

# THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

# MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

# **ENGLISH SYLLABUS**

FOR PRIMARY SCHOOLS
STANDARD I- VI

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### **INTRODUCTION**

This is the improved version of the subject English syllabus replacing the 1998 syllabus. This subject is highly regarded since it is the second official language in Zanzibar. This introduction explains the background to the improved (2009) curriculum and the importance of this subject. This is followed by lists of the Goals of Education in Zanzibar and the Goals and Objectives of Primary Education. Next, are lists of class level competences and objectives. These are followed by explanations on the selection and sequencing of topics, structures and vocabulary. Finally, there are explanations on the components of the teaching/learning tables.

#### Reasons for the Development of the New Primary Education Curriculum

In 2008/09 the Revolutionary Government of Zanzibar undertook the revision, condensation and improvement of the curriculum for primary education. Its goal was to make the curriculum conform with the focus of Zanzibar Education Policy (2006). The policy seeks to improve the unsatisfactory structure, quality and relevance of primary education. Furthermore, it declares that early childhood education shall be part of basic education, that the primary education cycle shall be six (6) years instead of seven (7) and that English shall be used as a medium of instruction for some subjects in standard V and VI. Other reasons for the revision, condensation and improvement included the following:

- Government response to global trends regarding social, scientific and technological changes/advancements.
- Government response to public pressure for expanding access and promoting the quality of education.
- Response to the findings of the 2008 Needs Assessment Survey for Primary Curriculum Review.

The shortcoming of the 1998 curriculum pointed out by the report of that survey included:

- Failure to promote communication skills and creative thinking.
- Inadequate focus on the needs of the disadvantaged learners/pupils, cross-cutting issues, life-skills and globalization.
- The predominance of teacher-centred approaches (instead of learner-centred ones).
- The overuse of theoretical teaching/learning (instead of applying interactive or participatory techniques).
- Minimal assignments to pupils geared to English usage and teaching/learning of English language.

For those reasons, the government resolved to provide competence – based education in order to enable learners develop basic skills and attitudes needed by the society. Moreover, the communicative approach in teaching/learning English language should continue. It was also resolved that primary education content be linked carefully with both pre-school and secondary education content. This caution aimed at avoiding repetition or duplication of subject content.

### Importance of English Subject in the Curriculum

English is the second official language, following Kiswahili which is also the national language. It is the main medium of instruction at post – primary education and training. Furthermore, it is the channel for local and international commerce, trade and industry. English is also one of the key means of communication, local and international understanding, negotiations and agreements. In Zanzibar it is one of the major tools for promoting tourism.

In view of those roles, it becomes necessary to teach/learn English effectively for communicative purposes. To achieve this, the functional or communicative approach in teaching/learning English shall be maintained (instead of the grammar – based approach). The communicative approach offers pupils opportunities for creative and meaningful learning. In Standard I – IV, 50% of teaching/learning time shall be devoted to listening and oral skills, 30% to reading skills and 20% to writing skills. In Standard V - VI oral skills will take 30% of teaching/learning time, reading skills will take 35% and writing skills will take 35%.

#### **Goals of Education in Zanzibar**

The goals of education are listed below:-

- 1. To promote and sustain cultural values, attitudes, customs of the peoples of Zanzibar/Tanzania to enhance unity and cultural identity.
- 2. To promote the acquisition and appropriate use of all forms of knowledge and skills for the full development of the human personality and quality life improvement of the society.
- 3. To enable every citizen to understand and respect the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.

- 4. To promote and enable rational use, management and conservation of the environment.
- 5. To instill love and respect for work, self and wage employment, self work discipline and best performance.
- 6. To inculcate principles and practices of tolerance, peace, love, justice, understanding, Human Rights and fundamental freedoms, national unity and international cooperation as enshrined in the international basic charters.

## **General Objectives of Primary Education**

The following are the General Objectives of Primary Education in Zanzibar:

- 1. To enable all children of school going age develop and sustain strong foundations of skills in reading, writing, counting, creativity and communication in Kiswahili, English and other foreign languages.
- 2. To enable learners understand the application of science and technology and recognize its contribution to national and international development.
- 3. To lay, develop and sustain in learners strong foundations of thinking skills and inquisitiveness in order to understand their environment and social relationships.
- 4. To enable the learners understand how past events influence present events as well as future ones.
- 5. To discover learner's talents from their early age in order to sustain and develop them.
- 6. To lay strong foundations of skills of observation, thinking and co-operation in solving problems which hinder their personal development and the development of their society.
- 7. To prepare learners for joining secondary education.
- 8. To enable the learners develop mental abilities and interest in continuous search for knowledge.
- 9. To familiarize learners with productive vocational activities and promote their readiness for fulfillment of their social responsibilities.
- 10. To enable learners recognize and uphold national unity as well as the cooperation between their nation and other nations and people.
- 11. To enable the learners develop acceptable moral, cultural and ideological values in order to promote patriotism and enable them to understand their country's historical, political and social situation.

- 12. To develop and sustain learners' self discipline, observance of gender equality and maintenance of personal and other peoples' health.
- 13. To enable the learners develop habits of smartness, cleanliness and proper use of their leisure time.
- 14. To promote learners' love for their environment and interest in environmental conservation.

### **General Competences in English**

By the end of primary education the pupils shall demonstrate the ability to:-

- 1. Communicate proficiently through English in greeting people and security basic needs.
- 2. Learn independently and participate effectively in various group activities.
- 3. Communicate proficiently and confidently in English through listening, speaking, reading and writing.
- 4. Count and use numbers and respond to different instructions appropriately.
- 5. Use English in learning other subjects effectively..
- Apply the skills and knowledge acquired from library and other ICT facilities to improve their proficiency in English language.
- 6. Translate works in English language into Kiswahili.

## **General Objectives of English**

English subject is taught in primary schools in order to enable the pupils to:

- 1. Understand the usage of different English language expressions to satisfy their basic needs.
- 2. Acquire skills of learning independently and participating effectively in various group activities.
- 3. Acquire skills of communicating proficiently and confidently in English language.
- 4. Understand counting and using numbers as well as telling time appropriately.
- 5. Acquire skills of responding to different instructions and solving problems using English language.
- 6. Understand the usage of English language in learning other subjects.
- 7. Develop skills of translating English language works into Kiswahili.

8. Develop English language knowledge and skills through the usage of libraries and other ICT facilities.

## **Selection of Topics**

Topics in this syllabus are based on the four basic language skills that need to be developed, namely, listening skills, oral skills, reading skills and writing skills. Therefore, the main topics run through all the six classes. However their corresponding sub-topic are arranged in such a way that knowledge and skills acquired at a given level forms the basis for learning other aspects of the given topic at the next level.

The following table shows the selected main topics, the distribution of their corresponding sub-topics and their sequence.

NO	MAIN TOPICS	STANDARD I	STANDARD II	STANDARD III	STANDARD IV	STANDARD V	STANDARD VI
1.	Greeting.	V	-	-	-	-	-
2.	Introducing.	1	V	-	-	-	-
3.	Instructing.	<b>√</b>	V	<b>√</b>	√	V	V
4.	Identifying.	1	V	<b>√</b>	<b>√</b>	√	√
5.	Describing.	<b>√</b>	V	<b>√</b>	√	V	V
6.	Making Polite Requests and Responses.	1	V	<b>√</b>	<b>√</b>	√	√
7.	Expressing Likes and Dislikes.	-	-	V	<b>√</b>	√	V
8.	Making Simple Enquiries.	-	V	V	$\sqrt{}$	V	V
9.	Comparing and Differentiating.	-	-	V	<b>√</b>	V	V
10.	Telling Time.	-	V	V	$\sqrt{}$	V	V
11.	Reporting.	-	-	-	V	V	V
12.	Planning.	-	-	-	V	V	V
13.	Making Apologies.	-	-	√	V	V	V
14.	Expressing Happiness/Sorrow /Thanks.	-	V	V	V	-	-
15.	Translating.	$\sqrt{}$	V	V	V	V	V

### Structure of the Syllabus

This syllabus consists of two major sections: the preliminary section and the teaching and learning matrices.

### **Preliminary Section**

This section consists of the cover page, title page, issuing authority and table of contents. These are followed by information on the background to the improved 2009 curriculum and the importance of English subject in the primary education curriculum. Then, there are lists of the Goals of Education in Zanzibar and the General Objectives of Primary Education. Other matters are the general competences in English subject; general objectives of English subject and information about the structure of the syllabus.

## **Teaching and Learning Tables**

This section consists of six main parts representing the six classes. Each part is preceded by lists of class level competences and class level objectives. These are followed by a table with the following headings: topics/sub-topics, specific objectives; content/ structures; vocabulary/phrases, teaching/learning techniques; materials/aids; assessment and periods. The following are explanations for the components of this section.

# **Class level competences**

These are a combination and balance of knowledge, skills and behaviour or attitudes that learners will develop and demonstrate while and after learning English. They are listed before the teaching and learning table for each class.

## **Class level objectives**

These are statements of general behaviour expected of the pupils after going through given topics in the curriculum. They too are listed before the teaching and learning table for each class.

### Topics and sub-topics

The topics reflect the subject content to be taught/learnt. Below each topic follow its sub-topics which determine the scope of its coverage. Many of the topics and sub-topics are stated in terms of functions.

### Specific Objectives

These are statements about knowledge, skills and attitudes that learners should achieve after being taught/learning the given sub-topic. They also provide the scope of the content to be taught/learnt at each level.

To begin with, pupils shall learn a given language function orally and understand its form, meaning and use. Next, they shall learn its written form and be guided to read it with correct pronunciation and intonation. Teachers shall apply sign language and learning aids for pupils with hearing impairment. Similarly, tactile materials and the Braille machine shall be applied for pupils with visual impairment. The teaching/learning process for other categories of pupils with special needs shall follow current policies and procedures as well as appropriate techniques and materials/aids..

Reading in class shall be supported with extensive reading of simple story books and word/sentence cards in lower classes (Standard I-IV). In upper classes, reading shall be supported with extensive reading of texts and readers that are longer than those read at the lower level. School authorities are encouraged to establish class libraries where pupils can borrow story books to be read at home or in their free time. It is advisable that teachers keep records of the number of word/sentence cards and readers each pupils has read. This will enable the teacher to determine pupils' reading habits at the end of the term or year. This system will also encourage pupils to read extensively on their own.

Reading activities shall be followed by writing activities based on the given language function. In lower classes, writing could involve activities like copying, matching words and pictures, spelling, dictation and recording sentences. At higher levels writing activities could involve activities like composition and parallel writing.

#### Content/structures

These are examples of language structures and sentences whose meanings and uses the pupils should master. This could be done through activities such as demonstrations, oral and written drills, games, songs, role plays and dialogues. Pupils should also carry out activities through which they can develop all the four language skills. These must be integrated in each topic taught/learnt. Lip reading and writing in Braille need to be given equal weight for the deaf and visually impaired pupils respectively. Expert regulations, procedures and teaching/learning facilities should be applied in the teaching/learning process for pupils with other types of disabilities.

## Vocabulary/phrases

The vocabulary and phrases mentioned in the vocabulary/phrases column are suggestions of new words and phrases that can be used in particular language structures or patterns. The list given is not exhaustive. Pupils have to learn many more new words and phrases through extensive reading of materials written in English.

### Teaching/learning techniques

In this column some recommendable teaching/learning techniques are given. Participatory or interactive techniques are proposed because they enable the pupils to learn the language and use it meaningfully in real life situations. Again, the list given is not exhaustive. Teachers are encouraged to read extensively materials on participatory or learner-centred techniques. This will equip them with richer reserves of techniques from which to pick the most appropriate ones to apply when teaching.

#### Materials/Aids

These are suggested materials/aids for teaching a given topic/sub-topic. Textbooks and teacher's guides are some of the essential textual materials to be used in the process of teaching/learning. The teacher may use other materials/aids available in his/her

environment. Furthermore, it is very advisable for both the teachers and their pupils to improvise or make teaching/learning and using in expensive materials available in their environment.

#### Assessment

Ideas about the type of assessment to subject pupils to are given in the assessment column. Teachers need to ensure that pupils are assessed in all instructional or learning objectives. Equally important, the assessment items should focus on a wide variety of learning outcomes.

All the four language skills need to be assessed. Therefore, pupils' oral skills; listening and speaking with correct pronunciation and intonation; reading for comprehension and writing with correct spellings, constructions and punctuation ought to be assessed.

Varieties of assessment techniques ought to be applied. These include open response items, closed response items, true/false items, matching items, drawing and labeling as well as performance assessment. They shall be applied in school-based continuous assessment which aims at enabling the pupils to attain the objectives of the course.

## **Estimated periods**

One academic year shall consist of 224 teaching days and 6 days for assembly and recess. English has been allocated 8 periods per week in standard I to IV. Therefore, the number of periods per year in each lower primary level class shall be:  $224 \div 5$  days x8 = 358 periods. 16 periods shall be reserved for tests. Therefore, there shall be 342 periods per year. In upper primary classes (Standard V and VI) English has been allocated 6 periods per week. Therefore, the number of periods per year per class shall be:  $224 \div 5$  days x = 265 periods. 12 periods shall be reserved for tests. Therefore, there shall be 257 periods per year. Each topic in the syllabus has also been allocated periods which are considered adequate to teach/learn it. However, the teacher may make reasonable adjustments to the estimated number of periods for each topic. This should depend upon the needs of the respective class.

From Monday to Thursday, during the morning shift, the duration of each period shall be 40 minutes and 35 minutes during the afternoon shift. On Fridays the duration of each period shall be 30 minutes only. The allocated time ought to be utilized fully. Lost instructional time should be compensated through the school's local arrangements.

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ZANZIBAR

#### STANDARD ONE

#### **COMPETENCES**

At the end of Standard I the pupils shall demonstrate the ability to:-

- 1. Listen carefully and participate appropriately in activities involving the usage of English language.
- 2. Make self introduction and introduce others appropriately.
- 3. Identify and name common objects and animals found within their immediate environment.
- 4. Make and respond to polite requests and commands and greet people appropriately.
- 5. Count things and relate them with numbers up to 2,000 through speaking, reading and writing.
- 6. Identify and name the primary colours and parts of the body.
- 7. Create, narrate and write short works in oral literature.
- 8. Read and write English words, numbers and short texts.
- 9. Translate English words into Kiswahili.
- 10. Apply library and ICT skills in order to acquire English language knowledge.

#### **OBJECTIVES**

The objectives of teaching English in Standard 1 are to enable the pupils to:-

- 1. Acquire skills of responding to instructions and asking simple questions appropriately.
- 2. Understand the identification and description of objects and animals found in their environment
- 3. Acquire skills of making and responding to polite requests and commands.
- 4. Show knowledge of introducing themselves and others as well as greeting people appropriately.
- 5. Acquire knowledge of counting things and relating them with numbers up to 2000 through speaking, reading and writing.
- 6. Understand reading and writing English words and short texts.
- 7. Acquire skills of translating English words into Kiswahili words.
- 8. Acquire English language knowledge and skills from library and ICT facilities.

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
1. GREETING	The pupil	Good morning/	Good morning/	1. By using the demonstration	1. Flash cards.	Can the pupil	20
a) Formal	should be able	(sir/madam/Juma/	afternoon evening/	technique the teacher to show	2. Written	use formal	
greetings.	to:	Mariam).	(sir/ madam/	how formal greetings are used	sentence on	greeting words	
	(i) Use formal	Good afternoon	mother/ father).	appropriately.	paper.	appropriately?	
	greeting words	(sir/madam/	I am fine. How are		3. Puppets.		
	appropriately.	Ahmed).	you?	2. By using the role play	4. Costumes.		
		Good evening		technique the teacher to lead the	5. Tactile flash		
		(sir/madam/		pupils to greet each other	cards.		
		Fatma).		appropriately.	6. Sentences in		
		Good evening			Braille		
		(Mussa/Aida/		3. By using the imitation	notation.		
		Faith).		technique the teacher to guide the	7. Recorded		
		How are you?		pupils to read flash cards with	materials.		
		I am (fine/		greeting words or expressions			
		fine thank you).		appropriately.			
				4. By using the written exercise			
				technique the teacher to guide the			
				pupils to write greeting words/			
				expressions appropriately.			
	(ii) Greet	Good morning/	sir, madam, doctor,	1. By using the pair work	1. Flash cards.	Can the pupil	
	different	good afternoon	teacher, father,	technique the teacher to lead the	2. Sentence	1. Greet different	
	people at	(sir, madam/	mother,	pupils to greet different people at	board.	people on	
	different times	doctor/ teacher/		different times and in indifferent	3. Puppets.	different	
	and in different	father/ mother).		situations appropriately.	4. Costumes.	situations	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	situations				5. Tactile flash	appropriately?	
	appropriately.			2. By using the enter educate	cards.	2. Great different	
				technique the teacher to lead the		people at	
				pupils to sing and play greetings		different times	
				games appropriately.		appropriately?	
b) Informal	The pupil	Hello,	Hi/Hello	1. By using the pair work	1. Flash cards	Can the pupil	20
greetings.	should be able	Hi,	speaking, who,	technique the teacher to show	2. Puppets.	use informal	
	to use informal	Who is speaking?	where, OK, are, is,	how informal greetings are used	3. Tactile flash	greeting words	
	greeting words	Where are you?	you, I.	appropriately.	cards.	appropriately?	
	appropriately.	I am in Zanzibar.			4. Written		
		I am OK.		2. By using the role play	sentences on		
		I am okay.		technique the teacher to lead the	paper.		
				pupils to greet informally	5. Sentence in		
				appropriately.	Braille		
					notation.		
				3. By using the written exercises			
				technique the teacher to guide the			
				pupils to write greeting			
				words/phrases appropriately.			
c) Bidding	The pupil	Good bye teacher.	Bye/bye!	1. By using the demonstration	1. Flash cards.	Can the pupil	20
farewell.	should be able	Good bye sir/	welcome, madam,	technique the teacher to lead the	2. Written	use fare well	
	to use farewell	madam/visitor.	sir, visitor, happy,	pupils to use farewell	sentence on	expressions	
	expressions	You are welcome,	meet, bye, thanks,	expressions appropriately.	paper.	appropriately?	
	appropriately.	(sir/madam/	shall, visit,		3. Puppets.		
		Sharif/ Hamisa).	farewell.		4. Tactile phrase		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Thank you.		2. By using the games technique	flash card.		
		We shall meet.		the teacher to lead the pupils to	5. Sentences in		
		Good bye.		use farewell bidding expressions	Braille		
		Bye, see you.		appropriately.	notation.		
				3. By using the enter-educate technique the teacher to lead the			
				pupils to sing farewell songs.			
				4. By using the imitation			
				technique the teacher to lead the			
				pupils read and imitate flash cards			
				with bidding farewell expressions			
				appropriately.			
				5. By using the written exercises			
				technique the teacher to lead the			
				pupils to write words for bidding			
				farewell appropriately.			
2.	The pupil	My name is	My, I am, name,	1. By using the demonstration	1. Sentence	Can the pupil	19
INTRODUCING	should be able	I am a	boy, is, girl, come,	technique the teacher to guide the	board.	introduce him/	
.a) Self	to introduce	(boy, girl).	live, from, at, what,	pupils to introduce themselves	2. Puppets.	herself	
introduction.	him/herself	I am(six/	hobby, football,	correctly.	3. Tactile flash	correctly?	
	correctly.	seven/ five) years	swimming, singing,		cards with		
		old.	dancing.	2. By using the pair work	sentences.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		I live at		technique the teacher to lead the	4. Flash cards		
		I come from		pupils to introduce themselves	with self		
		What is your		correctly.	introduction		
		hobby?			words.		
		I like		3. By using the written exercises	5. Flash cards		
		(football/		technique the teacher to lead the	with		
		swimming/		pupils to complete sentences on	sentences.		
		dancing/ singing).		introducing one self and write a	6. Tactile flash		
				short guided composition	cards with		
				correctly.	self		
					introduction		
					words.		
b) Introducing	The pupil	This is	This is,	By using the dramatization	1. Puppets.	Can the pupil	19
others.	should be able	This is my friend.	Her name,	technique the teacher to lead the	2. Picture.	introduce her/his	
	to introduce	Her/ his name	His, who, parents,	pupils to introduce their class	3. Drawings.	class mates and	
	her/his class	is	they, name, what,	mates and friends accordingly.	4. Tactile	friends	
	mates and	What is his/her	my, are, is, mates,		drawings	accordingly?	
	friends	name?	class mates.		and		
	accordingly.	His name is			pictures.		
		Who are they?			5. Flash cards		
		They are my			with		
		(parents/friends/			introduction		
		class mates).			in phrases.		
					6. Flash cards		
					in Braille		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
					notation.		
3.	The pupil	Stand up.	Stand up, sit down,	By using the role play technique	1.Flash cards	Can the pupil	19
INSTRUCTING	should be able	Sit down.	come here,	the teacher to guide the pupils to	with	respond to	
a) Classroom	to:-	Come here.	open your book,	respond to classroom instructions	instructions.	classroom	
instructions.	(i) Respond to	Open your book.	listen, to me, don't,	accordingly.	2.Sentence	instructions	
	classroom	Listen to me.	make noise, quite.		board.	accordingly?	
	instructions	Don't make noise.			3. Tactile flash		
	accordingly.	Be quite.			cards with		
					instructions.		
	(ii) Give	Come here/ sit	Come here, down,	By using the pair works technique	1. Flash cards.	Can the pupils	
	classroom	down/stand up/	stand, go, write,	the teacher to lead the pupils to	2. Textbook.	give instructions	
	instructions to	go to the board/	name on board,	give instructions to others	3. Chalk board.	to others	
	others	write your name	back, in front of,	appropriately.	4. Objects in the	appropriately?	
	appropriately.	on the board/ go	behind, above,		classroom.		
		back to your	under, sit down.		5. Tactile flash		
		place.			cards with		
					instructions.		
					6. Textbook in		
					Braille		
					notation.		
					7. VCD/DVD.		
b) Polite	(i) Respond to	Stand up, please.	Sit down, stand up,	1. By using the demonstration	1. Flash cards	Can the pupil	19
commands.	polite	Please, sit down.	please, sing, let us,	technique the teacher to lead the	with polite	respond to	
	commands	Shut the door,	close, shut.	pupils to give and respond to	instructions.	polite	
	accordingly.	Juma.		polite commands correctly.	2. Tactile flash	commands	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Please, close your		2. By using the pair work	cards with	accordingly?	
		textbooks.		technique the teacher to lead the	polite		
		Clap your hands,		pupils to give and respond to	commands.		
		class.		polite commands correctly.	3. Textbook in		
		Let us sing a song,			Braille		
		please.		3. By using the enter educate	notation.		
				technique the teacher to guide the			
				pupils to give and respond to			
				polite commands accordingly.			
	(ii) Give polite	Go out, please.	Out, lift, push, pull,	By using role play technique the	1. Flash cards	Can the pupils	
	commands to	Come with me,	clean, multiply,	teacher to lead the pupils to give	with polite	give polite	
	others.	Johari.	subtract, please,	and respond to polite commands	commands.	commands to	
		Please, go to the	dear, add, escort,	correctly.	2. Tactile flash	others correctly?	
		(hospital/ mosque/	call, market,		cards.		
		market).	mosque.				
		John, lift that					
		stone.					
		Shut the					
		(window/ door/					
		book) please.					
		Please, do this					
		homework.					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
4.IDENTIFYING	The pupil	Ali begins with	Begins, with, letter	1. By using the alphabet games	1. Alphabet	Can the pupil	20
a) Initials of	should be able	letter A.	ends.	technique the teacher to guide the	cards.	identify the	
peoples' names.	to identify:	This is Haji.		pupils to identify initials of their	2. Tactile cards.	initial of her/his	
	(i) The initial	His name begins		names correctly.	3. Tactile	name correctly?	
	of her/his name	with letter H.			pictures and		
	correctly.	This is Marry.		2. By using written exercise	drawings		
		Her name begins		technique the teacher to lead the	4. Pictures and		
		with letter M.		pupils to complete sentences on	drawings.		
		Ali ends with		initials correctly.	5. Text book.		
		letter I.			6. Textbook in		
					Braille		
					notation.		
	(ii) Initial of	This is my friend	Friend, classmate.	By using the question and		Can the pupil	
	his/her	Hamisa. Her		answers technique the teacher to		identify the	
	friends' and	name begins with		lead the pupils to recognize the		initials of his/her	
	class mates	letter H.		initials of their friends and class		friends' and	
	names	This is my class		mates names correctly.		class mates'	
	correctly.	mate John.				names correctly?	
		His name begins					
		with letter J.					
	(iii) Initials of	What is your	Sheikh's begins,	1. By using the identification		Can the pupil	
	other people's	initial, please?	name, with, initial.	technique the teacher to guide the		identify the	
	names.	It is S. I am		pupils to identify the initials of		initials of other	
		called Salma.		other people's names correctly.		people's names	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
						correctly?	
		The sheikh's		2. By using the written exercises			
		name is Juma. It		technique the teacher to lead the			
		begins with letter		pupils to write other people's			
		J.		initials correctly.			
		His initial is T, it					
		stands for Tom.					
		Their					
		(uncle's/sister's)					
		name is					
		It begins with					
		letter					
b) Common	The pupils	This is a	dust bin, that, this,	By using the question and	1.Pictures.	Can the pupil	19
objects in the	should be able	It is a	those, black-board,	answers technique the teacher to	2.Real objects	identify common	
class room	to correctly	Is this?	cup board, white	guide the pupils to identify	3.Drawings.	classroom	
environment.	identify:	These are,	chalk, coloured	common classroom objects	4. Tactile	objects	
	((i) Common	Those are,	chalk, broom,	correctly.	drawings.	correctly?	
	classroom	Are these?	bucket, basket,		5.Tactile		
	objects.	Are those?	thermos flask, iron,		pictures.		
		Is that?	doormat.		6.Textbook in		
					Braille		
					notation.		
					7.Textbook.		
	(ii) Common	This is a		By using the brainstorming		Can the pupil	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	objects within	That is a		technique the teacher to lead the		identify common	
	the school			pupils to identify objects within		objects within	
	environment.			the school environment correctly.		the school/	
						environment	
						correctly?	
	(iii) Some	These are my	Redio, T.V,	1. By using the pair work	1. Real objects.	Can the pupil:	
	common	(shoes/	car board, chair,	technique the teacher to lead the	2. Pictures.	1. Identify some	
	objects found	plates/ dishes/	bed, knife, kitchen,	pupils to identify common	3. Drawings.	common objects	
	at home.	spoons).	eat, drink, cook.	objects found at home correctly.	4. Tactile	found at home	
		I am eating a			pictures and	correctly?	
		She is drinking		2. By using the drawing technique	drawings.	2. Draw some	
				the teacher to lead the pupils to	5. Charts.	common objects	
		My mother is		draw and name some common	6. Charts in	found at home	
		cooking		objects found at home properly.	Braille	correctly?	
					notation.		
c) Domestic and	The pupil	It is a	Dog, cow, goat,	By using the short lecture	1.Pictures.	Can the pupil	20
wild animals.	should be able	(hen/ cat/ cow/	donkey, cat, sheep	technique the teacher to lead the	2.Drawings	identify and	
	to:	dog).	camel, horse, bull.	pupils to identify domestic	3. Pupils text	name domestic	
	(i) Identify and	What is it?		animals correctly.	book.	animals	
	name domestic	It is a			4. Real objects.	correctly?	
	animals	What are they?			5. Tactile		
	correctly.	They are			pictures and		
		(dogs/cats/sheep/			drawings.		
		cows).					
		What is that?			6. Textbook in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		That is a			Braille		
		Draw a			notation.		
		cat/ dog etc.					
	(ii) Draw some	1. I am drawing a	Draw, cow, goat,	By using the drawing technique	1. Drawings of	Can the pupil	
	domestic		picture, cat, sleep,	the teacher to guide the pupils to	domestic	draw some	
	animals	(cat/cow/goat).	chasing, pulling,	draw some domestic animals	animals.	domestic	
	correctly	2. That is a	holding.	correctly.	2. Tactile	animals	
		drawing of a			drawings.	correctly?	
		dog/					
		goat).					
		3. He/she is					
		holding/					
		chasing/					
		pulling/					
		cleaning					
		a					
		(donkey/ cat/					
		cow/ sleep).					
	(iii) Identify and	Those are	Lions, crocodiles,	By using the matching technique	1.Pictures of	Can the pupil	
	name wild	(lions/ crocodiles/	tortoise, zebras.	the teacher to guide the pupils to	wild animals.	identify wild	
	animals	tortoises/ zebras).		identify wild animals correctly.	2. Tactile	animals	
	correctly.	What is that?			pictures of	correctly?	
		It is a			wild animals.		
	(iv) Draw some	John is drawing a		By using the drawing technique	1.Drawings of	Can the pupil	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	wild animals	(lion/		the teacher to guide the pupils to	wild animals.	draw some wild	
	correctly.	hyena/ rabbit,		draw some wild animals	2.Pictures of	animals	
		etc).		correctly.	wild animals.	correctly?	
		That is a drawing			3.Tactile		
		of a			pictures and		
		What does a			drawings.		
		(monkey/ pig/			4. Braille		
		tortoise) eat?			machine.		
		A eats			5. A -4 frame		
		(grass/					
		leaves/ bananas).					
d) Numbers up	(i) Identify	What number is	Number, how,	1. By using the games technique	1. Number	Can the pupil:	19
to 2,000.	numbers up to	this?	many, are, there,	the teacher to guide the pupils to	cards.	1. Identify	
	2,000 correctly.	It is	these, identify, ten,	identify and mention numbers up	2. Drawings.	numbers up	
		Is this number	show twenty,	to 2,000 correctly.	3. Matching	to 2,000	
		(ten/ one/	smallest, biggest,		charts.	correctly?	
		three/ four)?		2. By using the number/ word	4. Tactile	2. Read	
		Yes, it is.		games technique the teacher to	number	numbers up	
		No, it isn't. This		guide the pupils to identify and	cards.	to 2,000	
		number is		read/mention numbers up to	5. Matching	correctly?	
		(six/fifty/ten).		2,000 correctly.	charts in		
		Identify number			Braille		
		(ten/			notation.		
		twelve/three).					
		This is number			6. Recorded		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(ten/			materials.		
		twelve/three).					
		Show me the					
		smallest number					
		is this list: 1,6,					
		2,3, 4.					
		The smallest					
		number is.					
	(ii) Compare	Which word	Twenty two,	By using the role play technique	1. Number	Can the pupil	
	numbers in	means	means, hundred	the teacher to lead the pupils to	cards.	compare	
	figures with	(10/20/15/3)	word, number.	compare numbers in figures with	2. Number	numbers in	
	words	It is (ten		words correctly.	word cards.	figures with	
	correctly.	twenty/ fifteen/			3. Tactile	words correctly?	
		three).			number		
		Which number			cards.		
		means			4. Tactile		
		(two/ ten/			number word		
		hundred/ twenty			cards.		
		two).					
		It is (2/10/					
		100/22).					
		Which words					
		mean					
		(1323/1001)?					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		They are					
		(one thousand					
		three hundred and					
		twenty three/ one					
		thousand and					
		one).					
	(iii) Relate	How many	No, they are not	By using the games technique the	1. Number	Can the pupil	
	numbers with	(chairs/ boys) are		teacher to guide the pupils to	cards.	relate numbers	
	objects	there?	Yes, they are	relate numbers with objects	2. Real objects.	with real objects	
	correctly.	There are	How many	correctly.	3. Tactile	correctly?	
		(two/ twenty/ a	? Are		number		
		hundred) chairs.	these?		cards.		
		Are these					
		cows/ cats/ hens/					
		tables)					
		(ten/ four/ a					
		hundred)?					
		Yes,					
		they are					
		(ten/ four/ a					
		hundred).					
		No, they are					
		not (two/					
		ten). They are					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(a hundred/ five/					
		twenty).					
e) Primary	The pupil	What colour is it?	Colour, blue, red	1. By using the demonstration	1. Coloured	Can the pupil	19
colours.	should be able	It is(blue,	yellow, green,	technique the teacher to guide the	objects.	name primary	
	to:	red, yellow).	identify, what, it,	pupils to identify primary colours	2. Real objects.	colours	
	(i) Name	What colour is the	this, is.	correctly.	3. Coloured.	correctly?	
	primary	(bus/ shirt/			pencils.		
	colours	blouse)?		2. By using the identification	4. Flowers of		
	correctly	It is (blue/		technique, the teacher to guide the	different		
		white/ green).		pupils to name the primary	colours.		
		Is this (car/		colours.	5. Braille		
		cow) red?			machine.		
		No, it is not					
		(red/ blue/ white).					
		Identify the green					
		colour.					
		Here it is. This is					
		the green colour.					
	(ii) Identify	What is the colour	Green, black, roofs,	1. By using the question and	Different	Can the pupil	
	primary	of your	sandals most of.	answers technique the teacher to	colours.	identify primary	
	colours of	(blouse/ skirt/		lead the pupils to name primary		colours of	
	objects	shoes)?		colours correctly.		objects	
	correctly.	Most of the				correctly?	
		(trees/ cats/ roofs)					
		are (green/		2. By using the written exercises			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		red/ blue/ black).		technique the teacher to lead the			
				pupils to complete sentences on			
				colours correctly.			
	(iii) Describe	What colours has	Black, red, blue,	1. By using observation	1. Real objects	Can the pupil	
	primary	the bus?	green, yellow,	technique the teacher to guide the	with different	describe primary	
	colours of	It has	white.	pupils to describe primary colours	colours.	colours of	
	objects	(white/blue/ and		of objects correctly.	2. Pictures with	objects	
	correctly.				different	correctly?	
		(black/yellow)		2. By using drawing technique the	colours.		
		colours.		teacher to lead the pupils to draw			
		Which colours has		and colour objects correctly.			
		the flag of					
		Zanzibar?					
		It has					
		(green/ blue/					
		yellow) and					
		(black) colours.					
f) Parts of	The pupil	Show me your	Show, me, head,	By using the drawing technique	1.Pictures of	Can the pupil	18
the body	should be able	(arms/ nose/	shoulders, knees	the teacher to guide the pupils to	parts of the	identify parts of	
	to:	chest/ back/	toes, eyes ears,	identify parts of the body	body.	the body	
	(i) Identify	head/ eye).	nose, lips, mouth,	correctly.	2.Drawings of	correctly?	
	parts of the	This is my	fingers.		parts of the		
	body correctly.	( eye/			body.		
		nose/ toes/			3. Real parts of		
		tongue).			the body.		

