering flowers, cutting trees, ringing, blowing, shrinking, chasing, barking, reading, waiting.	1. The teacher using written text to demonstrate ongoing activities by asking and responding to questions posed in the negative and positive form. 2. Students in pairs to: - practise by asking and answering questions, on ongoing activities. - write short texts on ongoing	Written texts pictures.	Is the student able to express things done by oneself and other creatures/things?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					activities and practise reading them.			
6.0 EXPRESSING 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 like/dislike.	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,	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
		traveling to farming. What does he/she prefer? My brother prefers studying to playing football.		playing, football/net ball, watching TV, studying.	contexts, pictures. 2. Students to: - Express their preferences using guiding questions. - Read dialogues on preferences.			
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	home, village, school, town	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	Periods
		sisters His cousin lives in town.						
7.2 Talking about occupations 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 headquarters, village	teacher, farmer, carpenter, secretary, gardener, driver, electrician, mason, messenger, nurse, technician, police.	<ol style="list-style-type: none"> 1. The teacher using texts to guide students to brainstorm different occupations. 2. Students to mention various occupations of people in the school. 3. Students to write and talk about different occupations of their family members. 4. Each student to select the occupation 	Texts with names of different occupations.	Is the student able to talk about different occupations?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					he/she likes and write a paragraph about it and express why he/she likes it.			
7.3 Talking about ownership or possession	The student should be able to make statements about ownership.	This is my pen I have a new pan I own a new bag. My father owns a boat. It is his boat. My brother owns a big house. My sister has a car It is her car Our school has a big	home, school, village, country	possess, own, belong, to, ours, His, hers, theirs, them, belongs, to	1. The teacher using pictures to talk about what he/she owns. 2. Each student to talk about what he/she owns. 3. Students to: - talk about what their parents and relatives own. - write in groups about what the school owns.	Pictures	Is the student able to talk about 1. what he/she owns? 2. what his/her parents own? 3. what his/her school owns?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		play ground, My house ... Mother's.						
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 ... A fat ...	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

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/ Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>the people described in the texts.</p> <p>- further practise describing appearance of people by giving oral and written descriptions of people in their families and well known people in the community.</p>			
7.5 Describing character	<p>The student should be able to:</p> <p>1. Describe his/her character.</p>	I am a kind-hearted person.	school, home	cruel, rude, greedy, rough, careless, good hearted, generous, gentle, sincere, careless.	<p>1. Students to go through texts with descriptions of people's character.</p> <p>2. Each student to talk about his/her character in a</p>	Appropriate texts.	Is the student able to describe his/ her character?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					group. 3. The teacher to go around the class encouraging them to speak.			
	2. Describe people's character	She is a kind hearted..... She/he is a rude girl/boy.	school, home	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
8.0EXPRESSING OPINIONS AND FEELINGS 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 opinion school rules are a wastage of time. What do you suggest? Do you support	home, school, street, classroom town/city playground	argue, debate, suggest, propose, oppose, opinions, advice, support, against, idea, team, defend, rules HIV/AIDS, corporal punishment school routine, transport, view, disagree	1. Students to read a text on either child labour or road safety. 2. The teacher to guide students to give their personal opinions on a chosen subject. 3. The students to debate on a chosen topic/subject..	A written text on child labour and road safety.	Is the student able to clearly express his/her opinions on familiar issues?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		his/her idea?						
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/stomachache. I have a headache.	home, school, playground, hospital dispensary.	sick, dizziness, headache, doctor, stomachache, 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	Is the 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, dispensary	hungry, thirsty, angry, happy, anger.	1. The teacher to use pictures to demonstrate feelings. 2. Students to practise expressing	Pictures depicting different feelings.	Is the student able to express feelings?	6

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					feelings.	A written text on child labour and child slavery	Is the student able to explain the causes of child labour/slavery?	3
9.0 TALKING ABOUT PAST EVENTS/ 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 wrote a letter to his/her brother. Did he	school, home, stadium, farm	simple past tense verb forms.	<ol style="list-style-type: none"> The teacher to guide students to brainstorm their past activities done in the previous day, previous week, previous months and previous years. The teacher to express activities she/he did in the past. Students to express their 	A text on past activities. A substitution table.	Is the student able to narrate past activities?	12
9.1 Expressing past activities								

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/ Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		water the flowers? No, he didn't.			and other people's past activities from a substitution table given. 4. Student to: - write and dramatise dialogues on what they and other people did in the past.			
READING A VARIETY OF TEXTS Intensive reading	should be able to respond to specific questions on a text read.		school		- 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.			
9.2	The student	Yesterday I	school,	simple past	1. The teacher to	A text on past	Is the	

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/ Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		water the flowers? No, he didn't.			and other people's past activities from a substitution table given. 4. Student to: - write and dramatise dialogues on what they and other people did in the past.			
READING A VARIETY OF TEXTS Intensive reading	should be able to respond to specific questions on a text read.	degradation environmental pollution child labour drug abuse	school	rights	- 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 environmental degradation, child labour, drug abuse.	student able to respond to specific questions on a text read?	11
9.2	The student	Yesterday I	school,	simple past	1. The teacher to	A text on past	Is the	

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
Expressing past events	should be able to narrate past events.	watched a football match. My sister got married last month.	home, stadium, farm, market, town st. at.	tense verbs.	express his/her past events to students using meaningful contexts.	events.	student able to narrate past events?	8
TALKING ABOUT PAST EVENTS/ ACTIVITIES	The student should be able to narrate his/her past activities.	Last week they closed the school Yesterday there was a wedding ceremony.	school, house, stadium, town	simple past tense verb	2. Students to discuss their past events in groups. 3. 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 EXPRESSING FUTURE PLANS/ ACTIVITIES. 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? I am going	home, school, street market, shop, hospital	write, read wash, eat, play, explain, visit, travel.	1. The teacher to ask guiding questions on activities planned to take place on the following day. 2. Students to practise expressing	Timetable, calendar, travelling schedule.	Is the student able to express future plans?	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
plans/activities.		to cut a tree What are you planning to do tomorrow? I am going to see a doctor tomorrow.			future plans individually. 3. In groups students to write about future plans using school calendar.			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 and aspects of inequality) the teacher to introduce new	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
12.2 Interpreting poems	The student should be able to	The poet says... The poem is	school, home	vocabulary and phrases from a		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

