

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION AND VOCATION TRAINING**



# **English Language Syllabus for Secondary Education**

**Form I - IV**



**THE UNITED REPUBLIC OF TANZANIA**

**MINISTRY OF EDUCATION AND VOCATION TRAINING**

**ENGLISH LANGUAGE SYLLABUS FOR SECONDARY EDUCATION**

**FORM I - IV**

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## TABLE OF CONTENTS

|   | <b>Page</b> |
|---|-------------|
| 1.0 Introduction .....                        | iv          |
| 2.0 Objectives of Education in Tanzania ..... | iv          |
| 3.0 Objectives of Secondary Education .....   | v           |
| 4.0 General Subject Competences .....         | v           |
| 5.0 General Subject Objectives .....          | vi          |
| 6.0 Structure of the Syllabus.....            | vi          |
| Form One.....                                 | 1           |
| Form Two.....                                 | 32          |
| Form Three.....                               | 57          |
| Form Four.....                                | 85          |

## **1.0 INTRODUCTION**

This English Language syllabus is a revised version which has been prepared to replace that of 1996 which has phased out. The revision process focused on change in paradigm from that of content based to competence based curriculum. Moreover, the revision was inevitable due to the fact that the 1996 syllabus did not sufficiently consider the current social, cultural, global, technological, subject biases and cross cutting issues taking place worldwide but particularly in Tanzanian Society.

In addition, the revision has also taken into consideration on the requirements for the Secondary Education Development Plan (SEDP). This syllabus has been introduced for implementation from January 2005.

## **2.0 THE OBJECTIVES OF EDUCATION IN TANZANIA**

The general objectives of education in Tanzania are:

- (a) 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.
- (b) To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
- (c) 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.
- (d) 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.
- (e) To enable and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy.
- (f) 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.
- (g) To promote love for work, self and wage employment and improved performance in the production and service sectors.
- (h) To inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National Constitution and other international basic charters and
- (i) To enable rational use, management and conservation of the environment.

### **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:

- (a) Consolidate and broaden the students' scope of basic ideas, knowledge, skills and attitudes acquired and developed at the primary education level.
- (b) 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.
- (c) Promote students linguistic ability and effective use of communication skills in Kiswahili and English.
- (d) Prepare the students for opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- (e) Prepare the students for tertiary and higher education, vocational, technical and professional training.
- (f) 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.
- (g) Prepare the students to become responsible members of the society.

### **4.0 GENERAL SUBJECT COMPETENCES**

By the end of Form IV the student can:

- (a) Use appropriate English to communicate in a variety of settings.
- (b) Use English to achieve academic content in all areas.
- (c) Communicate in English using signs and read using Braille (for the deaf and the blind respectively)

## **5.0 GENERAL SUBJECT OBJECTIVES**

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

- (a) Express oneself in both spoken and written English
- (b) Read widely for pleasure and for information
- (c) Perform a variety of writing tasks according to the required conventions.
- (d) Use one's knowledge of English to demonstrate awareness and consciousness of basics of society and the part one can play in its development.
- (e) Use one's knowledge of English in furthering one's education.
- (f) 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 competences and Objectives of the class topic, patterns/structures, situations/contexts, vocabulary/phrases, teaching/learning strategies, teaching/learning materials, assessment and estimated number of periods for each sub-topic. A table which shows topics, and sub-topics, specific objectives for each

### **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 Class level 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 and Learning Strategies**

In the teaching and 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 and Learning Material**

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 student's 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.

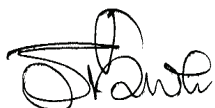
### **6.12 Number of Periods**

Number of periods is an estimated time to be used to teach a given topic/sub-topic. Each period is 40 minutes. The number of periods has been taken into account on the time needed to adequately cover the sub-topic. Some topics need more time than others depending on the nature and weight of the topic. The teacher is advised to make a maximum use of time allocated in classroom instruction. Lost instructional time should always be compensated for.

## DECLARATION

Ordinary Level Secondary Education is a four year course which has been designed to prepare students for the advanced level or other tertiary education. A student will be recognized as a form four graduate when he/she successfully completes and passes secondary education examinations conducted by the National Examination Council of Tanzania.

*This document is hereby declared as the **Syllabus of English Language** for Ordinary Secondary Education Course.*



M. M. Wasswa

Commissioner for Education

**Ministry of Education and Vocational Training**

## **FORM ONE**

### **CLASS LEVEL COMPETENCES**

The student should 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 language 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.

### **CLASS LEVEL OBJECTIVES**

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

- (a) Listen to and understand simple oral texts.
- (b) Express oneself appropriately in different situations using simple English structures.
- (c) Read intensively texts in English for comprehension.
- (d) Explain the content of simple English readers read.
- (e) Write simple descriptions in English.

| Topic/<br>sub-topic  | Specific<br>Objectives   | Patterns/<br>Structure   | Situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials   | Assessment   | Periods |
|--|--|--|--|--|---|--|--|---------|
| <b>I-0 LISTENING TO AND UNDERSTANDING SIMPLE TEXTS ABOUT A VARIETY OF EVENTS AND SITUATIONS.</b><br><br>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 ...<br>Last year<br>Std. 7 pupils graduated ...<br>We had.....<br>There was a graduation ceremony for standard seven leavers.<br>The guest of honor was ...<br>The football match started at ...<br>It was a terrible accident.<br>It was a sports day for our school. | 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, contest, fainting, glucose, hurt, crash, injury, hit, survivor, ceremony. | i) Students to brainstorm essential vocabulary in a text.<br>ii) The teacher to provide students with some guiding questions to guide their listening.<br>iii) Students to listen to a text and answer questions based on the text in groups and individually.<br>iv) The teacher to conduct pronunciation drills to solve students pronunciation problems noted. | i) Texts on graduation, sports day, accidents.<br>ii) Recorded materials - video - audio cassettes | Is the student able to answer questions on simple oral texts about events? | 6       |

| Topic/<br>sub-topic   | Specific<br>Objectives  | Patterns/<br>Structure  | Situations  | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials                 | Assessment   | Periods |
|---|---|---|---|--|--|--|--|---------|
| 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 ...<br>Besides ..., next to ..., adjacent to ...<br>The headmaster's office is next to .... | school, market, bus-stand, post office, police station. | laboratory, dormitory, dining, bath room, assembly hall, laundry, apples, peas, stalls, bargain, customer, vendors, porters, smugglers, hawkers, pick pocket, touts, bus conductors. | i) Students to brainstorm essential vocabulary in a text.<br>ii) The teacher to provide students with some guiding questions to facilitate their listening.<br>iii) Students to listen to a text and answer questions based on it in groups and individually.<br>iv) The teacher to conduct pronunciation drills to solve students pronunciation problems noted. | Texts/<br>recorded materials on various situations | Is the student able to answer questions on simple oral texts about situations? | 6       |

| Topic/<br>sub-topic         | Specific Objectives                                    | Patterns/<br>Structure   | Situations                       | Vocabulary/<br>Phrases                                  | Teaching/<br>learning strategies   | teaching/<br>learning materials   | Assessment                                      | Periods |
|-----------------------------|--|--|----------------------------------|---|--|---|---|---------|
| 1.3 Listening to dictations | The student should be able to write down what is read. | There was an accident.<br>It was a terrible accident<br>the guest of honor.... | School, playground, cross-roads. | Graduation party<br>spectator<br>contester<br>survival. | i) Students to listen to a dictation as the teacher read the whole text the first time at a talking pace.<br>ii) Students to write the text as the teacher read it the second time in manageable pauses to allow students to write.<br>iii) The teacher to write the correct version of the text on the board or provide students with copies of the text. | i) Texts on graduation/sports day, accident.<br>ii) Recorded materials, video, audio cassettes. | Is the student able to write down what is read? | 6       |

| Topic/<br>sub-topic                                | Specific<br>Objectives  | Patterns/<br>Structure   | Situations                  | Vocabulary/<br>Phrases                                 | Teaching/<br>learning<br>strategies   | teaching/<br>learning<br>materials      | Assessment  | Periods |
|--|---|--|-----------------------------|--|---|---|---|---------|
| <b>2.0 GIVING DIRECTIONS</b><br>Stating directions | The student should be able to:<br>a) Give directions<br>b) Ask for directions | Turn left, turn right,<br>Go straight ....<br>Zebra crossing<br>Take a bus ... | School, town, city, village | On your right, left, street, straight, zebra crossing. | iv) Students to use it to correct their work.<br><br>i) The teacher to give students a text about giving directions and asking for directions.<br>ii) Students to practise giving and asking for directions to different places in the school, village or town. | A text talking about giving directions. | Is the student able to:<br>i) Give directions?<br>ii) Ask for directions? | 6       |



| Topic/<br>sub-topic | Specific<br>Objectives             | Patterns/<br>Structure  | Situations            | Vocabulary/<br>Phrases             | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment                            | Periods |
|---------------------|------------------------------------|---|-----------------------|------------------------------------|--|------------------------------------|---------------------------------------|---------|
|                     | c) Show four points of the compass | <p>Can you direct me to the ...?</p> <p>In the north of ... Tanzania there is Lake Victoria.</p> <p>To the East there is the Indian Ocean.</p> <p>In the west ...</p> <p>In the south ...</p> <p>Mount Kilimanjaro is in the northern part of Tanzania.</p> <p>Dodoma region is in.....</p> | School, town, village | North, South, East, West, compass. | <p>i) The teacher to use maps to demonstrate how to state directions using the four points of the compass.</p> <p>ii) Students to:</p> <ul style="list-style-type: none"> <li>- state positions of different things using guiding questions.</li> <li>- to do reading and writing activities to further practise stating positions.</li> </ul> | Maps, globe                        | iii) Show four points of the compass? | 4       |

| Topic/<br>sub-topic           | Specific<br>Objectives  | Patterns/<br>Structure   | Situations | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials            | Assessment   | Periods |
|-------------------------------|---|--|------------|---|--|---|--|---------|
| <b>3.0 DICTIONARY<br/>USE</b> | The student should be able to use dictionaries effectively for obtaining meanings and spellings of words. | What is the meaning of .....?<br><br>The word ....<br>Means.....<br><br>It is a verb form of the word ....<br><br>Refer to .....<br><br>The opposite of ...is .....<br>The word .... has a number of meanings. | School     | Context, meaning, skip, refer, reference, entries, definitions, command, opposites, antonyms, adjectives, singular, plural, verb, noun. | i) The teacher and students: to brainstorm on:<br>• How to get meanings of difficult words.<br>• The meaning and uses of dictionaries.<br>ii) The teacher to provide students with activities for developing the skills of looking up for words in dictionaries to get meanings and spellings.<br>iii) Students to practice making use of dictionaries to obtain meanings and spellings of difficult words.<br><br>students pronunciation problems and design activities to remedy the problems. | Dictionaries, entry copied from dictionaries. | Is the student able to use a dictionary to obtain meanings and spellings of words?<br><b>Note</b><br>Activities aimed at helping students to develop correct pronunciation should be used whenever a problem is noted. | 6       |

| Topic/<br>sub-topic | Specific<br>Objectives | Patterns/<br>Structure | Situations | Vocabulary/<br>Phrases | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment | Periods |
|---------------------|------------------------|------------------------|------------|------------------------|--|------------------------------------|------------|---------|
|                     |                        |                        |            |                        | iv) The teacher to: <ul style="list-style-type: none"> <li>- use IPA symbols in a dictionary to obtain correct pronunciations of words she/he and his/her students use and so help students through a variety of drills to pronounce words correctly.</li> <li>- diagnose students pronunciation problems and design activities to remedy the problems.</li> </ul> |                                    |            |         |

| Topic/<br>sub-topic  | Specific<br>Objectives  | Patterns/<br>Structure  | Situations       | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials      | Assessment  | Periods |
|--|---|---|------------------|--|---|---|---|---------|
| <b>4.0 EXPRESSING<br/>PERSONAL<br/>AND GROUP<br/>ROUTINE/<br/>HABITS</b><br><br>4.1 Expressing<br>personal routine/<br>habits. | The student<br>should be able<br>to talk about<br>his/her home<br>routine/ habits | This is what I<br>do every day.<br><br>I wake up early<br>at 6:30 a.m.<br><br>I brush my<br>teeth<br><br>I take a bath.<br><br>I prepare my<br>breakfast. | Home,<br>School. | Routine<br>habitual, rotate,<br>borrow<br>Does he....<br>He does not.... | i) The teacher to<br>show pictures<br>expressing<br>habits of<br>everyday<br>activities by<br>talking about<br>his/her daily<br>routine.<br>ii) Students to<br>imitate and<br>practise by<br>giving an<br>account of their<br>daily activities<br>iii) The teacher to<br>guide students<br>to write about<br>their daily<br>routine through<br>controlled/<br>guided<br>activities. | Pictures on<br>daily routine/<br>habits | Is the student<br>able to talk<br>about his/her<br>home routine/<br>habits? | 8       |

| Topic/<br>sub-topic                   | Specific Objectives  | Patterns/<br>Structure  | Situations | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | teaching/<br>learning materials   | Assessment  | Periods |
|---------------------------------------|--|---|------------|--|--|-----------------------------------|---|---------|
| 4.2 Expressing group routine / habits | The student should be able to talk about class routine/ habits | Form I lines up in front of the class.<br>They clean their surroundings | school     | Parade, roster, assembly, inspection, watering flowers, clubs. | i) The teacher using pictures to demonstrate expressing habits of everyday activities of a given class.<br>ii) Students to:<br>- describe daily routine of other groups of learners.<br>- prepare oral presentations on their daily routine.<br>iii) The teacher to guide students to write about their daily routine through guided activities. | Pictures on class routine/ habits | Is the student able to talk about class routine/habits? | 8       |