PERIODS	ASSESSMENT	MATERIALS/	TEACHING/ LEARNING	VOCABULARY/	CONTENT/	SPECIFIC	TOPICS/ SUB-
		AIDS	TECHNIQUES	PHRASES	STRUCTURES	OBJECTIVES	TOPICS
		4.Tactile			Touch your		
		pictures and			(nose, toes/ eye		
		drawings of			lid/ mouth/ chin).		
		parts of the			This is my		
		body.			(head/ toe/ face).		
	Can the pupil	1. Real parts of	By using the enter educate	An eye, an arm,	This is (an	(ii) Name parts	
	name parts of the	the body.	technique the teacher to guide the	an elbow, a finger,	arm/ a leg/ an	of the body	
	body correctly?	2. Chart with a	pupils to name parts of the body	a leg, a back, a chin	elbow/ a chest/ a	correctly.	
		labeled	correctly.	an ear, etc.	shoulder/ an ear/ a		
		diagram of a			neck).		
		human body.					
		3. Tactile chart					
		with labeled					
		human body.					
	Can the pupil	1.Pictures/	By using the drawing technique	Head, legs, chest,	Drawing of a	(iii) Draw and	
	draw and label	drawings of	the teacher to lead the pupils to	neck, arm, hands,	human body.	label parts of	
	parts of the body	human body.	draw and to label parts of the	foot, knee, elbow,		the body	
	correctly?	2.Real parts of	body correctly.	ankle etc.		correctly.	
		the body.					
		3. Tactile					
		drawings and					
		pictures of					
		human body.					
		4.CDs./DVD					
	name parts of the body correctly?  Can the pupil draw and label parts of the body	the body.  2. Chart with a labeled diagram of a human body.  3. Tactile chart with labeled human body.  1.Pictures/ drawings of human body.  2.Real parts of the body.  3.Tactile drawings and pictures of human body.	technique the teacher to guide the pupils to name parts of the body correctly.  By using the drawing technique the teacher to lead the pupils to draw and to label parts of the	an elbow, a finger, a leg, a back, a chin an ear, etc.  Head, legs, chest, neck, arm, hands, foot, knee, elbow,	arm/ a leg/ an elbow/ a chest/ a shoulder/ an ear/ a neck).  Drawing of a	of the body correctly.  (iii) Draw and label parts of the body	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
5. DESCRIBING	The pupil	This is a small	Big, small, large,	By using the question and	1. Real objects.	Can the pupil	19
a) Objects in	should be able	(house,	medium, size, very	answers technique the teacher to	2. Drawings of	describe objects	
terms of their	to:	chair/ cat/ tree	big, tiny, bicycle,	guide the pupils to describe	different	in terms of their	
sizes and	(i) Describe	etc).	bus, cat, dog, cup,	objects correctly.	things in	sizes and colours	
colours	objects	It is abus.	cow, bag, table,		different	correctly?	
	correctly.	It is a	pen, black, colour,		colours.		
		(clean/ dirty/	quiet, hairy, huge.		3. Drawings of		
		quiet/ good)			animals in		
		(school/			different		
		garden).			colours.		
		This is a			4. Tactile		
		(hairy/ black)			drawings.		
		(cat/ dog/ cow					
		etc).					
		This is a					
		(big/small)					
		(cup, bag, table,					
		etc).					
		That is a					
		(blue/ red/ yellow)					
		(pen/					
		pencil/ pair of					
		shoes).					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	(ii)Describe	This is a	Colour, yellow,,	1. By using the pair - work	1. Colours.	Can the pupil	
	objects in terms	big/small	green, blue, big,	technique the teacher to lead the	2. Real objects.	describe objects	
	of their sizes	(house/ car/ bag).	small, moderate,	pupils to describe objects in terms	3. Pictures of	in terms of their	
	and colours	What colour is the	very big, size of,	of sizes and colours correctly.	objects.	sizes and colours	
	correctly.	(cat/			4. Tactile	correctly?	
		dog/ uniform)?		2. By using the observation	pictures.		
		It is		technique the teacher to guide the			
		(white/ black/ red		pupils to describe objects in terms			
		etc).		of their sizes and colours			
		What is the size of		correctly.			
		the(house/					
		dress/ TV/ book).		3. By using the written exercise			
		It is (small		technique the teacher to guide the			
		very big/		pupils to write simple sentences			
		moderate).		describing objects correctly.			
b) Animals in	The pupil	Chickens are	Elephant, biggest,	1. By using the observation	1. Charts.	Can the pupil	18
terms of their	should be able		animal, black,	technique the teacher to guide	2. Colours.	describe animals	
sizes and	to describe	(white/red/brown	colour, rat,	pupils to describe animals in	3. Pictures.	in terms of their	
colours.	animals in term	etc) in colour.	smallest, brown,	terms of their sizes and colours	4. Manila.	sizes and colours	
	of their size and	That	red, blue, black,	correctly.	papers.	correctly?	
	colours	(goat/cow) is	small, big, bigger,		5. Cards.		
	correctly.	(red/blue/	than, lion, cow,	2. By using the individual	6. Glue/ cello		
		black) in colour.	heavy, heavier,	assessment techniques the teacher	tap.		
		An	bigger.	to lead the pupils to read simple	7. Maker pens.		
		elephant/ buffalo)		sentences describing animals	8. Pencils.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		is		in terms of their sizes and colours			
		(bigger/ heavier)		correctly.			
		than a					
		(goat/ cat/ sheep).		3. By using the written exercise			
				technique the teacher to guide the			
				pupils to write sentences			
				describing animals in terms of			
				their sizes and colours correctly.			
6. MAKING	The pupil	May I	Can, go, yes,	1. By using the demonstration	1. Real objects.	Can the pupil	18
POLITE	should be able	(come in/ close	hospital, borrow,	technique the teacher to guide the	2. Puppets.	make polite	
REQUESTS	to:	the door/sit	ruler, rubber, have.	pupils to make polite requests	3. Costumes.	requests related	
AND	(i) Make polite	down), please?	Some, tea, money,	related to school situations	4. Text book.	to school	
RESPONSES.	requests related	Yes, you may.	biscuits, wear	accordingly.	5. Picture cards.	situations	
a) Making	to the school	Can l borrow	dress, stay.		6. Word cards.	accordingly?	
polite requests	situations	your		2. By using the imitation	7. Sentence		
related to the	accordingly.	(ruler/ pen/ book/		technique the teacher to guide the	Board.		
school		rubber)?		pupils to read and practice	8. Textbook in		
situations.		Yes, you can.		dialogue on polite requests related	Braille		
		Can I have some		to the school situation	notation.		
		more (tea/		accordingly.	9. Tactile cards.		
		money/ biscuits),			10. CDs/DVD.		
		madam?					
		Yes, you can, Ali					
		Of course you					
		can.					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Can I wear my					
		(new					
		dress/ new pair of					
		shoes/ cap?).					
		Yes, you can.					
		Can we					
		(go/ come/ travel					
		to					
		(Vikokotoni/					
		town/ Dunga) on					
		Fridays?					
		Oh yes, feel free.					
	(ii) Respond to	Can I go to the	Toilet, please, may.	1. By using the pair work	1. Pupil's text	Can the pupil	
	polite requests	toilet please?	go, pardon, will,	technique the teacher to guide the	book.	respond to polite	
	related to school	Yes, you(may/	repeat, repeat,	pupils to respond to polite	2. Picture/card	requests related	
	situations	can).	sir, madam, ok,	requests related to school	words.	to school	
	accordingly.	May I go to	yes, out, write,	situations accordingly.	3. Sentence	situations	
		hospital please?	again of course.		board.	accordingly?	
		Of course, Juma.		2. By using the written exercises	4. Textbook in		
		Will you repeat		techniques the teacher to guide	Braille		
		that (sir/ madam)?		the pupils to write some questions	notation.		
		O.k. I will.		and answers on polite requests	5. Tactile		
		May 1 go out,		related to school situations	picture/ word		
		please sir/		accordingly.	cards.		
		madam?					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		O.k. you many.					
		Can I write it					
		again					
		(sir/madam)?					
		Yes, go ahead.					
b) Making	The pupil	Mother, may I go	May, out, play	1. By using the role play	1. Real objects.	Can the pupil	18
polite requests	should be able	out to play?	ground, can, eat,	technique the teacher to guide the	2. Puppets.	make polite	
related to the	to:	Can I eat the	fruit, pineapple,	pupils to make polite requests	3. Picture/ cards	request related to	
home situations.	(i) Make polite	(fruit/ rice,	take, knife, drink.	related to home situations	words.	home situations	
	requests related	pine apple)?	juice, wear, white.	accordingly.	4. Charts.	accordingly?	
	to home	Yes, dear. Go			5. Tactile		
	situations	ahead.		2. By using the imitation	picture/ word		
	accordingly.	May I take the		technique the teacher to lead the	cards.		
		(knife		pupils to read dialogue on polite	6. Braille		
		please)?		requests related to home	machine.		
		That is all right,		situations accordingly.			
		dear.					
		Mother, can I					
		(heat/pour					
		drink) the juice?					
		Can I					
		(wear/ wash/iron/					
		change) my					
		(shirt/ shorts, etc)					
		today?					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		It's all right.					
		You may.					
	(ii) Respond to	Bring a cup,	Now, here you are,	1. By using the question and	1. Real objects.	Can the pupil	
	polite requests	please.	sister, shorts,	answers technique the teacher to	2. Picture/ word	respond to polite	
	related to home	Here you are	plates, door,	guide the pupils to respond to	cards.	requests related	
	situations	(madam/	window, borrow,	polite requests related to home	3. Charts.	to home	
	accordingly.	mother etc.	mend, dear.	situations accordingly.	4. Tactile	situations	
		Shut the door,			picture/ word	accordingly?	
		Faith.		2. By using the written exercise	cards.		
		Yes (Juma/		technique the teacher to guide the	5. Braille		
		Asha/ John).		pupils to write some sentences on	machine.		
		Open the window,		polite requests related to home			
		Asha.		situations accordingly.			
		Yes (mother/					
		father/ brother).					
		Wash your face.					
		O.k (mother,					
		my friend).					
		Make tea, please.					
		Sure, John. I					
		(will/ like that).					
		Can we (use/					
		borrow/ repair)					
		the					
		(TV/ radio/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		car/mate) now?					
		Yes, you may					
		(boys/ girls/					
		dear).					
		Do your					
		homework, Juma.					
		O.k					
		(mother/ father/					
		sister) I will.					
7.	The pupil	What is	Dress, cow, prayer,	1. By using the demonstration	1. Pupils	Can the pupil	18
TRANSLATING	should be able	(cow/ dress/	class, mosque,	technique the teacher to guide the	textbooks.	translate	
Words.	to translate	prayer etc.) in	church, girl, water,	pupils to translate English words	2. Flash cards.	English words	
	simple English	Kiswahili?	bridge, boat, farm,	into Kiswahili appropriately.	3. Textbook in	into Kiswahili	
	words into	It is	roof, foundation.		Braille	appropriately?	
	Kiswahili	(ng'ombe/ vazi/		2. By using the transformation	notation.		
	appropriately.	sala).		technique the teacher to lead the	4. Tactile flash		
		What is (class/		pupils to translate English words	cards.		
		mosque/ church/		into Kiswahili appropriately.	5. Recorded		
		girl etc.) in			materials.		
		Kiswahili?					
		It is		3. By using writing exercise			
		(darasa/ msikiti/		technique the teacher to guide the			
		kanisa/ msichana)		pupils to translate English words			
		What does		into Kiswahili appropriately.			
		(water/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		porridge/ boat/					
		farm etc) stand for					
		in Kiswahili? It					
		stands for					
		(maji/ uji/					
		mtumbwi/					
		shamba).					

### STANDARD TWO

### **COMPETENCES**

At the end of Standard II the pupils shall demonstrate the ability to:-

- 1. Listen carefully and participate appropriately in activities involving the usage of English language.
- 2. Introduce other people and identify their occupations.
- 3. Count things and relate them with numbers up to 5,000 through speaking, reading and writing.
- 4. Make and respond to various instructions and enquiries appropriately.
- 5. Describe the physical features of people, animals and other objects in their surroundings.
- 6. Tell time, dates and months correctly.
- 7. Read and write short texts relating to objects and places.
- 8. Create, narrate and write short works in oral literature.
- 9. Translate short English sentences into Kiswahili.
- 10. Apply library and ICT skills in order to acquire English language knowledge.

# **OBJECTIVES**

The objectives of teaching/English in Standard II are to enable the pupils to:

- 1. Acquire skills of listening carefully and responding to instructions appropriately.
- 2. Making and responding to simple requests and expressing thanks.
- 3. Acquire knowledge of introducing others and identifying their occupations.
- 4. Acquire knowledge of counting things and relating them with numbers up to 5,000 through speaking, reading and writing.
- 5. Understand the description of the physical features of people and animals in their surroundings.
- 6. Acquire knowledge of making enquiries and responding to questions according to the prevailing situation.
- 7. Get skills of reading and writing short texts relating to objects and places.
- 8. Acquire skills of translating English language sentences into Kiswahili.
- 9. Acquire English language knowledge and skills from library and ICT facilities.

SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
The pupils	Who is she/he?	Uncle, aunt, grand	1. By using different pictures	1. Pictures.	Can the pupil	20
should be able	She/he is my/	father, grand	the teacher to guide the pupil to	2. Flash	introduce his/her	
to introduce	his/her	mother,	introduce family members	cards.	family members	
family	(mother/ father	dressmaker, doctor,	appropriately.	3. Drawings.	appropriately?	
members	brother/uncle).	engineer, sales		4. Photographs.		
appropriately.	What is your	woman, farmer,	2. By using the practice	5. Video		
	(mother's/	sister,, brother,	technique the teacher to guide	Cassette.		
	father's/ sister's/	teacher	the pupils to practice	6. Textbook in		
	uncle's grand	headteacher,	introducing their family	Braille		
	mother's/ grand	headmistress,	members appropriately.	notation.		
	father's) name?	headmaster.		7. Tactile		
	It is (Juma/		3. By using the reading	pictures/		
	Khadija/ Uledi		technique the teacher to lead the	drawings.		
	etc).		pupils to read words related to	8. Tactile flash		
	This is		family members from the	cards.		
	(Alice/ Neema/		sentence board/ textbooks			
	Bakari etc).		correctly.			
	She is my					
	(sister/ aunt).		4. By using the matching			
	Meet my father.		teaching the teacher to guide			
	He is a		the pupils to match pictures of			
	(teacher/		family members with related			
	dressmaker/		words appropriately.			
	farmer).					
	The pupils should be able to introduce family members	The pupils	The pupils Who is she/he? Uncle, aunt, grand father, grand mother, dressmaker, doctor, engineer, sales woman, farmer, sister,, brother, teacher headteacher, headmaster.  It is (Juma/ Khadija/ Uledi etc).  This is (Alice/ Neema/ Bakari etc). She is my (sister/ aunt).  Meet my father. He is a (teacher/ dressmaker/ dressmaker/	The pupils who is she/he? Uncle, aunt, grand the teacher to guide the pupil to to introduce his/her mother, appropriately.  My appropriately.  What is your woman, farmer, sister, brother, teacher to guide the pupil to the father's/ sister's/ uncle's grand mother's/ grand mother's/ grand father's/ prand father's/ prand father's/ prand mother's/ grand mother's/ grand father's/ prand father's/ prand father's name?  It is (Juma/ Khadija/ Uledi etc).  This is (Alice/ Neema/ Bakari etc).  She is my (sister/ aunt).  Meet my father.  He is a (dress maker)  Uncle, aunt, grand father, grand the teacher to guide the teacher to guide the pupils to practice introducing their family members appropriately.  1. By using the practice technique the teacher to guide the pupils to practice introducing their family members appropriately.  3. By using the reading technique the teacher to lead the pupils to read words related to family members from the sentence board/ textbooks correctly.  She is my (sister/ aunt).  Meet my father.  He is a (teacher/ dressmaker/ dressmaker/ words appropriately.	OBJECTIVES         STRUCTURES         PHRASES         TECHNIQUES         AIDS           The pupils should be able should be able should be able should be able to introduce his/her         She/he is my/ father, grand the teacher to guide the pupil to introduce family members appropriately.         1. By using different pictures the teacher to guide the pupil to introduce family members appropriately.         2. Flash cards.           family (mother/ father damily (mother/ father).         dressmaker, doctor, engineer, sales appropriately.         3. Drawings.           appropriately.         What is your (mother's/ sister's/ uncle's grand appropriately.         woman, farmer, teacher the pupils to practice the pupils to read words related to family members from the sentence board/ textbooks correctly.         7. Tactile pictures/ drawings.           Khadija/ Uledi etc).         She is my (sister/ aunt).         4. By using the matching teaching the teacher to guide the pupils to match pictures of family members with related words appropriately.	OBJECTIVES         STRUCTURES         PHRASES         TECHNIQUES         AIDS           The pupils should be able to introduce his/her         Who is she/he? father, grand to introduce family members appropriately.         1. By using different pictures the teacher to guide the pupil to introduce family members appropriately.         2. Flash introduce his/her family members appropriately.         Can the pupil introduce his/her family members appropriately.         3. Drawings.         4. Photographs.           appropriately.         What is your (mother's/ sister's/ uncle's grand hardre's/ grand father's/ name?         teacher the pupils to practice the pupils to practice introducing their family members appropriately.         6. Textbook in headmistress.         Braille notation.           It is (Juma/ Khadija/ Uledi etc.).         This is