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	should be able to describe past events.	watched a football match. My sister got married last month. Last week they closed the school. Yesterday there was a wedding ceremony. celebration	school, stadium, farm, market, town	using verbs	vocabulary in meaningful contexts. 2. Students to: - be provided with a copy of the text. - read the text silently and respond to set questions individually. - discuss their answers in pairs /groups.	events	student able to narrate past events?	
	should be able to express future plans.	going to school, direct to school, I am going to the market, I am going to the hospital	school, direct market, shop, hospital	will, am, is, explain, plan, travel	3. The teacher to conduct a class discussion and guide students to arrive at correct answers.	calendar, travelling schedule	student able to express future plans?	
12.0 INTERPR	The student should be able to	The author says.... The story is	school, home, library	vocabulary from simple reader(s) to	1. The teacher to guide students to use	Simple readers	Is the student able to explain	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	answer questions on a poem read.	about.... Neither....n or...		poem to the level of the class.	students on how to read poems. 2. Individual students to read the poem aloud. 3. The teacher to ask questions on the message of the poem.		questions on poems read?	
13.0 ANALYSING INFORMATION FROM THE MEDIA 13.1	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	1. The teacher to guide students to identify facts from selected texts. 2. 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 information from the media		Stop gender violence.		and environment.	and present their work for class discussion. - practise pointing out facts from newspapers, TV and brochures.			
13.2	The student should be able to identify non-factual information from media.	I think It is possible There is a possibility that ... It might be May be ... Perhaps ... Probably ...	school, home newspapers, radio, TV.	Broadcast announcer, channel, mass media	1. Students in groups to: - study a given text with factual information and non factual information - point out opinions. - identify non-factual information from media	TV, Radio, newspaper	Is the student able to identify non factual information from media?	8
15.2 Writing notes from written	The student should be able to write down	The text is about important points from	class	On the level of the class		Various simple written texts.	Is the student able to write down	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					and present their group work for class discussion. 2. The teacher to assign students to point out facts from newspapers, TV and brochures orally and in writing.			
14.0 WRITING PERSONAL LETTERS 14.1 Writing friendly letters	The student should be able to write personal letters.	Dear mother/father/ friend uncle, Hi dad, mum Hi aunt Liza, Loving daughter Your loving	school, home	aunt, uncle niece, nephew, cousin, grandmother & grandfather, Envelope, stamp post, home sick, John, Hamisi,	1. The teacher to guide students to study the format of personal letters using model letters. 2. 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
		Missing you.		Joyce.	letters to different members of their family and friends.			
15.0 TAKING NOTES	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	1. The teacher to read simple texts to the students. 2. 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?	7
15.1 Writing notes from oral texts								
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...	class	On the level of the class	1. The teacher to assign students to read selected written texts. 2. Students to: - answer oral	Various simple written texts.	Is the student able to write down important notes from	8

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	written texts.	The author points out.....			questions based on the text read. - discuss in groups and write notes from the text read.		simple written texts?	
16.0 WRITING A VARIETY 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. 3. In pairs students to discuss the filled in forms. 4. The teacher to pass around to see if they are	Bank forms, immigration forms, hospital form, school admission forms.	Is the student able to fill in forms?	6

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
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, appointment, reminder, cancel, postpone, enter	<p>correctly filled in.</p> <ol style="list-style-type: none"> 1. Students and the teacher to brainstorm on the uses of a diary. 2. The teacher to show the students a sample of a diary. 3. Students to write/ keep diaries for a given period. 4. Students to be encouraged to write in their own personal diaries. 	A diary calendar	Is the student able to write things/notes in a diary?	8

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.
3. Interact in spoken and written for personal expression and enjoyment.
4. Use English to interact in the classroom.
5. Describe past activities and personal experiences.
6. Ask and answer questions on simple readers and report on what he/she read.

<p>2. Use English to obtain, process, construct and provide subject matter information in spoken and written forms.</p> <p>3. Interact in spoken and written for personal expression and enjoyment.</p> <p>4. Use English to interact in the classroom.</p>		<p>5. Describe past activities and personal experiences.</p> <p>6. Ask and answer questions on simple readers and report on what he/she read.</p>		<p>Bank forms, immigration forms, hospital forms, school admission forms.</p>	<p>Is the student able to fill in forms?</p>	6
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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.

[illegible]

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary / phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
1.0 LISTENING 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
	2. Write down what is read.	Soil erosion balanced diet	school, home, hospital	Victim, dribble, stigma, symptoms, orphans.	1. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					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 provide students with copies of the text.			
2.3 Talking about elections	The student should be able to narrate what took place in a given election.	... fell from a tree, ... catch fire contest for ... will be elected ... will voted for ...	School public		3. Student to use it to correct their work.	Texts on election	Is the student able to talk about activities of elections using appropriate vocabulary?	2
2.0 TALKING ABOUT	The student should be able to narrate what	Celebrations started at ... The	school, street, home	Independence, President,	1. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
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, government 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.		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 ambulance, ...was	Street, on the road, home.	suffocate, drown, sink, fire extinguisher, fire man, fire - engine.	1. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		<p>examined by a doctor, ...was unconscious</p> <p>Many people escaped unhurt, ...fell from a tree, ...catch fire.</p>			<p>and students to take notes on the vocabulary used in the extract.</p> <p>3. Students to:</p> <ul style="list-style-type: none"> - 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.	<p>...contest for</p> <p>...will be elected ...</p> <p>...will vote...</p> <p>...voted for</p>	School public	<p>candidate, contest, vote, election, representatives chairperson/ man, secretary, member of parliament</p>	<p>1. Students to:</p> <ul style="list-style-type: none"> - 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
2.3 Talking about elections	The student should be able to narrate what took place in a election.	...participate in ..., ...won the ..., ...warm up	school home, playground, stadium	, local government, paper, ballot box, ballot, paper, casting votes.	1. Students to: acquired their positions. - narrate about elections they witnessed in their previous/present school. 2. The teacher to provide students with texts on elections for reading. 3. Students to write in groups and individually on elections they witnessed and narrate it to the class.	Texts on elections	Is the student able to narrate about familiar	2
2.4 Talking about sports.	The student should be able to narrate what took place during a sports	...participate in ..., ...won the ..., ...warm up	school home, playground, stadium	kick, pass the ball, dribble, health, participate	1. Students to: - brainstorm on what takes place in different sports,	Extracts/texts on sports events, pictures of different	Is the student able to narrate about familiar	10