| Topic/<br>sub-topic  | Specific<br>Objectives   | Patterns/<br>Structure   | Situations                  | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials | Assessment  | Periods |
|--|--|--|-----------------------------|---|---|------------------------------------|---|---------|
| <b>5.0 EXPRESSING<br/>ON GOING<br/>ACTIVITIES</b><br>Ongoing activities. | The student should be able to:<br>a) Talk about activities being done by oneself and other creatures/ things.<br>b) Write about activities being done by oneself and other creatures/ things | What are you doing?<br>I am watering flowers.<br>I am cutting trees.<br>The wind is blowing the fire.<br>Are you reading?<br>No, I m not reading.<br>Yes/I am reading ...<br>The sun is shinning<br>The dog is barking | school, environment, class. | watering<br>flowers, cutting<br>trees, ringing,<br>blowing,<br>shrinking,<br>chasing,<br>barking,<br>reading,<br>waiting. | i) The teacher using written text to demonstrate ongoing activities by asking and responding to questions posed in the negative and positive form.<br>ii) Students in pairs to:<br>-practise by asking and answering questions, on ongoing activities.<br>-write short texts on ongoing activities and practise reading them. | Written texts, pictures.           | Is the student able to:<br>1. Talk things done by oneself and other creatures/ things?<br>2. Write about activities being done by oneself and other creatures/ things | 8       |

| Topic/<br>sub-topic   | Specific Objectives   | Patterns/<br>Structure   | Situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning materials | Assessment  | Periods |
|---|---|--|--------------|--|---|---------------------------------|---|---------|
| <b>6.0 EXPRESSING LIKES AND DISLIKES</b><br>6.1 Expressing likes/dislikes | The student should be able to express likes/dislikes orally and in writings | Do you like .....?<br>I like playing<br>We like singing<br>Does he/she like....?<br><br>No, she/he doesn't like...<br>Yes, she/he likes...<br><br>What does he/she like?<br>He/she likes ... | school, home | jokes,<br>travelling,<br>singing,<br>like, dislike,<br>hobby, sports,<br>swimming,<br>cooking,<br>watching TV,<br>lazy and hard working. | i) The teacher using pictures to express his/her likes/dislikes using meaningful contexts.<br>ii) Students to:<br>- express their likes/dislikes in pairs.<br>- write what they/their friends/their parents like/dislike. | Pictures, recorded materials.   | Is the student able to express likes and dislikes orally and in writings? | 8       |

| Topic/<br>sub-topic        | Specific Objectives                                  | Patterns/<br>Structure  | Situations              | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | teaching/<br>learning materials | Assessment                                  | Periods |
|----------------------------|--|---|-------------------------|---|--|---------------------------------|---|---------|
| 6.2 Expressing preferences | The student should be able to talk about preferences | What do you prefer?<br>I prefer tea to coffee.<br>We prefer traveling to farming.<br>What does he/she prefer? | School,<br>Home, street | tea, coffee, teaching, farming, traveling, swimming, playing, football/net ball, watching TV, studying. | i) The teacher to express his/her preferences using meaningful contexts, pictures.<br>ii) Students to:<br>- Express their preferences using guiding questions.<br>- Read dialogues on preferences. | Pictures                        | Is the student able to express preferences? | 8       |
|                            |  |   |                         |   | My brother prefers studying to playing football.   |                                 |   |         |



| Topic/<br>sub-topic   | Specific Objectives                            | Patterns/<br>Structure  | Situations                   | Vocabulary/<br>Phrases                                      | Teaching/<br>learning strategies   | teaching/<br>learning materials | Assessment  | Periods |
|---|--|---|------------------------------|---|--|---------------------------------|---|---------|
| <b>7.0 TALKING ABOUT ONE'S FAMILY</b><br>7.1 Expressing family relations. | The student should be able to express kinship. | My mother's brother is my uncle.<br>My father's brother is my uncle.<br>My grandfather lives with his three sons.<br>I have five brothers.<br>She has two sisters.<br>His cousin lives in town. | home, village, school, town. | cousin, nephew, niece, sister-in-law, father-in-law, uncle. | i) The teacher to use a family tree diagram to describe family relations.<br>i) 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/<br>sub-topic                             | Specific<br>Objectives  | Patterns/<br>Structure   | Situations  | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials         | Assessment  | Periods |
|---|---|--|---|--|---|--|---|---------|
| 7.2 Talking about occupations of family members | The student should be able to mention the occupation(s) of family members orally and in writings. | My father is a teacher.<br>My mother is a housewife.<br>My grandfather is a farmer.<br>My brother works in a bank.<br>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. | i) The teacher using texts to guide students to brainstorm different occupations.<br>ii) Students to mention various occupations of people in the school.<br>iii) Students to write and talk about different occupations of their family members.<br>iv) Each student to select the occupation he/she likes and write a paragraph about it and express why he/she likes it. | Texts with names of different occupations. | Is the student able to talk about different occupations orally and in writings? | 8       |

| Topic/<br>sub-topic                             | Specific<br>Objectives   | Patterns/<br>Structure  | Situations                               | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment  | Periods |
|---|--|---|--|---|--|------------------------------------|---|---------|
| 7.3 Talking about<br>ownership or<br>possession | The student<br>should be<br>able to make<br>statements<br>about:<br>a) What he/she<br>owns?<br>b) What his/<br>her parents<br>own?<br>c) What his/her<br>school<br>owns? | This is my<br>pen<br>I have a new<br>pan<br>I own a new<br>bag.<br>My father<br>owns<br>a boat.<br>It is his boat.<br>My brother<br>owns a big<br>house.<br>My sister has<br>a car<br>It is her car<br>Our school<br>has a big play<br>ground,<br>My house ...<br>Mother's. | home,<br>school,<br>village,<br>country. | possess, own,<br>belong, to,<br>ours,<br>His, hers,<br>theirs, them,<br>belongs, to | i) The teacher<br>using pictures to<br>talk about what<br>he/she owns.<br>ii) Each student to<br>talk about what<br>he/she owns.<br>iii) Students to:<br>- talk about<br>what their<br>parents and<br>relatives own.<br>- write in<br>groups about<br>what the<br>school owns. | Pictures                           | Is the student<br>able to talk<br>about<br>1. What he/<br>she owns?<br>2. What his/<br>her parents<br>own?<br>3. What his/<br>her school<br>owns? | 8       |

| Topic/<br>sub-topic                      | Specific<br>Objectives  | Patterns/<br>Structure   | Situations              | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials               | Assessment  | Periods |
|--|---|--|-------------------------|---|--|--|---|---------|
| 7.4 Describing<br>physical<br>appearance | The student<br>should be able<br>to describe<br>people's<br>physical<br>appearance. | He is fair<br>skinned<br><br>She is light<br>colored.<br><br>She has a fair<br>complexion.<br><br>A tall ...<br>A short ...<br>A fat ... | school,<br>street, home | bald headed,<br>fair skin,<br>handsome<br>attractive,<br>beautiful,<br>gray hair. | i) The teacher to<br>talk about the<br>appearance of well<br>known people<br>in the school or<br>community.<br>ii) Students to:<br>- be provided with<br>short texts with<br>descriptions<br>of physical<br>appearances of<br>people.<br>- study the texts<br>individually,<br>and in groups<br>and explain<br>the physical<br>appearance of the<br>people described<br>in the texts.<br>- further practise<br>describing<br>appearance of<br>people by giving<br>oral and written<br>descriptions of<br>people in their<br>families and well<br>known people in<br>the community. | Texts on<br>physical<br>appearance,<br>pictures. | Is the student<br>able to<br>describe<br>people's<br>physical<br>appearances? | 6       |

| Topic/<br>sub-topic      | Specific Objectives  | Patterns/<br>Structure                                   | Situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning materials | Assessment  | Periods |
|--------------------------|--|--|--------------|--|---|---------------------------------|---|---------|
| 7.5 Describing character | The student should be able to:<br>a) Describe his/her character. | I am a kind-hearted person.                              | school, home | cruel, rude, greedy, rough, careless, good hearted, generous, gentle, sincere, careless. | i) Students to go through texts with descriptions of people's character.<br>ii) Each student to talk about his/her character in a group.<br>iii) The teacher to go around the class encouraging them to speak.    | Appropriate texts.              | Is the student able to describe his/her character?  | 8       |
|                          | b) Describe people's character                                   | She is a kind hearted.....<br>She/he is a rude girl/boy. | school, home | cruel, rude, greedy, rough, careless, generous, sincere, gentle.                         | Students to:<br>- go through texts with descriptions of people's character.<br>- 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/<br>sub-topic                        | Specific<br>Objectives  | Patterns/<br>Structure   | Situations  | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials              | Assessment   | Periods |
|--|---|--|---|--|--|---|--|---------|
| 8.0 EXPRESSING<br>OPINIONS AND<br>FEELINGS | The student should be able to express his/her opinions on familiar issues orally and in writings. | What is your opinion on school rules or corporal punishment?<br><br>What is your opinion about family life education?<br><br>In my opinion school rules are a wastage of time. | 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 | i) Students to read a text on either child labour or road safety.<br><br>ii) The teacher to guide students to give their personal opinions on a chosen subject.<br><br>iii) 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 orally and in writings? | 8       |
| 8.1 Expressing<br>personal opinions        |   | What do you suggest?<br><br>Do you support his/her idea?   |   |  |  |   |  |         |

| Topic/<br>sub-topic            | Specific Objectives   | Patterns/<br>Structure   | Situations                                      | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | teaching/<br>learning materials        | Assessment  | Periods |
|--------------------------------|---|--|---|---|---|--|---|---------|
| 8.2 Expressing state of health | The student should be able to state:<br>a) his/her health, condition.<br>b) other people's health conditions. | Are you sick?<br>What are you suffering from?<br>Yesterday I had a headache/stomachache.<br>I have a headache. | home, school, playground, hospital, dispensary. | sick, dizziness, headache, doctor, stomachache. Doctor, pills, drugs, injection, cold, vomit, sling, health, fall, nausea, HIV/AIDS/STIs. | i) The teacher using relevant texts to dramatize a certain state of health.<br>ii) Students to:<br>- play roles of a doctor and a sick student in pairs.<br>- write conversations between a doctor and a patient. | Pictures and relevant texts            | Is the student able to state:<br>1. his/her health condition?<br>2. other, peoples health conditions? | 6       |
| 8.3 Expressing feelings        | The student should be able to express feelings.   | I feel hungry<br>She/he is thirsty.  | Home, school, hospital, dispensary.             | hungry, thirsty, angry, happy, anger.   | i) The teacher to use pictures to demonstrate feelings.<br>ii) Students to practise expressing feelings.  | Pictures depicting different feelings. | Is the student able to express feelings?  | 6       |

| Topic/<br>sub-topic   | Specific<br>Objectives   | Patterns/<br>Structure   | Situations                   | Vocabulary/<br>Phrases        | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials                  | Assessment   | Periods |
|---|--|--|------------------------------|-------------------------------|---|---|--|---------|
| 9.0 TALKING ABOUT PAST EVENTS/ ACTIVITIES<br>9.1 Expressing past activities | The student should be able to narrate his/her past activities. | What did you do yesterday?<br>Yesterday I went to visit my uncle<br><br>Yesterday we read a story book.<br><br>What did she/he do last week?<br><br>Last week she/he wrote a letter to his/her brother.<br><br>Did he water the flowers?<br>No, he didn't. | school, home, stadium, farm. | simple past tense verb forms. | i) The teacher to guide students to brainstorm their past activities done in the previous day, previous week, previous months and previous years.<br>ii) The teacher to express activities she/he did in the past.<br>iii) Students to express their and other people's past activities from a substitution table given.<br>iv) Student to:<br>- write and dramatize dialogues on what they and other people did in the past. | A text on past activities.<br>A substitution table. | Is the student able to narrate past activities orally and in writings? | 12      |



| Topic/<br>sub-topic | Specific<br>Objectives | Patterns/<br>Structure | Situations | Vocabulary/<br>Phrases | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment | Periods |
|---------------------|------------------------|------------------------|------------|------------------------|--|------------------------------------|------------|---------|
|                     |                        |                        |            |                        | <ul style="list-style-type: none"> <li>- read a text on past activities.</li> <li>- identify various words showing past activities in groups.</li> <li>- write and dramatize dialogues on what they and other people did in the past.</li> </ul> |                                    |            |         |

| Topic/<br>sub-topic           | Specific<br>Objectives                                      | Patterns/<br>Structure  | Situations   | Vocabulary/<br>Phrases      | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials | Assessment   | Periods |
|-------------------------------|---|---|--|-----------------------------|---|------------------------------------|--|---------|
| 9.2 Expressing<br>past events | The student<br>should be able<br>to narrate past<br>events. | Yesterday<br>I watched<br>a football<br>match.<br><br>My sister got<br>married last<br>month.<br>Last week<br>they closed<br>the school<br><br>Yesterday<br>there was<br>a wedding<br>ceremony. | school,<br>home,<br>stadium,<br>farm,<br>market,<br>town street. | simple past<br>tense verbs. | i) The teacher to<br>express his/her<br>past events to<br>students using<br>meaningful<br>contexts.<br><br>ii) Students to<br>discuss their<br>past events in<br>groups.<br>iii) Each group to<br>narrate their<br>past events in<br>class. | A text on past<br>events.          | Is the student<br>able to<br>narrate past<br>events? | 8       |

| Topic/<br>sub-topic  | Specific Objectives  | Patterns/<br>Structure  | Situations                                  | Vocabulary/<br>Phrases                               | Teaching/<br>learning strategies  | teaching/<br>learning materials           | Assessment  | Periods |
|--|--|---|---|--|---|---|---|---------|
| 10.0 EXPRESSING FUTURE PLANS/ ACTIVITIES.<br>Talking about future plans/ activities. | The student should be able to express future plans using <i>shall</i> , <i>will</i> and ... <i>going to...</i> | I/we shall ...<br>You, he/she/it/they will ...<br>What are you going to do tomorrow?<br>I am going to cut a tree<br>What are you planning to do tomorrow?<br>I am going to see a doctor tomorrow. | home, school, street market, shop, hospital | write, read wash, eat, play, explain, visit, travel. | i) The teacher to ask guiding questions on activities planned to take place on the following day.<br>ii) Students to practise expressing future plans individually.<br>iii) In groups students to write about future plans using school calendar. | Timetable, calendar, travelling schedule. | Is the student able to express future plans using <i>shall</i> , <i>will</i> and ... <i>going to...</i> ? | 8       |