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				5. By using the written			
				exercises technique the teacher			
				to lead the pupils to match			
				pictures with family members			
				words from the text book			
				appropriately.			
b) Introduce other	The pupil	This is	Teacher, doctor	1. By using the demonstration	1. Pictures.	Can the pupil	20
people and their	should be able	Jane/ Daudi/	dressmaker,	technique the teacher to guide	2. Flash	introduce other	
occupations.	to introduce	Sara) our	salesman.	the pupils to introduce other	cards,	people	
	other people	(neighbour/	hairdresser,	people appropriately.	3. Drawings.	appropriately?	
	accordingly.	teacher/ nurse	farmer.		4. Photographs		
		etc).	father, mother,	2. By using the reading	5. Textbook.		
		Who is that	driver, fish-seller.	technique the teacher to guide	6. Textbook in		
		woman?	tailor.	the pupils to read sentences	Braille		
		She is		introducing other people from	notation.		
		(Lulu/ my friend/		the textbooks appropriately.			
		Bura/ nice etc)					
		my		3. By using the practice			
		(friend/ teacher/		technique the teacher to guide			
		tailor).		the pupils introduce other			
				people appropriately.			
	(ii) People and	This is	Doctor, policeman,	1. By using the role play	1. Pictures.	Can the pupil	
	their	(Doctor Haroub/	lawyer, hairdresser,	technique the teacher to lead the	2. Flash	introduce people	
	occupations	Madina/Samson).	shop keeper,	pupils to introduce other people	cards,	and their	
	appropriately.	He/she is a	sweeper, farmer	and their occupations	3. Drawings.	occupations	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(dentist/	driver, shoe maker,	appropriately.	4. Photographs	appropriately?	
		sweeper/ soldier).	cobbler.	2. By using the individual	5. Individual		
		Meet Mr. Abdu.		technique the teacher to lead the	person.		
		He is a		pupils to introduce other people	6. Tactile		
		(doctor/		and their occupations	drawings		
		policeman/		appropriately.	and pictures.		
		driver/ lawyer					
		etc).		3. By using the reading			
		This is		technique the teacher to guide			
		(Rehema/ Paul/		the pupils to read sentences			
		Agnes/ Rajab)		introducing other people and			
		our		their occupations from the			
		(class monitor/		sentence board/ textbooks.			
		shopkeeper etc).					
				4. By using the written exercise			
				technique the teacher to lead the			
				pupils to practice writing			
				sentences introducing other			
				people's and their occupations			
				appropriately.			
2.INSTRUCTING	The pupil	Sit down/stand	Come, jump, stop,	1. By using the demonstration	1. Pictures.	Can the pupil	20
a) Classroom	should be able	up,	clap, look at, write,	technique the teacher to lead the	2. Real objects.	make and	
instructions.	to make	(John/Juma/	sit down, out, up,	pupils to make and respond to	3. Sentence	respond to	
	and respond to	Ana).	clean shut, window,	classroom instructions	board.	classroom	
	classroom	Yes, sir, I am	door, classroom,	accordingly.	4. Flash cards.	instructions	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	instructions	(standing up/	read, standing, do,	2. By using the games		accordingly?	
	accordingly.	sitting down).	write, chair, table,	technique the teacher to guide			
		Clean the	board, quiet, close,	the pupils to make and respond			
		(table/	clean, shut, class	to classroom instructions			
		chalkboard/	room.	accordingly.			
		chair), Haruna.					
		Yes		3. By using the reading			
		madam/ sister/		technique the teacher to guide			
		mother) I am		the pupils to read classroom			
		cleaning the		instructions from their			
				textbooks/ sentence board			
		desk/ chair etc).		accordingly.			
				4. By using the written			
				exercises technique the teacher			
				to lead the pupils to practice			
				writing classroom instructions			
				and responding accordingly.			
b) Instructions	The pupils	Shut the	Close, upon, sit	1. By using the demonstration	1. Pictures.	Can the pupil	20
related to the home	should be able	bathroom door,	down, stand up,	technique the teacher to lead the	2. Real objects.	give instructions	
situations.	to give	Jamila/Said.	wash, plates,	pupils to make and respond to	3. Flash	related to the	
	instructions	Sit down, please.	clothes, socks, bed,	instructions related to home	cards with	home situations?	
	related to the	Make your bed,	bed sheets, dining	situations accordingly.	instructions.		
	home situations	Yussuf/Salma	table, mat, basket,		4. Tactile		
	accordingly.	Wash the plate,	rug, cat, story,		pictures.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Nuru.	sleep, bed.	2. By using the games	5. Flash cards		
		Open the gate,		technique the teacher to guide	with		
		my dear.		the pupils to practice making	instructions		
				and responding to instructions	in Braille		
				related to the home situations	notation.		
				accordingly.	6. Video		
					cassette.		
				3. By using the reading			
				technique he teacher to guide			
				the pupils to practice reading			
				sentences related to giving			
				instructions accordingly.			
				4. By using the written			
				exercises technique the teacher			
				to guide the pupils to practice			
				writing simple sentences related			
				to giving instructions			
				accordingly.			
3. IDENTIFYING	The pupil	What number is	Thousand, show,	1. By using the demonstration	1. Real objects.	Can the pupil	20
a) Numbers up to	should be able	this.	number, ten,	technique the teacher to guide	2. Toys.	identify numbers	
5,000.	to:	Show me number	identify, which.	the pupils to count $1 - 5,000$ in	3. Coloured	up to 5,000	
	i) Identify	ten. Write	between, four,	English.	objects.	correctly?	
	numbers up to	number	six, what, are,		4. Number		
	5,000 correctly.	(10/200/700).	these.		cards.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		There are		2. By using the practice	5. Pictures.		
		five		technique the teacher to guide	6. Playing		
		There is		the pupils to count things up to	cards.		
		one		5,000 correctly.	7. Masks,		
		Identify			8. Flash cards.		
		numbers		3. By using the question and	9. Tactile		
		(200/500/600).		answer technique the teacher to	pictures and		
		Which numbers		guide the pupils to ask and	cards.		
		lie between 4000		respond to questions on			
		and 6000?		numbers correctly.			
		What numbers					
		are these		4. By using the songs or games			
		(200, 400, 300)?		technique, the teacher to guide			
				the pupils to practice counting			
				things up to 5,000 correctly.			
	(ii) Relate	This is figure	(Ten/ one/ three	1. By using the practice	1. Cards with	Can the pupil	
	words with		etc) Number,	technique the teacher to guide	questions on	relate words with	
	figures up to	(ten/three/ninety).	twenty, which	the pupils to relate words with	numbers.	figures correctly?	
	5,000 correctly.	Show me number	number, which	numbers up to 5,000 correctly.	2. Number		
		(one	word, means figure.		cards.		
		hundred/ twenty/		2. By using the games	3. Cards with		
		ninety five/ one		technique the teacher to lead the	questions on		
		etc). Which		pupils to match numbers with	numbers in		
		word means this		corresponding words correctly.	Braille		
		number			notation.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(20/45/250/60/			4. Tactile		
		490)?			number on		
		This is number			cards.		
		(ten/			5. Word cards.		
		four/ a hundred			6. Tactile word		
		etc).			cards.		
b) Where objects	The pupil	Where are / is the	Near, under, infront	1. By using the question and	1. Pictures.	Can the pupil	20
are in the	should be able	(pen,	of, behind, next to,	answers technique the teacher	2. Real objects.	identify where	
classroom and	to:	ruler/ tables/	between, on, office,	to lead the pupils to identify	3. Tactile	objects are in the	
school compound.	(i) Identify	toilet)?	staff room, brush,	where objects are in the	pictures.	classroom?	
	where objects	There are/is	box, piece of,	classroom correctly.	4. Books.		
	are in the	(a box/	inside, classroom.		5. Chalks.		
	classroom	table/ brush) in		2. By using the written			
	correctly.	the		exercises technique the teacher			
		(room/office/		to guide the pupils to practice			
		staff- room).		writing simple sentences			
		Where is the		expressing where objects are in			
		chalkboard?		the classroom correctly.			
		It is					
		(infront of/					
		inside/ at the					
		back of) the					
		classroom.					
		The books are on					
		the					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(table/chair/floor)					
		The pieces of					
		chalk are in the					
		(box/ office/					
		store).					
	(ii) Identify	Where are/ is	Where, there, are,	1. By using the question and	1. Substitution	Can the pupil	
	where objects	(the	they, it, is, these.	answers technique the teacher	table with	identify where	
	are in the	bell/pen office/	those, computer,	to guide the pupils to identify	sentences.	objects are in the	
	school	car).	inside, near, under,	where objects are in the school	2. Substitution	school compound	
	compound	Where are/is the	on top of, library,	compound correctly.	table in	correctly?	
	correctly.	(teachers/cooks/	beside the, next to,		Braille		
		typists/ driver/	court, police post,	2. By using the reading	notation.		
		computer)?	laboratory.	technique the teacher to lead the	3. Prepositions		
				pupils to practice reading	of place on		
		They are		sentences about where objects	cards.		
		It is		are from the substitution table	4. Preposition		
		Where		correctly.	of place on		
		is the			cards in		
		(kitchen/ staff			Braille		
		room/ toilet/			notation.		
		water tap)?			5. Video		
		It is next to			cassette.		
		(the					
		library/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		laboratory/ water					
		tank.					
c) More family	The pupil	Who is he/she?	Cousin, nephew,	1. By using the group	1. Pictures.	Can the pupil	20
members.	should be able	He/She is my	grandson,	discussion technique the teacher	2. Drawings.	identify more	
	to identify	(aunt/	granddaughter,	to lead the pupils to identify	3. Photographs.	family members,	
	more family	uncle/ cousin/	who, what,	more family members correctly.	4. Tactile	correctly?	
	members	nephew/niece).	grandmother,		pictures and		
	correctly.	Who is your	grandfather, aunt,	2. By using the reading	drawings.		
		sister among	uncle, among,	technique the teacher to lead the	5. Individual		
		those girls?	black shoes, short	pupils to practice reading small	persons.		
		She is the one	hair, red dress,	passages on more family	6. Charts.		
		(in the	lives in, name.	members correctly.	7. Tactile		
		red dress/ with			charts.		
		black shoes/ with		3. The teacher to guide the			
		short hair etc)		pupils to practice writing and			
				completing sentences on more			
		What is your		family members by filling in			
		(mother's/		the gaps correctly.			
		aunt's/uncle's)					
		(name/address)?					
		She is					
		called					
		(Dawa/ Safia/					
		Jack).					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		She lives in					
		(Kikwajuni/Vuga					
		area/Fuoni etc).					
4. DESCRIBING	The pupil	What is it?	Elephant, lion,	1. By using the observation	1. Toys.	Can the pupil	20
a) Animals found	should be able	It is a	giraffe, tiger, fox,	technique, the teacher to guide	2. Picture .	describe animals	
in their	to:	(cat/ lion/	crocodile, bush,	the pupils to describe animals in	3. Picture	in his/her	
surroundings.	(i) Describe	monkey).	forest, bush baby,	their surrounding appropriately.	cards.	surrounding	
	animals in	It is (very	monkey, cage,		4. Flash cards.	appropriately?	
	his/her	big/ small/ large/	donkey, cow,	2. By using the reading	5. Drawings.		
	surroundings	thin).	sheep, tame, wild,	technique the teacher to lead the	6. Tactile		
	appropriately.	What colour is it?	eatable, are, they,	pupils to practice reading	picture and		
		What colour is	live, colour, huge,	sentence cards describing	drawings.		
		the	big, thin, white,	animals appropriately.	7. Charts.		
		(cow/ goat/ sheep	black, hole, hungry,		8. Tactile		
		etc).	dirty.	3. By using the drawing	charts.		
		It is		technique the teacher to lead the			
		(black/ white/		pupils to draw animals and			
		yellow).		write simple descriptions about			
		Where does it		the animals appropriately.			
		live?					
		It lives in a					
		(hole/ cage/ bush/					
		forest etc).					
		Is this cat					
		(tame/ wild/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		dirty/ hungry					
		etc)? Yes, this					
		cat is					
	(ii) Compare	The (rat/	Tame, huge, big,	1. By using the group	1. Picture	Can the pupil	
	animals in	lizard/ cat) is	bigger, thin,	discussion technique the teacher	2. Cards.	compare animals	
	his/her	(smaller/	thinner, rhinos,	to lead the pupils to compare	3. Drawings.	in his/her	
	surroundings	weaker/ dirtier)	pigs, horse, dirtier,	animals in their surroundings	4. Tactile	surroundings	
	appropriately.	than the	weaker.	appropriately.	charts.	appropriately?	
		(pig/ cow/ horse).			5. Tactile		
		Are		2. By using the texts reading	pictures and		
		(dogs/ pigs/		technique the teacher to guide	drawings.		
		goats)		the pupils to read simple	6. Textbook.		
		(bigger/ heavier)		sentences related to animals	7. Textbook in		
		than		appropriately.	Braille		
		(lions/ rhinos/			notation.		
		buffalos)?					
		No, the					
		(elephants/					
		rhinos) are					
		(heavier/ bigger)					
		than the					
		(dogs/ goats).					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) People and their	The pupil	Judith is	Chin, wide, thick,	1. By using the observation	1. Pictures.	Can the pupil	21
appearances.	should be able	(short/ thin/ fair).	lips, short, wide,	technique the teacher to lead the	2. Masks	describe people	
	to describe	They have	broad, cheeks, Mr,	pupils to describe people and	3. Photographs	and their	
	people and	(long/	Mrs, smart,	their appearances appropriately.	4. Drawings.	appearance	
	their	big/ beautiful	straight, neck, nose,		5. Tactile	appropriately?	
	appearance	(faces/	back, bard, rough,	2. By using the games	pictures and		
	appropriately.	legs/ arms).	well dressed skin.	technique the teacher to guide	drawings.		
		All policeman are		the pupils to describe people	6. Word cards.		
		(tall/		and their appearances	7. Sentence		
		short/ smart).		appropriately.	cards.		
		She/he has a			8. Word cards		
		(long/		3. By using the practice	and sentence		
		thin/big/ straight)		technique the teacher to guide	cards in		
		(neck/		the pupils to read sentences	Braille		
		nose/back).		describing people and their	notation.		
		Mr Ali has		appearance appropriately.			
		a (white/ clean/					
		rough)		4. By the using the matching			
		(beard/ skin etc).		items technique the teacher to			
		They are		guide the pupils to practice			
		(short/tall/well		matching words and sentences			
		dressed) people.		with the people and their			
		They have		appearances appropriately.			
		(a mustache/long					
		hair/good					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		manners).					
5. MAKING	The pupil	Excuse me, could	Of course, sure,	1. By using the demonstration	1. Word cards,	Can the pupil	20
POLITE	should be able	I have a	excuse me, repeat,	technique the teacher to lead the	2. Pictures	make and	
REQUESTS AND	to make and	(pencil/pen/	please, stay, story,	pupils to make and respond to	cards.	respond to polite	
RESPONSES	respond to	brush), please?.	cup, give, yes	polite requests appropriately.	3. Display	requests	
Making and	polite requests	Sure why not?	please, thanks		board.	according to	
responding to polite	according to	Can you	please, madam.	2. By using the reading	4. Textbook.	his/her need	
requests. according	their needs	(repeat	Yes sir, calm down,	technique the teacher to lead the	5. Textbook in	appropriately?	
to their needs.	appropriately.	that/call the		pupils to read a dialogue on	Braille		
		doctor/calm		polite requests from the pupils	notation.		
		down), please?		text books appropriately.			
		Yes, I can.					
		Of course I can.		3. By using the gap filling			
				technique the teacher to guide			
				the pupils to practice			
				completing sentences with			
				blank spaces on making and			
				responding to polite requests			
				appropriately.			
6. MAKING	The pupil	Where is the	Cost, some, any,	1. By using the demonstration	1. Word cards.	Can the pupil	21
SIMPLE	should be able	(head teacher/	much, friend, yes,	technique the teacher to guide	2. Picture	make and answer	
ENQUIRIES.	to make and	monitor/ brush),	I, have, No, I do,	the pupils to make and respond	cards.	simple enquiries	
Making simple	answer simple	please?	not have friend,	to simple enquiries accordingly.	3. Tactile word	in relation to	
enquiries in relation	enquiries in	Have you got	excuse, madam,		and picture	various situations	
to various	relation to	any (pens/	teacher,		card.	accordingly?	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
situations.	various	burns/ book)?	headteacher, sir,	2. By using the written	4. Charts.		
	situations	Yes, I have some.	please, price, value,	exercises the teacher to guide	5. Tactile		
	accordingly.	No, I don't have	some, class, I don't	the pupils to practice writing	charts.		
		any.	kilos.	answers to the questions on	6. Video		
		How (much/		enquiries from the text books	cassettes.		
		many)		accordingly.			
		(sugar/ shirts) do					
		you want?		3. By using the pair work			
		Ten, shirts, sir.		technique the teacher to guide			
		Two kilos,		the pupils to practice making			
		madam.		and responding to simple			
		How much does		enquiries in various situations			
		it		accordingly.			
		(cost/weigh) sir?					
		It costs about		4. By using the text reading			
		twenty shillings.		technique the teacher to lead the			
		It weighs		pupils to read sentences on			
		(ten/twenty)		simple enquiries from the			
		kilos.		textbooks/ sentence board			
		What is the		accordingly.			
		(price/					
		cost/value) of this					
		shirt?					
		Twenty thousand					
		shilling, madam.					

SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
<b>DBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
The pupil	What day is it	Date, 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> ,	1. By using the demonstration	1. Textbook.	Can the pupil tell	20
hould be able	today?	4th Month, year,	technique the teacher to guide	2. Calendars.	dates and months	
o tell dates and	Today is	day, today, date,	the pupils to tell dates and	3. Chart with	correctly?	
nonths	(Monday/	month, day,	months correctly.	various		
orrectly.	Tuesday).	February, Monday,		events.		
	What is the date?	year, what, Today's	2. By using the question and	4. Flash cards		
	It is	date, Two days,	answers technique the teacher	with dates/		
	(the $1^{st}/2^{nd}/3^{rd}/$	one month, on	to guide the pupils to tell dates	months.		
	4 <sup>th</sup> ).	Tuesday, next	and months on calendars	5. Braille		
	What month is it?	month, next week,	correctly.	machine.		
	It is	tomorrow the day		6. Pictures.		
	(Jan. Feb.).	after tomorrow.	3. By using the text reading	7. Drawing.		
	What date is it		technique the teacher to lead the	8. Tactile		
	today?		pupils practice to read	pictures/		
	It is the $(20^{th}/1^{st})$		sentences from their textbooks	drawings.		
	$/2^{nd}/3^{rd}/4^{th}$ ) of		correctly.			
	(Jan, Feb) 2009.		4. By using the practice			
			technique, the teacher to guide			
			the pupils to practice asking and			
			answering questions on dates			
			and months correctly.			
) Th h	BJECTIVES ne pupil ould be able tell dates and onths	BJECTIVES  The pupil  The pupil	BJECTIVES  The pupil  The pupil  The pupil  What day is it today?  Today is  (Monday/ Tuesday).  What is the date? It is  (the 1 st/ 2 nd/ 3 rd/  It is  What month is it? It is  What month is it? It is  (Jan. Feb.).  What date is it today?  It is the (20th /1 st/ /2 nd/ 3 rd/ 4 th/) of	BJECTIVES What day is it today? 4th Month, year, onths (Monday/ What is the date? It is (the 1st/2nd/3rd/ ath). Tuesday, next What month is it? It is (Jan. Feb.). What date is it today? It is the (20th /1st /2nd/3rd/ 4th) of (Jan, Feb) 2009.  BJECTIVES STRUCTURES PHRASES  TECHNIQUES  1. By using the demonstration technique the teacher to guide the pupils to tell dates and months correctly.  2. By using the question and answers technique the teacher to guide the pupils to tell dates and months correctly.  2. By using the question and answers technique the teacher to guide the pupils to tell dates and months on calendars correctly.  3. By using the text reading technique the teacher to lead the pupils practice to read sentences from their textbooks correctly.  4. By using the practice technique, the teacher to guide the pupils to practice asking and answering questions on dates	BJECTIVES STRUCTURES PHRASES  TECHNIQUES  AIDS  1. By using the demonstration technique the teacher to guide the pupils to tell dates and months (Monday/ month, day, today, date, months (Monday/ What is the date? It is (the 1st/ 2nd/ 3nd/ 4th).  What month is it? It is (Jan. Feb.).  What day is it today?  Tuesday.  What is the date?  It is (Jan. Feb.).  What month is it?  It is the (20th /1st today?  It is the (20th /1st (Jand/ 3nd/ 4th)) of	BIECTIVES STRUCTURES PHRASES  TECHNIQUES  AIDS  TECHNIQUES  AIDS  1. By using the demonstration technique the teacher to guide the pupils to tell dates and onths on calendars to guide the pupils to tell dates and months.  Tuesday.  What is the date? It is

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) Talking about	The pupil	What month is it?	Date, month, 12 <sup>th</sup> ,	1. By using the question and	1. Calendar.	Can the pupil ask	20
dates and months.	should be able	This month is	$1^{st}/20^{th}/21^{st}/11^{th}/$	answers technique the teacher	2. Diary.	and answer	
	to ask and	(June/	3 <sup>rd</sup> , January, June,	to guide the pupils to ask and	3. Flash cards	questions about	
	answer	May/ April).	October, day,	answer questions about dates	with dates.	dates and months	
	questions about	On which date	tomorrow, year,	and months correctly.	4. Flash cards	correctly?	
	dates and	will	month.		with months.		
	months	(Juma/ Sara/	December, six	2. By using the games	5. Flash cards		
	correctly.	Shuza)	months, twelve	technique the teacher to guide	with		
		(leave/ come)?	months, leave,	the pupils to relate dates and	sentences.		
		She will come on	arrive.	months with events correctly.	6. Calendar in		
		the $(1^{st}/20^{th}/3^{rd}/$			Braille		
		$4^{th}/10^{th}/23^{rd}$ ) of		3. By using the practice	notation.		
		(March/		technique the teacher to guide	7. Tactile flash		
		June).		the pupils to write questions	cards with		
		What is the		and answers about dates and	dates and		
		$(1^{st}/6^{th}/last)$		months correctly.	months.		
		month of the			8. Braille		
		year.			machine.		
		January is the 1st			9. Flash cards		
		month of the			with		
		year.			sentences in		
		June is the 6 <sup>th</sup>			Braille		
		month.			notation.		
		How many					
		(months/ days/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		weeks) are in a					
		year?					
		There are twelve					
		months in a year.					
8. EXPRESSING	The pupil	I'm so happy	Present, pass,	1. By using the demonstration	1. Pictures	Can the pupil	20
HAPPINESS/	should be able	to (be at	examination, good	technique the teacher to guide	expressing	express happiness	
SORROW/	to express	home/ be in	news, hear, great,	the pupils to express happiness	different	in appropriate	
THANKS.	happiness	school/ have a	happy, beautiful,	appropriately.	feelings.	terms correctly?	
a) Expressing	appropriately.	new pen)	glad, birthday,		2. Costumes.		
happiness.		I am very pleased	baby, wonderful,	2. By using the role play	3. Drawings.		
		to get		technique the teacher to guide	4. Textbook.		
		(your letter/ my		the pupils to express happiness	5. Tactile		
		present/ your		appropriately.	pictures		
		help).			expressing		
		Neema has a new		3. By using the information/	different		
		baby.		knowledge transfer technique	feelings.		
		Oh, I am very		the teacher to guide the pupils	6. Tactile		
		happy to hear		to interpret pictures showing	drawings.		
		that.		sorrow/thanking/happiness	7. Textbook in		
		I am very happy		appropriately.	Braille		
		to (pass			notation.		
		my test/ see you/		4. By using the written			
		hear that/ see my		exercises technique the teacher			
		sister).		to guide the pupils to write			
		Miza passed her		appropriate expressions of			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		test.		happiness under different			
		That is		pictures.			
		(great news/ good					
		news/					
		wonderful).					
b) Expressing	The pupil	I am sorry	Headache	1. By using the demonstration	1. Pictures	Can the pupil	20
sorrow.	should be able	for (being	backache, sick,	technique the teacher to guide	expressing	express sorrow in	
	to express	late/ shouting in	pity, sad, hungry,	the pupils to express sorrow	sorrow.	appropriate terms	
	sorrow	class).	dear, hear, dead,	appropriately.	2. Drawings	correctly?	
	appropriately.	Oh, mother, I am	shame, hospital,		expressing		
		(hungry/	leave this school,	2. By using the role play	sorrow.		
		ill/ thirsty).	ill, got zero, very	technique the teacher to guide	3. Textbook.		
		We are sorry to	sad, for being late,	the pupils to practice expressing	4. Tactile		
		(say good	thirsty, see you go,	sorrow appropriately.	pictures and		
		bye/leave this	very bad.		drawings.		
		school/ see you		3. By using the text reading	5. Textbook in		
		go).		technique the teacher to lead the	Braille		
		She/he is sorry		pupils to practice reading	notation.		
		to		sentences expressing sorrow	6. List of		
		(hear/see/ know)		appropriately.	questions		
		that you are ill.			related to		
		Mussa is		4. By using the practice	sorrow.		
		(in hospital/ very		technique the teacher to guide			
		sick).		the pupils to write answers to			
		How sad!		questions related to sorrow	7. Questions in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		That is a pity!		appropriately.	Braille		
		Haruna got zero			notation.		
		in English.			8. Braille		
		Oh, that is			machine.		
		(sad/very bad/ a			9. A – 4 frame.		
		pity).					
c) Expressing	The pupil	Here is a new	Thank you, very	1. By using the demonstration	1. Pictures	Can the pupil	20
thanks.	should be able		much, teacher,	technique the teacher to lead the	expressing	express thanks in	
	to express	(dress/book/	madam, sir, friend,	pupils to express thanks	thanks.	appropriate terms	
	thanks in	bicycle) for you.	class teacher, sister,	appropriately.	2. Drawings	appropriately?	
	appropriately.	Oh, thanks a lot	bicycle, a lot, kind		expressing		
		(mother/	of you, very much,	2. By using the role play	thanks.		
		uncle/Juma/	grateful.	technique the teacher to lead the	3. Textbook.		
		Sheikh).		pupils to practice express	4. Tactile		
		(Oh, that is very		thanks appropriately.	pictures and		
		kind of you/			drawings.		
		thank you very		3. By using the text reading	5. Braille		
		much/ I am		technique the teacher to guide	machine.		
		grateful), my		the pupils to practice reading a	6. List of		
		friend.		dialogue that express thanks	questions		
				appropriately.	related to		
					thanks.		
				4. By using the written	7. Questions		
				exercises technique the teacher	related to		
				to guide the pupils to practice	thanks in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				writing answers to questions	Braille		
				related to thanks.	notation.		
					8. Textbook in		
					Braille		
					notation.		
9. TRANSLATING	The pupil	He is my.	Class mate, doctor,	1. By using the demonstration	1. Sentence	Can the pupil	20
Short English	should be able	(class mate/	teacher, farmer,	technique the teacher to guide	board with	translate short	
sentences into	to translate	home mate).	father, student,	the pupils to translate short	English	English sentences	
Kiswahili.	short English	She is a doctor.	clever,	English sentences into	sentences	into Kiswahili	
	sentences into	Is he a teacher?	carpenter, driver,	Kiswahili correctly.	for	correctly?	
	Kiswahili	He is a farmer.	cook, fisherman,		translation.		
	correctly.	My father is a	swimmer, singer,	2. By using the peer teaching	2. Textbook.		
		teacher.	classmate.	technique the teacher to lead the	3. Textbook in		
		She is a student.		pupils to translate short English	Braille		
		They are boys.		sentences into Kiswahili	notation.		
		We are clever.		correctly.	4. Recoded		
		He is a			materials.		
		(driver/		3. By using the pair work	5. Sentences		
		carpenter/		technique the teacher to guide	for translation		
		cook/swimmer,		the pupils to practice translating	in paper in		
		singer).		short English sentences into	Braille		
				Kiswahili correctly.	notation.		

#### STANDARD THREE

#### **COMPETENCES**

At the end of Standard III the pupils shall demonstrate the ability to:-

- 1. Listen carefully and take part in classroom activities.
- 2. Describe family members and other objects according to their positions and given instructions.
- 3. Read and write simple texts and descriptions of objects, pictures and scenes.
- 4. Tell time correctly.
- 5. Count things and relate them with numbers up to 20,000 through speaking, reading and writing.
- 6. Express frequencies of occurrences, likes and dislikes in relation to their needs.
- 7. Ask and answer questions about shapes, quantities, qualities and possessions.
- 8. Translate short paragraphs from English language into Kiswahili.
- 9. Apply library and ICT skills in order to acquire English language knowledge.

# **OBJECTIVES**

The objectives of teaching English in Standard III are to enable the pupils to:

- 1. Understand descriptions of family members and other objects according to their positions and given instructions.
- 2. Develop habits of listening carefully and taking part in classroom activities.
- 3. Get knowledge of telling time correctly.
- 4. Understand the expression of their likes and dislikes as well as frequencies of occurrences.
- 5. Acquire skills of using arithmetic signs and counting things in relation with numbers up to 20,000 through speaking, reading and writing.
- 6. Develop skills of reading and writing simple texts and descriptions of objects, pictures and scenes.
- 7. Get knowledge of asking and answering questions about shapes, quantities, qualities and possessions.
- 8. Acquire skills of translating short paragraphs from English language into Kiswahili.
- 9. Acquire English language knowledge and skills from library and ICT facilities.