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	event	......beat... in football/volleyball, ...played centre forward, the defence. ...consisted of ...		, 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?	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	event	......beat... in football/volleyball, ...played centre forward, the defence. ...consisted of ...		, 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?	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					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.	...visited ... when I visited ... when we reached , Mikumi we saw ... when we arrived a lion was chasing...	School, Home, town, National park, Historical / cites	lion, elephant, zebra, antelope, wildebeest, hippopotamus, rhinoceros, cave, rocks, hill, escarpment, darkness, candles, machines, supervisor , workers, porters, conservationist	<ol style="list-style-type: none"> 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 orally and in writing about a visit they made. 	pictures brochures, story books on visits.	Is the student able to narrate a visit using appropriate vocabulary?	7

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
				game wardens.				
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 restaurant	veal, discount, price, mushroom	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, harbour, 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		...we can't take any more bookings. She will call at a restaurant and make a reservation. I would like to travel to... Can I get a seat in ...?		theatre. Check in, check out confirm	- in pairs to dramatize on how to make reservations.			
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, supermarket, food store.	paper, bargain supermarket, eggplant increase in cauliflower 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.	Dialogue/texts on shopping.	Is the student able to use appropriate expressions when shopping?	8

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		does this cost? How many kilos do you want?		mutton, shopkeeper, customer, cooking pots, discount.	- organize themselves in pairs to play roles as shopkeepers and customers.			
4.0 LOCATING 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 in front of..... Where is the assembly hall? The assembly hall is located adjacent to.....	hospital, police station, post office, bus stand, church, mosque, railway station, laboratory, assembly hall, head of school's office.	adjacent, beside, near, behind, in front of, opposite, to the east, to the west, on top of the mountain, close to	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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
5.0 ANALYSING INFORMATION FROM THE MEDIA 5.1 Identifying factual information from the media	The student should be able to identify facts from the media.	The President leaves for Mozambique tomorrow. Fifty children were born on Christmas day. 50% of patients in hospitals are HIV positive.	school, home, newspapers, TV, radio, brochures	HIV/AIDS, gender, issues, environment, child labour	Students to: <ul style="list-style-type: none"> - 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 brochures. 	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	many Tanzanians might participate	school, home, newspapers,	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

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
from the media.	information from the media.	in the coming elections. All students will probably pass the exam next year.	radio, TV.	possibly, opinion, likely.	non factual information and point out opinions. 2. Students to: - identify non-factual 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.		information from the media?	
6.0 GIVING DESCRIPTIONS Describing things	The student should be able to: 1. describe things in terms of their quality.	...is beautiful ... is ugly ... A tall building ...this is	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	Pictures, diagrams texts.	Is the student able to describe things in terms of their quality?	10

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		brown/purple/orange. ...is handsome ...is a pretty ...not a white...		polygon, hexagon.	<ul style="list-style-type: none"> - 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. 			10
	2. Describe things in terms of their quantity.	...much water... ...a lot of sugar.. ...some bread...	school, home town market	equipment, furniture, bread, loaf, money,	1. The teacher to describe familiar things in terms of quantity inside and outside the classroom.	pictures, diagrams, text.	Is the student able to describe things in terms of quantity?	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
7.3 Talking about funerals	The student should be able to describe what takes place in funerals.	...any news... ...enough... ...less furniture... ...has a lot of equipment. Few/a few, little, many, plenty of.		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.	Texts on funerals, newspapers	Is the student able to describe what takes place in funerals?	
7.0 TALKING ABOUT CULTURAL ACTIVITIES. 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, competition, village, street, play-	football, netball, basketball, volleyball, wrestling, win javelin.	1. The teacher to guide the students to read a text on how a particular game is played. 2. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
about games		arrived late The referee was fair The game was very boring.	ground.		read about is played. - select a game of their preference and explain orally and in writing how it 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 ...	neighbourhood, classroom, village, town, city, home, church, mosque,	bride price, bridegroom, wedding rings, reception, wedding cake, best man, matron, M.C, inner party, kitchen party send	1. The teacher to guide students to brainstorm on marriage ceremonies. 2. Students to - read texts about marriage ceremonies. - practise by describing what happens in marriage ceremonies.	Texts on marriage ceremonies, marriage certificate, pictures of marriage ceremonies.	Is the student able to describe marriage activities?	8

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
7.3 Talking 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 ... If you die...	home, school, church, mosque, graveyard	mortuary, die, funeral, grave coffin, HIV/AIDS mourners, condolences, 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 EXPRESSING OPINIONS Expressing point of view	The student should be able to participate in a debate on familiar issues.	I think... Although... Not only ....but also In addition ... ...Because ... The	school, classroom	oppose, propose, opinion, idea, views, arguments, debate, motion, against,	1. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		previous speaker.... I am for... I am against...		for agree, disagree.	comprehension questions about the extract they have read. 2. Students in groups to debate on a selected issue.			
9.0 READING FOR COMPREHENSION 9.1 Reading and obtaining general information	The student 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 technology, nutrition economic weather	1. The teacher to guide students to brainstorm about the topic of the passage they are going to read. 2. Students to: - list down what they (i) know (ii) would like to know about the topic. - read the text silently and find out answers for their questions.	Texts on different topics including those of HIV/AIDs gender, environment, family life education, child labour.	Is the student able to answer general questions on a text read.?	10

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					3. The teacher to give students more questions based on the text read. 4. Students to answer questions in groups and present them for class discussion.			10
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 technology, political systems, agriculture , female genital mutilation , HIV/AIDS.	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. 2. Students to skim through available materials in order	dictionaries, textbooks with indices, telephone directories.	Is the student able to answer questions on specific information on a text read?	12