| Topic/<br>sub-topic   | Specific Objectives   | Patterns/<br>Structure    | Situations    | Vocabulary/<br>Phrases | Teaching/<br>learning strategies  | teaching/<br>learning materials  | Assessment   | Periods |
|---|---|---------------------------|---------------|------------------------|---|--|--|---------|
| <b>11.0 READING A VARIETY OF TEXTS</b><br>Intensive reading | The student should be able to respond to specific questions on a text read. | soil erosion, degradation | home, school. | abuse, drug, rights.   | i) 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 vocabulary in meaningful contexts.<br>ii) Students to: <ul style="list-style-type: none"> <li>- be provided with a copy of the text.</li> <li>- read the text silently and respond to set questions individually.</li> <li>- discuss their answers in pairs /groups.</li> </ul> | 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      |

| Topic/<br>sub-topic   | Specific<br>Objectives  | Patterns/<br>Structure   | Situations                   | Vocabulary/<br>Phrases                                      | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials | Assessment   | Periods |
|---|---|--|------------------------------|---|---|------------------------------------|--|---------|
| 12.0 INTERPRETING<br>LITERARY<br>WORKS<br><br>12.1 Interpreting<br>simple stories | The student should be able to explain the message from simple stories read. | The author says....<br>The story is about .....<br>When...ing.<br>While....ing.<br>As..... | school,<br>home,<br>library. | vocabulary from simple reader(s) to the level of the class. | iii) The teacher to conduct a class discussion and guide students to arrive at correct answers.<br><br>i) The teacher to guide students to use title and illustrations to predict what a book will be about.<br>ii) Students to read a part of the reader or the whole reader and answer questions on characters and events.<br>iii) The teacher to organize group discussion on characters and message<br>iv) Students to write a brief book report. | Simple readers                     | Is the student able to explain the message from simple stories orally and in writings? | 8       |

| Topic/<br>sub-topic   | Specific Objectives  | Patterns/<br>Structure  | Situations       | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | teaching/<br>learning materials             | Assessment   | Periods |
|---|--|---|------------------|--|---|---|--|---------|
| 12.2 Interpreting poems   | The student should be able to answer questions on a poem read. | The poet says....<br>The poem is about....<br>Neither....<br>nor....  | school,<br>home. | vocabulary and phrases from a poem to the level of the class.  | i) The teacher to read a poem aloud to guide students on how to read poems.<br>ii) Individual students to read the poem aloud.<br>iii) The teacher to ask questions on the message of the poem.   | Selected poems                              | Is the student able to answer questions on poems orally and in writings? | 8       |
| <b>13.0 ANALYSING INFORMATION FROM THE MEDIA</b><br><br>13.1 Analyzing information from the media | The student should be able to identify facts from media.       | Suffering from aids,<br>Genital mutilation is not healthy.<br>Prevent.....<br>Deforestation...<br>Stop gender violence. | home, school     | depending on the text but including vocabulary on HIV/AIDS, gender, family life education and environment. | i) The teacher to guide students to identify facts from selected texts.<br>ii) Students in groups to<br>- write down facts found in selected texts and present their work for class discussion.<br>iii)- practise pointing out facts from newspapers, TV and brochures. | TV, radio newspapers in English, brochures. | Is the student able to identify facts from media?                        | 7       |

| Topic/<br>sub-topic                                    | Specific<br>Objectives   | Patterns/<br>Structure   | Situations                          | Vocabulary/<br>Phrases                   | Teaching/<br>learning strategies  | teaching/<br>learning<br>materials | Assessment   | Periods |
|--|--|--|-------------------------------------|--|---|------------------------------------|--|---------|
| 13.2 Analyzing non-factual information from the media. | The student should be able to identify non-factual information from media. | I think ....<br>It is possible<br>There is a possibility that<br>...<br>It might be<br>May be ...<br>Perhaps ...<br>Probably ... | school, home newspapers, radio, TV. | Broadcast announcer, channel, mass media | i) Students in groups to:<br>- study a given text with factual information and non-factual information<br>- point out opinions.<br>- identify non-factual information from media and present their group work for class discussion.<br>ii) The teacher to assign students to point out facts from newspapers, TV and brochures orally and in writing. | TV, Radio, newspaper               | Is the student able to identify non-factual information from media orally and in writings? | 8       |

| Topic/<br>sub-topic   | Specific<br>Objectives   | Patterns/<br>Structure   | Situations   | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment   | Periods |
|---|--|--|--------------|---|--|------------------------------------|--|---------|
| <b>14.0 WRITING PERSONAL LETTERS</b><br>14.1 Writing friendly letters | The student should be able to write personal letters.                      | Dear mother/<br>father/ friend<br>uncle,<br><br>Hi dad, mum<br>Hi aunt Liza,<br><br>Loving<br>daughter<br>Your loving<br>.....<br>Missing you. | school, home | aunt, uncle<br>niece, nephew,<br>cousin,<br>grandmother<br>grandfather<br>Envelope,<br>stamp post,<br>home sick,<br>John, Hamisi,<br>Joyce. | i) The teacher to guide students to study the format of personal letters using model letters.<br><br>ii) Students to practise writing meaningful letters to different members of their family and friends. | Models of personal letters.        | Is the student able to write friendly letters?                       | 8       |
| <b>15.0 TAKING NOTES</b><br>15.1 Writing notes from oral texts        | The student should be able to write down important points from oral texts. | The text is about....<br>Important points from the passage include.....  | class        | On the level of the class   | i) The teacher to read simple texts to the students.<br>ii) Students to:<br>-take notes from simple texts read.<br>- work in groups and discuss and correct any mistakes noted.                            | Various simple oral texts.         | Is the student able to write down important notes from an oral text? | 7       |



| Topic/<br>sub-topic  | Specific<br>Objectives   | Patterns/<br>Structure  | Situations                    | Vocabulary/<br>Phrases                                | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials   | Assessment   | Periods |
|--|--|---|-------------------------------|---|--|--|--|---------|
| 15.2 Writing notes<br>from written<br>texts                                    | The student<br>should be able<br>to write down<br>important points<br>from written<br>texts. | The text is<br>about....<br>Important<br>points from<br>the passage<br>include....<br>The author<br>points out..... | class                         | On the level of<br>the class                          | i) The teacher to<br>assign students<br>to read selected<br>written texts.<br>ii) Students to:<br>- answer oral<br>questions based<br>on the text read.<br>- discuss in groups<br>and write notes<br>from the text<br>read.  | Various simple<br>written texts.   | Is the student<br>able to<br>write down<br>important<br>notes from<br>simple written<br>texts? | 8       |
| <b>16.0 WRITING A<br/>VARIETY OF<br/>TEXTS</b><br><br>16.1 Filling in<br>Forms | The student<br>should be<br>able to fill in<br>varieties of<br>forms.                        | Fill in,<br>Nationality,<br>sex, gender.  | bank,<br>hospital,<br>school. | Admission<br>forms,<br>hospital forms,<br>bank forms. | i) The teacher to:<br>- show students<br>any of the<br>official forms.<br>- show students<br>how to fill in<br>the forms.<br>ii) Students to<br>fill in forms<br>independently.<br>iii) In pairs students<br>to discuss the<br>filled in forms.<br>iv) The teacher to<br>pass around to<br>see if they are<br>correctly filled in. | Bank forms,<br>immigration<br>forms, hospital<br>form, school<br>admission<br>forms. | Is the student<br>able to fill<br>in different<br>forms?                                       | 6       |

| Topic/<br>sub-topic                | Specific<br>Objectives   | Patterns/<br>Structure | Situations       | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | teaching/<br>learning<br>materials | Assessment  | Periods |
|------------------------------------|--|------------------------|------------------|--|--|------------------------------------|---|---------|
| 16.2 Writing things<br>in a diary. | The student<br>should be able<br>to write things/<br>notes in a diary. | Keeping a<br>diary     | school,<br>home. | Today's plans,<br>Calendar,<br>diary,<br>appointment,<br>reminder,<br>cancel,<br>postpone, enter | <p>i) Students and the teacher to brainstorm on the uses of a diary.</p> <p>ii) The teacher to show the students a sample of a diary.</p> <p>iii) Students to write/ keep diaries for a given period.</p> <p>iv) Students to be encouraged to write in their own personal diaries.</p> | A diary<br>calendar                | Is the student able to write things/notes in a diary? | 8       |

## **FORM TWO**

### **CLASS LEVEL COMPETENCES**

The student should 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.

### **CLASS LEVEL OBJECTIVES**

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

- (a) Listen to and understand various simple English texts.
- (b) Express oneself orally in English using slightly complex sentences.
- (c) Read intensively a variety of simple English texts.
- (d) Explain content of simple English readers in different genres.
- (e) Write simple texts in English.

| Topic/<br>sub-topic   | Specific Objectives   | Patterns/<br>Structures                               | situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | Teaching/<br>learning materials  | Assessment  | Periods |
|---|---|---|--|--|---|--|---|---------|
| <b>1.0 LISTENING TO VARIOUS SIMPLE ORAL TEXTS.</b><br>Listening to and understanding various simple oral texts on various issues. | The student should be able to:<br>a) Answer questions on simple oral texts. | participating in a...<br>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:<br>- brainstorm orally on important vocabulary and patterns on hobbies, health, sports.<br>- listen to a text the teacher is reading based on the text read.<br>- answer questions                               | Extracts on various issues including HIV/AIDS, gender and environment. | Is the student able to answer questions on simple oral texts? | 10      |
|   | b) Write down what is read.   | Soil erosion<br>balanced diet                         | school, home, hospital.  | Victim, dribble, stigma, symptoms, orphans.  | i) Students to:<br>- listen to a dictation as the teacher reads the whole text the first time at a talking pace.<br>- write the text as the teacher reads it the second time in manageable pauses to allow students to write. | Extracts on various issues including HIV/AIDS gender and environment   | Is the student able to write down what is read?               | 10      |

| Topic/<br>sub-topic   | Specific<br>Objectives  | Patterns/<br>Structures   | situations                               | Vocabulary/<br>Phrases   | Teaching/<br>learning<br>strategies  | Teaching/<br>learning<br>materials | Assessment   | Periods |
|---|---|---|--|--|--|------------------------------------|--|---------|
| <b>2.0 TALKING ABOUT EVENTS</b><br>2.1 Talking about celebrations | The student should be able to narrate what took place in a given celebration. | Celebrations started at ...<br>The president arrived<br>The parade was...<br>The Prime Minister said..... | school, street, home village town/ city. | Independence, President, Prime Minister, Vice president, government officials, minister, public, guest of honour, invited guests, stadium, parade. | i) The teacher to select a familiar celebration to narrate to students.<br>ii) Students in groups to write on a national celebration of their own choice using guiding questions provided by the teacher.<br>iii) Students from each group to practise narrating what they have written. | News papers, model descriptions.   | Is the student able to narrate clearly what took place in a celebration? | 8       |

| Topic/<br>sub-topic         | Specific<br>Objectives   | Patterns/<br>Structures   | situations                 | Vocabulary/<br>Phrases   | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | Assessment   | Periods |
|-----------------------------|--|---|----------------------------|--|---|------------------------------------|--|---------|
| 2.2 Talking about accidents | The student should be able to narrate what took place in the accident. | ...was injured,<br>...taken to hospital,<br>...called for an ambulance,<br>...was examined by a doctor,<br>...was | Street, on the road, home. | Suffocate, drown, sink, fire extinguisher, fire man, fire -engine. | i) Students to:<br>- brainstorm on types of accidents:<br>- narrate on accidents they have witnessed.<br>- read an extract about accidents and students to                    | Extracts on accidents              | Is the student able to narrate clearly an accident he/she has witnessed or heard orally and in writings? | 10      |
|                             |  | unconscious,<br>Many people escaped unhurt,<br>...fell from a tree,<br>...catch fire.                             |                            |  | take notes on the vocabulary used in the extract.<br>iii) Student to<br>- write about an accident has been witnessed/<br>read about .<br>- narrate accidents they wrote about |                                    |  |         |

| Topic/<br>sub-topic         | Specific<br>Objectives   | Patterns/<br>Structures   | situations         | Vocabulary/<br>Phrases   | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | Assessment  | Periods |
|-----------------------------|--|---|--------------------|--|---|------------------------------------|---|---------|
| 2.3 Talking about elections | The student should be able to narrate what took place in a given election. | <p>...contest for<br/>.....<br/>...will be<br/>...elected ...<br/>...will vote...<br/>...voted for ....</p> | School,<br>public. | <p>candidate,<br/>contest, vote,<br/>election,<br/>representatives<br/>chairperson/<br/>man, secretary,<br/>member of<br/>parliament,<br/>local<br/>government,<br/>paper, ballot<br/>box, ballot,<br/>paper, casting<br/>votes.</p> | <p>i) Students to:<br/>- brainstorm on their school leadership and state how different leaders became leaders.<br/>- continue brainstorming how some important national leaders acquired their positions.<br/>- narrate about elections they witnessed in their previous/ present school.</p> | Texts on election                  | Is the student able to talk about activities of elections using appropriate vocabulary? | 8       |

| Topic/<br>sub-topic       | Specific Objectives   | Patterns/<br>Structures   | situations                         | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials                                   | Assessment   | Periods |
|---------------------------|---|---|------------------------------------|--|--|---|--|---------|
| 2.4 Talking about sports. | The student should be able to narrate what took place during a sports event | ...participate in ...<br>...won the ...,<br>...warm up ...<br>...beat... in football/<br>volleyball,<br>...played centre forward, the defence.<br>...consisted of ... | school home, play-ground, stadium. | kick, pass the ball, dribble, health, participate, jersey, defeated, trophy, goal keeper, pitch, referee, coach, center half, mid field, strikers, marathon javelin, discuss, netball. | i) The teacher to provide students with texts on elections for reading.<br>iii) Students to write in groups and individually on elections they witnessed and narrate it to the class.<br>i) Students to:<br>- brainstorm on what takes place in different sports, equipment used for different sports, fields where different games are played.<br>- narrate sports events they have participated in or witnessed. | Extracts/<br>texts on sports events, pictures of different sports | Is the student able to narrate about what took place during sports events/games? | 10      |