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TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) General	The pupil	I wash my hands	Wash, hands,	1. By using the demonstration	1. Pictures.	Can the pupil	12
cleanliness	should be able	(before	before, after, eat,	technique the teacher to lead the	2. Drawings.	give and respond	
	to give and	eating/ after	coming, from,	pupils to give and respond to	3. Real objects	to instructions	
	respond to	eating/ after	toilet, brush, teeth,	instructions related to general	4. Photographs	related to general	
	instructions	visiting the	wear, dirty, clothes,	cleanliness correctly.	5. Tactile	cleanliness	
	related to	toilet).	shoes, sandals,		pictures/	correctly?	
	general	Throw all the dirt	litter, barefoot,	2. By using the pair work	drawings.		
	cleanliness	in (the	rubbish-pit,	technique the teacher to guide	6. Video		
	correctly.	rubbish pit/	rubbish-bin, tidy,	the pupils to give and respond	cassette.		
		rubbish-bin).	sitting room.	to instructions related to general			
		Don't go to the		cleanliness correctly.			
		toilet					
		(without shoes/		3. By using the team game			
		barefoot without		technique the teacher to lead			
		sandals).		the pupils to play games			
		Do not litter the		related to listening and			
		road/		responding to instructions			
		compound/		correctly.			
		sitting room).					
		Pick all the		4. By using the role play			
		rubbish.		technique the teacher to lead the			
		Use the toilet		pupils to give and respond to			
		properly.		instructions related to general			
		Keep your		cleanliness correctly.			
		(bedroom/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		classroom/home)					
		tidy.					
2. IDENTIFYING	The pupil	Where is the car?	Mosque, church	1. By using the observation	1. Toys.	Can the pupil	11
a) Where objects	should be able	It is between the	between, over,	technique the teacher to guide	2. Real objects.	identify where	
are.	to identify	hospital and the	hotel, antennae	the pupils to identify where	3. Pictures/	objects are	
	where objects	hotel.	roof, sitting, wall	objects are correctly.	drawings.	correctly?	
	are correctly.	Where is he/she	beside, ladder		4. Textbook.		
		sitting?	against after, before	2. By using the role play	5. Number		
		He/she is sitting	match, with figures,	technique the teacher to lead	cards.		
			words does sign	the pupils to play	6. Sign cards.		
		(beside/behind/ in	mean, where,	(a) "Placing the things".	7. Word cards.		
		front of) Anita.	behind in the north	(b) Help me please (lost	8. Sentence		
		What number is	of,	stranger game correctly.	board.		
		between			9. Tactile		
		and?		3. By using the pair-work	pictures/		
		It is (ten/		technique the teacher to lead the	drawings.		
		three/ four).		pupils to study pictures and talk	10. Tactile		
		What number		about where the objects are	number and		
		comes. after/		correctly.	words cards.		
		before?			11. Textbook in		
		Where is		4. By using the written	Braille		
		(Nungwi/		exercises technique the teacher	notation.		
		Vikokotoni/		to guide the pupils to fill gaps			
		Benbella school/		in sentences about identify			
		Darajani school)?		where objects are correctly.			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		It is in					
		(the north of					
		Unguja/					
		Zanzibar/ Stone					
		Town).					
b) Numbers up to	The pupil	Read the	Reading, number,	1. By using games technique	1. Number	Can the pupil	12
20,000	should be able	numbers on the	board, textbook.	the teacher to guide the pupils	cards.	identify numbers	
	to:	board.	Numbers, read,	to identify by reading numbers	2. Textbook.	up to 20,000	
		Read the number	board, text book,	up to 20,000 correctly.	3. Board.	correctly?	
	(i) Identify by	from textbook.	card.		4. Tactile		
	reading	Read the		2. By using the brainstorming	number		
	numbers up to	numbers from		technique the teacher to guide	cards.		
	20,000	cards.		the pupils to identify numbers	5. Textbook in		
	correctly.			up to 20,000, correctly.	Braille		
					notation.		
					6. Toys.		
					7. Real objects.		
					8. Tactile		
					pictures.		
					9. Pictures.		
	(ii) Relate	Show me	Bottles	By using the games technique	1. Pictures.	Can the pupil	
	numbers with	(two bottles, five	Pens.	the teacher to guide the pupils	2. Real objects.	relate numbers	
	objects	pens, eight eggs,	Eggs.	to relate numbers with objects	3. Textbook.	with objects	
	correctly.	ten oranges/	Oranges.	correctly.	4. Tactile	correctly?	
		1 shilling/ fifteen	Shilling.		pictures/		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		coca cola	Cock.		cards.		
		stoppers).	Stoppers.		5. Textbook in		
					Braille		
					notation.		
					6. Cards		
					words.		
	(iii) Associate	20, 300, 500,	Twenty,	By using items matching	1. Number and	Can the pupil	
	numbers in	4000, 2500, 310,	Three hundred.	technique the teacher to guide	cards.	associate	
	figures with	450, 600, 700,	Five hundred.	the pupils to associate numbers	2. Tactile	numbers in	
	words.	100.	Four thousand.	with words in writing correctly.	words cards.	figures with	
			Two thousand and		3. Number	words correctly?	
			five hundred.		cards.		
			Three hundred and		4. Board.		
			ten.				
c) Mathematical	The pupil	What does this	Sign!	1. By using the short lecture	1. Textbook.	Can the pupil	12
signs.	should be able	sign	Positive.	technique the teacher to lead the	2. Textbook in	identify	
	to identify	( + , -, x, =, <, >	Negative.	pupils to identify mathematical	Braille	mathematical	
	mathematical	etc) stand for/	Division.	signs accordingly.	notation.	signs in writing	
	signs by	mean?	Multiplication.		3. Board.	accordingly?	
	writing	It means/ stands	Greater than,	2. By using the question and	4. Chart with		
	accordingly.	for	Smaller than,	answers technique the teacher	mathematical		
		(addition/	Stand,	to guide the pupils to identify	signs.		
		subtraction/	Means, for.	mathematical signs accordingly.	5. Chart with		
		multiplication).			mathematical		
					signs in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
					Braille.		
	(ii) Use	We multiply (x)	Cut, bread, parts,	1. By using the group work	1. Real objects.	Can the pupil use	
	mathematical	two by two to get	ten, shillings, five,	technique the teacher to lead the	2. Textbook.	mathematical	
	signs in	(=) four. One	make, multiply,	pupils to associate	3. Pieces of	signs in different	
	different	plus (+) one is	division, minus,	mathematical signs with their	chalk.	contexts	
	contexts	equal to (=) two.	subtract, addition is	corresponding meaning	4. Board.	accordingly?	
	accordingly.	Ten shillings	equal to, equals.	accordingly.	5. Textbook in		
		minus (-).			Braille		
		two shillings		2. By using the pair work	notation.		
		equals to (=)		technique the teacher to guide	6. Chart with		
		eight shillings.		the pupils to use mathematical	mathematical		
		Five shillings		signs in solving mathematical	signs.		
		multiplied (x) by		problems accordingly.	7. Tactile		
		one hundred is			charts with		
		equal to (=). Five			mathematical		
		hundred shillings.			signs.		
3. DESCRIBING	The pupil	What is he/she	Doing, Mr, are	1. By using the demonstration	1. Textbook.	Can the pupil	12
a) People's	should be able	doing?	sleeping, Mrs, did,	technique the teacher to lead the	2. Recorded	describe people's	
ongoing activities.	to describe	He/she is	do, they, yesterday,	pupils to describe people's on	materials.	on going	
	people's on	Are they	went, library, will,	going activities appropriately.	3. Radio.	activities	
	going activities	(singing/sleeping/	clinic, doing,		4. T.V.	appropriately?	
	appropriately	working)?	driving, market,	2. By using the question and	5. Textbook in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Yes they are	library.	answers technique the teacher	Braille		
		(singing/sleeping/		to guide the pupils to describe	notation.		
		working).		people's on going activities	6. Pictures		
		No, they are		appropriately.	cards.		
		not		3. By using the dictation	7. Drawings.		
		What is		technique the teacher to lead the	8. Tactile		
		Mr,/Mrs		pupils to write selected	drawings		
		doing?		sentences on people's on going	and pictures		
		She is		activities appropriately.	on cards.		
		(cooking/			9. Photograph.		
		shopping/ driving					
		a car).					
b) People's past	The pupil	What did Mary	Did, ate, lunch,	1. By using the demonstration	1. Words cards.	Can the pupil	12
activities.	should be able	do?	taught, answered,	technique the teacher to lead the	2. Tactile	describe people's	
	to describe	She(ate	questions last year,	pupils to describe people's past	cards.	past activities	
	people's past	lunch/ drove her	last week, last	activities appropriately.	3. Sentences in	appropriately?	
	activities	car/ cooked rice/	month, yesterday,		past		
	appropriately.	cooked potatoes).	sang songs,	2. By using the question and	activities.		
		The teacher	corrected, potatoes.	answers technique the teacher	4. Sentences on		
		corrected/ taught)		to guide the pupils to describe	past		
		students last		people's past activities	activities in		
		week.		appropriately.	Braille		
		The pupils			notation.		
		(answered					
		questions/ sang		3. By using the story telling			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		songs/ cleaned		technique the teacher to lead			
		the class) last		the pupils to read and answer			
		Monday.		questions on people's past			
				activities appropriately.			
c) People's future	The pupil	He/she will go to	Will, tomorrow,	1. By using the demonstration	1. Sentences in	Can the pupil	12
activities.	should be able	school tomorrow.	rice, play, well,	technique the teacher to lead the	future	describe people's	
	to describe	Will she cook	meet, pass, tests,	pupils to describe people's	activities.	future activities	
	people's future	rice today?	teach, going, call	future activities appropriately.	2. Sentences on	appropriately?	
	activities	No, she	him, next year, next		future.		
	appropriately.	They will play	month, next week.	2. By using the question and	activities in		
		well.		answers technique the teacher	Braille		
		We shall meet on		to guide the pupils to describe	notation.		
		(Monday/		people's future activities	3. Textbook.		
		Friday/ next		appropriately.	4. Textbook in		
		week/ in June).			Braille		
		Sururu will		3. By using the imitation	notation.		
		(visit/go to		technique the teacher to lead the			
		school/ call him)		pupils to read the dialogue on			
		tomorrow/ on		people's future activities			
		Tuesday.		appropriately.			
		Mrs. John					
		will(teach		4. By using the written			
		us/visit Jozani/		exercises technique the teacher			
		go swimming)		to guide the pupils to write			
		tomorrow.		sentences from a selected			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		What will		substitution table appropriately.			
		Mr/Mrs Juma do?					
		Mr/Mrs Juma					
		will					
d) Types,	The pupil	What is it made	Made, glass, wood,	1. By using the question and	1. Real objects.	Can the pupil	12
colours	should be able	of?	metal, plastic, iron	answers technique the teacher	2. Drawings.	describe types,	
sizes and	to describe	It is made of	leather, not big/	to lead the pupils to describe	3. Flash cards.	colours, sizes and	
locations of	types, colours,	(glass	small, lorry, on,	types, colours, sizes and	4.Textbook.	locations of	
objects in the	sizes and	wood/ metal	water, in front of,	locations of objects in the	5. Tactile	objects in the	
school and classroom	location of	plastic /iron/	near.	classroom and school	drawings.	school and in the	
	objects in	leather).		appropriately.	6. Flash cards	classroom	
	school and in	What colour is it?			in Braille	appropriately?	
	the classroom	It is		2. By using the practice	notation.		
	correctly.	(white/ black/		technique the teacher to lead the	7. Textbook in		
		red).		pupils to describe types,	Braille		
		What size is it?		colours, sizes and locations of	notation.		
		It is		objects in classroom and			
		(big/small).		school.			
		It is not very					
		(big/small)		3. By using the written			
		Where is it?		exercises technique the teacher			
		It is		to lead the pupils to fill in			
		(in front of/		missing words to complete			
		behind/ near/		sentences on types colours,			
		under/ on) the		sizes and locations of objects in			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		lorry.		the school and classroom.			
4. MAKING	The pupil	Excuse me, can I	Excuse me,	1. By using the demonstration	1. Textbook.	Can the pupil	11
POLITE	should be able	have a	why, can, use,	technique the teacher to lead the	2. Puppets.	make and	
REQUESTS	to make and	(pen/ pencil/	phone, another,	pupils to make and respond to	3. Real objects.	respond to	
AND	respond to	ruler/ book)?	piece of cake, cup	individual requests correctly.	4. Pictures.	individual	
RESPONSES	individual	Sure/Why not?	of tea, cassava,		5. Tactile	requests	
a) Making and	requests	Can I	Oh! repeat, of	2. By using the pair work	pictures.	correctly?	
responding to	correctly.	(play dance/ sit)	course, tell us,	technique the teacher to guide	6. Textbook in		
individual requests.		with you, John?	remind me stay	the pupils to make and respond	Braille		
		Yes, you can.	with.	to individual requests at	notation.		
		No, you can't.		different contexts correctly.			
		Can he use your					
		(phone /		3. By using the miming			
		house/ car),		technique the teacher to guide			
		please?		the pupils to read the dialogue			
		Yes, he can/ No,		on individual requests in			
		he can't.		different contexts correctly.			
		Can we have					
		another					
		(piece of cake/					
		cup of tea/ piece					
		of cassava),					
		please?					
		Oh! Sure.					
		Can you (repeat					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		say/ tell us/					
		remind me), that					
		please?					
		O.k. I will.					
b) Making and	The pupil	Can we go to the	Can, toilet, play,	1. By using the demonstration	1. Sentences in	Can the pupil	12
responding to	should be able	(hospital/	football, hospital,	technique the teacher to guide	response to	make and	
group requests and	to make and	clinic/ shops)?	of course, mosque,	the pupils to make and respond	group	respond to group	
suggestions.	respond to	Of course you	go swimming, start	to group requests and	request and	requests and	
	group requests	can.	dancing, come in,	suggestions correctly.	suggestion.	suggestions	
	and suggestions	No, you can not.	wont, you two,		2. Sentences in	correctly?	
	correctly.	Can we		2. By using the group work	response to		
		(get into/ leave/		technique the teacher to guide	group		
		clean/ shut) the		the pupils to make and respond	requests and		
		(toilet		to group requests and	suggestions		
		class room/		suggestions at different contexts	in Braille		
		mosque) please?		correctly.	notation		
		Yes, you can.			3. Pictures.		
		Shall we		3. By using the miming	4. Tactile		
		(play football/ go		technique the teacher to lead the	pictures.		
		swimming/ start		pupils to read the dialogue on	5. Video		
		dancing/ go		group requests and suggestions	cassettes.		
		home) please?		at different contexts correctly.			
		Yes, you can.					
		No, you can't.		4. The teacher to guide the			
		Will you two		pupils to practice doing			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(clean/		exercises based on completing			
		shut/ get in) the		dialogues on group requests and			
		classroom?		suggestions correctly.			
		Yes, we will.					
		No, we will not.					
		No, we won't.					
5. EXPRESSING	The pupil	What do you	Like, rice cassava,	1. By using the question and	1. Textbook.	Can the pupil	12
LIKES/	should be able	like?	red rose, dislikes,	answers technique the teacher	2. Real objects.	express likes/	
DISLIKES	to express	I like	comedy, show,	to guide the pupils to express	3. Pictures/	dislikes in	
a) Expressing	likes/ dislikes	(rice/ sugar/	friend,	likes/ dislikes in relation to	cards.	relation to	
likes/ dislikes in	in relation to	honey/meat).	He likes roses,	various needs accordingly.	4. Textbook in	various needs	
relation to	various needs.	Do you like	She dislikes		Braille	accordingly?	
various needs		roses/ oranges/	comedy.	2. By using the practice	notation.		
accordingly.		paw paws)?		technique the teacher to lead the	5. Tactile		
		Yes, I do/ No, I		pupils to express likes/ dislikes	pictures/		
		don't.		in relation to various needs	cards.		
		What do they		accordingly.	6. Sentences		
		(want/ like)?			with likes/		
		They like		3. By using the imitation	dislikes.		
		Do they like?		technique the teacher to lead the	7. Tactile		
		Yes, they do.		pupils to read the dialogue on	sentences		
		No, they don't.		likes/ dislikes in relation to	with likes/		
		Does your friend		various needs accordingly.	dislikes in		
		like			Braille		
		(football/net ball/		4. By using the written	notation.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		dancing)?		exercises technique the teacher			
		Yes, he/she does.		to lead the pupils to write their			
		Yes, he/she likes		likes/ dislikes from the given			
		football/ netball.		pictures in the pupils' textbooks			
		No, he/she		accordingly.			
		doesn't.					
		No, he/she					
		doesn't like					
		football/net ball.					
b) Expressing	The pupil	Asha likes	Like, dislikes,	1. By using the questions and	1. Pictures.	Can the pupil	11
other people's	should be able	(netball/ dancing/	netball, swimming,	answer technique the teacher to	2. Sentences in	express other	
likes/dislikes.	to express other	playing/ praying).	play, resting,	guide the pupils to express	likes/	people's likes/	
	people's	He dislikes	wrestling the	other people's likes/ dislikes	dislikes.	dislikes	
	likes/dislikes	(netball/	library, writing	accordingly.	3. Sentences on	accordingly?	
	accordingly.	wrestling).	letters, play games,		likes/		
		Ali likes	dancing, likes.	2. By using the practice	dislikes in		
		(swimming/		technique the teacher to lead the	Braille		
		resting).		pupils to express other people's	notation.		
		Pupils like to		likes/ dislikes accordingly.	4. Tactile		
					picture		
		(rest/ study/ visit		3. By using the written	cards.		
		the library/ play		exercises technique the teacher			
		games).		to guide the pupils to make			
		Amina dislikes		sentences on other people's			
		( playing/		likes/ dislikes accordingly.			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		swimming/					
		writing letters).					
6. MAKING	The pupil	What shape is it?	Shape, round,	1. By using the short lecture	1. Real objects.	Can the pupil:	12
SIMPLE	should be able	It is	cubic, square,	technique the teacher to lead the	2. Simulated	make simple	
ENQUIRIES	to make simple	(round/ cubic/	Shape of, path,	pupils to make simple enquiries	shop corner.	enquiries in	
a) Making simple	enquiries in	square etc).	pitch, wall, rough,	in relation to shapes	3. Textbook.	relation to shapes	
enquiries in	relation to	Is it (round/	straight, bumpy,	accordingly.	4. Simulated	accordingly?	
relation to shapes.	shapes	square)? Yes, it	has bumps, has		home		
	accordingly.	is. Not it isn't.	potholes, has	2. By using the jigsaw	corner.		
		What is the shape	curves, cricks.	technique the teacher to guide	5. Textbook in		
		of the		the pupils to make simple	Braille		
		(road/ path/ pitch/		enquires in relation to shapes	notation.		
		wall/door)?		accordingly.			
		It is					
		(rough/ straight/		3. By using the written			
		bumpy).		exercise technique the teacher			
		The road has		to guide the pupils to make			
		(curves/ bumps/		simple enquiries related to			
		potholes).		shapes using the given pictures			
		The wall is		in pupils text book accordingly.			
		(full of holes/					
		full of cracks).					
b) Making simple	The pupil	Can you give me	Give, fifty,	1. By using the role play	1. Pictures	Can the pupil	12

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
enquiries in	should be able	(ten	shillings, get,	technique the teacher to lead the	cards.	make simple	
relation to	to make simple	twenty/ fifty)	mangoes, carry,	pupils to make simple enquiries	2. Tactile	enquiries in	
quantity.	enquiries in	shilling?	bags, rice, take,	in relation to quantities	picture/	relation to	
	relation to	Yes, I can.	hundred, make, a	accordingly.	cards.	quantities	
	quantities	Will you buy	lot, money, twenty,	2. By using the question and	3. Sentences	accordingly?	
	accordingly	(many/ a few/	thousand, how,	answers technique the teacher	with simple		
		some) mangoes?	million.	to guide the pupils to make	enquiries in		
		Well, I will buy		simple enquiries in relation to	relation to		
		some.		quantities accordingly.	quantities.		
		Shall we carry			4. Sentences		
		(one/ two		3. By using the imitation	with simple		
		ten bags of rice?		technique the teacher to lead the	enquiries in		
		We shall carry		pupils to read the dialogue on	relation to		
		ten only.		quantities accordingly.	quantities in		
		How many			Braille		
		(chairs/ tables/		4. By using the written	notation.		
		textbooks/ pupils/		exercises technique the teacher			
		notice boards) are		to guide the pupils to complete			
		in this classroom.		the given sentences			
		There are		accordingly.			
		(ten/ three)					
		(tables/ pupils) in					
		the classroom.					
		How much					
		(sand/ sugar/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		flour/ gravel) can					
		this lorry carry?					
		Twenty tons.					
		It can carry					
		twenty tons.					
c) Making simple	The pupil	Is this	His, theirs, mine,	1. By using the question and	1. Pictures	Can the pupil,	12
enquiries in	should be able	(skirt/ book/	hers, yours, ours,	answers technique the teacher	cards.	make simple	
relation to	to make simple	shirt)	theirs, some sugar,	to guide the pupils to make	2. Sentences on	enquiries in	
possessions.	enquiries in	(yours/ hers /	any oil, to whom,	simple enquiries in relation to	possessions.	relation to	
	relation to	his?).	Juma's, pair of	possessions accordingly.	4. Tactile	processions	
	possessions	Yes it is	sandals, veil,		picture	accordingly?	
	accordingly.	(mine/ hers/ his).	belong, got any, got	2. By using the pair work	cards.		
		No, it isn't	some, loaf of bread.	technique the teacher to lead the	5. Sentences		
		(mine/ hers/ his).	It belongs to.	pupils to make simple enquiries	pictures/		
		Whose		in relation to possessions	cards in		
		(book/pen/ car)		accordingly.	relation to		
		is it/ is this?			possessions.		
		It is (theirs/		3. By using the written	6. Video		
		yours/ Juma's/		exercises techniques the teacher	cassette.		
		ours Asha's).		to lead the pupils to complete			
		To whom does		table and sentences on			
		this (skirt/		possessions accordingly.			
		veil/ pair of					
		sandals) belong?					
		It belongs to					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(me/ Juma/					
		Fatma/ my					
		mother).					
		That skirt is					
		(Jamila's/					
		Anita's/ yours/					
		their).					
		These sandals					
		belong to					
		(me Juma).					
		Ali, have you got					
		any (sugar/					
		bread/ shirt)					
		today?					
		No, I don't have					
		any.					
		Yes, I have					
		(some/ a few/ a					
		little)					
		(sugar/ shirts/					
		bread).					
		Yes, I have two					
		kilos of					
		(sugar rice).					
		Yes, I have one					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(loaf of					
		bread/ kilo of					
		meat/ dozen					
		shirts).					
d) Making simple	The pupil	Ahmad, is	Here you are, give	1. By using the demonstration	1. Picture.	Can the pupil	12
inquiries	should be able	(mother/ Othman/	me, my dear,	technique the teacher to guide	2. Pictures on	make simple	
in relation to	to make simple	the doctor/ Mr.	daughter a walk, go	the pupils to make simple	enquiries.	enquiries in	
homes.	enquiries in	Rajab) back from	for.	enquiries in relation to homes	3. Tactile	relation to home	
	relation to	(town/		situations accordingly.	picture	situations	
	homes	work/ the bank)?			cards.	accordingly?	
	accordingly.	Oh, yes, he/she is		2. By using the role play	4. Sentences on		
		back.		technique the teacher to lead the	enquiries.		
		Oh, no, he/she is		pupils to make simple enquiries	5. Sentences on		
		not back.		in relation to home situations	enquiries in		
		No, not yet.		accordingly.	Braille		
		Excuse me, is			notation.		
		(mother/		3. By using the imitation	6. Video		
		father/ Julieth) at		technique the teacher to lead the	cassettes		
		home?		pupils to read dialogue on			
		Yes, she/he/ is		enquiries related to home			
		inside.		situations accordingly.			
		Is there enough					
		(sugar/		4. By using the written			
		salt/ rice/ flour/		exercises technique the teacher			
		bread) in		to guide the pupils to write			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		the shop/ store/		selected enquiries and			
		cup board)?		completing them accordingly.			
		Yes, there is.					
7. COMAPRING	The pupils	This box is	Compare, box	1. By using the demonstration	1. Textbook.	Can the pupil:	12
AND DIFFEREN-	should be able	(bigger/ heavier/	bigger, than	techniques the teacher to lead	2. Grid/chart	1. Compare	
TIATING	to compare and	larger) than	cheaper, smaller	the pupils to compare and	table.	objects in terms	
a) Objects	differentiate	(that one/the one	taller, prettier,	differentiate objects in terms of	3. Pictures.	of sizes and	
(sizes and	objects in-	on the bus).	beautiful, as As,	sizes and weights accordingly.	4. Real objects.	weights	
weights).	terms of sizes	Othman's bag of	dark green, purple,		5. Tactile	accordingly?	
	and weights	salt is	while, storey, calf,	2. By using the sorting and	pictures.	2. Differentiate	
	accordingly.	(heavier/ lighter/	lighter, heavier,	arranging technique the teacher	6. Textbook in	objects in terms	
		smaller) than	larger.	to guide the pupils to compare	Braille	of sizes and	
		(Farida's/		and differentiate objects in	notation.	weights	
		ours/ mine).		terms of sizes and weights		accordingly?	
		That goat is		accordingly.			
		(as black as/ as					
		big as/ as noisy		3. By using the practice			
		as/ as thin as) that		technique the teacher to lead the			
		(sheep/		pupils to read sentences			
		calf/dog).		comparing and differentiating			
		Najat's house is		given sets of pictures			
		(very		accordingly.			
		small/ has two					
		storey) while		4. By using the written			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Khadijat's is		exercises technique the teacher			
		(very big/		to guide the pupils to write			
		has many		comparisons/ differences in			
		windows).		terms of sizes and weight of			
				objects accordingly.			
b) Places	The pupil	Unguja is	North,	1. By using the question and	1. Textbook.	Can the pupil:	12
(sizes and	should be able	(bigger/	South, East, West,	answers technique the teacher	2. Maps.	1. Compare	
positions)	to compare and	larger) than	bigger, smaller,	to guide the pupils to compare	3. Pictures.	places in terms of	
	differentiate	Pemba.	than.	and differentiate places in terms	4. Real objects.	sizes and	
	places in terms	Kenya is		of sizes and positions	5. Textbook in	positions	
	of sizes and	smaller than		accordingly.	Braille	accordingly?	
	positions	Tanzania.			notation.	2. Differentiate	
	accordingly.	Kenya is bigger		2. By using the pair work	6. Tactile	places in terms of	
		than Uganda but		technique the teacher to lead the	maps.	sizes and	
		smaller than		pupils to compare and	7. Tactile	positions	
		Tanzania.		differentiate places in terms of	pictures.	accordingly?	
		Unguja is South		size and positions accordingly.			
		of Pemba.					
		Pemba is East of		3. By using the peer			
		Bagamoyo.		observation technique the			
		Kenya is North of		teacher to lead the pupils to			
		Tanzania.		compare/ differentiate places by			
		Tanga is West of		reading dialogues accordingly.			
		Chake chake.					
				4. By using the written			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				exercises technique the teacher			
				to guide the pupils to write			
				comparisons of different places			
				in terms of their size/ position.			
c) People	The pupil	He/she/ is	Taller, than,	1. By using the observation	1. Picture	Can the pupil	12
(Heights, sizes	should be able	(taller/ thinner/	smarter, beautiful,	technique the teacher to guide	cards.	1. Compare	
and colours)	to compare and	fatter) than	tall, short, big,	the pupils to compare and	2. Tactile	people in terms	
	differentiate	(her friend/ me/	friend, cleverer,	differentiate people in terms of	pictures/	of heights sizes	
	people in terms	her sister/ her	dirtier than, farther	heights, sizes and colour	cards.	and colour	
	of heights,	father).	than	accordingly.	3. Sentences on	accordingly?	
	sizes and	She is	as beautiful as,		comparison.	2. Differentiate	
	colours	(smarter/ clever/	as smart as,	2. By using the group	4. Sentences on	people in terms	
	accordingly.	dirtier) than	as helpful as,	discussion technique the teacher	comparisons	of heights sizes	
		(Sara/	as kind as.	to guide the pupils to compare	in Braille	and colours	
		me /all others).		people in terms of heights, sizes	notation.	accordingly?	
		Sara is		and colour accordingly.	5. Individual		
		(as tall as/ as			persons.		
		clean as/ as		3. By using the drawing	6. CDs/DVD.		
		beautiful as/ as		technique the teacher to guide			
		smart as) her		the pupils to compare and			
		friend Hamisa.		differentiate people in terms of			
		Ahmad is not		height, size and colour			
		(as smart as/ as		accordingly.			
		helpful as/as kind					
		as) his father.		4. By using the practice			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				technique/ the teacher to lead			
				the pupils to read simple short			
				stories on comparing and			
				differentiating people in terms			
				of heights sizes and colour			
				accordingly.			
				5. By using the written			
				exercises technique the teacher			
				to guide the pupils to write			
				comparisons of different people			
				on given pictures in terms of			
				their physical features			
				accordingly.			
8. TELLING	The pupil	What time is it?	Time, o'clock	1. By using the demonstration	1. Real clocks.	Can the pupil	11
TIME	should be able	What's the time?	clock, watch, for	technique the teacher to guide	2. Drawings of	tell time in	
a) Complete hours.	to tell time in	It is (seven,	slow, fast, hour,	the pupils to tell time in	clock faces.	complete hours	
	complete hours	ten, one) o'clock.	seven, gains, sharp,	complete hours correctly.	3. Textbook.	correctly?	
	correctly.	Set your clock/	wake up, classes		4. Drawings.		
		watch at	start, close the	2. By using the pair and group	5. Tactile		
		(one, two, three)	school, every	work technique the teacher to	drawings.		
		o'clock.	morning by my	guide the pupils to tell time in	6. Textbook in		
		Her watch has	watch.	complete hours correctly.	Braille		
		stopped at (one			notation.		
		seven) o'clock.		3. By using pair work technique			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		We wake up at		the teacher to lead the pupils to			
		(six		set clocks in complete hours			
		o'clock/ every		correctly.			
		morning.					
		Classes start at		4. By using the drawing			
				technique the teacher to guide			
		(eight/seven)		the pupils to draw clock face			
		o'clock.		and mark the time as instructed			
		We close the		correctly.			
		school at					
		(five/six) o'clock					
		in the evening.					
b) Incomplete	The pupil	What is the time	watch, stop, sharp,	1. By using the demonstration	1. Cards.	Can the pupil	12
hours.	should be able	now, Sarah?	time, twelve,	technique the teacher to lead the	2. Pictures of	tell time in	
	to tell time in	It is	eleven, nine, three,	pupils to tell time in incomplete	watches.	incomplete hours	
	incomplete	(seven/ four	now, five.	hours correctly.	3. Drawings of	correctly?	
	hours correctly.	minutes/ a	Twenty minutes to		watches.		
		quarter) to ten.	depart at,	2. By using the practice	4. Sentences on		
		It is now	arrive at) leave at,	technique the teacher to guide	telling time		
		(twelve thirty/	sixteen minutes	the pupils to tell time in	in		
		half past three) in	past	incomplete hours correctly.	incomplete		
		the evening.	Evening in the		hours.		
		The train will	morning.	3. By using the pair works	5. Tactile		
		leave at		technique the teacher to lead the	pictures/		
		(ten minutes/		pupils to set clocks and tell time	cards.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		fifteen minutes)		in incomplete hours correctly.	6. Sentences on		
		to twelve in the			telling time		
		afternoon.			in		
		We shall arrive at			incomplete		
		(five		4. By using the drawing	hours in		
		fifteen/ seven		technique the teacher to guide	Braille		
		thirty) in the		the pupils to draw clock faces	notation.		
		morning.		and mark the time in			
				incomplete hours as instructed			
				correctly.			
c) Asking	The pupil	What is the time	The time,	1. By using the observation	1. Drawings	Can the pupil	12
about complete	should be able	now?	It is seven,	technique the teacher to guide	2. Pictures.	ask and answer	
and incomplete	to ask and	It is seven/	Now is,	the pupils to ask and answer	3. Sentences.	questions about	
hours.	answer	five/four o'clock.	It is five minutes	questions about complete and	4. Tactile	complete and	
	questions about	What is the time	to. quarter, twenty,	incomplete hours correctly.	pictures.	incomplete hour	
	complete and	now?	nine, twelve, thirty,		5. Sentences in	correctly?	
	incomplete	Now it is	minutes, four,	2. By using the question and	Braille		
	hours correctly.	(quarter to one/	three, fifty.	answers technique the teacher	notation on		
		twenty to nine/		to guide the pupils to ask and	charts.		
		twelve thirty).		answer questions about	6. Real		
		The time is		complete and incomplete hours	watches.		
		five/ten minutes		correctly.	7. Video		
		to (two,			cassette.		
		ten, twelve		3. By using the drawing			
		o'clock).		technique the teacher to lead the	8. Tactile		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				pupils to draw clock faces	drawings.		
				showing complete and			
				incomplete hours correctly.			
				4. By using the written			
				exercises technique the teacher			
				to lead the pupils to write a			
				description of what someone			
				does at a particular time from a			
				series of clock faces in the			
				pupil's textbook correctly.			
9. MAKING	The pupil	Madam/ Sir, I'm	Sorry, late, got,	1. By using the demonstration	1. Pupil's	Can the pupil	11
APOLOGIES	should be able	sorry for being	puncture, wear,	technique the teacher to guide	textbook	make apologies	
a) Apologies for	to make	late.	library, store,	the pupils to make apologies for	2. Pictures.	for being late	
being late.	apologies for	Why are you	staffroom, uniform,	being late accordingly.	3. Word cards.	accordingly?	
	being late	late?	from headteacher's		4. Tactile		
	accordingly.	I (went to	officer, went,	2. By using the role play	pictures/		
		hospital/ got a	library, head	technique the teacher to lead the	word cards.		
		puncture/ was in	master's, office,	pupils to make apologies for	5. Textbooks in		
		the library/ was	staffroom, store,	being late accordingly.	Braille		
		in the	lost our way, due to		notation.		
		headteacher's	rain, because of	3. By using the practice	6. Sentences on		
		office/ was in the	rain, was in the	technique the teacher to lead the	apologies		
		staffroom/ was in	office.	pupils to read the expressions of	for being		
		the store).		apologies under the pictures	late.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		I am sorry, I am		accordingly.	7. Tactile		
		late due to rain.			sentences of		
		We are sorry for			apologies		
		being late.			for being		
		Why are you late,		4. By using the written	late.		
		Habiba and		exercises technique the teacher	8. CDs./ DVD		
		Fadhil?		to guide the pupils to fill in the			
		We (lost		appropriate responses to the			
		our way/ our		expressions accordingly.			
		watches stopped/					
		there was an					
		accident).					
b) Apologies for	The pupil	Why aren't you	Sorry, wet, too	1. By using the short lecture		Can the pupil	12
not wearing the	should be able	wearing your	small, sir, madam,	technique the teacher to guide		make apology for	
school uniform	to make	uniform, Jamila?	dirty, torn, ever	the pupils to make apologies		not wearing	
with reasons.	apology for not	Madam, my	size, too heavy.	for not wearing the school		school uniform	
	wearing the	uniform is		uniform with reasons		with reasons	
	school uniform	(wet/ torn/dirty/		accordingly.		accordingly?	
	with reasons.	too small). Why					
		aren't you		2. By using the group work			
		wearing shoes to		technique the teacher to lead the			
		day, Ali/Asha?		pupils to make apologies for not			
		Because they are		wearing the school uniform			
		(oversize/		with reasons accordingly.			
		wet/ too heavy),					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		madam.		3. By using the practice			
				technique the teacher to guide			
				the pupils to read dialogues on			
				apologies for not wearing			
				school uniform with reasons			
				accordingly.			
				4. By using the written			
				exercises technique the teacher			
				to lead the pupils to write			
				sentences on apologies from a			
				substitution table accordingly.			
c) Apologies for not	The pupil	Juma, why didn't	Sorry, come,	1. By using the demonstration	1. Cards.	Can the pupil	12
coming to school the	should be able	you come to	because, sick,	technique the teacher to guide	2. Sentences on	make apology for	
previous day with	to make	school yesterday?	yesterday, rain,	the pupils to make apologies for	apologies	not coming to	
reasons.	apologies for	I am sorry, sir,	heavily, previous,	not coming to school the	for not	school the	
	not coming to	I was sick/	nobody, at home,	previous day with reasons	coming to	previous day with	
	school the	it was raining	feel well.	accordingly.	school the	reasons	
	previous day	heavily etc.			previous day	accordingly?	
	with reasons	Kurwa and Doto,		2. By using the role play	with		
	accordingly.	why didn't you		technique the teacher to lead the	reasons.		
		come to the		pupils to make apologies for not	3. Sentences in		
		mosque		coming to school the previous	Braille		
		yesterday?		day with reasons accordingly.	notation on		
		Sorry, teachers,			apologies		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		we (were		3. By using the practice	for not		
		sick/ went to		technique the teacher to lead the	coming to		
		hospital/ had a		pupils to read short stories on	school the		
		visitor).		apology for not coming to	previous day		
		Madam/sir why		school with reasons	with		
		didn't you come		accordingly.	reasons.		
		to our class			4. Textbook.		
		yesterday?		4. By using the written	5. Textbook in		
		I am sorry,		exercises technique the teacher	Braille		
		pupils, I		to lead the pupils to write some	notation.		
		(was sick/ was		sentences on apologies for not			
		not feeling well).		coming to school from a			
				matching table accordingly.			
10. EXPRESSING	The pupil	Here is a	Present, money	1. By using the demonstration	1. Costumes	Can the pupil	12
HAPPINESS/	should be able	(present/ cup of	kind, malaria,	technique the teacher to lead the	2. Home	express	
SORROW/	to express	tea/ glass of	broken, hear passed	pupils to express happiness/	corner.	happiness/	
THANKS.	happiness/	juice/ some	examination,	sorrow/ thanks in classroom	3. Textbook.	sorrow/ thanks in	
a) In classroom	sorrow/thanks	money) for you.	That's great!	and school situations	4. Pictures/	classroom and	
and school	in classroom	Thanks	That's wonderful!	accordingly.	drawings.	school situations	
situations.	and school	(a lot/ very much/	That's fantastic!		5. Tactile	accordingly?	
	situations	it's very kind of	News, wrong, good	2. By using the role play	pictures/		
	accordingly.	you).	news, for you.	technique the teacher to guide	drawings.		
		What's wrong		the pupils to express happiness/	6. Textbook in		
		with you?		sorrow/ thanks in classroom	Braille		
		I have		and school situations	notation.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(malaria/ broken		accordingly.			
		my arm.					
		Sorry!					
		I am sorry to hear					
		that.		3. By using the practice			
		What a pity!		technique the teacher to lead the			
		Oh! I didn't		pupils to read the dialogue on			
		know that.		happiness/ sorrow/ thanks in			
		I have good news		classroom and school situations			
		for you.		accordingly.			
		What news?					
		Ali/ Saida has		4. By using the written			
		passed his/ her		exercises technique the teacher			
		examinations.		to guide the pupils to look at the			
		That's great!		pictures and write their			
		That's		corresponding expressions			
		wonderful!		accordingly.			
		That's fantastic!					
b) In the home	The pupil	I' am happy to	I am very happy,	1. By using the demonstration	1. Picture	Can the pupil	11
situations.	should be able	(eat rice/	thank, thank you,	technique the teacher to guide	cards.	express	
	to express	see my mother/	new, basket,	the pupils to express happiness/	2. Pictures.	happiness/	
	happiness/sorro	rest).	reward, hurt, toe.	sorrow/thanks in home	3. Textbook.	sorrow/ thanks in	
	w/thanks in	Oh! I am late for		situations accordingly.	4. Drawings.	home situations	
	home situations	(school/			5. Tactile	accordingly?	
	accordingly	games/prayers).		2. By using the pair work	cards/		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Oh! I have hurt		technique the teacher to guide	pictures/		
		my toe, mother/		the pupils to express happiness/	drawings.		
		John/Asha.		sorrow/ thanks in home	6. Textbook in		
		Sorry, dear.		situations accordingly.	Braille		
		That a pity.		3. By using the practice	notation.		
		Thank you		technique the teacher to lead the	7. Video		
		mother for		pupils to read dialogues on	cassettes.		
		(giving me/		happiness/ sorrow/ thanks in			
		buying for us)		home situations accordingly.			
		(food/a					
		basket/ good		4. By using the written			
		books/ shoes).		exercises technique the teacher			
		You are		to guide the pupils to write			
		welcome.		expressions using the given			
				pictures on happiness/ sorrow/			
				thanks accordingly.			
11.TRANSLA-	The pupil	Paragraph/	Vocabulary from	1. By using the demonstration	1. Textbook.	Can the pupil	12
TING	should be able	passages from the	the paragraphs/	technique the teacher to guide	2. Textbook in	translate short	
Short paragraphs/	to translate	textbook, papers,	passages being	the pupils to translate short	Braille	paragraphs/	
passages.	short	magazines, etc.	used by the teacher.	paragraphs/ passages from	notation.	passages from	
	paragraphs/			English into Kiswahili	3. Charts with	English into	
	passages from			correctly.	translation	Kiswahili	
	English into				guidelines.	correctly?	
	Kiswahili				4. Story books.		
	correctly.			2. By using the group work	5. Story books		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				technique the teacher to lead the	in Braille		
				pupils to translate short	notation.		
				paragraphs/passages from	5. Tactile		
				English into Kiswahili	charts with		
				correctly.	translation		
					guide lines.		
				3. By using the written	6. Recoded		
				exercises technique the teacher	materials.		
				to lead the pupils to translate	7. Charts with		
				short paragraphs/passages from	translation		
				English into Kiswahili	guide lines		
				correctly.	in Braille		
					notation.		