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>to locate the required information.</p> <p>3. The teacher to provide students with more activities to enable them practise skimming through texts to locate required information.</p> <p>4. Students to practise skimming through a variety of texts to locate required information.</p>			
10.0 INTERPRETING	The student should be able to explain the	The message is....	school	short stories, plays,	1. 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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
LITERARY WORKS 10.1 Interpreting simple stories	message from simple stories read.	The book is about The author is		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 questions.		the message from a book read?	
10.2 Interpreting poems	The student should be able to answer	The poem is about.... The poet	school	stanza, verse, line,	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	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	questions from a poem.	talks about		rhyme, theme, message, title, poet, symbol, rhythm.	<p>vocabulary/phrases and help them to brainstorm on their meaning and use of poems.</p> <p>2. The teacher to demonstrate reading a poem aloud with accurate pronunciation.</p> <p>3. Students to:</p> <ul style="list-style-type: none"> - read the poem aloud imitating their teacher. - answer oral questions about the poem. - discuss about the poem in groups using guiding questions - present answers orally. 		questions from poems?	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					- answer questions about the poem and write them in their exercise books.			
11.0 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	graduation party, birthday party, wedding, party death illness success	pleasure, RSVP, salutation, congratulations, honour, respond demise, pass away, condolences, good luck, success.	1. Students to brainstorm on what they do when they have birthdays or important occasions. 2. The teacher to provide students with model invitation cards. 3. The students to discuss the format of invitation cards. 4. Students to: - practise writing invitation cards to different	Invitation cards. Cards for sympathy, cards for congratulation and cards to express appreciation.	Is the student able to write varieties of cards?	14
11.1 Writing cards		On your To on the sad demise of The family of ... Get well soon						
11.4 Leaving a written note/ message	The student should be able to write clear departure notes/ message		Home Office School Home	back soon, coming soon, engage, success		A sample of departure notes/ message	Is the student able to write leaving notes/ message?	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					people. - write cards expressing sympathy, to congratulate others and to express appreciation under the guidance of the teacher.			
11.2 Writing messages	The student should be able to write telephone messages from callers.	From..., To Received by... Time ... Signature ...	Post office, home, school	Telephone , message	1. The teacher to provide the format of writing telephone message. 2. Students to prepare the telephone message in their groups. 3. Read the messages they have written.	A sample of telephone messages	Is the student able to write telephone messages?	8
11.3 Writing	The student	Wait for	Home,	Will	1. Students and the	A sample of	Is the	

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
telephone 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 the messages. - in pairs to discuss those messages. 4. The teacher to go around the class looking at those messages.	telephone messages.	student able to write telephone messages?	8
11.4 Leaving a written note/ message	The student should be able to write clear departure notes/ message	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 leave a	A sample of departure notes/ message	Is the student able to write leaving notes/ message?	8

Topic/Sub-Topic	Specific objectives	Patterns/structures	Situations/contexts	Vocabulary/phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		Please call me, I have gone out. Eat your food Do not disturb Engaged. Open vacant.		alone, call back.	messages. 2. Students to imagine one such occasion. 3. Students in pairs to write those departure notes.			

11.2 Writing messages	The student should be able to write telephone messages from callers.	From: To: Replied by: Date: Signature	Home, Office, School	Telephone message	1. The teacher to provide the telephone number. 2. Students to write the message. 3. Students to exchange the messages.	A sample of telephone messages	Is the student able to write telephone messages?	2
11.3 Writing telephone messages	The student should be able to write telephone messages.	From: To: Replied by: Date: Signature	Home, Office, School	Telephone message	1. The teacher to provide the telephone number. 2. Students to write the message. 3. Students to exchange the messages.	A sample of telephone messages	Is the student able to write telephone messages?	2

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:

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

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
1.0 LISTENING FOR INFORMATION FROM DIFFERENT SOURCES 1.1 Listening for specific information	The student should be able to give specific information.	There has been..., although..., ....since..., ...for..., By year.... medicine for AIDS will have been..., There is going to be..., There will be..., ...however, ... in order to..., As... as ...,	News broad cast, subject information, announcements, campaigns against AIDS slogans.	Symptoms, virus, infection, transmit, prolong, ill treat, underpay, abuse, sniff, syringe, intoxicate, addict, behaviour, gang relax, mental, disorder, stigma.	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/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
		better than... least of..., at least			HIV/AIDS/STI, Forms of Child Labour and effects of drug abuse in the society) the first time and students listen. - read the text a second time at a slower pace 2. Students to: - do the given task. in pairs/ groups and compare their work. 3. The teacher to organize class discussion to get right answers.			
	2. Respond appropriately	commands ,	classroom, sports	highway, drive	1. Using recorded	Recorded materials, texts	Is the student able	6

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	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 appropriately to given instructions?	
	3. Reproduce in writing what is heard.	commands , movement s	classroom, sports field, laboratory,	Highway, drive cautiously, flow down,	1. 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

Sub- c	Specific Objectives	Patterns/ Structure s	Situations	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Perio ds
		directions and recipes eg Take the left diversion ... Drive non stop, Dilute. Sift... Shake the bottle...	domestic, science, kitchen, laundry, hospital, pharmacy, roads, driving school.	accelerate, non stop diversion, overtake, pedestrian, overtum, 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?	
1.2 Listening for general	The student should be able	I think..., In my	school, public	Immunodefi ciency,	1. The teacher to: - introduce new	Selected texts on a variety of	Is the student able	16

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
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/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					to give their opinion about what they have heard.			
	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 - to introduce new vocabulary using a variety of techniques. - using recorded materials/text to read the text aloud, stopping to check students, comprehension. - to read the text a second time. 2. Students - individually to write the	Recorded material on a variety of texts including effects and impact of HIV/AIDS/STI, 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?	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>general idea/theme/meaning about the text they have heard.</p> <p>- in pairs/groups to discuss the general idea of what they heard.</p> <p>3. The teacher to guide the students to discuss and get the general idea/ theme of the text.</p>			
2.0 USING APPROPRIATE LANGUAGE CONTENT	<p>The student should be able to:</p> <p>1. Express opinion/ideas/ views/orally.</p>	<p>I think..., in my opinion... In view of this...., On the</p>	<p>school, public meeting,</p>	<p>equality, superior, opportunity, favour, suppress, oppress,</p>	<p>1. Students, under the guidance of the teacher to brainstorm interview/dial</p>	<p>Selected texts on a variety of subjects from mass media, books, films, recorded tapes,</p>	<p>Is the student able to express opinions/ideas/ views orally?</p>	<p>16</p>