| Topic/<br>sub-topic      | Specific<br>Objectives   | Patterns/<br>Structures  | situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials            | Assessment   | Periods |
|--------------------------|--|--|--|--|--|--|--|---------|
| 2.5 Talking about visits | The student should be able to narrate what took place in a visit. He/she made. | ... visited ...<br>when I visited ...<br>when we reached Mikumi<br>we saw ...<br>when we arrived a lion was chasing... | School,<br>Home, town,<br>National park,<br>Historical/<br>cites | lion, elephant, zebra, antelope, wildebeest, hippopotamus, rhinoceros, cave, rocks, hill, escarpment, darkness, candles, machines, supervisor, workers, porters, conservationist game wardens. | i) Students to brainstorm on different visits they can make, things they can see, how they can reach the places.<br>ii) The teacher to organize a visit to places such as a nearby factory, National park, airport, caves, harbour.<br>iii) 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/<br>sub-topic   | Specific Objectives   | Patterns/<br>Structures                                     | situations                | Vocabulary/<br>Phrases            | Teaching/<br>learning strategies  | Teaching/<br>learning materials | Assessment  | Periods |
|---|---|---|---------------------------|-----------------------------------|---|---------------------------------|---|---------|
| <b>3.0 ASKING FOR SERVICES</b><br>3.1 Making telephone calls. | The student should be able to make telephone calls using appropriate language | Hello,<br>Can I speak to....<br>Speaking<br>A minute please | school, home, restaurant. | veal, discount, price, mush room. | i) Students and the teacher to brainstorm on the importance of telephones.<br>ii) Teacher to tell the students appropriate expressions to use.<br>iii) Students to practise telephone conversations in pairs. | Dialogue texts                  | Is the student able to make telephone calls using appropriate language? | 10      |

| Topic/<br>sub-topic           | Specific Objectives   | Patterns/<br>Structures  | situations  | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials   | Assessment   | Periods |
|-------------------------------|---|--|---|--|--|-----------------------------------|--|---------|
| 3.2 Talking about reservation | The student should be able to use appropriate expressions for reservations. | <p>May I get a ticket to Mwanza?</p> <p>Can I make a booking for Friday afternoon flight?</p> <p>... we can't take any more bookings.</p> <p>She will call at a restaurant and make a reservation.</p> <p>I would like to travel to...</p> <p>Can I get a seat in ...?</p> | <p>hotel, booking, office, airport, harbour, bus stand.</p> | <p>reserve<br/>plane, train, seat, hotel, ship, harbor, ticket, receipts, theatre.<br/>Check in, check out, confirm.</p> | <p>Students to:</p> <ul style="list-style-type: none"> <li>- brainstorm on what they do when they want to travel.</li> <li>- read dialogues on making reservations.</li> <li>- in pairs to dramatize on how to make reservations.</li> </ul> | Dialogue/<br>text on reservation. | Is the student able to use appropriate expressions for making a reservation? | 10      |

| Topic/<br>sub-topic        | Specific<br>Objectives  | Patterns/<br>Structures   | situations                            | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials | Assessment  | Periods |
|----------------------------|---|---|---------------------------------------|--|--|---------------------------------|---|---------|
| 3.3 Talking about shopping | The student should be able to use appropriate expressions when shopping | Do you sell sugar here?<br>Yes, I do.<br>Can I get a discount for this?<br>I'm sorry the price for this item is fixed.<br>How much does this cost?<br>How many kilos do you want? | market shop, supermarket, food store. | paper, bargain supermarket, eggplant<br>increase in cauliflower<br>price, suitcase, decrease in price, mutton, shopkeeper<br>customer, cooking pots, discount. | Students to:<br>- mention<br>i) places where different things are bought and sold.<br>ii) items bought and sold.<br>- read a dialogue on buying and selling.<br>- organize themselves in pairs to play roles as shopkeepers and customers. | Dialogue/texts on shopping.     | Is the student able to use appropriate expressions when shopping? | 8       |

| Topic/<br>sub-topic                                     | Specific Objectives   | Patterns/<br>Structures  | situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials | Assessment   | Periods |
|---|---|--|--|--|--|---------------------------------|--|---------|
| <b>4.0 LOCATING PLACES</b><br>Locating important places | The student should be able to express the location of important places. | Where is the school library?<br>The school library is located in front of ....<br>Where is the assembly hall?<br>The assembly hall is located adjacent to .... | hospital,<br>police station,<br>post office,<br>bus stand,<br>church,<br>mosque,<br>railway station,<br>laboratory,<br>assembly hall, head of school's office. | adjacent,<br>beside, near,<br>behind, in front of,<br>opposite, to the east, to the west, on top of the mountain,<br>close to. | Students to:<br>i) express location of different objects/people in the class.<br>ii) express location of different important places in school.<br>iii) - 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/<br>sub-topic  | Specific Objectives   | Patterns/<br>Structures  | situations  | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning materials                 | Assessment  | Periods   |
|--|---|--|---|---|---|---|---|-----------|
| <p><b>5.0 ANALYSING INFORMATION FROM THE MEDIA</b></p> <p>5.1 Factual information from the media</p> | <p>The student should be able to identify facts from the media.</p> | <p>The President leaves for Mozambique tomorrow. Fifty children were born on Christmas day. 50% of patients in hospitals are HIV positive.</p> | <p>school, home, newspapers, TV, radio, brochures</p> | <p>HIV and AIDS, gender, issues, environment, child labour.</p> | <p>Students to:</p> <ol style="list-style-type: none"> <li>i) identify facts from selected texts in oral and written form.</li> <li>ii) write down facts found in selected texts.</li> <li>iii) in groups to present their work for class discussion.</li> <li>iv) - in groups to point out facts from newspapers and brochures.</li> </ol> | <p>English newspapers, radio, TV, brochures</p> | <p>Is the student able to identify facts from the media orally and in writings?</p> | <p>14</p> |

| Topic/<br>sub-topic                         | Specific<br>Objectives   | Patterns/<br>Structures  | situations                           | Vocabulary/<br>Phrases                                 | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment  | Periods |
|---|--|--|--------------------------------------|--|--|------------------------------------|---|---------|
| 5.2 Non-factual information from the media. | The student should be able to identify non-factual information from the media. | many Tanzanians might participate in the coming elections. All students will probably pass the exam next year. | school, home, newspapers, radio, TV. | view, might, probably, may, possibly, opinion, likely. | <p>i) The teacher to guide students to study a given text with factual and non factual information and point out opinions.</p> <p>ii) Students to:</p> <ul style="list-style-type: none"> <li>- identify non-factual information from the text studied in groups.</li> <li>- present their group work for class discussion.</li> <li>- be assigned to point out non factual information from the media.</li> </ul> | TV, radio, News papers .           | Is the student able to identify non factual information from the media? | 10      |

| Topic/<br>sub-topic                                 | Specific Objectives   | Patterns/<br>Structures  | situations    | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning materials | Assessment   | Periods |
|---|---|--|---------------|---|---|---------------------------------|--|---------|
| <b>6.0 GIVING DESCRIPTIONS</b><br>Describing things | The student should be able to:<br>a) Describe things in terms of their quality. | ...is beautiful<br>...is ugly ...<br>A tall building<br>...this is brown/purple / orange.<br>...is handsome<br>...is a pretty<br>...not a white... | school, home. | sky-blue, sea blue, maroon, triangle, square, circle rectangle, polygon, hexagon. | i) The teacher using pictures to describe various things both inside and outside the classroom.<br>ii) Students to <ul style="list-style-type: none"> <li>- practise giving descriptions of things in terms of their quality within and outside classroom.</li> <li>- read a variety of texts and note down descriptions of things.</li> <li>- write short texts describing quality of things of their choice.</li> <li>- present what they have written to the rest of the class.</li> </ul> | Pictures, diagrams texts.       | Is the student able to describe things in terms of their quality orally and in writings? | 10      |



| Topic/<br>sub-topic | Specific<br>Objectives                         | Patterns/<br>Structures   | situations                     | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials | Assessment  | Periods |
|---------------------|--|---|--------------------------------|---|---|------------------------------------|---|---------|
|                     | b) Describe things in terms of their quantity. | ...much<br>water...<br>...a lot of<br>sugar..<br>...some<br>bread...<br>...any news...<br>...enough...<br>...less<br>furniture...<br>...has a lot of<br>equipment.<br>Few/a few,<br>little, many,<br>plenty of. | school, home,<br>town, market. | equipment,<br>furniture,<br>bread, loaf,<br>money,<br>milk, water,<br>pork, mutton,<br>paper, chalk,<br>litre of, fleet of<br>cars. | i) The teacher to describe familiar things in terms of quantity inside and outside the classroom.<br>ii) Students to:<br>- practise using the teacher's model to describe quantity of things/people.<br>- read a variety of texts and note down description of things in terms of quantity.<br>- write short texts describing quantity of things of their choice. | pictures, diagrams, text.          | Is the student able to describe things in terms of quantity orally and in writings? |         |

| Topic/<br>sub-topic  | Specific<br>Objectives  | Patterns/<br>Structures   | situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials                | Assessment   | Periods |
|--|---|---|--|--|---|---|--|---------|
| <b>7.0 TALKING ABOUT CULTURAL ACTIVITIES.</b><br>7.1 Talking about games | The student should be able to explain how a game familiar to him/her is played. | The spectators stoned the referee.<br>The match was very thrilling.<br>The team arrived late<br>The referee was fair<br>The game was very boring. | school, festivals, games, competition, village, street, play-ground. | football, netball, basketball, volleyball, wrestling, win javelin. | i) The teacher to guide the students to read a text on how a particular game is played.<br>ii) Students to: <ul style="list-style-type: none"> <li>- explain how the game they have read about is played.</li> <li>- select a game of their preference and explain orally and in writing how it is played.</li> </ul> | 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/<br>sub-topic                    | Specific Objectives  | Patterns/<br>Structures  | situations  | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning materials  | Assessment  | Periods |
|--|--|--|---|--|--|--|---|---------|
| 7.2 Talking about Marriages Ceremonies | The student should be able to describe marriage activities.          | She married a rich man.<br>The groom was old.<br>The bride looked shy.<br>He was married to ...  | Neighborhood, 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 off. | i) The teacher to guide students to brainstorm on marriage ceremonies.<br>ii) Students to - read texts about marriage ceremonies.<br>- 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 ceremonies?          | 8       |
| 7.3 Talking about funerals             | The student should be able to describe what takes place in funerals. | The burial took place in the cemetery.<br>The mourners didn't eat food.<br>If a rich man dies ....<br>If someone dies in a family ...<br>If you die... | home, school, church, mosque, graveyard.                            | mortuary, die, funeral, grave coffin, HIV/AIDS mourners, condolences, shroud, widower, widow, deceased, preacher.            | i) The teacher to guide students to read about funerals from selected texts.<br>ii) The students to discuss in groups what happens when someone dies.<br>iii) 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       |

| Topic/<br>sub-topic   | Specific<br>Objectives   | Patterns/<br>Structures  | situations           | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials | Assessment   | Periods |
|---|--|--|----------------------|---|---|------------------------------------|--|---------|
| <b>8.0 EXPRESSING<br/>OPINIONS</b><br>Expressing point of<br>view | The student<br>should be able<br>to participate<br>in a debate<br>on familiar<br>issues. | I think...<br>Although...<br>Not only ...but<br>also<br>In addition ...<br>...Because ...<br>The previous<br>speaker....<br>I am for....<br>I am against.... | school,<br>classroom | oppose,<br>propose,<br>opinion,<br>idea, views,<br>arguments,<br>debater, motion,<br>against, for<br>agree, disagree. | i) The teacher to:<br>- select and guide<br>students to<br>read an extract<br>about either<br>bride price,<br>HIV/AIDS or<br>environmental<br>issues<br>- ask oral<br>comprehension<br>questions<br>about the<br>extract they<br>have read.<br>ii) Students in<br>groups to debate<br>on a selected<br>issue. | Extracts,<br>pictures.             | Is the<br>student<br>able to<br>participate<br>in a debate<br>on familiar<br>issues? | 16      |

| Topic/<br>sub-topic   | Specific<br>Objectives   | Patterns/<br>Structures  | situations                             | Vocabulary/<br>Phrases   | Teaching/<br>learning<br>strategies  | Teaching/<br>learning<br>materials  | Assessment   | Periods |
|---|--|--|--|--|--|---|--|---------|
| <b>9.0 READING FOR COMPREHENSION</b><br>9.1 Reading and obtaining general information | The student should be able to answer general questions on a text read. | It is made of...<br>It consists of...<br>It means.....<br>How is it spelt? | A variety but to the level of students | spelt, pronounced, destroy, chemicals, science and technology, nutrition, economic, weather. | i) The teacher to guide students to brainstorm about the topic of the passage they are going to read.<br>ii) Students to:<br>- list down what they know<br>- would like to know about the topic.<br>- read the text silently and find out answers for their questions.<br>iii) The teacher to give students more questions based on the text read.<br>iv). Students to answer questions in groups and present them for class discussion. | 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/<br>sub-topic                            | Specific<br>Objectives   | Patterns/<br>Structures   | situations                             | Vocabulary/<br>Phrases  | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials                           | Assessment  | Periods |
|--|--|---|--|---|--|--|---|---------|
| 9.2 Reading and obtaining specific information | The student should be able to answer questions on specific information on a text read. | born in....<br>It is a one party ...<br>She bled...<br>It was invented by.... | library, public meeting, school, home. | spelt, pronounced, science and technology, political systems, agriculture, female genital mutilation, HIV/AIDS. | i) Using materials such as dictionaries, indices, telephone directories the teacher to guide students to look for some specific information available in the materials.<br>ii) Students to skim through available materials in order to locate the required information.<br>iii) The teacher to provide students with more activities to enable them practise skimming through texts to locate required information.<br>iv) Students to practise skimming through a variety of texts to locate required information. | dictionaries, textbooks with indices, telephone directories. | Is the student able to answer questions on specific information on a text read? | 12      |