## STANDARD FOUR

## **COMPETENCES**

At the end of Standard IV the pupils shall demonstrate the ability to:

- 1. Listen carefully to information from various sources and respond accordingly.
- 2. Identify and describe different things and occurrences in various settings orally and in writing.
- 3. Count things and relate them with numbers up to 500,000 through speaking, reading and writing.
- 4. Use different expressions on likes and dislikes with reasons.
- 5. Tell time correctly.
- 6. Read and write graded texts as well as answer questions asked about given texts.
- 7. Translate long paragraphs from English language into Kiswahili.
- 8. Apply library and ICT skills in order to acquire English language knowledge.

## **OBJECTIVES**

The objectives of teaching English in Standard IV are to enable the pupils to:

- 1. Develop habits of listening carefully, comprehending and responding appropriately to information from various sources.
- 2. Understand the description of different things in various settings orally.
- Acquire knowledge of using arithmetic signs and counting things in relation with numbers up to 500,000 through speaking, reading and writing.
- 4. Understand using different expressions on likes and dislikes with reasons.
- 5. Get knowledge of identifying and interpreting different symbols in their environment.
- 6. Understand the description of frequencies of occurrences in their daily lives.
- 7. Acquire knowledge of reading and writing simple texts as well as answering questions about texts.
- 8. Acquire skills of translating long paragraphs from English language into Kiswahili.
- 9. Acquire English language knowledge and skills from library and ICT facilities.

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
1. INSTRUCTING	The pupil	Get into groups of	Fetch, bring,	1. By using the games		Can the pupil	11
a) Instructions in	should be able	(five/ six/	move, group	technique the teacher to lead		respond to	
games.	to:	seven). Get ready	yourselves, group	the pupils to respond on		instructions in	
	(i) Respond to	to play(a	together, get,	instructions appropriately.		games	
	instructions in	game/ football/	ready, play,			appropriately?	
	games	netball).	game, play	2. By using the written			
	appropriately.	Go to the football	ground, join,	exercises technique the			
		play ground.	team, join the	teacher to lead the pupils to			
		Go and join the	team, get out, go	write passages on			
		netball team.	out to play.	instructions appropriately.			
		All of you get out					
		and go to the play					
		ground.					
	(ii) Give	Fetch	Start playing, hold	1. By using the practice		Can the pupils	
	instructions in	(boards, cards,	tightly, skipping,	technique the teacher to guide		give instructions	
	games	costumes etc) and	run around pass	the pupils to give instructions		in games	
	correctly.	start playing.	the ball.	on games appropriately.		appropriately?	
		Hold the rope					
		tightly and start		2. By using the individual			
		skipping.		assessment technique the			
		Run around the		teacher to guide the pupils to			
		classroom two		read sentences on			
		times.		instructions appropriately.			
		Pass the ball to					
		Saudani.					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) Instructions on	The pupil	Bring	Broom, brushes,	1. By using the role play	1. Cleaning	Can the pupil	11
cleaning the	should be able	(brushes/ water/	clean the floor,	technique the teacher to guide	materials.	respond to	
classroom/	to:	soap) and clean the	teacher's houses,	the pupils to respond to	2. Pictures on	instructions on	
school	(i) Respond to	floor.	slash grass,	instructions on cleaning	cleaning the	cleaning	
environment.	instructions on	Bring brooms to	rubbish, rubbish-	classroom/ school	classroom/	classroom/ school	
	cleaning	clean the	bin.	environment appropriately.	school	environment	
	classroom/	(classroom/			environment/	appropriately?	
	school	school/ compound		2. By using the gap filling	school toilet.		
	environment	teachers' houses).		technique the teacher to guide	3. Drawings of		
	appropriately.	Slash the grass		the pupils to complete	mixed up		
		around the school.		passage on proper ways of	sequences of		
		Put the rubbish in		cleaning the classroom	instructions.		
		the rubbish-bin.		appropriately.	4. Tactile pictures		
					and drawings.		
	(ii) Give	Remove all chairs	Remove, sweep,	1. By using the pair work	1. Sentences on	Can the pupil	
	instructions on	and sweep the	floor, clean,	technique the teacher to lead	instructions on	give instructions	
	cleaning the	floor. Use the	shutters, cobwebs,	the pupils to give instructions	cleaning	on cleaning	
	classroom/	broom to remove	clean, mud, brush,	on cleaning classroom/ school	classroom/	classroom/ toilet/	
	toilet/ school	(cobwebs/	wet cloth, scrub,	environment appropriately.	school.	school	
	environment	dust/ mud).	urinal, toilet, soap		2. Sentences in	environment	
	appropriately.	Scrub the floor	and water.		Braille	appropriately?	
		with your brush.			notation on		
		Use a wet cloth to		2. By using the written	instructions on		
		clean the window		exercises technique, the	cleaning		
		shutters.		teacher to guide the pupils to	classroom/		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Go to the urinal		write short passages on	school.		
		and clean it.		cleaning class room school	3. Pictures on		
		Use soap and		environment appropriately.	cleaning the		
		water to clean the			classroom/		
		toilet.			school.		
					4. Tactile pictures		
					on cleaning		
					the classroom/		
					school toilet.		
c) Instructions on	The pupil	Go to the	Headteacher's	1. By using the pair work	1. Sentences	Can the pupil	11
school errands.	should be able	(staffroom/	office, school	technique the teacher to lead	oninstructions	respond to	
	to:	headteacher's	compound, store	the pupils to give and respond	on school	instructions on	
	(i) Respond to	office/ storeroom)	room, staff, bring,	to instructions on school	errand.	school errands	
	instructions on	and bring me	colour, store,	errands appropriately.	2. Sentences in	appropriately?	
	school errands	(books/ a red pen/	heateacher, pen		Braille		
	appropriately	coloured pictures).	school staff, ring	2. By using the role play	notation on		
		Write your	the bell, cook	technique the teacher to guide	instructions on		
		answers in the	porridge	the pupils to act out giving	school errands.		
		exercise book.	staffroom.	and responding to instructions	3. Textbook.		
				on school errands.	4. Textbook in		
					Braille		
					notation.		
	(ii) Give	Check inside the	Check, clean,	1. By using the peer teaching	1. Sentences/	Can the pupil	
	instructions on	(store/	store, letter, bags,	technique the teacher to guide	instructions on	give instructions	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	school errands.	staffroom/	plastic, glass,	the pupils to give and respond	school errand.	on school errands	
		classroom etc) to	compound, on top	to instructions on school	2. Sentences in	appropriately?	
		see if it is clean.	of, litter.	errands appropriately.	Braille		
		Pick up			notation on		
		(litter/ plastics,		2. By using the games	instructions on		
		bags/ broken glass)		technique the teacher to guide	school errands.		
		from school		the pupils to give and respond	3. Textbook.		
		compound/		to instructions on school	4. Textbook in		
		environment.		errands appropriately.	Braille		
		Give her a piece of			notation.		
		chalk.			5. Video		
		Sit on top of your			cassettes.		
		desk.					
2. IDENTIFYING	The pupils	This is my	Forehead, face,	1. By using the demonstration	1. Drawings.	Can the pupil	11
a) Parts of the body	should be able	(forehead/ face	backbone, jaw	technique the teacher to guide	2. Pictures.	identify parts of	
and physical	to identify parts	back bone).	neck, fat, thin, of	the pupils to identify parts of	3. Individual	the body and	
features of people.	of the body and	This man/ woman/	average size, slim,	the body and physical	persons.	physical features	
	physical	child is (fat,	old, young, very	features of people	4. Textbook.	of people	
	features of	slim, tall/ short of	old.	accordingly.	5. Tactile pictures	accordingly?	
	people	average size etc).			and drawings.		
	accordingly.			2. By using the drawing	6. Textbook in		
				technique the teacher to lead	Braille		
				the pupils to identify parts of	notation.		
				the body and physical			
				features of people			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				accordingly.			
				3. By using the practice			
				technique the teacher to guide			
				the pupils to read passage			
				about parts of the body and			
				physical features of people			
				accordingly.			
b) More parts of the	The pupil	He/she has a big/	Tummy,	1. By using the writing	1. Pictures.	Can the pupil	11
body and physical	should be able	small face.	moustache,	exercises technique the	2. Individual	name more parts	
features of people.	to name more	He/she has a big	eyelashes, cheek,	teacher to guide the pupils to	person.	of the body and	
	parts of the	tummy.	lips, long, legs,	identify more parts of the	4. Drawings.	physical features	
	body and	He has	bright eyes,	body and physical features of	5. Textbook.	of people	
	physical	(broad/ big/	narrow, hips,	people accordingly.	6. Tactile pictures	accordingly?	
	features of	narrow/ thick	breasts.		and drawings.		
	people	•••••		2. By using drawing	7. Textbook in		
	accordingly.	(shoulders/lips/		technique the teacher to guide	Braille		
		lips/breasts/legs).		the pupils to draw and name	notation.		
				more parts of the body			
				accordingly.			
(c) People and their	The pupils	He/ she is a	Dentist, repairs,	1. By using the pair work	1. Puppet	Can the pupil	11
occupations.	should be able	(dentist,	fishmonger, nurse,	trips technique the teacher to	2. Costumes.	identify people	
	to:	carpenter/	driver, politician,	guide the pupils to identify	3. Drawings of	and their	
	(i) Identify	fisherman etc).	pastor, sheikh.	people and their occupations	tools.	occupations	
	people and			correctly.	4. Tactile	correctly?	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	their				drawings.		
	occupations			2. By using the practice	5. Textbooks.		
	correctly.			technique the teacher to guide	6. Textbook in		
				the pupils to ask and answer	Braille		
				questions on people's	notation.		
				occupations correctly.	7. Real objects.		
	(ii) Name	What is she/he?	Farmers, doctor,	By using the question and	1.Puppets.	Can the pupil	
	people by their	She/he is a/an	teacher,	answers technique the teacher	2.Costumes.	name people by	
	occupations	artist/ carpenter	watchman, driver,	to lead the pupils to name	3.Drawings.	their occupations	
	appropriately.	etc.	hair dresser,	people by their occupations	4.Tools.	correctly?	
		What is Mr.	fisherman,	correctly.	5. Tactile		
		Rajab?	carpenter,		drawings.		
		He is a police	fishmonger,	2. By using the written	6.Textbook.		
		officer/soldier/	shopkeeper,	exercise technique, the	7.Textbook in		
		magistrate etc.	soldier, police	teacher to guide the pupils to	Braille		
		What is Nuru's	officer,	write sentences naming	notation.		
		occupation?	magistrate,	people and their occupations.	8.Real objects.		
		Nuru is a	dentist, tailor.				
		shopkeeper/ tailor/					
		dentist etc.					
d) Different types	The pupil	It is a	Elephant, rhino	By using the observation	1.Pictures of	Can the pupil	11
of people, animals	should be able	(crocodile/ rhino/	cockroach,	technique the teacher to guide	animals in	identify animals	
and insects in-terms	to:	parrot/ shark/	forest, lives in,	the pupils to identify different	their habitat.	and insects in	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
of their habitat and	(i) Identify	cockroach/ deer/	parrot, shark,	animals in terms of their	2.Pictures of	terms of their	
collective	animals and	etc) and it lives in	deer.	habitat accordingly.	insects in their	habitat	
groupings.	insects in terms	the ( forest,			habitat.	accordingly?	
	of their habitat	sea, etc).			3.Drawings of		
	accordingly.				insects in their		
					habitat.		
					4. Tactile picture		
					and drawings.		
	(ii) Identify	A troop of	Swam of bees, a	By using the observation	1. Pictures of	Can the pupil	
	people, animals	(soldiers/	herd of cattle,	technique the teacher to lead	people in a	identify people,	
	and insects in	policemen)	school of fish,	the pupils to identify different	mosque/	animals and	
	terms of their	on parade/	troop of soldiers,	people, insects and animals in	church.	insects in terms	
	collective	marching/ resting).	troop of lions,	terms of their collective	2. Pictures of	of their collective	
	groupings.	A gathering of	gathering,	groupings accordingly.	policemen on	groupings	
		(Moslems/	congregation, of		parade.	accordingly?	
		Christians/	Moslems, parade,		3. Pictures of bee		
		believers)	praying, Christian.		hives.		
		(praying/marching/			4. Tactile		
		singing).			pictures.		
e) Numbers up to	The pupils	What number is it?	Population	1. By using the questions and	1. Drawings.	Can the pupil	11
500,000 with	should be able	It is ten thousand	people, hundred	answers technique the teacher	2. Pictures.	identify numbers	
corresponding	to:	and five hundred.	thousand, about,	to guide the pupils to identify	3. Cross word.	in terms of	
values.	(i) Identify	How many people	watch, set, bag,	numbers in terms of ten	puzzles.	10,000 and	
	numbers in the	live in Pemba?	cost, worth,	thousand and five hundred	4. Textbook.	100,000	
	range of 10,000	There are about	bought, sell a	thousand correctly.	5. Textbook in	correctly?	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	and 100,000	people in	book for.		Braille		
	correctly.	Pemba.		2. By using the practice	notation.		
		This		technique the teacher to guide			
		(watch / TV set/		the pupils to write numbers			
		bag) costs		by listening carefully and			
		(ten/ twenty/ two)		correctly.			
		shillings.					
		We bought					
		(cement/ sugar/					
		fish/ coconuts/ a					
		bicycle) worth five					
		hundred thousand					
		shillings.					
		Faki is selling his					
		(shirt/					
		house/ cooker) for					
		(a million/					
		five thousand)					
		shillings.					
	(ii) Relate	2,000, 3,000,	A hundred, a	By using the written exercises	1.Cards.	Can the pupils	
	numbers with	4,000, 1,000, 600,	thousand, four,	technique the teacher to lead	2.Textbook.	relate numbers	
	corresponding	10,000, 150, 250,	three, ten, fifty,	the pupils to relate numbers	3. Tactile cards.	with	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	values in words	620, 700, 7,000.	sixty seven.	with corresponding values in	4.Textbook in	corresponding	
	correctly			words correctly.	Braille	values in words	
					notation.	correctly?	
f) Kitchen utensils	The pupil	What is it?	Cooker, warming	1. By using the demonstration	1. Pictures/	Can the pupil	10
and electrical	should be able	It is a	food ironing,	technique the teacher to lead	drawings of	identify kitchen	
appliances.	to:	(blender/ cooker/	ironing board,	the pupils to identify kitchen	household	utensils and	
	(i) Identify	knife/ washing	fork, mortar,	utensils and electrical	materials and	electrical	
	kitchen utensils	machine etc).	pestle, frying	appliances appropriately.	kitchen	appliances	
	and electrical		pans, sauce pan,		utensils.	appropriately?	
	appliances		spoons, hot pot,	2. By using the individual	2. Pupil's		
	appropriately.		vacuum flask,	assessment technique the	textbook.		
			cooking pot,	teacher to lead the pupils to	3. Tactile		
			knife, plates,	write a composition on "l am	drawings.		
			bowls, bottles.	a (cooker, fridge etc)	4. Real objects		
				appropriately	from kitchens		
					and houses.		
	(ii) Mention the	Post are used for	Pot, spoons,	By using the writing exercise	1. Real objects.	Can the pupil	
	uses of kitchen	(cooking/	washing pot,	technique the teacher to guide	2. Pictures.	mention the uses	
	utensils and	keeping warm	cloth, cut,	the pupils to mention uses of	3. Drawings.	of kitchen	
	electrical	water/ soup).	preserve, store,	kitchen utensils and electrical	4. Textbook.	utensils and	
	appliances	Knives are used	plate, put tea, for	appliances appropriately.	5. Tactile	electrical	
	appropriately.	for	drinking, for		picture/	appliances	
		(cutting/ slicing	cooling soup,		drawings	appropriately?	
		meat/ bread).	cooking, slicing,		6. Tactile		
		We use	ironing		textbook.		

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(cups/ glasses/			7. Text in		
		bowls) for			Braille		
		(drinking tea/			notation.		
		cooling soup/					
		drinking soda/					
		keeping juice).					
h) Common natural	The pupils	There is a cow	Hill, cave, baobab	1. By using the observation	1. Drawings of	Can the pupil	11
objects in the	should be able	near the	tree, ruins, river,	technique the teacher to guide	village.	identify common	
environment.	to:	(baobab tree/	stream, go,	the pupils to identify common	2. Maps.	natural objects in	
	(i) Identify	swamp/ river/	towards, along,	natural objects in the	3. Immediate	the environment	
	common	stream etc).	swamp, Ngezi,	environment appropriately.	environment.	appropriately?	
	natural objects	The Ngezi/ Jozani	Jozani, village,		4. Tactile		
	in the	forest is in	hospital.	2. By using individual	drawings of		
	environment	village.		assessment technique the	village.		
	appropriately.	If you go towards		teacher to guide the pupils to			
		the		read passages on natural			
		(river/ hospital etc)		objects in the environment			
		there is a		appropriately.			
		(big tree/ rough					
		road/ dead cow/ a					
		pharmacy).					
	(ii) Name	That is a	Trees, plants,	1. By using the written	1. Pictures.	Can the pupil	
	common	(forest/ river/ sea/	water, stones, big	exercises technique the	2. Cards.	name common	
	natural objects	valley/ coconut	forest, cold water,	teacher to lead the pupils to	3. Real objects.	natural objects in	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	in the	tree/ coral rock).	old cave, hill,	name common natural objects	4. Textbook.	the environment	
	environment		rocks, valley,	in the environment	5. Textbook in	appropriately?	
	appropriately.		coral rock.	appropriately.	Braille		
					notation.		
				2. By using the excursion	6. Tactile		
				technique the teacher to guide	pictures/		
				the pupils to visit surrounding	cards/		
				areas and spot natural objects	drawings.		
				appropriately.	7. Drawings.		
3. DESCRIBING	The pupil	He/she looks	Handsome,	1. By using the observation	1. Drawing of	Can the pupil	11
a) People in-terms	should be able	smart.	beautiful, happy	technique the teacher to lead	different	describe people	
of their physical	to describe	He/she is	unhappy, tired,	the pupils to describe people	appearances.	in terms of their	
features and	people in terms	(beautiful/	sad, ugly, bored,	in terms of their physical	2. Picture of	physical features	
appearances.	of their	handsome).	disturbed, tall,	features and appearances	beautiful girls/	and appearances	
	physical	He/she looks	quiet, old lady.	accordingly.	handsome	accordingly?	
	features and	(happy/ unhappy/			boys.		
	appearance	disturbed.		2. By using observation	3. Pictures of		
	accordingly.	She/he is a		technique the teacher to lead	people of		
		(very tall/ short/		the pupils to write	different		
		fat/quiet/ healthy)		descriptions of persons from	nations.		
		(woman/		the drawing/ picture	4. Tactile pictures		
		man/boy/girl/ old		accordingly.	and drawings.		
		lady/gentleman).					
b) People by their	The pupils	He/ she comes	Indian, British	1. By using the picture	1. Pictures.	Can the pupil:	11
nationalities.	should be able	from	Japanese,	technique the teacher to guide	2. Drawings.	describe people	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	to describe	(India/ Kenya/	Tanzanian,	the pupils to describe people	3. Textbook.	by their	
	people by their	Chad).	Zanzibaris,	in terms of their nationalities	4. Cards.	nationalities	
	nationalities	She/he is a	American,	accordingly.	5. Tactile	accordingly?	
	accordingly.	(Kenyan/	Indonesian,		pictures/		
		Ugandan/	Chinese.		cards/		
		Congolese).	They are	2. By using the practice	drawings.		
		Abraham is a	Arabs,	technique the teacher to guide	6. Textbook in		
		(Mozambican/	born, Citizen,	the pupils to read passages on	Braille		
		Algerian/ Kenyan).	Kenyas.	people's nationalities	notation.		
		She/he is a		accordingly.	7. TV/video		
		(Zanzibari/			cassettes.		
		Tanzanian).					
		They are					
		(Zanzibaris/					
		Tanzanians/					
		Kenyans etc).					
		They are					
		(Kenyans/					
		Zanzibari/					
		Tanzanian)					
		citizens.					
c) Animals in terms	The pupil	This (sheep/	Grey, hairy,	1. By using the investigation	1. Drawings/	Can the pupil:	11
of their physical	should be able	cow/ dog etc) is	brown, huge,	technique the teacher to lead	pictures of	describe animals	
features, sizes,	to describe	(brown/	enormous, fierce,	the pupils to describe animals	animals.	in terms of their	

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
behaviour and	animals in-	black/white).	friendly.	in terms of their physical	2. Textbook.	physical features	
colour.	terms of their	It is (hairy/		features, size, behaviour and	3. Textbook in	sizes, behaviour	
	physical	rough/ dirty/ etc).		colours accordingly.	Braille	and colours	
	features sizes	The dog was			notation.	accordingly?.	
	behaviour and	(fierce/ friendly/		2. By using the drawing			
	colours	etc).		technique the teacher to guide			
	accordingly.			the pupils to draw and			
				describe animals of their			
				choice accordingly.			
4. MAKING	The pupil	Can I have a cup	A cup of, borrow,	By using the role play	1. Real objects.	Can the pupil	10
POLITE	should be able	of(tea/	cup, please,	technique the teacher to guide	2.Textbook.	make and	
REQUESTS AND	to make and	coffee), please?	coffee, ruler, give	the pupils to make and	3. Individual	respond to polite	
RESPONSES	respond to	Yes, you can. May	me, lend me,	respond to polite requests	person.	request	
Making and	polite requests	I borrow your	calculator.	related to home, school, hotel	4. Textbook in	accordingly?	
responding to polite	accordingly	(book/		and restaurant situations	Braille		
requests related to		bicycle), Mussa?		accordingly.	notation.		
home, school and		Yes, Farida/ Juma,			5. Drawings.		
restaurant/hotel		you may.			6. Tactile		
situations.		Lend me your			drawings.		
		(pen/knife/			7. Video		
		calculator/ball),			cassettes.		
		please.					
		O.k. you can have					
		it.					
		Okay, take it, dear.					