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
T AND STYLE IN SPEAKING Participating in debates, dialogues, interviews, impromptu speeches and discussion.		contrary, according to..., Having said all these..., Finally..., Therefore. . However.. . Even though..., thus, Further more....., Moreover ...,		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/dialogues. 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,	pictures, photographs songs, language games.		10

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>secretary and time keeper to lead the debate.</p> <p>3. The rest of the class to be divided into two groups (one for and the other against the motion).</p> <p>4. Each group to select main speakers.</p> <p>5. Students to take turns to debate on the topic, make a conclusion, identify winners and losers.</p> <p>For impromptu speeches</p>			

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
<p>STYLE IN SPEAKING</p> <p>Participating in debates, dialogues, interviews, impromptu speeches and discussion.</p>		<p>According to...</p> <p>Having said all these...</p> <p>Finally....</p> <p>Therefore.</p> <p>However..</p> <p>Even though....</p> <p>thus,</p> <p>Further more....</p> <p>Moreover</p> <p>...</p>		<p>frost,</p> <p>starvation,</p> <p>discriminate,</p> <p>longer strike,</p> <p>resources,</p> <p>gender distribution,</p> <p>eradication,</p> <p>inheritance,</p> <p>cultural,</p> <p>social,</p> <p>economic,</p> <p>survival</p>	<ol style="list-style-type: none"> 1. The teacher to prepare topics on pieces of paper and explain the meaning of impromptu 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. 	<p>photographs</p> <p>songs,</p> <p>language games,</p>		
	2. Present facts/ ideas logically and	In fact, due to the fact that.	school, home, public	in conclusion, logically,	1. Students under the guidance of	Texts on a variety of issues.	Is the student able to present	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
	fluently.		place.	fluently.	<ul style="list-style-type: none"> the teacher - to brainstorm on a familiar topic on current events. - in groups to discuss the topic. - each group to present its work to the class. 		facts/ ideas logically and fluently?	
	Given main ideas on what is read in summary form.		school, work places		<ol style="list-style-type: none"> The teacher to lead a class discussion. Each student to write the issues discussed in a logical way. 		Is the student able to give general information on a text read?	10
3.0 READING FOR INFORMATION FROM DIFFERENT	The student should be able to: 1. respond to specific	If..., ...should ... Unless..., As a result	school, public, meetings, homes, work	exploit, superior, inferior, soil erosion, sustain,	1. 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

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
SOURCES 3.1 Reading intensively for comprehension.	questions on a text read.	of....., Due to....., Make use of... Growing trees with..., As... as, ... In order to, so as to...., Although ..., Even though... Despite... for In spite of ... Not only...but also..., Children do not have to work,	places	victim, development, afforestation, global warning, endanger, ozone layer, floods, water sources, protect drought, dry up, harassment.	environmental degradation, forms of child labour, ways of eliminating drug abuse and aspects of inequality) the teacher to introduce new vocabulary, in meaningful contexts. 2. Students to: - be provided with a copy of the text. - read the text silently and respond to set questions individually. - discuss their answers in pairs/groups.	games.	a text read?	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					3. The teacher to conduct a class discussion and guide students to arrive at correct answers.			10
	2. Give main ideas on what is read in summary form.	As a result, So as to Although	home, school, work places	sustain ozone layer, floods, drought, a forestation, sources	1. The teacher to introduce new vocabulary in meaningful contexts using texts on a variety of issues including effects of deforestation and common drugs which cause mental instability). 2. Students	A variety of texts	Is the student able to give general information on a text read?	10

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
				background, tragedy, comedy, actor, actress, hero, heroine, central character, image, protest, conflict, climax, peak, metaphors, similes, personification, stanza, verse, flashback, chronological 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/prizes to students who read more.		pleasure?	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
4.0 READING LITERARY 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 character,	1. The teacher and students to brainstorm on the cover, title, author, background/setting and blurb of the book to be studied. 2. The teacher to guide students to predict the story. 3. The teacher and students to read aloud key passages. 4. Students to: - to answer comprehension questions on setting, plot and characters.	Selected literary works	Is the student able to describe characters, setting and plot in literary works?	20

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<ul style="list-style-type: none"> - role play some parts of the text and - describe the main characters. 			
4.2 Identifying themes	The student should be able to identify theme.	The story is set in... The writer uses... The writer portrays...			<ol style="list-style-type: none"> 1. Having read a literary work the teacher to guide the students to identify distinctive cultural elements depicted in the work. 2. In groups, the students to: <ul style="list-style-type: none"> - discuss the main themes found in the literary work studied. - present their 	Selected literary works.	Is the student able to identify themes in literary works?	8

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					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.			
4.3 Identifying main features of different genres.	The student should be able to identify main features of different genres.	A play is divided... A novel consists of... A poem is made up of...	school, home	scene, stanza, act prose, chapter	1. 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/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<ul style="list-style-type: none"> - 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 APPROPRIATE LANGUAGE 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,	1. Using model compositions the teacher to guides the students to brainstorm on how to organize ideas in an essay format. 2. 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

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
/ essays (not less than 200 words).					<p>conflict resolution, ways of creating wealth and ways of fighting corruption) and write the first draft in pairs/groups.</p> <p>3. Students to revise and edit their work focusing on the content of the topic.</p> <p>4. The teacher to move from group to group encouraging interaction among the students as they work.</p>			

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					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.			
	2. Write imaginary events that happened in the past.	Tenses-all tenses, style – narrative.		revise, edit, organize, brainstorm, feedback, drafting compare, contrast.	1. The teacher to instruct the students to imagine an event that took place in the past. 2. 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/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<ul style="list-style-type: none"> - write the first draft in pairs/groups. - revise and edit their work focusing on the content of the topic. 			
					<ol style="list-style-type: none"> 3. The teacher to move from group to group encouraging interaction among the students as they work. 4. Students to work together in their groups to correct spelling errors, punctuations, capitalization and other mechanical 			