| Topic/<br>sub-topic   | Specific<br>Objectives  | Patterns/<br>Structures                                  | situations | Vocabulary/<br>Phrases      | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | Assessment  | Periods |
|---|---|--|------------|-----------------------------|---|------------------------------------|---|---------|
| <b>10.0 INTERPRETING LITERARY WORKS</b><br><br>10.1 Interpreting simple stories | The student should be able to explain the message from simple stories read. | The message is....<br>The book is about<br>The author is | school     | short stories, plays, poems | i) The teacher to guide students in groups to discuss the title and the cover of the book they are going to read.<br>ii) Using guiding questions the students to read a part of the book silently then note down answers for those questions.<br>iii) The teacher to lead class discussion basing on the guiding questions about what they have read.<br>iv) Students to write a book report using guiding questions. | Class reader, class library.       | Is the student able to explain the message from a book orally and in writing? | 10      |

| Topic/<br>sub-topic     | Specific Objectives   | Patterns/<br>Structures                      | situations | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies  | Teaching/<br>learning materials | Assessment  | Periods |
|-------------------------|---|--|------------|--|---|---------------------------------|---|---------|
| 10.2 Interpreting poems | The student should be able to answer questions from a poem. | The poem is about...<br>The poet talks about | school     | stanza, verse, line, rhyme, theme, message, title, poet, symbol, rhythm. | i) The teacher to guide students to identify key vocabulary/phrases and help them to brainstorm on their meaning and use of poems.<br><br>ii) The teacher to demonstrate reading a poem aloud with accurate pronunciation.<br>iii) Students to: <ul style="list-style-type: none"> <li>- read the poem aloud imitating their teacher.</li> <li>- answer oral questions about the poem.</li> <li>- discuss about the poem in groups using guiding questions</li> </ul> | Selected poems.                 | Is the student able to answer questions from poems orally and in writing? | 10      |



| Topic/<br>sub-topic   | Specific<br>Objectives  | Patterns/<br>Structures   | situations   | Vocabulary/<br>Phrases   | Teaching/<br>learning<br>strategies  | Teaching/<br>learning<br>materials   | Assessment                                       | Periods |
|---|---|---|--|--|--|--|--|---------|
| <b>11.0 WRITING<br/>CARDS AND<br/>MESSAGES.</b><br><br>11.1 Writing cards | The student should be able to write cards for various occasions and events. | Mr/Mrs/Dr/<br>Prof/Ms ....<br>Has the<br>pleasure of<br>inviting...<br>Dear .....<br>To .....<br>On your .....<br>To ..... on<br>the sad demise<br>of ....<br>The family of<br>...<br>Get well soon | graduation<br>party, birthday<br>party,<br>wedding<br>party,<br>death,<br>illness,<br>success. | pleasure, RSVP,<br>salutation,<br>congratulations,<br>honour, respond<br>demise,<br>pass away,<br>condolences,<br>good luck,<br>success. | i) Students to brainstorm on what they do when they have birthdays or important occasions.<br>ii) The teacher to provide students with model invitation cards.<br>iii) The students to discuss the format of invitation cards.<br>iv) Students to:<br>- practise writing invitation cards to different people. | Invitation cards.<br>Cards for sympathy, cards for congratulation and cards to express appreciation. | Is the student able to write varieties of cards? | 14      |

| Topic/<br>sub-topic                   | Specific<br>Objectives  | Patterns/<br>Structures  | situations                    | Vocabulary/<br>Phrases            | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials    | Assessment   | Periods |
|---------------------------------------|---|--|-------------------------------|-----------------------------------|---|---------------------------------------|--|---------|
| 11.2 Writing<br>messages              | The student<br>should be<br>able to write<br>telephone<br>messages<br>from callers. | From.... To ...<br>Received by...<br>Time ...<br>Signature ... | Post office,<br>home, school. | Telephone,<br>message.            | - write cards<br>expressing<br>sympathy, to<br>congratulate<br>others and<br>to express<br>appreciation<br>under the<br>guidance of the<br>teacher.<br>i) The teacher<br>to provide<br>the format<br>of writing<br>telephone<br>message.<br>ii) Students to<br>prepare the<br>telephone<br>message in their<br>groups.<br>iii) Read the<br>messages they<br>have written. | A sample of<br>telephone<br>messages. | Is the<br>student able<br>to write<br>telephone<br>messages? | 8       |
| 11.3 Writing<br>telephone<br>messages | The student<br>should be<br>able to write<br>messages<br>on mobile<br>phones.       | Wait for me.<br>Please call                                    | Home, school.                 | Will arrive<br>today.<br>January. | i) Students and<br>the teacher to<br>discuss the uses<br>of telephone<br>messages.  | A sample of<br>telephone<br>messages. | Is the<br>student able<br>to write<br>telephone<br>messages? | 8       |

| Topic/<br>sub-topic                        | Specific<br>Objectives  | Patterns/<br>Structures  | situations                         | Vocabulary/<br>Phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials            | Assessment  | Periods |
|--|---|--|------------------------------------|--|--|---|---|---------|
| 11.4 Leaving a<br>written note/<br>message | The student<br>should be able<br>to write clear<br>departure<br>notes/<br>message | See you later,<br>Keep in touch,<br>I will be<br>back..., Please<br>call me,<br>I have gone<br>out.<br>Eat your food<br>Do not disturb<br>Engaged.<br>Open vacant. | Home<br>Office<br>School<br>Hotels | back soon,<br>coming soon,<br>engage,<br>vacant, disturb,<br>alone, call back. | ii) The teacher to<br>give the students<br>a message to<br>write on the<br>phone.<br><br>iii) Students to write<br>the messages.<br>a. in pairs to<br>discuss those<br>messages.<br>iv) The teacher to<br>go around the<br>class looking at<br>those messages. | A sample of<br>departure<br>notes/<br>message | Is the<br>student able<br>to write<br>leaving<br>notes/<br>message? | 8       |

## **FORM THREE**

### **CLASS LEVEL COMPETENCES**

The student should 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.

### **CLASS LEVEL OBJECTIVES**

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

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

| Topic/sub-topic   | Specific Objectives   | Patterns/ structures   | Situations   | Vocabulary/ Phrases   | Teaching/ learning strategies   | Teaching/ learning materials   | Assessment   | Periods |
|---|---|--|--|---|---|--|--|---------|
| <b>1.0 LISTENING FOR INFORMATION FROM DIFFERENT SOURCES</b><br><br>1.1 Listening for specific information | The student should be able to:<br>a) give specific information. | There has been...,<br>although...,<br>....since...,<br>...for...,<br>By year....<br>medicine for AIDS will have been...,<br>There is going to be...,<br>There will be...,<br>...however...,<br>in order to...,<br>As... as ...,<br>better than...,<br>least of..., | 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. | i) The teacher to:<br>- introduce new vocabulary using a variety of techniques including language games and songs.<br>- tell the students what to do when they listen to a text<br>- read the text (based on a variety of issues including challenges facing the youth in relation to HIV/AIDS/ STI, Forms of Child Labour and effects of drug abuse in | 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   |
|---------------------------------------|--|--|--------------------------------|---|--|--|--|-----------|
| 1.2 Listening for general information | <p>The student should be able to give:</p> <p>a) A general opinion about a text he/she has read.</p> | <p>I think...,<br/> In my opinion...,<br/> In view of this...,<br/> On the contrary,<br/> according to...,<br/> Having said this/<br/> that<br/> Finally...,<br/> Therefore.,<br/> However...,<br/> Even though...,<br/> thus,<br/> Further more<br/> Moreover...,</p> | <p>school, public meeting,</p> | <p>Immune deficiency, acquired syndrome, addiction.</p> | <p>) The teacher to:<br/> - introduce new vocabulary using a variety of techniques.<br/> - read aloud the text in pieces, stopping to check student's comprehension.<br/> ii) Under the guidance of the teacher students to use new vocabulary in meaningful contexts including games and songs.<br/> iii) The teacher to read the text a second time.<br/> iv) Students in pairs/groups to give their opinion about what they have heard.</p> | <p>Selected texts on a variety of subjects from mass media, books, films, recorded tapes, pictures, photographs songs, language games.</p> | <p>Is the student able to give a general opinion about a text he/she has read?</p> | <p>16</p> |

| Topic/sub-topic | Specific Objectives                    | Patterns/ structures   | Situations   | Vocabulary/ Phrases  | Teaching/ learning strategies  | Teaching/ learning materials   | Assessment   | Periods |
|-----------------|--|--|--|--|--|--|--|---------|
|                 | b) Reproduce in writing what is heard. | commands, movements directions and recipes e.g. Take the left diversion... Drive non stop, Dilute. Sift... Shake the bottle... | classroom, sports field, laboratory, domestic, science, kitchen, laundry, hospital, pharmacy, roads, driving school. | Highway, drive cautiously, flow 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. | i) Students to:<br>- listen to a dictation as the teacher reads the whole text the first time at a talking pace.<br>- write the text as the teacher reads it the second time in manageable pauses to allow students to write.<br>ii) The teacher to write the correct version of the text on the board or to provide students copies of the text.<br>iii) Students to use it to correct their work individually. | Recorded materials, texts on a variety of subjects from books, journals. | Is the student able to reproduce in writing what is heard? | 10      |

| Topic/sub-topic   | Specific Objectives  | Patterns/ structures   | Situations                     | Vocabulary/ Phrases   | Teaching/ learning strategies  | Teaching/ learning materials   | Assessment   | Periods   |
|---|--|--|--------------------------------|---|--|--|--|-----------|
| <p><b>2.0 USING APPROPRIATE LANGUAGE CONTENT AND STYLE IN SPEAKING</b></p> <p>Participating in debates, dialogues, interviews, impromptu speeches and discussion.</p> | <p>The student should be able to:</p> <p>a) Express opinion/ ideas/ views/ orally through debates, dialogues, impromptu speeches and discussion.</p> | <p>I think..., in my opinion...<br/> In view of this...,<br/> On the contrary, according to...,<br/> Having said all these...,<br/> Finally...,<br/> Therefore..,<br/> However.,,<br/> Even though...,<br/> thus,<br/> Further more.....,<br/> Moreover....,</p> | <p>school, public meeting,</p> | <p>equality, superior, opportunity, favour, suppress, oppress, exploit, ill-treat, starvation, discriminate, hunger strike, resources, gender distribution, eradication, inheritance, cultural, social, economic, survival.</p> | <p>i) Students, under the guidance of the teacher to brainstorm interview/ dialogue questions.<br/> ii) The teacher to demonstrate dialogues/ interviews on current events.<br/> iii) Students in pairs to practise interviews/ dialogues.<br/> iv) The teacher to move around the class encouraging the students to speak.</p> <p><b>For debates</b></p> <p>i) Students to brainstorm on a given topic.<br/> ii) The class to select a chairperson, secretary and time keeper to lead the debate.</p> | <p>Selected texts on a variety of subjects from mass media, books, films, recorded tapes, pictures, photographs songs, language games.</p> | <p>Is the student able to express opinions/ ideas/ views orally through debates, dialogues, impromptu speeches and discussion?</p> | <p>16</p> |



| Topic/sub-topic | Specific Objectives | Patterns/ structures | Situations | Vocabulary/ Phrases | Teaching/ learning strategies   | Teaching/ learning materials | Assessment | Periods |
|-----------------|---------------------|----------------------|------------|---------------------|---|------------------------------|------------|---------|
|                 |                     |                      |            |                     | iii) The rest of the class to be divided into two groups (one for and the other against the motion).<br>iv) Each group to select main speakers.<br>v) Students to take turns to debate on the topic, make a conclusion, identify winners and losers.<br><b>For impromptu speeches</b><br>i) The teacher to prepare topics on pieces of paper and explain the meaning of impromptu speeches and how they are conducted.<br>ii) Students randomly to pick a topic |                              |            |         |

| Topic/sub-topic | Specific Objectives                             | Patterns/ structures           | Situations                  | Vocabulary/ Phrases                 | Teaching/ learning strategies  | Teaching/ learning materials  | Assessment  | Periods |
|-----------------|---|--------------------------------|-----------------------------|-------------------------------------|--|-------------------------------|---|---------|
|                 |   |                                |                             |                                     | and speak about it for two minutes uninterrupted. When one student is speaking the rest of the class to listen.  |                               |   |         |
|                 | b) Present facts/ ideas logically and fluently. | In fact, due to the fact that. | school, home, public place. | in conclusion, logically, fluently. | Students under the guidance of the teacher<br><ul style="list-style-type: none"> <li>- to brainstorm on a familiar topic on current events.</li> <li>- in groups to discuss the topic.</li> <li>- each group to present its work to the class.</li> </ul> ii) The teacher to lead a class discussion.<br>iii) Each student to write the issues discussed in a logical way. | Texts on a variety of issues. | Is the student able to present facts/ ideas logically and fluently? |         |

| Topic/sub-topic   | Specific objectives  | Patterns/structures                  | Situations                   | Vocabulary/phrases   | Teaching/learning strategies  | Teaching/learning materials | Assessment  | Periods |
|---|--|--------------------------------------|------------------------------|--|---|-----------------------------|---|---------|
| <b>3.0 READING FOR INFORMATION FROM DIFFERENT SOURCES</b><br><br>3.1 Reading intensively for comprehension. | The student should be able to:<br>a) write factual information on a topic/subject. | Tenses-all tenses, style-expository. | School, Home, Town, Village. | revise, edit, organize, brainstorm, feedback, drafting, compare, contrast. | i) 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.<br>ii) The teacher to move around and assist where necessary.<br>iii) Students to: <ul style="list-style-type: none"> <li>- revise and edit their work focusing on the content of the topic.</li> <li>- work together in their groups to correct spelling and mechanical errors.</li> <li>- post their compositions on the wall for</li> </ul> | 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 |
|-----------------|--|--|---------------|--|---|------------------------------|---|---------|
|                 | The student should be able to:<br>b)write vivid descriptions of people/ places and events. | Tenses-all tenses, style -descriptive. | school, home. | revise, edit, organize, brainstorm, feedback, drafting, compare, contrast. | - others to visit and read.<br><br>i) Using model compositions, the teacher and students to discuss the features of a descriptive composition/ essay<br>ii) Students to:<br>- 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 brainstorm the main ideas | 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 |
|-----------------|---------------------|----------------------|------------|---------------------|-------------------------------|--|------------|---------|
|                 |                     |                      |            |                     |                               | <ul style="list-style-type: none"> <li>- write the first draft in pairs/ groups.</li> <li>- revise and edit their drafts focusing on the content of the topic.</li> <li>iii) The teacher to guide students to correct spelling and mechanical errors</li> <li>iv) The groups to exchange their essays for comments by another group.</li> <li>v) Groups to use these comments and improve their work.</li> </ul> |            |         |