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TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
5. EXPRESSING	The pupil	What do you like/	Prefer, cassava,	1. By using the question and	1. List of pupils	Can the pupil	11
LIKES/DISLIKES	should be able	dislike?	like, dislikes,	answers technique the teacher	likes and	express likes/	
Expressing likes/	to express	I like	animals, regard,	to lead the pupils to express	dislikes.	dislikes regarding	
dislikes regarding	likes/dislikes	(English/	rice, tea, lion, dog,	their likes and dislikes	2. Textbook.	to food and	
to food and	regarding food	Kiswahili/	milk, eggs,	accordingly.	3. List of likes	animals	
animals.	and animals	Sayansi) subject so	porridge, soup.		and dislikes in	accordingly?	
	accordingly.	much.		2. By using the written	Braille		
		I dislike		exercises technique the	notation.		
		(shouting/		teacher to guide the pupils to	4. Textbook in		
		fighting/ stealing)		write on their likes/ dislikes	Braille		
		at our school.		accordingly.	notation.		
		Aluu prefers					
		(Historia/ Dini/		3. By using the role play			
		Hisabati) to		technique the teacher to guide			
		(Michezo/ Arabic		the pupils to express their			
		language).		likes and dislikes accordingly.			
		I prefer					
		(rice/ soup/ ugali)					
		to					
		porridge/ beans).					
6. MAKING	The pupil	Hello, is Mrs/ Mr.	Around, company,	1. By using the role play	1. Old cell	Can the pupil ask	11
SIMPLE	should be able	Juma	deliver, dozens,	technique the teacher to lead	phones.	and answer	
ENQUIRIES	to ask and	(around/ at home/	piles, boxes,	the pupils to make simple	2. Toy phones.	questions on the	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
Asking questions or	answer	well)?	supply, pens, I	enquiries on the phone at	3. Textbook.	phone at home/	
answering	questions on	I am sorry he/she	like a dozen	home/ school correctly.	4. Phones.	school correctly?	
questions on the	the phone	is not around.	books, store,		5. Textbook in		
phone at home/	correctly.	Can your	supply us with.	2. By using the written	Braille		
school.		(shop/ store/		exercises technique the	notation.		
		office/ company)		teacher to guide the pupils to			
		deliver books to		write enquiries they received			
		our school, please?		from phones correctly.			
		Yes, how many					
		dozens, please?					
		Can your					
		(shop/ store/					
		company) supply					
		us with					
		(books/ pens/					
		uniforms), please?					
		I am sorry, we					
		cannot do that.					
7. COMPARING	The pupil	This tree is	Prettier, busy,	1. By using the demonstration	1. Photographs/	Can the pupil	11
AND DIFFEREN-	should be able	(bigger/ smaller)	busier beach,	technique the teacher to guide	drawings of	compare things in	
TIATING	to compare	than that tree.	than, tourism	the pupils to compare things	trees, beaches	the surrounding	
a) Comparing	natural things	Kiwengwa beach	beach, forest on	in the surrounding,	and caves.	environment in	
natural things in the	in the	is (busy/	beach, found,	environment in terms of their	2. Textbooks.	terms of their	
surrounding	surrounding	clean/ sandy)	sandy, water,	availability, existence and use	3. Real objects.	availability,	
environment	environment in	while Chwaka	white, black,	accordingly.	4. Picture/	existence and use	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	terms of their	beach is	many more, rows,		drawings.	accordingly?	
	availability,	(quiet/ dirty	chickens, doves,	2. By using the observation	5. Textbook in		
	existence and	rocky).	clean, dirty,	technique the teacher to guide	Braille		
	use	Jozani forest is	cleaner, dirtier,	the pupils to compare things	notation.		
	accordingly.	(thicker/	rocky, sandy,	in the surrounding			
		cooler) than	fewer, thinner.	environment in terms of their			
		Manila forest.		availability, existence and use			
		There are		accordingly.			
		(many/ fewer/					
		fatter/ thinner) cats		3. By using the task analysis			
		in Stone Town		technique the teacher to			
		than in Fuoni.		guide the pupils to compare			
		I saw		things in their environment			
		(many more/		accordingly.			
		fewer/ very fat/					
		thinner/ very		4. By using the practice			
		fierce) dogs in		technique the teacher to guide			
		Mombasa than in		the pupils to read texts that			
		Vikokotoni.		compares things in the			
				surroundings accordingly.			
b) Differentiate	The pupil	My skirt is	Big, small, bigger,	1. By using the diagnostic	1. Real objects.	Can the pupil	11
natural things in the	should be able	(red/ blue/ long/	black, taller, fall	technique the teacher to guide	2. Picture/	differentiate	
surrounding	to	short) but yours is	plant, sand, white,	the pupils to differentiate	drawings.	things in the	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
environment.	differentiate	(white/	blue, but, white	things in the surrounding	3. Tactile	surrounding	
	natural things	brown/longer).	and blue, all	environment in terms of their	pictures/	environment in	
	in the	Marina is	brown, running,	availability, existence and use	drawings.	terms of their	
	surrounding	(walking/	walking, sad,	accordingly.	4. Textbook.	availability,	
	environment in	sleeping) while	joyful, pumpkins,		6. Textbook in	existence and use	
	terms of their	Mussa is	pepper, grow rice.	2. By using the observation	Braille	accordingly?	
	availability,	(running / awake/		technique the teacher to guide	notation.		
	existence and	sad).		the pupils to differentiate	7. Video		
	uses	Juma is eating an		things in the surrounding	cassettes.		
	accordingly.	(orange/		environment in terms of their			
		egg/ apple) but		availability, existence and use			
		Anisa is eating		accordingly.			
		(bread/					
		(chips/ rice/ ugali/		3. By using the written			
		ground nuts).		exercises technique the			
		In Vumba they		teacher to guide the pupils to			
		grow (rice/		differentiate things in their			
		maize/ pepper)		surrounding environment by			
		but in Tanga they		filling the gaps accordingly.			
		grow					
		(oranges/ onions/					
		pumpkins/ apples).					
8. TELLING TIME	The pupil	What is the time?	Half past hours,	1. By using the drawing	1. Real clocks.	Can the pupil tell	11
In 1/2 and 1/4 past	should be able	It is (half/	when, in the	technique the teacher to guide	2. Paper clock.	time in quarter/	
hours.	to tell time in ½	quarter) past nine.	morning, in the	the pupils to draw and tell	3. Textbook.	half past hours	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	and ¼ past	Is it half past	afternoon, leave,	time in half past and quarter	4. Textbook in	correctly?	
	hours correctly.	(two/ three/ten)?	left.	past hours correctly.	Braille		
		Yes, it is.			notation.		
		No, it isn't.		2. By using the practice	5. Video		
		When do		technique the teacher to lead	cassettes.		
		(classes/ prayers/		the pupils to set clocks in half			
		games) start here?		past hours and quarter past			
		Classes start at		hours correctly.			
		half past eight in					
		the morning.		3. By using the diagnostic			
		At what time did		teaching approach technique			
		(Juma/Sara he/she)		(every pupils responses) the			
		leave?		teacher to lead the pupils to			
		She/he/Juma/Sara		tell the set time correctly.			
		left at quarter to					
		five in the evening.					
9. REPORTING	The pupil	Mr. Ali came here	Telephoned, ring,	By using the role play	1. Models of	Can the pupil	11
a) On telephone	should be able	to see you.	rang, later, call,	technique the teacher to guide	phones.	report on	
messages to other	to report on	He is coming	afternoon,	the pupils to report on	2. Toy phones.	telephone	
people.	telephone	again (later/	tomorrow, again,	telephone messages correctly.	3. Textbook.	messages	
	messages	this afternoon/	just now,		4. Textbook in	correctly?	
	correctly.	tomorrow).			Braille		
		Mrs. Daudi			notation.		
		(telephoned/called/					
		rang).					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		She will ring again					
		at(one					
		o'clock/ half past					
		two).					
		Did anyone call?					
		Yes, Mussa did.					
		What did he say?					
		He said you must					
		(write to					
		him/ go to town/go					
		to school/ play)					
		daily.					
b) On face to face	The pupil	Mother said you	Tomorrow,	1. By using the pair – work	Individual	Can the pupil	11
messages to other	should be able	must	inform, please,	technique the teacher to guide	persons.	report on face to	
people.	to report on	(make tea/ wash	needed, attend,	the pupils to report on face to		face messages	
	face to face	the cups/ sweep	tell, clothes,	face messages correctly.		correctly?	
	messages	the floor) this	visitor, told me,				
	correctly.	morning.	study hard, pray	2. By using the diagnostic			
		What did the	daily, visit, to let.	teaching technique the			
		visitor tell you?		teacher to guide the pupils to			
		He told me to		write and then read their face			
		(wash my		to face messages correctly.			
		clothes/go to					
		school).					
		I met Andrew					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		today.					
		What did you tell					
		him?					
		I told him to					
		(pray daily/ study					
		hard/ visit the					
		museum).					
c) On personal	The pupil	Yesterday/ last	Played, visited,	By using the question and	1. Pictures of	Can the pupil	10
experience in short	should be able	week 1	went, fell sick,	answer technique the teacher	visited places.	report on	
and simple form.	to report on	(played/fell sick/	prayed, fasted.	to lead the pupils to report on	2. Tactile	personal	
	personal	fasted).		personal experiences in short	pictures.	experiences in	
	experiences in	On ldd day l		and simple forms correctly.		short and simple	
	short and	(visited/ invited)				forms correctly?	
	simple forms	my (mum/					
	correctly.	dad).					
10. PLANNING	The pupil	On (Monday/	Would, could	1. By using the interviewing	1. Planned time	Can the pupil	10
a) Planning about	should be able	Sunday)I am going	engineer, going to	techniques the teacher to	table	plan on his/her	
their own activities	to plan about	to (watch a	do, grow up,	guide pupils to talk about	(personal).	own activities	
	their own	football/ netball)	when, watch.	their own activities	2. Teacher's	accordingly?	
	activities	match.		accordingly.	model of week		
	accordingly.	What are you			plan.		
		going to do		2. By using the question and	3.Textbooks.		
		on		answers technique the teacher	4. Textbook in		
		(Tuesday/ Friday)?		to guide the pupils to speak	Braille		
		What would you		about their plans accordingly.	notation.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		like to be when			5. Teacher's		
		you grow up?			model week		
		I am going to be			plan in Braille		
		(a farmer/			notation.		
		an engineer/ a			6. Planned		
		doctor/ a teacher			timetable in		
		etc).			Braille		
					notation.		
b) Arrangements of	The pupil	What will you do	Would, should,	By using the question and	1. Pens, papers.	Can the pupil	10
the week after	should be able	(next week/	could, engineer.	answers technique the teacher	2. Books.	plan	
school hours/in	to plan	after school hours/	What am I going	to lead the pupils to plan their	3. Diary.	arrangements of	
future.	arrangements	during the	to do	arrangement of the week after		the week/ after	
	of the week	holiday)?		school hours in future		school hours in	
	after school	I am going to		accordingly.		future	
	hours/in future	watch				accordingly.	
	accordingly.	(football) I am					
		going to					
		(go swimming/					
		play netball/visit					
		museum).					
		What would you					
		like to be when					
		you grow up.					
		I would like to					
		become					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(a doctor/ a					
		politician/ an					
		engineer/ a police					
		officer).					
c) About what they	The pupil	I want to be a	Doctor, teacher,	1. By using individual	1. Individual	Can the pupil:	11
would like to be	should be able	(doctor/ teacher/	shopkeeper, crew,	assessment technique the	persons.	plan on what they	
and why.	to plan about	shop keeper/	pilot, respect,	teacher to guide the pupils to	2. Pictures of	would like to be	
	what they	pilot).	money,	plan and write about what	different	and say why	
	would like to	Why do you want	knowledge, plan,	they would like to be and why	people with	accordingly?	
	be and say why	that?	buildings, fly	accordingly.	different		
	accordingly.	To get respect.	planes, save lives.		professions.		
		To get money.		2. By using the pair works	3. Textbook in		
		To save people's		technique the teacher to guide	Braille		
		lives.		the pupils to discuss and	notation.		
		To fly aeroplanes.		compare their plans	4. Tactile pictures		
		To plan buildings/		accordingly.	of different		
		roads.			people with		
					different		
					professions.		
					5. Textbook.		
11. MAKING	The pupil	I'm sorry for what	Bad luck,	1. By using the role play	1. Cards.	Can the pupil	10
APOLOGIES	should be able	1 have	accidental	technique the teacher to guide	2. Sentences of	make apologies	
For bad behaviour	to make	(done/ said).	intentional, never	the pupils to make apologies	apology.	with reasons for	
with reasons.	apologies with		mind/ worry.	with reasons appropriately.	3. Pictures/	bad behaviours	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	reasons for bad	It was	sorry, willingly,		drawings.	appropriately?	
	behaviour	(bad luck/	just, happened,	2. By using the practice	4. Textbook.		
	appropriately.	accidental/ an	deliberately,	technique the teacher to guide	5. Tactile		
		accident).	unknowingly,	the pupils to write apologies	pictures/ cards/		
		I didn't do it	accident,	with reasons appropriately.	drawings.		
		(deliberately/	intentionally.		6. Textbook in		
		intentionally).			Braille		
					notation.		
12. EXPRESSING	The pupil	That is bad news.	Feeling, hungry,	1. By using the role play	1. Pictures/	Can the pupil	10
HAPPINESS,	should be able	Oh! I am feeling	some food, buy,	technique the teacher to lead	drawings	express sorrow	
SORROW AND	to express	(hungry/	ache, fever, ill,	the pupils to express sorrow	showing	appropriately?	
THANKS.	sorrow	thirty).	sick, stomach	appropriately.	expressions.		
a) Express sorrow.	appropriately.	Oh! I am feeling	ache, pain head		2. Textbook.		
		(sick/ ill/	ache, back ache.	2. By using the practice	3. Tactile		
		fever/ head ache/		technique the teacher to guide	pictures/		
		stomach ache/ pain		the pupils to express sorrow	drawings		
		in my back).		appropriately.	showing		
		You must go to			expressions.		
		hospital.			4. Textbook in		
					Braille		
					notation.		
b) Expressing	The pupil	Why is Juma	Bought, new,	By using the role play	1. Cards.	Can the pupil	10
happiness.	should be able	happy today?	meal, present,	technique the teacher to lead	2. Drawings.	express happiness	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	M	ATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES		AIDS		
	to express	Because he	glad, meet, hair,	the pupils to express their	3.	Pictures	appropriately?	
	happiness	(is going to	pass,	happiness for (e.g. meeting a		expressing		
	appropriately.	Nungwi/ passed	examinations.	friend/ buying a new car)		happiness.		
		his test/ got a new		appropriately.	4.	Textbook.		
		bicycle/ has a lot			5.	Tactile		
		of money).				cards/		
		I am happy				drawings/		
		because				pictures.		
		(I passed my			6.	Tactile		
		exam/ I got a				textbook.		
		present).						
		I am glad to						
		(meet you see you/						
		hear that/ pass my						
		exams, etc).						
c) Expressing	The pupil	Thank you for	Glad, help, effort,	1. By using the role play	1.	Cards.	Can the pupil	10
thanks.	should be able	(visiting us/	pass, thank you, a	technique the teacher to guide	2.	Drawings.	express thanks	
	to express	the new pair of	lot, visit us,	the pupils to express thanks	3.	Pictures	appropriately?	
	thanks	shoes/ the money	bought, send, seat,	appropriately.	4.	Textbook in		
	appropriately.	you sent us/ the	pair of, new,			Braille		
		new books you	present, praise.	2. By using the practice		notation.		
		bought for me).		technique the teacher to guide	5.	Tactile cards/		
		Thanks a lot.		the pupils to fill in the gaps of		picture/		
		Thank you for the		sentences on expressing		drawings.		
				thanks appropriately.				

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(present/ praise/					
		good meal, etc).					
13. TRANSLA-	The pupil	Paragraph/	Key words from	1. By using the demonstration	1. English	Can the pupil	12
TING	should be able	Passage from the	the paragraph/	technique the teacher to guide	paragraphs/	translate long	
Long paragraph/	to translate	textbook/ news	passages.	the pupils to translate long	passages	English passages/	
passages.	long passages	papers/ pamphlets/		paragraph/ passages from	2. English –	paragraphs into	
	paragraph from	magazines.		English into Kiswahili	Kiswahili	Kiswahili	
	English into			correctly.	dictionaries.	correctly?	
	Kiswahili				3. Tactile story		
	correctly.			2. By using the group	books.		
				discussion technique the	4. Pamphlets.		
				teacher to guide the pupils to	5. Newspapers.		
				translate English paragraphs/	6. Magazines.		
				passages into Kiswahili	7. Recorded		
				correctly.	materials.		
					8. Pamphlets		
				3. By using the practice	magazines in		
				technique the teacher to guide	Braille		
				the pupils to translate long	notation.		
				English paragraph/passages			
				from English into Kiswahili			
				individually correctly.			

## STANDARD FIVE

## **COMPETENCES**

At the end of Standard V the pupils shall demonstrate the ability to:-

- 1. Listen carefully to information from various sources and respond accordingly.
- 2. Use proper expressions to make simple enquiries, apologies and requests.
- 3. Compare and differentiate things, people and places and participate in simple debates.
- 4. Identify and describe natural features found in their environment.
- 5. Count things and relate them with numbers up to 1,000,000 through speaking, reading and writing.
- 6. Write texts from given information or messages and fill in forms.
- 7. Translate short texts from English language into Kiswahili.
- 8. Apply library and ICT skills in order to acquire knowledge of English language.

## **OBJECTIVES**

The objectives of teaching English in Standard V are to enable the pupils to:

- 1. Develop habits of listening carefully, comprehending and responding to information from various sources appropriately.
- 2. Understand usage of proper expressions for making simple enquiries, apologies and requests.
- 3. Acquire skills of comparing and differentiating things, people and places as well as participating in simple debates.
- 4. Get knowledge of reading, comprehending and writing short texts and passages.
- Acquire skills of using mathematical signs and counting things in relation with numbers up to 1,000,000 through speaking, reading and writing.
- 6. Understand the identification and description of different natural features found in their environment.
- 7. Acquire skills of writing texts from given information or messages.
- 8. Get skills of translating short texts from English language into Kiswahili.
- 9. Acquire English language knowledge and skills from library and ICT facilities.

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
1. INSTRUCTING	The pupil should	Shake well before	Shake, well, before	1. By using thedemonstration	1. Empty	Can the pupil	11
Simple medical	be able show that	use.	use, scrub,	technique the teacher to	boxes,	make sense of	
instructions	she/he makes	Scrub the bleeding	bleeding, slowly,	guide the pupils to follow the	bottles of	simple medical	
	sense of simple	part slowly and	carefully, tablets,	simple medical instructions	medicine.	instructions	
	medical	carefully.	meals, ointment,	correctly.	2. Textbook.	correctly?	
	instructions	Take two tablets	tie, joint.		3. Textbook in		
	correctly	after meals daily.	swallow the tables,	2. By using the role play	Braille		
		Rub the ointment	shake well.	technique the teacher to lead	notation.		
		carefully on the		the pupils to act out the given	4. Real tablets/		
		joint.		simple medical instructions	syrup.		
		Tie up the affected		correctly.	5. First aid box		
		part quickly.			with all its		
				3. By using the practice	contents.		
				technique the teacher to	6. Video		
				guide the pupils to read	cassettes.		
				dialogues concerning medical			
				instructions and act them out			
				correctly.			
2. IDENTIFYING	The pupil should	What do we use	Bucket, washing,	1. By using the observation	1. Real	Can the pupil	11
a) Objects and	be able to	a (bucket/	basin hotpot	technique the teacher to	objects.	mention uses of	
their uses.	mention uses of	washing basin/ hot	thermos flask,	guide the pupils to mention	2. Pictures of	various objects in	
	various objects in	pot/ thermos flask/	frying pan, pastel,	uses of various objects in	house hold	everyday life	
	everyday life	frying pan/ big	spoon, bathing,	everyday life appropriately.	objects.	appropriately?	
	appropriately.	spoon/ mortar and	keeping food,		3. Textbook.		
		pastel for ?	serving food,		4. Tactile		

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		We use it for	pounding,	2. By using the group work	pictures.		
		(collecting	foodstuffs.	technique the teacher to lead	5. Textbook in		
		water/ bathing/		the pupils to mention uses of	Braille		
		keeping tea/		various objects in every day	notation.		
		serving food/		life appropriately.			
		pounding/					
		foodstuffs, etc).		3. By using the written			
				exercises technique the			
				teacher to lead the pupils to			
				fill the gaps with appropriate			
				words appropriately.			
b) Some natural	The pupil should	Could	Cave, hill,	1. By using the excursion	1. Pictures.	Can the pupil	11
features in the	be able to	you(show/	river, find, near,	technique the teacher to	2. Real places.	identify some	
environment.	identify some	tell me) where l	between, towards,	guide the pupils to identify	3. Textbook.	natural features	
	natural features	can find a	opposite, tamarind	some natural features in the	4. Textbook in	in the	
	in the	(cave, hill, river)	tree, baobab tree,	environment appropriately.	Braille	environment	
	environment	please?	along, will find.		notation.	appropriately?	
	appropriately.	There is a		2. By using the group			
		(cave, hill, river/		discussion technique the			
		water spring)		teacher to lead the pupils to			
		(near/ along/		identify some natural features			
		between/		in the environment			
		towards/ opposite)		appropriately.			
		the (tamarind					
		tree/ baobab tree/					

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		hotel/ house etc).		3. By using the brain			
		If you go		storming techniques the			
		(near/along etc)		teacher to guide the pupils to			
		the		identify some natural features			
		(village/school/		in the environment			
		shop/farm etc) you		appropriately.			
		will find a					
		(big mosque/cave/					
		water spring).					
c) Common social	The pupil should	My child has been	Child, ill, hospital,	1. By using the question and	1. Word cards	Can the pupil	10
buildings.	be able to	ill for ( two	clinic, long. time.	answers technique the teacher	showing	identify the	
	identify the	months/ a long	pharmacy, months,	to guide the pupils to identify	names of	common social	
	common social	time/ one week).	need, treatment,	common social buildings	social	buildings	
	buildings	You need to take	doctor, nurse,	appropriately.	buildings.	appropriately?	
	appropriately.	her/him to the	dispensary,		2.Textbook.		
		(hospital/	museum, show	2. By using the matching	3. Tactile		
		clinic) for	blue house.	items technique the teacher to	cards.		
		treatment.		guide the pupils to identify	4. Textbook in		
		I want to		common social buildings and	Braille		
		(save/keep/		their uses appropriately.	notation.		
		draw) some					
		money.		3. By using the drawing			
		Go to the(post		technique the teacher to			
		office/bank) over		guide the pupils to draw			
		there.		some common social			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Can you show me		buildings appropriately.			
		the					
		(dispensary					
		/hospital/clinic/mu					
		seum)please?					
		Yes, it is that blue					
		house over there.					
d) Numbers with	The pupil should	What numbers are	Million, up to	1. By using the games	1. Number	Can the pupil	10
their	be able to	between 600,000	nine hundred, a	technique the teacher to	cards.	identify numbers	
accurate/approxim	identify numbers	and 1,000,000?	hundred, a	guide the pupils to identify	2. Pictures.	with their	
ate values up to	with their	What numbers	thousand,	numbers with their accurate/	3.Textbook.	accurate/	
1,000,000.	accurate/approxi	come after/	refrigerator,	approximate values up to	4. Word cards.	approximate	
	mate values up to	before?	video, bigger,	1,000,000 appropriately.	5. Tactile	values up to	
	1,000,000	What number is	costs.		number	1,000,000	
	appropriately.	bigger than		2. By using the story telling	cards.	appropriately?	
		?		technique the teacher to lead	6. Tactile		
		How much does a		the pupils to identify	pictures.		
		TV/radio/Video/		numbers with their accurate/	7. Tactile word		
		refrigerator etc		approximate values up to	cards.		
		cost?		1,000,000 appropriately.	8. Textbook in		
		It costs			Braille		
		(one hundred		3. By using the written	notation.		
		thousand/ one		exercises technique the			
		million shillings		teacher to guide the pupils to			
		etc).		write numbers up to			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				1,000,000 appropriately.			
e) Name figures	The pupil should	What number is	Million,	1. By using the observation	1. Cards.	Can the pupil	10
and relate numbers	be able to:	that? It is	hundred,	technique, the teacher to	2. Textbook.	name figures	
with their accurate/	(i). Name figures	(one million/ a	one thousand, ten.	guide the pupils to name, sort	3. Textbook in	appropriately?	
approximate	appropriately.	hundred thousand		and arrange figures	Braille		
values.		etc).		appropriately.	notation.		
					4. Tactile		
				2. By using the enter- educate	cards.		
				technique the teacher to lead			
				the pupils to name figures			
				appropriately.			
				3. By using the written			
				exercises technique the			
				teacher to guide the pupils to			
				write numbers up to			
				1,000,000 appropriately.			
	(ii) Relate	Match numbers	Hundred,	1. By using the matching	1. Cards with	Can the pupil	
	numbers with	with words e.g.	thousand, million,	items technique the teacher to	numbers.	relate numbers	
	their accurate/	(200,000/	about,	lead the pupils to relate	2. Cards with	with their	
	approximate	1,000,000/	approximately.	numbers with their accurate/	words.	accurate/	
	values in words	350,000/900,000).		approximate values of words	3. Textbook.	approximate	
	appropriately.	(Two hundred		up to 1,000,000	4. Textbook in	values in words.	
		thousand/ one		appropriately.	Braille	appropriately?	
		million/ three			notation.		

SUB-TOPICS OBJECTIVES STRUCTURES PHRASES TECHNIQUES    hundred and fifty thousand/ nine hundred to guide the pupils to relate numbers with their accurate/ approximate values up to 1,000,000 appropriately.    3. By using the written exercises technique the teacher teacher to guide the pupils to relate numbers with their accurate/ approximate values up to 1,000,000 appropriately.
thousand/ nine hundred to guide the pupils to relate numbers with their accurate/ approximate values up to 1,000,000 appropriately.  3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
hundred thousand).  to guide the pupils to relate numbers with their accurate/ words.  approximate values up to 1,000,000 appropriately.  3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
thousand).  numbers with their accurate/ approximate values up to 1,000,000 appropriately.  3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
approximate values up to 1,000,000 appropriately.  3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
1,000,000 appropriately.  3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
3. By using the written exercises technique the teacher to guide the pupils to relate numbers with their
exercises technique the teacher to guide the pupils to relate numbers with their
exercises technique the teacher to guide the pupils to relate numbers with their
teacher to guide the pupils to relate numbers with their
relate numbers with their
accurate approximate values
Tr
up to 1,000,000
appropriately.
f) Specific tools in The pupil should The Carpenter, 1. By using the 1. Real objects. Can the pupil 10
particular be able to (carpenter/ plumber, demonstration technique the 2.Pictures of identify specific
occupations and (i) Identify electrician/ electrician, gold teacher to guide the pupils to objects. tools in particular
their usage. specific tools in plumber/gold smith, tester, screw identify specific tools in 3. Word cards occupations
particular smith) uses a driver, cut, check, particular occupations referring appropriately?
occupations (saw/ tester/ screw mend, sand paper, appropriately. occupations.
appropriately. driver/ spanner) to file, hammer, 4.Textbook.
(cut /mend/ puncture, 2. By using the matching 5. Tactile
repair) tables/ repairing, cooker, items technique the teacher to pictures.
cookers/radios. radio, cutting lead the pupils to match tools 6. Tactile word
A (saw/ wood, with particular occupations cards.

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		tester/ screw	smoothening	appropriately.	7. Textbook in		
		driver/ spanner	wood, repairing a		Braille		
		hammer/ file/ sand	puncture.		notation.		
		paper) is used for					
		(cutting					
		wood/ repairing a					
		puncture/					
		smoothening					
		wood).					
	(ii) Describe the	Farmers use hoes.	Farmers, saw,	By using the gallery walk	1. Real objects.	Can the pupils	
	usage of the tools	Saws are used by	knife, uses shoes,	technique the teacher to	2. Pictures/	describe the	
	in particular	carpenters to cut	uses a knife,	guide the pupils to describe	drawings.	usage of the tools	
	occupations	(wood/timber/	blender, used for.	tools and their usage in	3. Textbook.	in particular	
	appropriately.	boards).		particular occupations	4. Tactile	occupations	
		Pens are used by		appropriately.	pictures/	appropriately?	
		pupils to			drawings.		
		(write notes/write			5. Textbook in		
		letters/ draw			Braille		
		pictures).			notation.		
		Pieces of chalk are			6. Prepared		
		used by teachers			questions or		
		to ( write/draw)			instructions		
		on boards).			for group		
		Knives are used			activities.		