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
5.1 Writing compositions/ essays (not less than 200 words).	The student should be able to write descriptions of people/places and events.	Topic-sentence, descriptive	school, home, town, village	revise, edit, organize, brainstorm, feedback, drafting, compare, contrast.	errors. 5. The teacher to display the compositions for students to read in their own time	Realia, visuals, model composition, dictionaries, encyclopedia, internet news, papers.	Is the student able to write factual information on a topic/subject?	12
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/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>move around and assist where necessary.</p> <p>3. Students to:</p> <ul style="list-style-type: none"> - revise and edit their work focusing on the content of the topic. - work together in their groups to correct spelling and mechanical errors. 			
					<ul style="list-style-type: none"> - post their compositions on the wall for others to visit and read. 			
5.3 Writing	The student	Tenses-all	school,	revise, edit,	1. Using model	Realia, visuals,	Is the	

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/ Learning Materials	Assessment	Periods
descriptive compositions/ essays (not less than 200 words).	should be able to write vivid descriptions of people/ places and events.	tenses, style - descriptive.	home	organize, brainstorm, feedback, drafting, compare, contrast.	compositions, the teacher and students to discuss the features of a descriptive composition/ essay. 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/ places and events?	14

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					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. 4. The groups to exchange their essays for comments by another group. 5. Groups to use these comments and			

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					improve their work.			
5.4 Writing argumentative compositions/ 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.	1. The teacher to: - provide students with a topic to debate on. - guide students to list the points for and against the topic. - guide students to use the points to write an argumentative essay. - guide students to discuss the arguments presented in the	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, tragedy, love stories, fiction, non-fiction, free verse, memorials.	adventure, biography, tragedy, comic, love, fiction, non-fiction, free verse, stanza.	adventure, detective, fiction	1. The teacher to: - provide students with a topic to write on. - guide students to use the points to write an argumentative essay. - guide students to discuss the arguments presented in the	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-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
Unit 1: Introduction to English Composition (100-150 minutes)	By the end of the lesson, students should be able to identify the main idea and supporting details of a paragraph.	Paragraph structure: Topic sentence, supporting details, concluding sentence.	Classroom setting	Key words: composition, draft, argumentative, revise, edit, content, spelling, mechanical.	1. Students will 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	Textbook, paper, pen, markers	Formative assessment: peer review, teacher observation.	14

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>errors.</p> <p>4. Pairs to exchange their essays for comments and corrections.</p> <p>5. Pairs to enter corrections and write the final draft.</p>			
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	<p>1. Students to</p> <ul style="list-style-type: none"> - 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-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
					<p>work, and go through to edit them</p> <p>2. The teacher to go around the class assisting students with ideas, style and vocabulary.</p> <p>3. Students to support one another in checking spelling, vocabulary and grammar.</p>			
6.0 WRITING FORMAL LETTERS 6.1 Writing letters to the editor.	The student should be able to write letters to the editor.	Dear editor..., Yours sincerely,	school	editor, senders address, addressee's address, signature, salutation, corruption	<p>1. The teacher to - guide students to brainstorm on why people write letters, types of letters and issues that one can write</p>	Sample letters to the editor newspapers.	Is the student able to write letters to the editor?	8

Topic/Sub-Topic	Specific Objectives	Patterns/ Structures	Situations	Vocabulary / Phrases	Teaching/Learning Strategies	Teaching/Learning Materials	Assessment	Periods
By the end of Form Four the student will be able to: 1. Read, analyse texts and select the relevant information. 2. Make inferences and draw a conclusion from a text. 3. Analyse orally and in writing the structure of a text. 4. Analyse a text for relevant information. 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.	letters; transaction business to write should be able The student	Manager Dear	school	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 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				8
Topic Topic/Sub-	Objectives Specific	Structure Patterns/	Situations	Vocabulary / Phrases	ing Strategies Teaching/Learn	Materials Teaching/	Assessment	93 Periods

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.

Topic Topic	Objectives	Patterns Patterns	Students Students	Vocabulary / Phrases	Teaching/Learn ing Strategies	Teaching/ Learning Materials	Assessment	Periods
	OBJECTIVES							
	At the end of Form Four the student should be able to:							62
	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.							
8. Write business transaction letters.	to write business transaction letters.		school	sender's address, signature, salutation.	1. Using sample letters the teacher to introduce the format and purpose of business transaction letters. 2. Students to - examine a sample to write or - draft their letters.	Sample letters	Is the student able to write business transaction letters?	8

COMPETENCES

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
1.0 EXPRESSING ONESELF 1.1 Expressing one's feelings, ideas, opinions, views and emotions.	The student should be able to express personal ideas, feelings, opinions, views and emotions on a variety of issues in different contexts.	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, Nevertheless... Hardly.... Barely...	Classroom, public speaking	Land degradation, Soil conservation, recycling, pollutants, fumes, pesticides, reexamine, tolerate, suffer, limit, affected, infected, polluted, deterioration, prevent, ensure safety measures,	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/opinions on the topic. 3. The teacher to	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	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		Apparently ... I strongly advice... I would like to draw your attention...		precaution, protect.	conduct a class discussion during which the students orally share their ideas/views/opinions and come to a consensus. 4. Students individually write on the topic discussed.			
2.0 LISTENING FOR INFORMATION 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 experiments, sports and games, roads, air ports, harbours,	unbutton, button, squeeze, twist, untie, bend, straighten beside, in between, underneath, 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 appropriately to instructions?	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		,...facing the..., ...as...as, ...er than.. ...est of...	medicine recipe.	dilute, dissect, reaction, observe, align, rear end, obey, adjacent, follow.... perpendicular.	what the text instructs them to do.			
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 develop a text with instructions for carrying out a certain task. 2. Students to develop the text and then in turns practise giving and responding to	A variety of texts on instructions, experiments, recipes.	Is the student able to give instructions?	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		Apparently... I strongly advise... I would like to draw your attention...			the instructions in pairs. 3. The teacher to monitor the activity so that each student practices giving and responding to instructions.			
3.3 Giving instructions	instructions to give should be able to respond appropriately to instructions.	clearly Please I can't I don't know I don't understand	on the possible points situation	shake... boil... fold... draw... mix... boil... squeeze... cut... open... press... open... tear... tear... tear... tear...	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. The teacher to listen and	exercises instructions texts on yanner of paper, text, recorded tapes, tape recorder.	instructions to give student able to respond appropriately to instructions?	2
2.1 Listening to instructions	should be able to respond appropriately to instructions.	eyes Picture a welding... Button your ear of... Line up at the... I don't know I don't understand I don't know I don't understand I don't know I don't understand	science exercise arts, sports and games, roads, the the the the the the the the	shake... boil... fold... draw... mix... boil... squeeze... cut... open... press... open... tear... tear... tear... tear...	read a text with instructions to the students or to instruct them to listen to a recorded text with instructions. 2. The teacher to listen and	exercises instructions texts on yanner of paper, text, recorded tapes, tape recorder.	instructions to give student able to respond appropriately to instructions?	2
Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situation	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Phrases	Assessment	Periods
2.3. Listening for main ideas and taking 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, oppression, equality, empower, empowerment.	<ol style="list-style-type: none"> The teacher to select a content related text and read it aloud to the students at normal speaking pace. Students to: <ul style="list-style-type: none"> - listen carefully. - 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 group notes. One 	A variety of texts.	Is the student able to make summary notes?	12