| Topic/sub-topic          | Specific objectives   | Patterns/ structures | Situations    | Vocabulary/ phrases  | Teaching/ learning strategies  | Teaching/ learning materials | Assessment   | Periods |
|--------------------------|---|----------------------|---------------|--|--|------------------------------|--|---------|
| 3.2 Reading extensively. | 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. | <p>i) The teacher to:</p> <ul style="list-style-type: none"> <li>- provide students with a topic to debate on.</li> <li>- guide students to list the points for and against the topic.</li> <li>- guide students to use the points to write an argumentative essay.</li> <li>- guide students to discuss the arguments presented in the compositions read and the expressions used.</li> </ul> <p>ii) Students in pairs to write the first draft of an argumentative compositions.</p> | 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 |
|-----------------|---------------------|----------------------|------------|---------------------|-------------------------------|---|------------|---------|
|                 |                     |                      |            |                     |                               | iii) The teacher to: <ul style="list-style-type: none"> <li>- guide the students to revise and edit their drafts focusing on the content of the topic.</li> <li>- guide the student to correct spelling and mechanical errors.</li> </ul> iv) Pairs to exchange their essays for comments and corrections.<br>v) Pairs to enter corrections and write the final draft |            |         |

| Topic/sub-topic   | Specific objectives  | Patterns/ structures   | Situations  | Vocabulary/ phrases           | Teaching/ learning strategies  | Teaching/ learning materials   | Assessment   | Periods |
|---|--|--|---|-------------------------------|--|--|--|---------|
| <b>4.0 READING LITERARY WORKS</b><br>4.1 Identifying and analyzing setting, main plot and characters. | 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 | i) Students to brainstorm on kinds of literary works they would like to write on.<br>- individually, choose one kind of story of their interest and list down general ideas.<br>- draft their work, and go through to edit them<br>ii) The teacher to go around the class assisting students with ideas, style and vocabulary.<br>iii) Students to support one another in checking spelling, vocabulary and grammar. | Realia, visuals, model compositions, dictionaries, encyclopedias, 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 |
|------------------------|---|--|------------|---------------------|--|------------------------------|---|---------|
| 4.2 Identifying themes | The student should be able to identify theme. | The story is set in...<br>The writer uses...<br>The writer portrays... |            |                     | i) Having read a literary work the teacher to guide the students to identify distinctive cultural elements depicted in the work.<br>ii) In groups, the students to: <ul style="list-style-type: none"> <li>● discuss the main themes found in the literary work studied.</li> <li>● present their work for class discussion during which the teacher guides students to reach a consensus.</li> <li>● relate the literary work to real life experiences.</li> <li>– present their answers for class discussion.</li> </ul> | 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 | Assessmen  | Periods |
|--|---|---|--------------|-----------------------------------|--|------------------------------|--|---------|
| 4.3 Identifying main features of different genres. | The student should be able to identify main features of different genres. | A play is divided...<br>A novel consists of ...<br>A poem is made up of ... | school, home | scene, stanza, act prose, chapter | i) Students individually – to write down the main features of novels, plays and poems.<br>– to form pairs to share ideas.<br>– in two pairs join to form a group and share ideas.<br>ii) The teacher to conduct a class discussion and clarify issues that need clarification. | 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  |
|---|--|--|---------------|---|---|---|---|----------|
| <p>5.0 WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE</p> <p>5.1 Writing narrative compositions/ essays (of not less than 250 words).</p> | <p>The student should be able to :</p> <p>a) write an account of events/that happened in the past.</p> | <p>Tenses – all style - for narrative.</p> | <p>school</p> | <p>revise, edit, organize, brainstorm, feedback, draft, compare, contrast. worst forms of child labour.</p> | <p>i) The teacher and students to select a topic (including drugs trafficking aorestation and the plight of children working in mines)</p> <p>ii) The teacher to introduce the writing process.</p> <p>iii) Students and the teacher to brainstorm, list down and organize ideas in an essay format.</p> <p>iv) Students to:</p> <ul style="list-style-type: none"> <li>- write the first draft in pairs/groups.</li> <li>- revise and edit their work focusing on the content of the topic.</li> </ul> | <p>A variety of texts, dictionaries, encyclopedias, internet, newspapers.</p> | <p>Is the student able to write an account of events that happened in the past?</p> | <p>8</p> |

| Topic/sub-topic | Specific objectives | Patterns/ structures | Situations | Vocabulary/ phrases | Teaching/ learning strategies  | Teaching/ learning materials | Assessment | Periods |
|-----------------|---------------------|----------------------|------------|---------------------|--|------------------------------|------------|---------|
|                 |                     |                      |            |                     | <p>v) The teacher to move from group to group encouraging interaction among the students as they work.</p> <p>vi) Students to work together in their groups to correct spelling errors, punctuation, capitalization and other mechanical errors.</p> |                              |            |         |

| Topic/sub-topic | Specific objectives                      | Patterns/structures                       | Situations                            | Vocabulary/phrases | Teaching/learning strategies   | Teaching/learning materials | Assessment   | Periods |
|-----------------|--|---|---------------------------------------|--------------------|--|-----------------------------|--|---------|
|                 | b) Writing imaginary events in the past. | Once upon a time, sometime in the past... | tenses all tenses, style - narrative. | Imagined, vivid    | i) The teacher to instruct students to think of an imaginary event.<br>ii) Students to:<br>- draft the composition in pairs.<br>- revise and edit their work focusing on the content.<br>iii) The teacher to move from pair to pair encouraging interaction among the students.<br>iv) Students to work in pairs to improve their work by checking spelling errors, punctuation, capitalization and other mechanical errors.<br>v) The teacher to display the compositions for students to read in their own time. | Pictures                    | Is the student able to write imaginary events in the past? |         |

| Topic/sub-topic                              | Specific objectives   | Patterns/ structures | Situations        | Vocabulary/ phrases | Teaching/ learning strategies  | Teaching/learning materials | Assessment  | Periods |
|--|---|----------------------|-------------------|---------------------|--|-----------------------------|---|---------|
| 5.2 Writing expository compositions/ essays. | The student should be able to write factual information on a topic/ subject | Besides, Moreover,   | school expository | revise, edit.       | i) The teacher to guide students to select topics (including those on soil erosion, the plight of children employed in mines \ or large plantations).<br>ii) Students to write the first draft in groups/pairs.<br>iii) The teacher to move from one group to another providing required assistance.<br>iv) Students to edit and revise their work focusing on content and then on spelling.<br>v) Students to post their compositions on notice boards for others to read | 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 |
|--|---|--|---------------------|--------------------------------------|--|---|---|---------|
| 5.3 Writing descriptive compositions/ essays | The student should be able to write vivid descriptions of people/ places/ events. | Apparently,<br>In addition<br>Moreover | school,<br>library. | Obvious,<br>dressed,<br>Descriptive. | i) The teacher to introduce the writing activity to the students providing them with topics from which pairs select one to write on.<br>ii) Students to:<br>- draft their compositions in pairs.<br>- edit and revise their work to improve it.<br>iii) The teacher to move from one pair to another providing necessary assistance.<br>iv) Students finally to produce a final draft of the composition.<br>v) The teacher to post the compositions on the notice board for other students to read. | Any text with a descriptive composition | Is the student able to write a vivid description of people/places and events? | 8       |

| Topic/sub-topic                                | Specific objectives   | Patterns/ structures  | Situations    | Vocabulary/ phrases  | Teaching/ learning strategies   | Teaching/ learning materials | Assessment  | Periods |
|--|---|---|---------------|--|---|------------------------------|---|---------|
| 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. | <p>i) 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).</p> <p>ii) Students to read the compositions silently.</p> <p>iii) The teacher to guide students to discuss the arguments presented in the composition used.</p> <p>iv) Students in pairs to:<br/>-select topics on which to write argumentative compositions</p> | Model argumentative essays.  | Is the student able to present contrasting views on a given topic orally and in writings? | 8       |



| Topic/sub-topic | Specific objectives | Patterns/structures | Situations | Vocabulary/phrases | Teaching/learning strategies   | Teaching/learning materials | Assessment | Periods |
|-----------------|---------------------|---------------------|------------|--------------------|--|-----------------------------|------------|---------|
|                 |                     |                     |            |                    | <p>brainstorm the main ideas to be included in the compositions.<br/>           -write the first draft.<br/>           v) The teacher to guide students to edit their draft focusing on content of the topic.<br/>           vi) Students to go through their draft correcting grammatical, spelling and punctuation errors.<br/>           vii) The teacher to display on a notice board the finished compositions for other students</p> |                             |            |         |

| Topic/sub-topic       | Specific objectives  | Patterns/ structures | Situations   | Vocabulary/ phrases          | Teaching/ learning strategies  | Teaching/ learning materials | Assessment  | Periods |
|-----------------------|--|----------------------|--|------------------------------|--|------------------------------|---|---------|
| 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, free verse, memoir. | Fiction, novel, short story. | i) Students<br>- to brainstorm on kinds of literary work they would like to write on.<br>- individually, to choose one kind of literary work of their interest and list down general ideas.<br>- on their own time to draft their stories, poems, edit and with the teacher's support with ideas, style and vocabulary complete their work.<br>- to support one another in checking spelling and grammar from dictionaries and grammar books.<br>- read each other 's work of art. | 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 |
|-----------------------|--|---|--|---|---|------------------------------|--|---------|
| 5.6 Writing speeches. | The student should be able to:<br>a) Write a speech. | Mr. President,<br>Guest of honour, May I take this opportunity...<br>I am pleased to...<br>It gives me much pleasure...<br>I feel honoured to be here...<br>Let me begin/start by...<br>Last but not least....<br>You are all aware of...<br>Allow me to say.<br>Dear parents/ students/ teachers...<br>On behalf of...<br>Dear fellow students...<br>My fellow tudents..<br>Lastly.... | Class, school, parents day, graduation... day, meeting, public meetings, open days, ceremonies, functions. | Honorable, distinguished guest, your excellency, majesty, chairman, highness, chairperson, Secretary, General, Mr. President, besides, moreover, finally, ceremonies. | i) The teacher to select a familiar topic and context.<br>ii) Students to brainstorm on the purpose, context and audience.<br>iii) The teacher to introduce the format and style of a speech and to guide students to brainstorm on appropriate vocabulary.<br>iv) Students to organize ideas in logical order and in pairs to draft, revise and edit a speech.<br>v) The teacher to provide students with sample speeches for reinforcement. | Sample speeches.             | Is the student able to write a speech? | 20      |

| Topic/sub-topic | Specific objectives | Patterns/ structures  | Situations  | Vocabulary/ phrases  | Teaching/ learning strategies   | Teaching/ learning materials   | Assessment  | Periods |
|-----------------|---------------------|---|---|--|---|--|---|---------|
|                 |                     | Link words<br>besides,<br>finally,<br>Thank you for<br>your attention.  |   |  |   |  |   |         |
|                 | b) Deliver a speech | Mr. President,<br>Guest of<br>honour,<br>May I take this<br>opportunity..<br>I am pleased<br>to....<br>It gives<br>me much<br>pleasure....<br>I feel honoured<br>to be here....<br>Let me begin/<br>start by....<br>Last but not<br>least | Class,<br>school,<br>parents' days,<br>graduation...<br>day, meeting,<br>public<br>meetings,<br>open days,<br>ceremonies,<br>functions. | Honorable,<br>distinguished<br>guest,<br>Excellency,<br>majesty,<br>chairman,<br>highness,<br>chairperson,<br>secretary,<br>general, Mr.<br>President,<br>besides,<br>moreover,<br>finally | i) Students to<br>brainstorm on<br>things to take into<br>consideration<br>when<br>delivering a<br>speech.<br>ii) Students to<br>practice<br>delivering a speech<br>using the class as<br>the audience. | Students to<br>brainstorm on<br>things to take<br>into consideration<br>when delivering a<br>speech. | Is the<br>student able<br>to deliver a<br>speech? |         |

| Topic/sub-topic | Specific objectives | Patterns/ structures  | Situations | Vocabulary/ phrases | Teaching/ learning strategies | Teaching/ learning materials | Assessment | Periods |
|-----------------|---------------------|---|------------|---------------------|-------------------------------|------------------------------|------------|---------|
|                 |                     | <p>You are all aware of....<br/> Allow me to say.....<br/> Dear parents/ students/ teachers...<br/> <br/> On behalf of...<br/> Dear fellow students.....<br/> My fellow students....<br/> Lastly.....<br/> Link words besides,<br/> Finally.<br/> Thank you for your attention.</p> |            |                     |                               |                              |            |         |

| Topic/sub-topic                    | Specific objectives                                  | Patterns/structures                | Situations         | Vocabulary/phrases   | Teaching/learning strategies   | Teaching/learning materials | Assessment                                   | Periods |
|------------------------------------|--|------------------------------------|--------------------|--|--|-----------------------------|--|---------|
| 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. | i) The teacher to introduce the use of CV.<br>ii) The teacher and students to discuss the format of CVs.<br>iii) Students to practise writing CV.<br>iv) The teacher to move from one student to another assisting the students.<br>v) When the writing is completed the teacher to display the CVs for students to read each other's. | Sample CV's.                | Is the student able to write his/her own CV? | 8       |

| Topic/sub-topic  | Specific objectives  | Patterns/structures  | Situations | Vocabulary/phrases  | Teaching/learning strategies  | Teaching/learning materials | Assessment  | Periods |
|--|--|--|------------|---|---|-----------------------------|---|---------|
| <b>6.0 WRITING APPLICATION LETTERS</b><br>Writing letters of application for jobs. | The student should be able to write letters of application for jobs. | Refer to ...<br>Dear Sir/<br>Madam,<br>Yours<br>Sincerely. | School     | Sincerely<br>faithfully,<br>refer,<br>Re,<br>advertisement. | i) 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.<br>ii) The teacher to provide students with sample letters to study.<br>iii) Students to work in pairs, draft, revise and edit a letter of application for jobs.<br>iv) The teacher to move from one pair to another assisting them with choice of words and grammar. | Sample letters.             | Is the student able to write letters of application for jobs? | 10      |

## **FORM FOUR**

### **CLASS LEVEL COMPETENCES**

The student should 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.