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		by cooks to					
		(cut/slice meat/					
		fight).					
3. DESCRIBING	The pupil should	Where does a	Hippopotamus,	1. By using the jigsaw	1. Cut out	Can the pupils	11
a) Animals in the	be able to	(cat/ hippo/ shark/	rhinoceros, live,	technique the teacher to lead	pictures of	describe animals	
natural	describe animals	eagle) live?	live in, claws,	the pupils to describe animals	animals.	in their natural	
environment	in their natural	An eagle lives in	cannot, on top of,	in their natural environment,	2.Textbook.	environment,	
physical features	environment,	(trees/wood/	catch, trunk, look	physical features and types	3. Textbook in	physical features	
and types.	physical features	caves).	like, in water, on	accordingly.	Braille	and types	
	and types	A hippo lives in	top of, shark,		notation.	accordingly?	
	accordingly.	(lakes/ rivers).	eagle, lakes, rivers,	2. By using the sorting and	4. Tactile		
		Can an elephant	elephant.	arranging technique the	pictures of		
		live in water?		teacher to guide the pupils to	animals.		
		No, an elephant		describe animals in their			
		can not live		natural environment, physical			
		in (water/ on top		features and types			
		of trees/in the		accordingly.			
		desert).					
		How does an eagle		3. By using the gallery walk			
		catch its food?		technique the teacher to			
		It uses its		guide the pupils to describe			
		(claws/mouth).		animals in their natural			
		The elephant uses		environment, physical			
		its trunk to		features and types			
		(catch food/get		accordingly.			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		water/fell trees).					
		What does a					
		(lion/parrot/ deer)					
		look like?					
		What kind of					
		animal is the					
		elephant?					
		It is					
		(big, huge/very					
		big).					
4. MAKING	The pupils should	I would like	Surgical ward,	1. By using the	1. Pictures of	Can the pupils	10
POLITE	be able to make	a/some(sugar/	maternity ward,	demonstration technique the	food stuff.	make polite	
REQUESTS AND	polite requests at	rice/ meat) etc.	direct, pharmacy,	teacher to guide the pupils to	2. Cut out	requests at the	
RESPONSES	the shop, at the	What is the price	hospital, nurse,	make polite requests related	pictures of	shop, market	
a) Making polite	market place and	per kilo, please?	doctor, medicine,	to the shop, market place and	different	place and	
requests at the	hospital	How shall I use	buy, need, carry,	hospital appropriately.	objects.	hospital	
shop, the market	appropriately.	this medicine,	tablets, bandages,		3. Textbook.	appropriately?	
place and hospital.		nurse?	injections,	2. By using the role play	4. Costumes.		
		Can you lead me	supplies, charge,	technique the teacher to	5. Textbook in		
		to the doctor,	follow me,	guide the pupils to make	Braille		
		please?	building, lead me,	polite requests related to the	notation.		
		Yes, follow me.	price per kilo.	shop, market place and	6. Tactile		
		I need some		hospital appropriately.	pictures.		
		medicine. Can you			7. Video		
		direct me to the			cassettes.		

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(pharmacy/					
		shops/medical					
		store), please?					
		Yes, it is that					
		building.					
b) Respond to	The pupil should	Can I have some	Fish, vegetables,	1. By using the	1. Real objects.	Can the pupil	10
requests made at	be able to	rice, please?	tomatoes, potatoes,	demonstration technique the	2. Pictures.	respond to	
the shop, the	respond to the	Yes, madam, it is	unions, cotton,	teacher to guide the pupils to	3. Drawings.	requests made at	
market place and	requests made at	a thousand	medicine, lot cost,	respond to the request made	4. Tactile.	the shop, the	
hospital.	the shop, market	shillings per kilo.	per kilo.	at the shop, at the market	pictures/	market place and	
	place and	Can, I see the		place and at the hospital	drawings.	hospital	
	hospital	doctor, please?		accordingly.	5. Textbook in	accordingly?	
	accordingly.	Yes, sir. I will			Braille		
		take you to his/her		2. By using the role play	notation.		
		office.		technique the teacher to	6. Textbook.		
		Can I have some		guide the pupils to show how			
		oranges, please?		to respond to requests made			
		Yes, madam, they		at the shop, at the market			
		cost a thousand		place and at the hospital			
		shillings per lot.		accordingly.			
		Yes, madam,					
		every lot costs a					
		thousand shillings.					

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SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
			likes and dislikes.			
The pupil should	Excuse me, where	Chicken,	1. By using the role play	1. Pictures of	Can the pupil ask	11
be able to ask and	can l buy	vegetables, fish,	technique the teacher to	food stuff.	and respond to	
respond to	(spices/ chicken/	meat, crabs,	guide the pupils to act out	2. Real objects.	questions at the	
questions at the	vegetables/ fish/	museum, church,	asking and responding to	3. Costumes.	market, shops	
market, shops	meat/ crabs)?	bus stop, stall,	questions at the market,	4. Textbook.	and a long the	
and along the	Can you show me	information centre,	shops and along the road	5. Tactile	road	
road	the way to the	supermarket,	appropriately.	pictures.	appropriately?	
appropriately.	(museum/	tourist, down		6. Textbook in		
	church/ bus stop/	there, next door,	2. By using the pair work	Braille		
	mosque/ super-	the other building.	technique the teacher to	notation.		
	market/Post -		guide the pupils to act out	7. List of		
	office/ tourist		asking and responding to	sentences		
	information		questions at the market,	with blank		
	centre), please?.		shops and along the road	spaces.		
	It's the other		appropriately.	8. Sentences		
	building/stall			with blank		
	(over there		3. By using the written	spaces in		
	/down		exercises technique the	Braille.		
	there/outside/ next		teacher to guide the pupils to	9. Video		
	door).		fill in the missing	cassettes.		
	I 'm sorry, I don't		information in a dialogue			
	know it.		appropriately.			
	The pupil should be able to ask and respond to questions at the market, shops and along the road	The pupil should be able to ask and respond to questions at the market, shops and along the road the way to the appropriately.  Can you show me the way to the (museum/ church/ bus stop/ mosque/ supermarket/Post - office/ tourist information centre), please?.  It's the other building/stall (over there /down there/outside/ next door).  I 'm sorry, I don't	The pupil should be able to ask and respond to questions at the market, shops and along the road the way to the appropriately.    The pupil should be able to ask and can I buy (spices/ chicken/ vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.    The pupil should   Excuse me, where   Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.    The pupil should   Excuse me, where   Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.    The pupil should   Excuse me, where   Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.    The pupil should   Excuse me, where   Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.    The pupil should   Excuse me, where   Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.	The pupil should be able to ask and can I buy vegetables, fish, unarket, shops and along the road the way to the appropriately.    Chicken, busing the role play vegetables, fish, museum, church, asking and responding to market, shops and along the road the way to the appropriately.    Chicken, bus stop, fish, meat, crabs, guide the pupils to act out asking and responding to meat/ crabs)? bus stop, stall, questions at the market, shops and along the road appropriately.    Can you show me road the way to the appropriately.   Church/ bus stop/ mosque/ supermarket, mosque/ supermarket/Post - office/ tourist information centre, please?. It's the other building/stall   Court the other building/stall   Court there, next door, the other building/stall   Court there, next door, the other building/stall   Court there   Chown there/outside/ next door).   Court there   Chown there/outside/ next door).   Court there information in a dialogue   Chicken,   Chicken,	The pupil should be able to ask and (spices/ chicken/ questions at the market, shops and along the rolad phare church/ bus stop/ mosque/ supermarket/ market/Post office/ tourist information centre), please?.  It's the other building/ stall	DBJECTIVES STRUCTURES PHRASES I STECHNIQUES AIDS    Ikes and dislikes.

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
7. COMPARING	The pupil should	Most cows are as	Fierce, furious	1. By using the observation	1. Picture	Can the pupil	11
AND	be able to:-	black as buffaloes.	calm, dangerous,	techniques the teacher to lead	cards	compare animals	
DIFFERENTIA-	(i) Compare	Leopards are as	friendly, famous,	the pupils to compare	(animals)	in terms of their	
TING	animals in terms	fierce as the lions.	wild, tame, walk	animals in terms of their	2. Cut out	colour, physical	
a) Animals in term	of their colours,	Both the dog and	on four legs, eats	colour, physical features and	pictures of	features and food	
of their colours,	physical features	the goat walk on	grass, black,	food accordingly.	animals.	accordingly?	
physical features	and food	four legs.	brown, but, huge,		3. Textbooks.		
and food.	accordingly.	The goats eat	tiny.	2. By using the pair work	4. Textbook in		
		(grasses/leaves/		technique the teacher to	Braille		
		peels) while dogs		guide the pupils to compare	notation.		
		eat (fish/		animals in terms of their	5. Tactile		
		meet/rice).		colour, physical features and	pictures.		
		Elephants are		food accordingly.			
		(huge/ enormous/					
		very big) but cats		3. By using the written			
		are (tiny/		exercises technique the			
		very small/ little)		teacher to guide the pupils to			
		animals.		compare animals in terms of			
				their colours, physical			
				features and food			
				accordingly.			
	(ii) Differentiate	An elephant is	Elephant, bigger,	1. By using the observation	1. Pictures.	Can the pupils	
	animals in terms	bigger than a lion.	fierce, red, black,	technique the teacher to	2. Real objects.	differentiate	
	of their colours,	Fish live in water	grasses, meat.	guide the pupils to	3. Drawings.	animals in terms	
	physical features	while rabbits live		differentiate animals in terms	4. Tactile	of their colours.	

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	and food.	in bushes.		of their colours, physical	pictures/	physical, features	
	accordingly.	Leopards are		features and food	drawings.	and food	
		(wild/ fierce)		accordingly.	5. Textbook.	accordingly?	
		animals but dogs			6. Textbook in		
		are (tame/		2. By using the pair work	Braille		
		friendly) animals.		technique the teacher to lead	notation.		
		Lions eat		the pupils to differentiate			
		(meat/ animals)		animals in terms of their			
		but buffaloes eat		colours, physical features and			
		(grasses/		food accordingly.			
		leaves/ plants)					
		only.					
b) Objects in terms	The pupil should	Motor cars made	Motorbike, motor	1. By using the observation	Real objects.	Can the pupil	10
of their make and	be able to:	in Japan are	cars, thermometer,	technique the teacher to		compare objects	
durability.	(i) Compare	stronger than	microscope, made,	guide the pupils to compare		in terms of their	
	objects in terms	those made in	strong, long	objects in terms of their make		make and	
	of their make and	Korea.	lasting, stronger,	and durability accordingly.		durability	
	durability	Maimuna's dress	durable, Chinese –			accordingly?	
	accordingly.	is Zanzibari made	made, Zanzibar-	2. By using the pair work			
		while yours is	made, made of	technique the teacher to			
		English made.	bricks, more	guide the pupils to compare			
		I am wearing	durable.	objects in terms of their make			
		leather shoes but		and durability accordingly.			
		yours are plastic					
		ones.					

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		Houses made of		3. By using the written			
		bricks are more		exercises technique the			
		durable than those		teacher to guide the pupils to			
		made of mud and		fill in gaps of sentences about			
		poles.		comparing objects in terms of			
				their make and durability.			
	(ii) Differentiate	Plastic earrings	Golden ones do.	1. By using the observation	1. Real objects.	Can the pupil	
	objects in terms	don't last long but	Orange juice, last,	techniques the teacher to	2. Textbook.	differentiate	
	of their make and	golden ones do.	last long.	guide the pupils to	3. Textbook in	objects in terms	
	durability	Iron doors		differentiate objects in terms	Braille	of their make and	
	accordingly.	(are more durable/		of their make and durability	notation.	durability	
		last longer/ are		accordingly.		accordingly?	
		stronger) but					
		wooden ones are		2. By using the pair-work			
		(weaker/		technique the teacher to lead			
		not durable).		the pupils to differentiate			
		Most sandals are		objects in terms of their make			
		(light/		and durability accordingly.			
		brown) while most					
		shoes are		3. By using the sorting and			
		(black/ heavy).		arranging technique the			
		Secondary school		teacher to guide the pupils to			
		uniform is white		differentiate objects in terms			
		but primary		of their make and durability			
		schools uniform is		accordingly.			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		cream.					
8. TELLING	The pupil should	I'd like to go to	Quarter to, fifteen	1. By using the role play	1. Real clock/	Can the pupil tell	11
TIME	be able to tell	(the	minutes to, like to	technique the teacher to	watch.	time in ¼ to	
a) In ¼ to hours.	time in ¼ to	mosque/ church/	go, the time.	guide the pupils to tell time	2. Clock face.	hours correctly?	
	hours correctly.	shop) at a quarter		in quarter to hours correctly.	3. Timetable		
		to three.			showing		
		What is the time,		2. By using the group work	boat/ flight		
		please?		technique the teacher to lead	arrival and		
		It is a quarter to		the pupils to tell time in	departure		
		(four/		quarter to hours correctly.	time.		
		eight/twelve etc).,			4. Textbook.		
		It is fifteen		3. By using the reading	5. Textbook in		
		minutes to		technique the teacher to lead	Braille		
		(four/eight/ twelve		the pupils to tell time in	notation.		
		etc).		quarter to hours correctly.	6. Tactile time		
		It is fifteen			tables.		
		minutes to		4. By using the written	7. TV/video		
		(four/eight/		exercises technique the	cassettes.		
		twelve, etc).		teacher to guide the pupils to			
				complete sentence by filling			
				the gaps related to quarter to			
				hours correctly.			
b) In more than 1/4	The pupil should	At what time does	Sepideh, Sea,	1. By using the role play	1. Real watch.	Can the pupil tell	11
to hours.	be able to tell	the	behind, express,	technique the teacher to lead	2. Picture of	time in more than	
	time in more than	(Sepideh/ Sea	leave, watch,	the pupils to tell time in more	watch.	½ to hours	

SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
<b>OBJECTIVES</b>	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
½ to hours,	Express) leave for	minutes, eight,	than quarter to hours	3. Drawing of	correctly?	
correctly.	Pemba/ Dar es	twenty minutes to.	correctly.	watch.		
	salaam?			4. Tactile		
	At twenty minutes		2. By using the pair work	pictures/		
	to (three/		technique the teacher to	drawings of		
	ten/ six).		guide the pupils to tell time	watch.		
	What's the time,		in more than quarter to hours	5. Video		
	please?		correctly	cassettes.		
	It's (thirty/					
	minutes/ twenty		3. By using the pair work			
	five minutes) to		technique the teacher to lead			
	(twelve/		the pupils to set and write			
	one).		time in more than quarter to			
			hours correctly.			
			4. By using the practice			
			technique the teacher to lead			
			the pupils to tell time in more			
			than quarter to hours			
			correctly.			
The pupil should	What is the time,	At what time,	1. By using the role play	1. Textbook.	Can the pupil tell	11
be able to tell	Juma?	expect, arrive, 200,	technique the teacher to	2. Textbook in	time in less than	
time in less than	It is (four	12.00, less than.	guide the pupils to answer	Braille	½ to hours	
½ to hours	minutes/ ten		questions and tell time in	notation.	correctly?	
correctly.	minutes/ five		less than quarter to hours	3. Real watch.		
, 1	The pupil should be able to tell time in less than 44 to hours	OBJECTIVES  Express) leave for Pemba/ Dar es salaam?  At twenty minutes to (three/ ten/ six).  What's the time, please?  It's (thirty/ minutes) to (twelve/ one).  The pupil should be able to tell time in less than It is (four minutes/ ten six).	OBJECTIVES   Express) leave for Pemba/ Dar es salaam?   At twenty minutes to	DBJECTIVES  STRUCTURES  Express) leave for Pemba/ Dar es salaam?  At twenty minutes to (three/ ten/ six).  What's the time, please? It's (thirty/ minutes/ twenty minutes) to (twelve/ one).  The pupil should be able to tell time in less than 14 to hours  What's the time, please? At what is the time, please? At the hours occrectly.	OBJECTIVES   STRUCTURES   PHRASES   TECHNIQUES   AIDS    At to hours,   Express) leave for pemba/ Dar es salaam?   At twenty minutes to (three/ ten/six).   What's the time, please?   It's (thirty/ minutes/ twenty five minutes) to (twelve/ one).   ABy using the pair work technique the teacher to lead the pupils to set and write time in more than quarter to hours correctly.    4. By using the practice technique the teacher to lead the pupils to tell time in more than quarter to hours correctly.    4. By using the practice technique the teacher to lead the pupils to tell time in more than quarter to hours correctly.    5. Video cassettes.    4. By using the practice technique the teacher to lead the pupils to tell time in more than quarter to hours correctly.    4. By using the practice technique the teacher to lead the pupils to tell time in more than quarter to hours correctly.    5. Video cassettes.    6. What is the time, he able to tell   Juma?   At what time, expect, arrive, 200, life in in less than that to hours minutes/ten   It is (four questions and tell time in Braille notation.    7. The pupil should   What is the time, he able to tell   Juma?   It is (four minutes/ten   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   What is the time, he able to tell   Juma?   It is (four minutes/ten   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   It is (four minutes/ten   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   It is (four minutes/ten   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   It is (four minutes/ten   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   It is (guide the pupils to answer questions and tell time in notation.    8. The pupil should   It is	OBJECTIVES STRUCTURES PHRASES  Minutes, eight, twenty minutes to.  Salaam?  At twenty minutes to (three/ ten/six).  What's the time, please?  It's (thirty/ minutes) to (twelve/ one).  One).  The pupil should be able to tell time; be able to tell time; in less than time in less than time, to four text to hours, and tell time in more than quarter to hours correctly.  The pupil should to hours in minutes/ten  Terminutes (to hours, Express) leave for minutes, eight, twenty minutes to.  The pupil should to hours, twenty minutes to.  The pupil should to hours in minutes/ten  The pupil should to hours in minutes/ten  The pupil should to hours

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		minutes) to six,		correctly.	4. Tactile		
		father.			watch model.		
		When shall this		2. By using the group work	5. Model of a		
		meeting stop?		technique the teacher to	watch.		
		In less than		guide the pupils to ask			
		(two/ eight/		questions about time and tell			
		twelve) minutes.		time in less than quarter to			
		At what time do		hours correctly.			
		you expect the					
		earoplane to		3. By using the pair work			
		arrive?		technique the teacher to lead			
		It will arrive at		the pupils to set and write			
				time in less than quarter to			
		(8 minutes/ 5		hours.			
		minutes/ 14					
		minutes) to		4. By using the practice			
		(2.00/3.00/12.00).		technique the teacher to			
				guide the pupils to read			
				sentences based on less than			
				quarter to hours correctly.			
9. REPORTING	The pupil should	What is the	Thug, falling	1. By using the observation	1.Textbook.	Can the pupil	11
a) On incidents of	be able to report	matter?	down, burning,	technique the teacher to	2. Pictures/	report on	
disturbing nature.	on incidents of	A python is eating	chasing, prisoner,	guide the pupils to report on	films of	incidents of	
	disturbing nature	a lamb.	fighting, corner,	incidents of disturbing nature	different	disturbing nature	
	properly.	A policeman is	slope, junction,	properly.	events.	properly?	

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		catching a	bridge. damaged,	2. By using the role play	3.Textbook in		
		(thief/ thug).	accident, thief,	technique the teacher to lead	Braille		
		A (house/	pole, heavy rain,	the pupils to report on	notation.		
		tree/ post) is	flood, everywhere	incidents of disturbing nature	4. Tactile		
		(falling down/	burnt destroyed.	properly.	pictures.		
		burning).					
		There was heavy		3. By using the practice			
		rain and		technique the teacher to			
		(many houses/		guide the pupils to read			
		trees/ plants/		sentence and to report on			
		poles) fell down.		incidents of disturbing nature			
		It was terribly hot		properly.			
		and many plants					
		were					
		(burnt/ destroyed).					
b) On common	The pupil should	What happened	Flood, erosion,	1. By using the group	1. Pictures of	Can the pupil	11
natural events.	be able to report	when it rained	heavy rain, very	discussion technique the	floods/	report on	
	on common	heavily?	hot, missed	teacher to guide the pupils to	erosion/	common natural	
	natural events	Most pupils	classes, wet,	report on common natural	rainfall.	events properly?	
	properly.	(didn't come to	weathers, hot,	events properly.	2. Tactile		
		school/ felt sick/	cold, happen, last		pictures of		
		missed classes/	Friday.	2. By using the role play	floods/		
		were wet).		technique the teacher to	erosion/		
		What is the		guide the pupils to report on	heavy rain.		
		weather in Pemba		common natural events			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		this morning).		properly.			
		It is					
		(raining/ very hot/		3. By using the written			
		cold/ windy etc).		exercise technique the			
		What happened		teacher to guide the pupils to			
		last Friday?		complete sentences on			
		Juma		reporting common events			
		(felt ill/ met his		properly.			
		brother/ went to					
		school/ played					
		with his friends).					
c) On man induced	The pupil should	What is happening	Fighting, chasing,	1. By using story telling	1. Pictures.	Can the pupil	11
happenings which	be able to report	out there?.	thief, accident,	techniques the teacher to	2. Drawings.	report on man	
normally takes	on man induced	People are	happened, corner,	guide the pupils to report on	3. Photographs.	induced	
place in daily life.	happenings	(fighting/ chasing	junction, bridge,	man induced happening	4. Tactile	happenings	
	which take place	a thief/ hitting a	slop, basking,	which normally take place in	pictures/	which take place	
	in daily life	snake/ praying in a	bench, take place,	daily life properly.	drawings.	in daily life	
	properly.	mosque).	took place,		5. Tactile	properly?	
		Where did the	watching, tourists,	2. By using the group	pictures/		
		accident take	buying, hitting.	discussion technique the	drawings/		
		place?		teacher to guide the pupils to	photographs.		
		It took place		write and report on man			
		(at that bend/on		induced happenings which			
		the bridge/in that		normally take place in daily			
		house/at our		life properly.			

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		school).		3. By using the written			
		What happened at		exercises technique the			
		the beach?		teacher to lead the pupils to			
		The		write reports on man			
		(tourists/		included happenings which			
		fishermen/ pupils)		normally take place in daily			
		were		life properly.			
		(swimming/					
		buying and selling					
		fish/ watching the					
		boats/ basking in					
		the sun).					

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
10. PLANNING	The pupil should	At 1.00 o'clock	receive,	1. By using the group	1. A model	Can the pupil	11
a) Plan on possible	be able to plan on	we will receive the	specialists, health,	discussion technique the	time table or	plan on possible	
schedules for a	possible	(visitors/	party, lecture,	teacher to guide the pupils to	schedule.	schedules for a	
visitor or a visit.	schedules for a	team/ health	charts, match,	plan on possible schedule for	2. Textbook.	visitor or a visit	
	visitor or a visit	specialists etc).	game, villagers,	a visitor or visit properly.	3. Model time	properly?	
	properly.	Next, we will take	changing room,		table or		
		(him/ them/	team players, have	2. By using the group	schedule in		
		her) to the	dinner, have a	assignment technique the	Braille.		
		( playing/ field/	meeting, play	teacher to guide the pupils to	4. Textbook in		
		changing/room/	tennis.	plan on possible schedules	Braille		
		office/site etc).		for a visitor or a visit	notation.		
		Then/ he/she/ will		properly.	5. CDs./ DVD		
		(have					
		dinner/ play		3. By using the practice			
		tennis/ have a		technique the teacher to			
		meeting) with		guide the pupils to read their			
		(us/ the		schedules for a visitor or a			
		villagers/the		visit in the classroom			
		players/the school		properly.			
		team etc).					

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) Plan time table	The pupil should	What are your	Plans, o'clock, at	1. By using the group work	1. A model	Can the pupil	11
for their schedules.	be able to plan a	plans this	three o'clock, go	technique the teacher to	time table.	plan a time table	
	time for his/her/	Saturday?	for, between,	guide the pupils to plan time	2. Textbook.	for his/her/their	
	their schedules	At six o'clock I	watch TV, have	table for their schedules	3. Model time	schedules	
	properly.	shall (go	lunch, visit, study,	properly.	table in	properly?	
		for prayer/ take a	shall.		Braille.		
		bath/ do		2. By using the gallery walk	4. Textbook in		
		exercises).		technique the teacher to lead	Braille		
		Between eight		the pupils to plan time table	notation.		
		o'clock and		for their schedules properly.	5. Group tasks		
		(six/ one o'clock)			on paper/		
		I shall		3. By using the written	chart.		
		(study/ watch TV/		exercises technique the	6. Group tasks		
		clean the		teacher to guide the pupils to	in Braille		
		compound).		write a time table for their	notation.		
		At (two/		schedules properly.			
		three o'clock) I					
		shall (have					
		lunch/ rest/ visit					
		Ali).					
11. MAKING	The pupil should	Will you	Party, wedding,	1. By using the role play	1. Textbooks.	Can the pupil	11
APOLOGIES	be able to	(attend/ come to)	birthday,	technique the teacher to	2. Invitation	apologize for	
For declining an	apologize for	my aunt's/	discussion, tight,	guide the pupils to apologize	cards.	declining an	
invitation with	declining an	brother's	invitation.	for declining an invitation	3. Textbook in	invitation with	
reason.	invitation with	(farewell party/		with reasons appropriately.	Braille	reasons	

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	reasons	wedding/		2. By using the practice	notation.	appropriately?	
	appropriately.	birthday party/		technique, the teacher to	4. Invitation		
		Maulid)?		guide the pupils to look at	cards on		
		Sorry, I won't		pictures and read the	Braille.		
		have the time.		expressions under the			
		Will you come		pictures appropriately.			
		with me to the					
		District hospital?		4. By using the written			
		Sorry I		exercises technique the			
		(don't have the		teacher to guide the pupils to			
		time/ am busy/ am		fill in the gaps in sentences			
		going to school		with appropriate expressions			
		etc).		appropriately.			
		Have some more					
		food, Salma.					
		No, thank you.					
		Thank you, I					
		(have had enough/					
		am not feeling					
		well/ like rice etc).					

TOPICS /	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MA	TERIALS/	ASSESSMENT	PERIODS
SUB-TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES		AIDS		
12.	The pupil should	Passage from	Key words from	1. By using the group work	1.	English	Can the pupil	11
TRANSLATING	be able to	pupil's textbook/	the passage.	technique the teacher to		Kiswahili	translate short	
Short texts	translate short	newspapers/		guide the pupils to translate		dictionary.	texts from	
	texts from	pamphlets/		short texts from English into	2.	Textbook.	English into	
	English into	magazines.		Kiswahili correctly.	3.	Textbook	Kiswahili	
	Kiswahili					in Braille	correctly?	
	correctly.			2. By using the practice		notation.		
				technique the teacher to lead	4.	Group		
				the pupils to translate short		tasks on		
				texts from English into		paper or		
				Kiswahili correctly.		chart.		
					5.	Group		
						tasks in		
						Braille		
						notation.		
					6.	Pamphlets.		
					7.	Magazines		
					8.	Recorded		
						materials.		
					9.	Pamphlets		
						magazines		
						in Braille.		

## STANDARD SIX

## **COMPETENCES**

At the end of Standard VI the pupils shall demonstrate the ability to:

- 1. Listen carefully and respond to given instructions or information appropriately.
- 2. Report orally and in writing on incidences of disturbing nature and sequence of events.
- 3. Count things and relate them with numbers above 1,000,000 through speaking, reading and writing.
- 4. Express likes and dislikes according to prevailing situations both orally and in writing.
- 5. Read graded texts, passages and story lines from other subjects and apply them appropriately.
- 6. Read, and fill in forms for various purposes according to given instructions.
- 7. Translate long texts from English language into Kiswahili.
- 8. Apply library and ICT skills in order to acquire English language knowledge.

## **OBJECTIVES**

The objectives of teaching English in Standard VI are to enable the pupils to:

- 1. Understand the usage of basic expressions in showing their likes and dislikes according to the prevailing situation.
- 2. Acquire skills of extracting main ideas from various sources of information and using them appropriately.
- 3. Get knowledge of reporting on incidents of disturbing nature and sequence of events.
- 4. Develop habits of listening carefully to given instructions or information and responding appropriately.
- 5. Acquire skills of filling in forms and follow given instructions.
- 6. Acquire knowledge of counting things and relating them with numbers above 1,000,000 through speaking, reading and writing.
- 7. Get knowledge of asking for and providing information on occurrences in different situations.
- 8. Get knowledge of reading and understanding graded texts, passages and story lines from other subjects.
- 9. Acquire skills of translating long texts from English language into Kiswahili.
- 10. Acquire English language knowledge and skills from library and ICT facilities.