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
2.4 Dictations.	The student should be able to write down correctly what is read.	inverted commas	school	Comma, colon, semi colon.	<ol style="list-style-type: none"> 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 or write it on the board. 	A variety of texts for dictation	Is the student able to write down correctly what is read?	10

Topic/Sub-Topic	Specific Objectives	Patterns/ Structure	Situation	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Phrases	Assessment	Periods
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 portrays....	school, home, library.	blurb, setting, character, plot.	1. The teacher to: - guide students to brainstorm on the cover, title, author, background/ setting and blurb of the book to be studied. - guide students to predict the story. 2. Students to: - read aloud key passages, - answer comprehension questions. - discuss passages read - role play important parts and describe characters, setting and plot.	Selected literary works.	Is the student able to describe characters, setting and plot of literary works studied?	16

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
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	<ol style="list-style-type: none"> The teacher to guide students to: <ul style="list-style-type: none"> - 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, personification, theme, message	<ol style="list-style-type: none"> 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	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					<p>answer comprehension questions intended to guide them in interpreting the poem.</p> <p>4. The teacher and students to discuss the answers to the comprehension questions and the teacher to write the answers on the board.</p> <p>5. Students in groups to write about the poem using the points on the board.</p>			

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
4.0 SPEAKING USING APPROPRIATE LANGUAGE CONTENT AND STYLE 4.1 Starting, intervening and closing a conversation/discussion	The student should be able to use appropriate expressions for starting, intervening and closing a conversation/discussion.	Excuse me..., Do you mind if... If you will excuse me... I am sorry I have to leave... Can we end here if you don't mind? See you later/next time Pardon... Can you explain what you mean? If I may My point is	School, on the street, in the office, home.	Technology, distance, computer, headlights, modified, converse, globalization, floods, drought tragedy, capture, resolve, contraction, cultural differences, interfere, current, tsunami.	1. Students guided by the teacher to brainstorm on how one starts, intervenes or closes a conversation/discussion. 2. The teacher to: - list on the board the expressions mentioned. - provide students with taped conversations/discussions on a variety of issues (including impact of corruption,	Taped conversations/discussion	Is the student able to use appropriate expressions for starting, intervening and closing a conversation / discussion?	14

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		That is all I have nothing else to add. Shall we stop here?			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.			
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, antagonize, compromise	1. Students to discuss a problem/conflict 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	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
	language to resolve a problem/conflict.	Would you mind, Can I...? Choose between.		se, aggressive, retaliate, revenge, avert, crisis solution apologies, vengeance, counsel	<p>read.</p> <p>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).</p> <p>3. Students to use the guiding questions to brainstorm in groups.</p> <p>- to present for class discussion their group work.</p>		resolve a problem/conflict?	

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		What is it? Have nothing else to add. Shall we say 'hello'?			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 advised on			
4.2 Negotiating solutions to problems	The student - identifies the problem - suggests a solution - negotiates a solution	What is the problem? I suggest... Shall we...? What do you think?	School, on the street, home	school, on the street, home		literary works newspaper and radio on true life	the negotiable language	4

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE	the student should be able to write an account of events that happened in the past.	Three – all school style – for narrative.			how to resolve a problem that he/she has. One student to play the role of the advisor and the other the role of the person with a problem.			

3.1 Writing narrative compositions/ essays (of not less than 250 words).					2. The teacher introduces writing process to the students on the teacher's board and down and organize the writing process.			
3.2 Writing narrative compositions/ essays (of not less than 250 words).					3. Students on the teacher's board and down and organize the writing process.			
3.3 Writing narrative compositions/ essays (of not less than 250 words).								
Topic/Sub-Topic	Objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods

Topic/Sub-Topic	Specific Objectives	Patterns/Structure	Situation	Vocabulary/Phrases	Teaching/Learning Strategies	Teaching/Learning Phrases	Assessment	Periods
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 should.... Why don't you.... Don't you think.....? What about....? If I were you...	school, home, street	abstain, avoid stop, seek, protect, inform	<ol style="list-style-type: none"> 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. <p>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.</p>	A variety of texts.	Is the student able to make summary notes?	14

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
5.0 WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE 5.1 Writing narrative compositions/ essays (of not less than 250 words).	The student should be able to : 1. write an account of events/that happened in the past.	Tenses – all style - for narrative.	school library	revise, edit, organize, brainstorm, feedback, draft, compare, contrast. worst forms of child labour.	1. The teacher and students to select a topic (including drugs trafficking aorestation 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

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
4.3 Revision of writing 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 should... Why don't you... Don't you think... What about...?	School, home, street	school, home, street	<ul style="list-style-type: none"> draft in pairs/groups. - revise and edit their work focusing on the content of the topic. 	Teacher and A variety of texts to read of texts to dialogue writing and advice. Teacher to give students situations for they in develop a dialogue on advice and to take advice.	Is the student able to write a summary notes?	14
4.4 Writing	the learner should be able to write an account of a visit to a place that should be able to write an account of a visit to a place	What do you think I should do? What is your advice? Do you think I should... Why don't you... Don't you think... What about...?	School, home, street	school, home, street	<ul style="list-style-type: none"> 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 spelling errors, punctuation, capitalization and other mechanical errors. 	Teacher and A variety of texts to read of texts to dialogue writing and advice. Teacher to give students situations for they in develop a dialogue on advice and to take advice.	Is the learner able to write an account of a visit to a place?	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
	2. Writing imaginary events in the past.	Once upon a time, sometime in the past...	tenses all tenses, style - narrative.	Imagined, vivid	<ol style="list-style-type: none"> 1. The teacher to instruct students to think of an imaginary event. 2. Students to: <ul style="list-style-type: none"> - draft the composition in pairs. - revise and edit their work focusing on the content. 3. The teacher to move from pair to pair encouraging interaction among the students. 4. Students to work in pairs to improve their work by 	Pictures	Is the student able to write imaginary events in the past?	
5.3 Writing descriptive compositions	The student should be able to write vivid	Apparently, In addition Moreover	school, library	obvious, dressed, descriptive		Any text with a descriptive composition	Is the student able to write a	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					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 expository	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