### **CLASS LEVEL OBJECTIVES**

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

- (a) Listen to, understand and respond to texts from various sources.
- (b) Express oneself orally and in writing using appropriate language in different social contexts.
- (c) Read and analyze literary works.
- (d) Read and understand complex texts.



| Topic/<br>sub-topic   | Specific<br>objectives  | Patterns/<br>structures   | Situations                       | Vocabulary /<br>phrases  | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials  | Assessment  | Periods |
|---|---|---|----------------------------------|--|--|-------------------------------------|---|---------|
| <b>1.0 EXPRESSING<br/>ONESELF</b><br><br>1.1 Expressing<br>one's<br>feelings, ideas,<br>opinions, views<br>and<br>emotions. | The student<br>should be<br>able to<br>express<br>personal<br>ideas,<br>feelings,<br>opinions,<br>views and<br>emotions<br>on a variety<br>of issues<br>in different<br>contexts. | In my<br>opinion...,<br>As stated/<br>observed by<br>the previous<br>speaker,<br>I am of the<br>opinion that...<br>Considering the<br>fact that .....,<br>If .....,<br>Unless .....,<br>This might..<br>I would<br>rather .....,<br>I suggest...,<br>However.,<br>Although...,<br>Nevertheless...<br>Hardly....<br>Barely...<br>Apparently...<br>I strongly<br>advise...<br>I would like<br>to draw your<br>attention.... | Classroom,<br>public<br>speaking | Land<br>degradation,<br>Soil<br>conservation,<br>recycling,<br>pollutants,<br>fumes,<br>pesticides,<br>reexamine,<br>tolerate,<br>suffer, limit,<br>affected,<br>infected,<br>polluted,<br>deterioration,<br>prevent,<br>ensure safety<br>measures,<br>precaution,<br>protect. | i) The teacher to<br>guide students to<br>select topics for<br>discussion from a<br>variety of issues<br>(including causes<br>of road accidents,<br>gender in relation<br>to HIV/AIDS,<br>and environmental<br>degradation).<br>ii) Students individually<br>to think about the<br>topic selected then<br>pair and share their<br>ideas/views/opinions<br>on the topic.<br>iii) The teacher to<br>conduct a class<br>discussion during<br>which the students<br>orally share their<br>ideas/views/opinions<br>and come to a<br>consensus.<br>iv) Students individually<br>write on the topic<br>discussed. | Texts on a<br>variety of<br>issues. | Is the<br>student able<br>to express<br>personal<br>ideas,<br>feelings,<br>opinions,<br>views and<br>emotions<br>on a variety<br>of issues<br>in different<br>contexts? | 16      |

| Topic/<br>sub-topic  | Specific<br>objectives   | Patterns/<br>structures  | Situations  | Vocabulary /<br>phrases  | Teaching/<br>learning<br>strategies  | Teaching/<br>learning<br>materials                                    | Assessment   | Periods |
|--|--|--|---|--|--|---|--|---------|
| <b>2.0 LISTENING<br/>FOR<br/>INFORMATION</b><br><br>2.1 Listening to<br>instructions | The student<br>should be<br>able to<br>respond<br>appropriately<br>to<br>instructions. | Close your<br>eyes,<br>Picture a<br>wedding....<br>Button your...<br>Line up, Listen<br>and draw,<br>Pin down, Walk<br>straight on ,...<br>facing the....<br>...as...as,<br>.....er than..<br>.....est of... | schools,<br>science<br>experiments,<br>sports and<br>games,<br>roads,<br>air ports,<br>harbours,<br>medicine<br>recipe. | unbutton,<br>button,<br>squeeze,<br>twist,<br>untie, bend,<br>straighten<br>beside, in<br>between,<br>underneath,<br>paralle,<br>dilute, dissect,<br>reaction,<br>observe,<br>align, rear<br>end, obey,<br>adjacent,<br>follow....<br>perpendicular. | i) The teacher to<br>read a text with<br>instructions to<br>the students or<br>to instruct them<br>to listen to a<br>recorded text with<br>instructions.<br>ii) Students to listen<br>and demonstrate<br>what the text<br>instructs them to<br>do. | Paper, realia,<br>recorded tapes,<br>tape recorder.                   | Is the<br>student able<br>to respond<br>appropriately<br>to<br>instructions? | 8       |
| 2.2 Giving<br>instructions   | The student<br>should be<br>able to give<br>instructions.                              | Listen carefully   | School,<br>home,<br>hospital, on<br>the street.   | Draw...<br>Fold...<br>Pour....<br>Shake....  | i) The teacher to<br>instruct students,<br>in groups to<br>develop a text<br>with instructions<br>for carrying out a<br>certain task.  | A variety<br>of texts on<br>instructions,<br>experiments,<br>recipes. | Is the student<br>able to give<br>instructions?                              | 8       |

| Topic/<br>sub-topic                                   | Specific<br>objectives   | Patterns/<br>structures   | Situations | Vocabulary /<br>phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment   | Periods |
|---|--|---|------------|---|--|------------------------------------|--|---------|
| 2.3. Listening for<br>main ideas and<br>taking notes. | The student<br>should<br>be able<br>to make<br>summary<br>notes. | If.....,<br>Unless.....<br>It should be<br>remembered<br>that.....<br>As a result<br>of....., | School     | Exploitation,<br>abuse,<br>sustainable<br>development,<br>endanger,<br>oppression,<br>equality,<br>empower, | ii) Students to develop<br>the text and then in<br>turns practise<br>giving and<br>responding to<br>the<br>instructions in pairs.<br>iii) The teacher to<br>monitor the activity<br>so that each student<br>practices giving and<br>responding to<br>instructions.<br><br>i) The teacher to select<br>a content related text<br>and read it aloud<br>to the students at<br>normal speaking<br>pace.<br>ii) Students to:<br>- listen carefully.<br>- take down main<br>ideas as the teacher<br>reads the text twice<br>more.<br>work in pairs to<br>compare their | A variety<br>of texts.             | Is the<br>student able<br>to make<br>summary<br>notes? | 12      |

| Topic/<br>sub-topic | Specific<br>objectives | Patterns/<br>structures | Situations | Vocabulary /<br>phrases | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment | Periods |
|---------------------|------------------------|-------------------------|------------|-------------------------|--|------------------------------------|------------|---------|
|                     |                        |                         |            |                         | <p>notes and make pair notes.</p> <ul style="list-style-type: none"> <li>- have two pairs getting together to compare their pair work and make group notes.</li> <li>i) One member of each group to read aloud the group's notes to the class and the other groups to compare it with their version.</li> <li>ii) The teacher to display each group's work and students go around to read it.</li> </ul> |                                    |            |         |

| Topic/<br>sub-topic | Specific<br>objectives   | Patterns/<br>structures | Situations | Vocabulary /<br>phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning<br>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. | i) The teacher to select a text for dictation<br>ii) Students to listen to the dictation as the teacher reads the whole text the first time at a talking pace.<br>iii) Students to write the text as the teacher reads it the second time in manageable pauses to allow students to write.<br>iv) The teacher to provide the students copies of the dictation or write it on the board.<br>v) Students to use it to correct their work in pairs. | A variety of texts for dictation   | Is the student able to write down correctly what is read? | 10      |

| Topic/<br>sub-topic   | Specific objectives  | Patterns/<br>structures  | Situations                   | Vocabulary /<br>phrases          | Teaching/<br>learning strategies   | Teaching/<br>learning materials | Assessment   | Periods |
|---|--|--|------------------------------|----------------------------------|--|---------------------------------|--|---------|
| <b>3.0 READING LITERARY WORKS</b><br><br>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...,<br>The author...<br>The writer uses.....<br>The writer portrays.... | school,<br>home,<br>library. | Blurb, setting, character, plot. | i) The teacher to:<br>- guide students to brainstorm on the cover, title, author, background/setting and blurb of the book to be studied.<br>- guide students to predict the story.<br>ii) Students to:<br>- read aloud key passages,<br>- answer comprehension questions.<br>- discuss passages read<br>- role play important parts and<br>- describe characters, setting and plot. | Selected literary works.        | Is the student able to describe characters, setting and plot of literary works orally and in writings? | 16      |

| Topic/<br>sub-topic       | Specific<br>objectives   | Patterns/<br>structures | Situations                  | Vocabulary /<br>phrases  | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | Assessment   | Periods |
|---------------------------|--|-------------------------|-----------------------------|--------------------------|---|------------------------------------|--|---------|
| 3.2 Identifying<br>themes | The student<br>should be<br>able to relate<br>works studied<br>with personal<br>and national<br>experiences. | The theme<br>is....     | school,<br>home,<br>library | main theme,<br>sub-theme | i) The teacher to guide<br>students to:<br>- discuss themes<br>of literary works<br>studied.<br>- relate works<br>studied with<br>personal<br>and national<br>experiences.<br>ii) Students to write<br>summaries of<br>literary works<br>studied. | Selected<br>literary works.        | Is the student<br>able to relate<br>literary<br>works<br>studied with<br>personal<br>and national<br>experiences<br>orally and in<br>writings? | 16      |

| Topic/<br>sub-topic    | Specific<br>objectives                         | Patterns/<br>structures                | Situations       | Vocabulary /<br>phrases   | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials | Assessment   | Periods |
|------------------------|--|--|------------------|---|---|------------------------------------|--|---------|
| 3.3 Interpreting poems | The student should be able to interpret poems. | The poet says ...<br>The poem is about | Home,<br>school. | Stanza verse,<br>simile,<br>metaphor,<br>personification,<br>theme,<br>message. | i) Students to brainstorm on the topic/title of the poem.<br>ii) The teacher to read aloud the poem once.<br>iii) Students to read the poem silently and answer comprehension questions intended to guide them in interpreting the poem.<br>iv) The teacher and students to discuss the answers to the comprehension questions and the teacher to write the answers on the board.<br>v) Students in groups to write about the poem using the points on the board. | poems                              | Is the student able to interpret poems orally and in writings? | 16      |



| Topic/<br>sub-topic  | Specific<br>objectives   | Patterns/<br>structures  | Situations  | Vocabulary /<br>phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning materials    | Assessment   | Periods |
|--|--|--|---|--|---|------------------------------------|--|---------|
| 4.0 SPEAKING<br>USING<br>APPROPRIATE<br>LANGUAGE<br>CONTENT<br>AND STYLE<br><br>4.1 Starting,<br>intervening<br>and closing a<br>conversation/<br>discussion | The student<br>should be<br>able to use<br>appropriate<br>expressions<br>for starting,<br>intervening<br>and closing a<br>conversation/<br>discussion. | Excuse me...,<br>Do you mind<br>if...<br>If you will<br>excuse me...<br>I am sorry I<br>have to leave...<br>Can we end<br>here if you<br>don't mind?<br>See you later/<br>next time<br>Pardon...<br>Can you<br>explain what<br>you mean?<br>If I may .....<br>My point is<br>That is all<br>I have nothing<br>else to add.<br>Shall we stop<br>here? | School,<br>on the<br>street, in<br>the office,<br>home. | Technology,<br>distance,<br>computer,<br>headlights,<br>modified,<br>converse,<br>globalization,<br>floods,<br>drought<br>tragedy,<br>capture,<br>resolve,<br>contraction,<br>cultural<br>differences,<br>interfere,<br>current,<br>tsunami. | i) Students guided<br>by the teacher<br>to brainstorm on<br>how one starts,<br>intervenes or closes<br>a conversation/<br>discussion.<br>ii) The teacher to:<br>- list on the board<br>the expressions<br>mentioned.<br>- provide students<br>with taped<br>conversations/<br>discussions on a<br>variety of issues<br>(including impact<br>of corruption, ways<br>of creating worth<br>and prevention<br>of environmental<br>degradation).<br>- instruct students to<br>listen carefully to<br>the conversations<br>to note how<br>different people<br>participate in them.<br>iii) Students in groups<br>to role play the<br>conversations. | Taped conversations/<br>discussion | Is the student<br>able to use<br>appropriate<br>expressions<br>for starting,<br>intervening<br>and closing a<br>conversation/<br>discussion? | 14      |

| Topic/<br>sub-topic                   | Specific<br>objectives  | Patterns/<br>structures   | Situations                  | Vocabulary /<br>phrases  | Teaching/<br>learning strategies   | Teaching/<br>learning materials                              | Assessment  | Periods |
|---------------------------------------|---|---|-----------------------------|--|--|--|---|---------|
| 4.2 Negotiating solutions to problems | The student should be able to:<br>a) use appropriate language to resolve a problem/ conflict. | If I were ...<br>Is it possible...?<br>Don't you think...?<br>Would you mind,<br>Can I...?<br>Choose between. | school, on the street, home | patient, struggle, antagonize, compromise, aggressive, retaliate, revenge, avert, crisis solutionologies, vengeance, counsel | i) Students to discuss a problem/conflict depicted in a literary work read.<br>ii) 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).<br>iii) Students to use the guiding questions to brainstorm in groups.<br>- to present for class discussion their group work. | Literary works newspaper and texts on true life experiences. | Is the student able to use appropriate language to resolve a problem/ conflict? | 14      |

| Topic/<br>sub-topic | Specific<br>objectives | Patterns/<br>structures | Situations | Vocabulary /<br>phrases | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment | Periods |
|---------------------|------------------------|-------------------------|------------|-------------------------|--|------------------------------------|------------|---------|
|                     |                        |                         |            |                         | iv) The teacher and students to mention problems that people may find themselves facing.<br>v) Students in pairs to:<br>- discuss how the mentioned problems can be resolved and the appropriate language to use for each situation.<br>- take turns to suggest solutions to the problems.<br>- play a role of a person being advised on how to resolve a problem that he/she has.<br>One student to play the role of the advisor and the other the role of the person with a problem. |                                    |            |         |