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
5.2 Writing argumentative 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, library	on the one hand, however, it should be remembered that.... It has been observed	<p>write the first draft in groups/pairs.</p> <p>3. The teacher to move from one group to another providing required assistance.</p> <p>4. Students to edit and revise their work focusing on content and then on spelling.</p> <p>5. Students to post their compositions on notice boards for others to read.</p>	Model argumentative essays.	Is the student able to present contrasting views on a given topic?	8
5.3 Writing descriptive compositions	The student should be able to write vivid	Apparently, In addition Moreover	school, library	obvious dressed descriptiv	1. The teacher to introduce the writing activity	Any text with a descriptive composition	Is the student able to write a	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
/ essays.	descriptions of people/ places/ events.			e	<p>to the students providing them with topics from which pairs select one to write on.</p> <p>2. Students to:</p> <ul style="list-style-type: none"> - draft their compositions in pairs. - edit and revise their work to improve it. <p>3. The teacher to move from one pair to another providing necessary assistance.</p> <p>4. Students finally to produce a final draft of the composition.</p>		vivid description of people/ places and events?	

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					5. The teacher to post the compositions on the notice board for other students to read.			
5.4 Writing argumentative 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 remembered that.... It has been observed.	1. The teacher to provide students with model argumentative compositions on a variety of issues (including areas where corruption is rampant and forms of child labour). 2. Students to read the compositions silently.	Model argumentative essays.	Is the student able to present contrasting views on a given topic?	8
5.5 Creative writing.	The student should be able to write a work of art using literary devices and skills.		School, adventure, biography, comedy, tragedy, love stories, fiction.			Dictionaries, grammar books.	Is the student able to write a work of art using literary devices and skills?	8

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					<p>3. The teacher to guide students to discuss the arguments presented in the composition used.</p> <p>4. Students in pairs to:</p> <ul style="list-style-type: none"> - select topics on which to write argumentative compositions - brainstorm the main ideas to be included in the compositions. - write the first draft. <p>5. The teacher to guide students to edit their draft focusing on content of the topic.</p>		<p>description of people/places and events?</p>	

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					<p>6. Students to go through their draft correcting grammatical, spelling and punctuation errors.</p> <p>7. The teacher to display on a notice board the finished compositions for other students to read.</p>			30
5.5 Creative writing.	The student should be able to write a work of art using literary devices and skills.		School, adventure, biography, comedy, tragedy, love stories, fiction, non	Fiction, novel, short story.	<p>1. Students</p> <ul style="list-style-type: none"> - 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/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
			fiction, free verse, memories.		<ul style="list-style-type: none"> 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 work. to support one another in checking spelling and grammar from dictionaries and grammar books. read each other's work of art. 			
5.6 Writing speeches.	The student should be able to: 1. Write a	Mr. President, Guest of honour,	Class, school, parents day,	Honorable, distinguished guest,	1. The teacher to select a familiar topic and context.	Sample speeches.	Is the student able to write a speech?	20

Topic/Sub-Topic	Specific Objectives	Patterns/ Structure	Situation	Vocabulary/ Phrases	Teaching/ Learning Strategies	Teaching/ Learning Phrases	Assessment	Periods
	speech.	May I take this 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.	2. Students to brainstorm on the purpose, context and audience. 3. The teacher to introduce the format and style of a speech and to guide students to brainstorm on appropriate vocabulary. 4. Students to organize ideas in logical order and in pairs to draft, revise and edit a speech. 5. The teacher to provide students with sample			

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
5.6 Writing speeches		<p>teachers... On behalf of... Dear fellow students... My fellow students.. Lastly.... Link words besides, finally, Thank you for your attention.</p>			speeches for reinforcement.			
	2. Deliver a speech	<p>Mr. President, Guest of honour, May I take this opportunity. I am pleased to....</p>	Class, school, parents' days, graduation... day, meeting, public meeting s, open	Honorable, distinguished guest, Excellency, majesty, chairman, highness, chairperson	<p>1. Students to brainstorm on things to take into consideration when delivering a speech. 2. Students to practise</p>	Sample speeches.	Is the student able to deliver a speech?	20

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		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... ... On behalf of... Dear fellow students..... My fellow	days, ceremonies, functions.	secretary general, Mr. President besides, moreover finally, ceremonies.	delivering a speech using the class as the audience.			

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
		students.... Lastly..... Link words besides, Finally. Thank you for your attention.						
5.7 Writing curriculum vitae (CV).	The student should be able to write his/her own CV.	Date of birth, year of graduation.	Classroom, offices	Gender, CV, resume, biography, sex, nationality, marital status, hobby, referee, surname, second name.	<ol style="list-style-type: none"> 1. The teacher to 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 students. 	Sample CVs.	Is the student able to write his/her own CV?	6

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					5. When the writing is completed the teacher to display the CVs for students to read each other's.			
6.0 WRITING APPLICATION LETTERS Writing letters of application for jobs.	The student should be able to write letters of application for jobs.	Refer to... Dear Sir/Madam, Yours Sincerely.	School	Sincerely faithfully, refer Re advertisement	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. 3. Students to	Sample letters.	Is the student able to write letters of application for jobs?	10

Topic/Sub-topic	Specific objectives	Patterns/structures	Situations	Vocabulary/phrases	Teaching/learning strategies	Teaching/Learning Materials	Assessment	Periods
					<p>work in pairs, draft, revise and edit a letter of application for jobs.</p> <p>4. The teacher to move from one pair to another assisting them with choice of words and grammar.</p>			

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