| Topic/<br>sub-topic           | Specific<br>objectives  | Patterns/<br>structures  | Situations              | Vocabulary /<br>phrases                             | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | 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?<br>What is your advice?<br>Do you think I should....<br>Why don't you....<br>Don't you think.....?<br>What about.....?<br>If I were you.... | school,<br>home, street | abstain,<br>avoid stop,<br>seek, protect,<br>inform | i) The teacher and students to read aloud a dialogue on seeking and giving advice.<br>ii) The teacher to provide students situations for which they in pairs, develop a dialogue on seeking and giving advice.<br>iii) Students to take turns to role play their dialogues.<br>iv) 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. | Text on seeking and giving advice. | Is the student able to give advice using appropriate language? | 14      |

| Topic/<br>sub-topic   | Specific objectives   | Patterns/<br>structures             | Situations     | Vocabulary /<br>phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning materials                                       | Assessment   | Periods |
|---|---|-------------------------------------|----------------|--|---|---|--|---------|
| <b>5.0 WRITING USING APPROPRIATE LANGUAGE CONTENT AND STYLE</b><br><br>5.1 Writing narrative compositions/ essays (of not less than 250 words). | The student should be able to :<br>a) 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. | i) The teacher and students to select a topic (including drugs trafficking aorestation and the plight of children working in mines)<br>ii) The teacher to introduce the writing process.<br>iii) Students and the teacher to brainstorm, list down and organize ideas in an essay format. | 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/<br>sub-topic | Specific<br>objectives | Patterns/<br>structures | Situations | Vocabulary /<br>phrases | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment | Periods |
|---------------------|------------------------|-------------------------|------------|-------------------------|--|------------------------------------|------------|---------|
|                     |                        |                         |            |                         | i) Students to:<br>- write the first draft in pairs/groups.<br>- revise and edit their work focusing on the content of the topic.<br>ii) The teacher to move from group to group encouraging interaction among the students as they work.<br>iii) Students to work together in their groups to correct spelling errors, punctuation, capitalization and other mechanical errors. |                                    |            |         |

| Topic/<br>sub-topic | Specific objectives                      | Patterns/<br>structures                   | Situations                            | Vocabulary /<br>phrases | Teaching/<br>learning strategies   | Teaching/<br>learning materials | Assessment   | Periods |
|---------------------|--|---|---------------------------------------|-------------------------|--|---------------------------------|--|---------|
|                     | b) Writing imaginary events in the past. | Once upon a time, sometime in the past... | tenses all tenses, style - narrative. | Imagined, vivid         | i) The teacher to instruct students to think of an imaginary event.<br>ii) Students to: <ul style="list-style-type: none"> <li>- draft the composition in pairs.</li> <li>- revise and edit their work focusing on the content.</li> </ul> iii) The teacher to move from pair to pair encouraging interaction among the students.<br>iv) Students to work in pairs to improve their work by checking spelling errors, punctuation, capitalization and other mechanical errors.<br>v) The teacher to display the compositions for students to read in their own time. | Pictures                        | Is the student able to write imaginary events in the past? |         |

| Topic/<br>sub-topic                                    | Specific<br>objectives   | Patterns/<br>structures                | Situations       | Vocabulary /<br>phrases              | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials      | Assessment   | Periods |
|--|--|--|------------------|--------------------------------------|--|---|--|---------|
| 5.3 Writing<br>descriptive<br>compositions/<br>essays. | The student<br>should be<br>able to<br>write vivid<br>descriptions<br>of people/<br>places/<br>events. | Apparently,<br>In addition<br>Moreover | school, library. | Obvious,<br>dressed,<br>Descriptive. | <p>i) The teacher to introduce the writing activity to the students providing them with topics from which pairs select one to write on.</p> <p>ii) Students to:</p> <ul style="list-style-type: none"> <li>- draft their compositions in pairs.</li> <li>- edit and revise their work to improve it.</li> </ul> <p>iii) The teacher to move from one pair to another providing necessary assistance.</p> <p>iv) Students finally to produce a final draft of the composition.</p> <p>v) The teacher to post the compositions on the notice board for other students to read.</p> | Any text with a descriptive composition | Is the student able to write a vivid description of people/ places and events? | 8       |



## **FORM FOUR**

### **CLASS LEVEL COMPETENCES**

The student should 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.

### **CLASS LEVEL OBJECTIVES**

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

- (a) Listen to, understand and respond to texts from various sources.
- (b) Express oneself orally and in writing using appropriate language in different social contexts.
- (c) Read and analyze literary works.
- (d) Read and understand complex texts.

| Topic/<br>Sub-Topic                                     | Specific<br>Objectives   | Patterns/<br>Structures   | Situations          | Vocabulary /<br>Phrases  | Teaching/<br>Learning<br>Strategies  | Teaching/<br>Learning<br>Materials               | Assessment  | Periods |
|---|--|---|---------------------|--|--|--|---|---------|
| 5.3 Writing<br>descriptive<br>compositions/<br>essays.  | The student<br>should be able<br>to write vivid<br>descriptions of<br>people/ places/<br>events. | Apparently,<br>In addition<br>Moreover  | school,<br>library. | Obvious, dressed,<br>Descriptive.  | i) The teacher to<br>introduce the writing<br>activity to the students<br>providing them with<br>topics from which pairs<br>select one to write on.<br>ii) Students to:<br>- draft their<br>compositions in<br>pairs.<br>- edit and revise their<br>work to improve it.<br>iii) The teacher to move<br>from one pair to<br>another providing<br>necessary assistance.<br>iv) Students finally to<br>produce a final draft of<br>the composition.<br>v) The teacher to post the<br>compositions on the<br>notice board for other<br>students to read. | Any text<br>with a<br>descriptive<br>composition | Is the<br>student able<br>to write<br>a vivid<br>description<br>of people/<br>places and<br>events? | 8       |
| 5.4 Writing<br>argumentative<br>compositions/<br>essay. | The student<br>should be able<br>to present<br>contrasting<br>views of a<br>given topic.         | On the<br>contrary,<br>on the<br>other hand,<br>nevertheless,<br>yet,<br>however. | school,<br>home.    | on the one<br>hand, however,<br>it should be<br>remembered<br>that....<br>It has been<br>observed. | i) The teacher to<br>provide students with<br>model argumentative<br>compositions on a variety<br>of issues (including<br>areas where corruption<br>is rampant and forms of<br>child labour)   |  |   |         |

| Topic/<br>sub-topic | Specific<br>objectives | Patterns/<br>structures | Situations | Vocabulary /<br>phrases | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials | Assessment  | Periods |
|---------------------|------------------------|-------------------------|------------|-------------------------|---|------------------------------------|---|---------|
|                     |                        |                         |            |                         | ii) Students to read the compositions silently.<br>iii) The teacher to guide students to discuss the arguments presented in the composition used.<br>iv) Students in pairs to: <ul style="list-style-type: none"> <li>- select topics on which to write argumentative compositions</li> <li>- brainstorm the main ideas to be included in the compositions.</li> <li>- write the first draft.</li> </ul> v) The teacher to guide students to edit their draft focusing on content of the topic.<br>vi) Students to go through their <del>draft</del> <del>correcting</del> grammatical, spelling and punctuation errors.<br>vii) The teacher to display on a notice board the finished compositions for other students to read. | Model argumentative essays.        | Is the student able to present contrasting views on a given topic orally and in writings? | 8       |

| Topic/<br>sub-topic   | Specific<br>objectives   | Patterns/<br>structures | Situations   | Vocabulary /<br>phrases      | Teaching/<br>learning<br>strategies   | Teaching/<br>learning<br>materials | Assessment  | Periods |
|-----------------------|--|-------------------------|--|------------------------------|---|------------------------------------|---|---------|
| 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, free verse, memories. | Fiction, novel, short story. | 1) Students<br>- to brainstorm on kinds of literary work they would like to write on.<br>- individually, to choose one kind of literary work of their interest and list down general ideas.<br>- on their own time to draft their stories, poems, edit and with the teacher's support with ideas, style and vocabulary complete their work.<br>- to support one another in checking spelling and grammar from dictionaries and grammar books.<br>- read each other's work of art. | Dictionaries, grammar books.       | Is the student able to write a work of art using literary devices and skills? | 8       |

| Topic/<br>sub-topic      | Specific<br>objectives  | Patterns/<br>structures  | Situations  | Vocabulary /<br>phrases   | Teaching/<br>learning strategies   | Teaching/<br>learning<br>materials | Assessment                                      | Periods |
|--------------------------|---|--|---|---|--|------------------------------------|---|---------|
| 5.6 Writing<br>speeches. | The student<br>should be<br>able to:<br>a) Write a<br>speech. | Mr. President,<br>Guest of<br>honour, May<br>I take this<br>opportunity...<br>I am pleased<br>to...<br>It gives<br>me much<br>pleasure...<br>I feel<br>honoured to<br>be here...<br>Let me begin/<br>start by...<br>Last but not<br>least...<br>You are all<br>aware of...<br>Allow me to<br>say.<br>Dear parents/<br>students/<br>teachers...<br>On behalf<br>of...<br>Dear fellow<br>students...<br>My fellow<br>students...<br>Lastly...<br>Link words<br>besides,<br>finally,<br>Thank you<br>for your<br>attention. | Class, school,<br>parents day,<br>graduation...<br>day, meeting,<br>public<br>meetings,<br>open days,<br>ceremonies,<br>functions.w | Honorable,<br>distinguished<br>guest, your<br>excellency,<br>majesty,<br>chairman,<br>highness,<br>chairperson,<br>Secretary, Mr.<br>General, Mr.<br>President,<br>besides,<br>moreover,<br>finally,<br>ceremonies. | i) The teacher to<br>select a familiar<br>topic and context.<br>ii) Students to<br>brainstorm on the<br>purpose, context<br>and audience.<br>iii) The teacher to<br>introduce the<br>format and style<br>of a speech and<br>to guide students<br>to brainstorm<br>on appropriate<br>vocabulary.<br>iv) Students to<br>organize ideas in<br>logical order and<br>in pairs to draft,<br>revise and edit a<br>speech.<br>v) The teacher to<br>provide students<br>with sample<br>speeches for<br>reinforcement. | Sample<br>speeches.                | Is the<br>student able<br>to write a<br>speech? | 20      |

| Topic/<br>sub-topic | Specific<br>objectives | Patterns/<br>structures   | Situations   | Vocabulary /<br>phrases  | Teaching/<br>learning strategies  | Teaching/<br>learning<br>materials | Assessment  | Periods |
|---------------------|------------------------|---|--|--|---|------------------------------------|---|---------|
|                     | b) Deliver a speech    | Mr. President,<br>Guest of<br>honour,<br>May I<br>take this<br>opportunity..<br>I am pleased<br>to....<br>It gives<br>me much<br>pleasure....<br>I feel<br>honoured to<br>be here.....<br>Let me begin/<br>start by....<br>Last but not<br>least<br>You are all<br>aware of....<br>Allow me to<br>say.....<br>Dear parents/<br>students/<br>teachers..... | Class, school,<br>parents' days,<br>graduation...<br>day, meeting,<br>public<br>meetings,<br>open days,<br>ceremonies,<br>functions. | Honorable,<br>distinguished<br>guest,<br>Excellency,<br>majesty,<br>chairman,<br>highness,<br>chairperson,<br>secretary,<br>general, Mr.<br>President,<br>besides,<br>moreover,<br>finally,<br>ceremonies. | i) Students to<br>brainstorm on<br>things to take<br>into consideration<br>when delivering a<br>speech.<br><br>ii) Students to practice<br>delivering a speech<br>using the class as<br>the audience. | Sample<br>speeches.                | Is the<br>student able<br>to deliver a<br>speech? |         |

| Topic/<br>sub-topic                      | Specific<br>objectives   | Patterns/<br>structures  | Situations            | Vocabulary /<br>phrases   | Teaching/<br>learning<br>strategies  | Teaching/<br>learning<br>materials | Assessment  | Periods |
|--|--|--|-----------------------|---|--|------------------------------------|---|---------|
| 5.7 Writing<br>Curriculum<br>Vitae (CV). | The student<br>should be<br>able to write<br>his/ her own<br>CV. | On behalf<br>of....<br>Dear fellow<br>students.....<br>My fellow<br>students....<br>Lastly.....<br>Link words<br>besides,<br>Finally.<br>Thank you<br>for your<br>attention. | Classroom,<br>offices | Gender,<br>CV, resume,<br>biography, sex,<br>nationality,<br>marital status,<br>hobby, referee,<br>surname,<br>second name. | i) The teacher to<br>introduce the use<br>of CV.<br>ii) The teacher and<br>students to discuss<br>the format of CVs.<br>iii) Students to practise<br>writing CV.<br>iv) The teacher to<br>move from one<br>student to another<br>assisting the<br>students.<br>v) When the writing<br>is completed the<br>teacher to display<br>the CVs for<br>students to read<br>each other's. | Sample CVs.                        | Is the<br>student able<br>to write his/<br>her own<br>CV? | 6       |

| Topic/<br>Sub-Topic  | Specific<br>Objectives   | Patterns/<br>Structures                                   | Situations | Vocabulary /<br>Phrases                                  | Teaching/<br>Learning<br>Strategies  | Teaching/<br>Learning<br>Materials | Assessment  | Periods |
|--|--|---|------------|--|--|------------------------------------|---|---------|
| <b>6.0 WRITING APPLICATION LETTERS</b><br>6.1 Writing letters of application for jobs. | The student should be able to write letters of application for jobs. | Refer to...<br>Dear Sir/<br>Madam,<br>Yours<br>Sincerely. | School     | Sincerely<br>faithfully, refer,<br>Re,<br>advertisement. | i) 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.<br><br>ii) The teacher to provide students with sample letters to study.<br>iii) Students to work in pairs, draft, revise and edit a letter of application for jobs.<br>iv) The teacher to move from one pair to another assisting them with choice of words and grammar | Sample letters.                    | Is the student able to write letters of application for jobs? | 10      |







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