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
1. INSTRUCTING	The pupil	No, parking!	No parking,	1. By using the diagnostic	1. Road signs and	Can the pupil	11
a) Road signs and	should be able	Stop!	narrow, bending,	teaching technique the teacher	symbols.	interpret road	
symbols.	to:	Poison!	ahead, caution,	to guide the pupils to interpret	2. Pictures/	signs and	
	(i) Interpret	Danger!	diversion, stop,	road signs and symbols	drawings of	symbols	
	road signs and	Narrow bridge.	poison, bridge,	appropriately.	road signs and	appropriately?	
	symbols	Round about!	narrow, sharp		symbols.		
	appropriately.	Men at work!	corner.	2. By using the practice	3. Textbook in		
		Caution!		technique the teacher to guide	Braille		
		Sharp corner		the pupil to draw and interpret	notation.		
		ahead!		road signs and symbols	4. Textbook.		
				appropriately.	5. Tactile road		
					symbols and		
					pictures.		
	(ii) Use road	Speed limit 20	Limit, zebra	1. By using the educational visit	1. Textbook.	Can the pupil use	
	signs and	kilometer per	crossing. slow	technique the teacher to guide	2. Textbook in	road signs and	
	symbols	hour!	down, kilometer,	the pupils to a nearby main road	Braille	symbols	
	appropriately.	(20 km.p.h!).	speed, limit.	to identify road signs and	notation.	appropriately?	
		Slow down!		symbols.	3. Video		
		School children			cassettes.		
		crossing!		2. By using the role play			
				technique the teacher to			
				guide the pupils to show how			
				to use road signs and			
				symbols correctly.			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
b) Examination	The pupil	Answer all	Compulsory,	1. By using the short lecture	1. Copies of past	Can the pupil	11
instructions.	should be able	questions.	section, a total of,	technique the teacher to explain	examination	follow	
	to follow	Sections A and B	examination	the meaning of examination	papers.	examination	
	examination	are compulsory.	number.	instructions and their	2. Pupil's	instructions	
	instructions	Answer a total of		importance.	textbook.	accordingly?	
	accordingly.	questions.			3. Past		
		Write your		2. By using the practice	examination		
		examination		technique the teacher to guide	papers in		
		number on every		the pupils to follow	Braille.		
		page.		examination instructions	4. Textbook in		
		You must answer		accordingly.	Braille		
		all questions.			notation.		
c) Filling in	The pupil	Please fill in the	Complete, finish,	1. By using the demonstration	1. Copies of	Can the pupil	11
forms.	should be able	form.	fill in, forms.	technique the teacher to guide	different forms to	fill in forms	
	to fill in forms	Have you filled		the pupils to fill in forms by	fill in e.g.	accordingly?	
	accordingly.	in the form?		following given instructions.	immigration/		
					hospital/		
		Have you		2. By using the task analysis	accommodation/		
		(completed/		technique the teacher to lead the	bank withdrawal/		
		finished filling		pupils to follow instructions	bank deposit		
		in) your form?		and fill in forms accordingly.	forms.		
					2. Pupil's		
					textbook.		
				3. By using the practice	3. Textbook in		
				technique the teacher to lead	Braille		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
				the pupils to fill in forms, first	notation.		
				in pairs then individually	4. Different		
				accordingly.	forms in Braille		
					notation.		
2.IDENTIFYING	The pupil	What is that place	Need, planes,	1. By using pictures of	1. Pictures of	Can the pupil	11
a) Buildings,	should be able	for?	ancient, museum,	buildings, vehicles and places,	different	identify	
vehicles, places	to identify	That is a zoo	gallery,	the teacher to guide the pupils	objects.	buildings,	
and their related	buildings,	where animals	photographer,	to relate each object with its	2. Information	vehicles, places	
functions.	vehicles, places	are kept.	concert, game park,	functions.	sheet of	and their related	
	and their	What is that	harbour, ship,		places.	functions	
	related	building?	beach, mountain,	2. By using the written	3. Textbook.	correctly?	
	functions	That is the	ferries, to and from,	exercises technique the teacher	4. Tactile		
	correctly.	(museum/bank/	ancient objects,	to guide the pupils to write	pictures.		
		post office/	post letters.	down the function of each of	5. Information		
		pharmacy) where		the named object.	sheets of		
		we (keep			places in		
		ancient objects/			Braille		
		keep money/ post			notation.		
		letters/ buy			6. Textbook in		
		medicine etc).			Braille		
		That is the			notation.		
		People's.			7. DVD/CDs.		
		Bank of Zanzibar					
		where people					
		(keep/ borrow)					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		money.					
		What is that bus					
		used for.					
		That is the					
		(village – bus/					
		school-bus)					
		which					
		(carries farmers/					
		ferries pupils to					
		and from school).					
							11
b) Natural	The pupil	What objects are	Coconut trees,	1. By using the group	1.Word cards	Can the pupil	
features in the	should be able	around your	beautiful, flowers,	discussion technique the teacher	with information	identify natural	
immediate	to:	classroom?	birds, near, well,	to lead the pupils to identify	of the places.	features in their	
environment	(i) Identify	There are	river, valley, small	natural features in their	2.Textbook.	immediate	
and general	natural features	(coconut trees/	forest.	immediate environment	3.Tactile picture	environment	
environment.	in the	beautiful flowers/		correctly.	and drawings.	correctly?	
	immediate	birds and stones).			4.Pictures/		
	environment	Are there natural		2. By using the memory game	drawings.		
	correctly.	objects near your		(diagnostic technique) the	5.Tactile word		
		school?		teacher to guide the pupils to	cards.		
		Yes. There is a		write about natural features in	6. Textbook in		
		(beautiful		their immediate environment	Braille		
		beach/village/		correctly.	notation.		
		well/river valley/					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		small forest etc).					
	(ii) Identify	What good	Clove trees,	3.By using the questions and	1.The	Can the pupil	
	natural features	features are	coconut trees, clean	answers technique the teacher	surrounding	identify natural	
	in the general	found in	beaches, turtles,	to guide the pupils to identify	environment.	features in the	
	environment	Zanzibar?	dolphins, red	natural features in general	2. Pictures.	general	
	correctly.	Well, there are	monkeys, lots of,	environment correctly.	3.Sentence	environment	
		(clean	coral rocks, spices.		cards.	correctly?	
		beaches/ lots of			4. Tactile		
		fish/ coral rocks/			pictures and		
		clove trees/ red			cards.		
		monkeys/ etc).					
		You will find					
		(dolphins/					
		red monkeys/					
		turtles/ etc) in					
		Zanzibar.					
c) More	The pupil	Who am I?	Mechanic,	1. By using pictures and	1. Information	Can the pupils	11
occupation	should be able	You are a	laundryman,	drawings, the teacher to guide	sheet on	identify common	
common in the	to:	(singer/ teacher/	coconut free	the pupils to identify common	occupations.	occupations in	
community and	(i) Identify	shopkeeper/	climber, goldsmith,	occupations in the community	2. Word cards	the community	
people in those	common	cook/ etc).	blacksmith.	accordingly.	on	accordingly?	
occupations.	occupations in	Who is that man/			occupations.		
	the community	woman?		2. By using the written	3. Pupil's		
	accordingly.	He/she is a		exercises technique the teacher	textbook.		
		(nurse/		to guide the pupils to write	4. Information		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		doctor/ secretary/		stories on different occupations	sheets in		
		bank- teller etc).		in the community accordingly.	Braille		
		What does he/she			notation.		
		do?			5. Word cards in		
					Braille		
		Well, he/she			notation.		
		cooks food/ sells			6. Textbook in		
		soda/ cleans the			Braille		
		furniture) in the			notation.		
		(restaurant/ hotel/					
		market place).					
	(ii) Identify the	What do we call	Mechanic,	1. By using the role play	1. Samples of	Can the pupils	
	titles of people	people who	plumber, gold	technique the teacher to guide	manufactured	identify the titles	
	in different	(treat people/	smith; silver smith;	the pupils to identify the titles	items.	of people in	
	occupations	teach/ build	builder, radio	of people in different	2. Word cards	different	
	accordingly.	houses/ make	repairer,	occupations accordingly.	of occupations.	occupations	
		furniture/ paint	announcer,		3. Samples of	accordingly?	
		houses/ selfish	telephone repairer,	2. By using the question and	tools.		
		etc)?	journalist, fish	answers technique the teacher	4. Pupil's		
		We call them	monger; market	to guide the pupils to identify	textbook.		
		(doctors/	woman, fisherman,	titles of people in different	5. Textbook in		
		medical officers/	farmer, animal	occupations accordingly.	Braille		
		masons/	keeper, painter,		notation.		
		carpenters/ etc).	weaver, tailor,	3. By using the diagnostic	6. Word cards in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
			accountant, coconut	teaching technique the teacher	Braille		
			tree, climber,	to guide the pupils to discuss	notation.		
			reporter, etc.	(speaking) about occupations			
				and the titles of people in them			
				accordingly.			
d) Common tools	The pupil	What does a	Screw driver,	By using the brainstorming	1. Pictures/ real	Can the pupil	11
and implements	should be able	(teacher/	machete, pliers,	technique the teacher to guide	objects.	identify common	
in	to:	doctor/	saw, plane,	the pupils to identify common	2. Textbook.	tools and	
correspondence	(i) Identify	mechanic)	stethoscope,	tools and implements in	3. Tactile	implements in	
with occupations.	common tools	need in his/ her	thermometer,	particular occupations	pictures.	particular	
	and implements	work?	reference books,	accordingly.	4. Textbook in	occupations	
	in particular	He/she needs	computer,		Braille	accordingly?	
	occupations	(books/medicines	calculator, mobile		notation.		
	accordingly.	/spanners etc).	phone.				
	(ii) Explain the	A	Loosening,	By using the brainstorming	1. Pictures and	Can the pupil	
	usage of the	(spanner/	tightening,	technique the teacher to guide	drawings of	explain the usage	
	mentioned	thermometer/	measuring, hitting,	the pupils to explain the usage	people at	of given tools in	
	tools in	dictionary) is	searching,	of tools in particular	work.	particular	
	particular	used for	calculating, calling.	occupations accordingly.	2. Textbook.	occupations	
	occupations	(tightening nuts/			3. Tactile	accordingly?	
	accordingly.	measuring			pictures.		
		temperature/			4. Textbook in		
		checking the			Braille		
		meaning of			notation.		
		words etc).			5. Actual tools		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
					and		
					implements.		
e) Numbers with	The pupil	What is this	Approximately,	1. By using the question and	1. Drawings	Can the pupil	12
their accurate	should be able	number?	about, exactly,	answers technique the teacher	and pictures	identify numbers	
approximate	to:	It is	1,500,000,	to guide the pupils to identify	of different	above 1,000,000	
values.	(i) Identify	(one point five	1,880,000,	numbers above 1,000,000 in	items with	in digits and	
	numbers above	million/ two and	2,550,500,	digits and words correctly	prices above	words correctly?	
	1,000,000 in	half million/ one	One million five		1,000,000/=		
	digits and	million and five	hundred thousand,	2. By using the practice	attached.		
	words	hundred	three million, six	technique the teacher to lead the	2. Textbook.		
	correctly.	thousands, etc).	hundred and sixty	pupils to do a writing activities	3. Tactile		
		That is	thousand, one point	on numbers correctly.	pictures and		
		500,000/	five.		drawings of		
		2,600,000/			items with		
		3,000,000/ etc).			prices above		
					1,000,000/=		
					attached.		
					4. Textbook in		
					Braille		
					notation.		
	(ii) Talk about	How much	Expensive, cheap,	1. By using the dramatization	1. Real items	Can the pupil talk	Į I
	the prices of	money did your	coast, buy, sell,	technique the teacher to lead the	with price tags	about the prices	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
	items correctly.	house cost? It	bargain, sold,	pupils to act and talk about	attached.	of items	
		cost (ten	piece, two point	prices of items correctly.	2. Pictures and	correctly?	
		million/ twenty	five million, two		drawings of		
		million/ two	million five	2. By using the written	different items		
		point five	hundred thousand.	exercises technique the teacher	with prices		
		million) shillings.		to guide the pupils to allocate	indicated.		
		Do you think this		items with respective	3. Textbook.		
		house is		values/prices correctly.	4. Tactile pictures		
		expensive?			and drawings		
		No, I think it is			of items with		
		cheap/ I think it			prices		
		cost about			indicated.		
		(three million/			5. Textbook in		
		four point five			Braille		
		million/ one point			notation.		
		two million etc)					
		shillings.					
f) Common	The pupils	What is this?	Microscope, meter	1. By using the diagnostic	1. Sample of	Can the pupil	12
laboratory	should be able	It is a	rule, beam balance,	teaching technique the teacher	laboratory	identify common	
apparatus and	to:	(microscope/	filter funnel,	to guide the pupils to identify	apparatus.	laboratory	
their uses.	(i) Identify	meter/ ruler/	measuring,	common laboratory apparatus	2. Drawings of	apparatus	
	common	thermometer/	heating substances,	correctly.	apparatus.	correctly?	
	laboratory	beam balance/	liquids, saw,				
	apparatus	saw etc).	temperature,	2. By using the written	3. Textbook.		
	correctly.		thermometer,	exercises technique the teacher	4. Textbook in		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
			balance.	to guide the pupils to draw and	Braille		
				name common laboratory	notation.		
				apparatus correctly.	5. Tactile		
					drawings of		
					apparatus.		
					6. Video		
					cassettes.		
	(ii) Relate	What are scissors	Cutting, dissecting,	1. By using the demonstration		Can the pupil	
	apparatus with	used for?	heating, testing,	technique, the teacher to guide		relate common	
	their uses	They are used for	weighing,	pupils to show how apparatus		laboratory	
	correctly.	(cutting/	measuring, taking	are used in the laboratory.		apparatus with	
		dissecting)	temperature,			their uses	
		paper/insects/	cutting wood.	2. By using the written		correctly?	
		cloth).		exercises technique the teacher			
		A (ruler/		to lead the pupils to relate			
		thermometer/		common laboratory apparatus			
		saw) is used for		with their uses correctly.			
		(measuring					
		lengths/ taking					
		temperature/					
		cutting wood).					
g) People in	The pupil	Who is that	District/ Regional	1. By using the pair work	1. Photographs of	Can the pupil	12
relation with their	should be able	man/woman?	commissioner,	technique the teacher to lead the	different	identify people in	
social status or	to identify	He/she is the	Member of	pupils to identify people in	families.	relation with their	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
family status.	people in	(mother/ father/	Parliament,	relation with their social/ family	2.Textbook.	social status or	
	relation with	brother/ sister/	Member of House	status accordingly.	3. Textbook in	families status	
	their social	etc) of	of Representative.		Braille	accordingly?	
	status or family	Mr is	Minister, President,	2. By using the group	notation.		
	status	Maua's grand-	Chief Minister,	discussion technique the teacher	4. Photographs		
	accordingly.	father.	Prime Minister,	to guide the pupils to identify	of local		
		He/she is the	Village	people and their social/family	leaders.		
		(District/	chairperson, Sheha.	status accordingly.	5. Tactile		
		Regional		3. By using the practice	photographs of		
		Commissioner/		technique the teacher to guide	local leaders.		
		President).		the pupils to talk about			
		He/she is the		important people in the			
		(M.P/Sheha/		neighbourhood and their status.			
		Chief Minister					
		etc).					
		Who is your					
		(Sheha/District					
		Commissioner					
		etc).					
		Mr. Solomon is					
		my					
		(Sheha/ District					
		Commissioner).					
3. DESCRIBING	The pupil	He/she is a	Behave, helpful,	1. By using the story telling	1.Drawings.	Can the pupil	12
People in terms	should be able	(good/happy/	active, wealth,	technique the teacher to guide	2. Pictures.	describe people	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
of their character	to describe	charming) man/	often, always, rich,	the pupils to describe people in	3.Textbook.	in terms of their	
traits and	people in terms	woman.	prosperous,	terms of their character and	4. Characteristics	character and	
economic status.	of their	He/she often/	charming, wealthy,	economic status appropriately.	cards.	economic status	
	character and	always	poor, generous,		5.Tactile	appropriately?	
	economic	(speaks/behaves)	stingy, miser.	2. By using the practice	pictures and		
	status	(politely/		technique the teacher to guide	drawings.		
	appropriately.	respectfully).		pupils to build sentences on	6.Textbook in		
		He/she is a		people's character and	Braille		
		(rich/ poor/		economic status appropriately.	notation.		
		stingy) person.			7. Characteristics		
					cards in		
					Braille.		
4. MAKING	The pupils	Can you show me	Departure lounge,	1. By using the role play	1. Textbook.	Can the pupil	12
POLITE	should be able	the	gate, corridor, type,	technique the teacher to guide	2. Textbook in	make polite	
REQUESTS	to:	(departure	photocopy, print,	the pupils to make polite	Braille	requests related	
AND	(i) Make polite	lounge/ Gate	send scan, meeting	request related to airport and	notation.	to airport and	
RESPONSES.	requests related	Number 1, etc)?	manager.	office situations accordingly.	3. Video	office situations	
Making polite	to airport and	Follow this			cassettes.	accordingly?	
requests related	office	corridor then turn					
to airport and	situations	left/right.					
office situations.	accordingly.	Can you type/		2. By using the practice			
		print this letter		technique the teacher to guide			
		for me, please.		the pupils to make polite			
		Can you tell me		requests related to airport and			
		where the		office situations accordingly.			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(meeting/ Sheha/					
		hospital) is		3. By using the written			
		please?		exercises technique the teacher			
				to guide the pupils to build			
				sentences on making polite			
				requests related to airport and			
				office situations accordingly.			
	(ii) Respond to	Where is the		1. By using pair work technique		Can the pupil	
	polite requests	meeting?		the teacher to guide the pupils		respond to polite	
	related to air-	The meeting is in		to respond to polite requests		requests related	
	port and office	the (hall/		related to airport and office		to airport and	
	situations	Manager's office,		situations accordingly.		office situations	
	accordingly.	etc).				accordingly?	
		Where is Gate		2. By using the written			
		Number II?		exercises technique the teacher			
		Follow me,		to guide the pupils to build			
		madam/sir, I'll		sentences on responding to			
		take you there.		polite requests related to airport			
		Sir, walk back 20		and office situations			
		metres and then		accordingly.			
		turn left.					
5. EXPRESSING	The pupil	I like tea because	Tasty, salty, rotten	1. By using the individual	1. Real objects.	Can the pupil	12
LIKES/	should be able	it is	chatting, trouble	assessment technique the	2. Drawings of	express likes/	
DISLIKES	to express	(tasty/ nice).	some, harsh,	teacher to guide the pupils to	food/ fruits.	dislikes with	
Expressing	likes/dislikes	I don't like fish	arrogant, peaceful,	express their personal likes and	3. Real food	reasons in terms	

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
likes/dislikes in	with reasons in	because it is	calm, hospitality,	dislikes with reasons	items and	of one's or	
terms of one's or	terms of one's	(smelly/	friendly, hostile,	appropriately.	fruits.	other's	
other's	or other's	salty/ rotten etc).	charming, noisy,		4. Textbook.	behaviour, ideas,	
behaviour, ideas,	behaviour,	I like this (city/	rude, drunkard,	2. By using the pair work	5. Textbook in	beliefs and	
beliefs and	ideas, beliefs	town/ Shehia/	smoke cigarettes,	technique the teacher to guide	Braille	attitudes	
attitudes.	and attitudes	country) because	etc.	the pupils to express their	notation.	appropriately?	
	appropriately.	it is		likes/dislikes in terms of one's	6. Tactile		
		(peaceful/ clean).		or other's behaviours ideas,	drawings.		
		I dislike		beliefs and attitudes with	7. The surround-		
		(Sharif/ Sadam)		reasons appropriately.	ding		
		because he			environment.		
		(doesn't pray/		3. By using the written			
		wash his shirts).		exercises technique the teacher			
		We hate that man		to guide the pupils to write a			
		because he		passage on what they like and			
		(smokes/		dislike with reasons			
		cigarettes/ is a		appropriately.			
		drunkard/ is					
		rude).					
				4. By using the pair and group			
				work technique the teacher to			
				guide the pupils to read their			
				partners likes and dislikes with			
				reasons appropriately.			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
6. MAKING	The pupil	Can you show me	Ring, sure,	1. By using the role playing	1. Toy telephone	Can the pupil	12
SIMPLE	should be able	to the	manager, fix time,	techniques the teacher to lead	2. Textbook.	make simple	
ENQUIRIES	to make simple	(doctor's office/	director, could, at,	the pupils to make simple	3. Textbook in	enquiries	
Concerning	enquiries	REO's house/	time, busy, ready,	enquiries on different situations	Braille	concerning	
people's	concerning	DEO's office)	available,	correctly e.g. fixing an	notation.	people's	
availability or	people's	please?	availability,	appointment to see the doctor/	4. Video	availability or	
willingness to	availability or	Can l speak to Mr	willingness, attend,	REO/ MP.	cassettes.	willingness to	
render services in	willingness to	, please?	should.			render services in	
formal situations.	render services	Yes, of course.		2. By using the written		formal situations	
	in formal	Can you give me		exercises technique the teacher		correctly?	
	situations	your		to guide the pupils to make			
	correctly.	(address/phone		simple enquiries by filling in			
		number/pen),		missing information correctly.			
		please?					
		Sure!					
		Is the					
		(doctor/ lawyer/					
		headteaher)					
		available now?					
		No, madam,					
		he/she is still					
		busy.					
		May I come to					
		(see you/					
		talk to the					

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		manager/ see the					
		doctor) today?					
		Yes, sure/ No,					
		he/she is busy.					
		At what time					
		should I come to					
		(see the					
		headteacher/					
		meet the pupils/					
		talk to the					
		parents)?					
		At twelve					
		o'clock, madam.					
7. COMPARING	The pupil	Ali's family/	Fairer, taller, stout,	1. By using the demonstration	1 Picture cards	Can the pupil	12
AND	should be able	father is rich but	hard working,	technique the teacher to lead the	showing	compare and	
DIFFERENTIA-	to compare and	Wanu's	smarter, rich, richer	pupils to compare and	different	differentiate	
TING	differentiate	father/family is	wealthier.	differentiate each other in terms	appearances.	pupils'	
a) Pupil's	pupils'	richer.	good at, bad at,	of their appearance, skin colour,	2. Textbook.	appearances, skin	
similarities and	appearances,	Both pupils are	weak in, poor in,	academic capability and family	3. Textbook in	colour, academic	
differences in	skin colours,	(like	generous.	economic status accordingly.	Braille	capability and	
terms of their	academic	English/weak in		2. By using the pair work	notation.	family economic	
appearances, skin	capability and	Arabic/ good in		technique the teacher to lead the		status	
colour, academic	family	Mathematics).		pupils to compare and		accordingly?	
capability and	economic	Thuweni/ Mussa		differentiate each other in terms			
family economic	status	can read/		of their appearances, skin			

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
status.	accordingly.	sing/ swim) well		colour, and academic capability			
		but		and family economic status			
		(Sarah/Jane/		accordingly.			
		Asha) cannot.					
		Khadija/Ali/ Tom		3. By using the practice			
		is (shorter		technique the teacher to guide			
		than/ thinner		the pupils to write their own			
		than) me/ Rhoda		descriptions in terms of			
		but Mussa is		comparison and differentiation			
		(taller/ fatter).		with other pupils accordingly.			
b) Places in-	The pupil	Pemba	Populous, cooler,	1. By using the question and	1.Pictures of	Can the pupil	10
terms of sizes,	should be able	(gets more rain/	rich, closer to,	answers technique the teacher	different	compare and	
physical features,	to compare and	is hotter/ is	away from,	to guide the pupils to compare	places in terms	differentiate	
weather, sites and	differentiate	smaller/ is more	productive areas,	and differentiate places in terms	of weather,	places in terms of	
proximity.	places in terms	windy) than	fertile, traffic	of their sizes, physical features,	physical	sizes, physical	
	of sizes,	Unguja.	lights, many more,	weather, sites and proximity	features, sizes	features, weather,	
	physical	Chake chake	fewer, near to.	accordingly.	and proximity.	sites and	
	features	town			2. Textbook.	proximity	
	weather, site	(is nearer to			3.List of	accordingly?	
	and proximity	Kenya/ is			questions.		
	accordingly.	smaller/ is cooler/		2. By using the reading	4. Texts on		
		has fewer people)		technique the teacher to guide	comparison		
		than Morogoro		the pupils in groups to read	and		
		town.		passage on comparing and	differentiation		
		Darajani school		differentiating places in terms	of places.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		has		of their sizes, physical features,	5.Texts in		
		(many pupils/		weather, sites and proximity	Braille		
		fewer teachers/		accordingly.	notation.		
		many			6.Tactile		
		classrooms) than		3. By using the written exercise	pictures of		
		(Kijini		technique the teacher to guide	places.		
		school/ Charawe		the pupils to write short passage			
		school etc).		comparing and differentiating			
		Unguja has got		places in terms of their sizes,			
		(many		physical features, weather, sites			
		more beaches)		and proximity.			
		than					
		(Pemba/					
		Tumbatu)					
8. TELLING	The pupil	It is quarter past	a.m.	1. By using the diagnostic	1. Paper clocks.	Can the pupil tell	12
TIME	should be able		p.m.	teaching technique the teacher	2. Old clocks.	time in more than	
a) In more than	to tell time in	(4.00/12.00)	half – past.	to guide the pupil to tell time in	3. Drawings of	quarter past hours	
quarter past	more than	It is half past		more than quarter past hours	clocks.	correctly?	
hours.	quarter past			correctly.	4. Pupil's		
	hours correctly.	(1.00/8.00).			textbooks.		
		What's the time?		2. By using the individual	5. Textbook in		
		It is		assessment technique the	Braille		
		(2.40 a.m./3.25		teacher to guide the pupils to	notation.		
		p.m. etc).		draw and set clocks at given	6. Tactile		
		It is		times correctly.	drawings.		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		(twenty minutes			7. Video		
		to three/ twenty			cassettes.		
		five minutes past					
		three).					
b) In more than	The pupil	It is now half past	Forty five minutes	1. By using the practice	1. Paper clocks.	Can the pupil tell	12
half past.	should be able		past,	technique the teacher to guide	2. Old clocks.	time in more than	
	to tell time in	(two/ three/ ten).	Thirty five past	the pupils to tell time in more	3. Drawings of	half past hours	
	more than half	What time is it?		than half past hours correctly.	clock faces.	correctly.	
	past hours	The time is thirty	The time is		4. Textbook.		
	correctly.	five minutes past		2. By using the practice	5. Textbook in		
		(three/		technique the teacher to guide	Braille		
		six/ two).		the pupils to set clocks in more	notation.		
				than quarter and half past hours	6. Tactile		
				correctly.	drawings of		
					clock faces.		
9. REPORTING	The pupil	First, you must	Peel, sieve, ground,	1. By using the demonstration	1. Notes	Can the pupil	12
On the sequence	should be able	(wash/	spices, squeezed,	technique the teacher to lead the	(directions) on	report about the	
of events in a	to report about	clean) your shirt	marsh, boiled,	pupils to report on a sequence	keeping of	sequence of	
given process	the sequence of	then	preparing,	of events in a given process	clothes tidy.	events in a given	
accordingly.	events in a	(iron/ wear/ keep)	organizing,	accordingly.	2. Notes on	process	
	given process	it.	connect, inner,		switching ON	accordingly?	
	accordingly.	Connect the wire	tube, sharing,	2. By using the group work	a computer.		
		to the	mixture, power,	technique the teacher to guide	3. Notes on		
		(socket/power	source, switching,	the pupils to report on sequence	making		
		sources) then	computer, let it	of events in given processes	drinking water		

TOPICS/ SUB-	SPECIFIC	CONTENT/	VOCABULARY/	TEACHING/ LEARNING	MATERIALS/	ASSESSMENT	PERIODS
TOPICS	OBJECTIVES	STRUCTURES	PHRASES	TECHNIQUES	AIDS		
		switch on the	cool, wire.	accordingly.	clean and safe.		
		power before			4. Notes in		
		switching on		3. By using the gallery walk	Braille		
		your computer.		technique the teacher to guide	notation.		
		First, boil the		the pupils to report on sequence	5. Textbook.		
		water then sieve		of events in given processes	6. Textbook in		
		it and let it cool		accordingly.	Braille		
		before drinking			notation.		
		it.		4. By using the diagnostic	7. Video		
				teaching technique (every pupil	cassettes.		
				responds) the teacher to guide			
				the pupils to write reports on			
				sequence of events accordingly.			
				5. By using diagnostic teaching			
				technique (fluency and oral			
				reading accuracy), the teacher			
				to guide the pupils to read their			
				reports accordingly.			
10. PLANNING	The pupil	At	Watch, rest	1. By using the demonstration	1. A model of	Can the pupil	11
a) Plan on proper	should be able	(1.00/ 2.00	holiday, solve,	technique the teacher to lead the	teacher 's	plan proper	
management of	to plan on	o'clock) I shall	problem, week,	pupils to plan on their revision	plan.	management of	
revision time.	proper	revise	end, recess, period,	time properly.	2. Textbook.	revision time	
	management of	(English/	lunch time, revise,		3. Model plan in	properly?	
	revision time	Science).	homework, notes,	2. By using the written	Braille		

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	properly.	At 5.00 o'clock I	iron, uniform, study	exercises and group discussion	notation.		
		shall (do	exercise.	technique the teacher to lead	4. Textbook in		
		exercises in		the pupils plan on their	Braille		
		(Geography/		revision time properly.	notation.		
		Hisabati).					
		At 6.00 I shall		3. By using the diagnostic			
		(do my		teaching technique (fluency			
		homework/ revise		and oral reading accuracy)			
		my notes).		teacher to guide the pupils to			
		I shall		read their plans properly.			
		(study/ do					
		Mathematic)					
		in the morning.					
		At 12.00 o'clock					
		I shall					
		(watch TV/ iron					
		my uniform).					

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b) Drawing and	The pupil	This Saturday	Relative, visit,	1. By using the demonstration	1. Models of	Can the pupil	12
commenting on	should be able	I shall visit my	uncle, nephew,	technique the teacher to guide	teacher's time	make his/her plan	
an individual	to make his/her	(uncle/ aunt/	cousin, aunt,	the pupils to make individual	table.	or time table	
time table or	own time table	grand mother/	evening.	times tables and write them in	2. Textbook.	properly?	
plan.	or plan	father/ relatives		their exercise books properly.	3. Model		
	properly.	etc).			teacher's time		
		On Sunday		2. By using the written	table in Braille		
		morning I shall		exercises technique the teacher	notation.		
		(go to the beach/		to guide the pupils to write	4. Textbook in		
		Stone Town)		individual time tables.	Braille		
		then			notation.		
		(visit (Jozani/		3. By using the pair work	5. Magazine		
		Fuoni) in the		technique the teacher to guide	articles.		
		evening.		the pupils to compare their	6. Articles from		
				individual time table or plans	pamphlets.		
				properly.	7. Articles from		
					magazines and		
					pamphlets in		
					Braille		
					notation.		
11.	The pupil	Structure	Key words from	1. By using the peer teaching	1. English	Can the pupil	13
TRANSLATION	should be able	according to the	the texts.	technique the teacher to lead the	Kiswahili	translate long	
Long texts.	to translate	words used in the		pupils to translate long texts	dictionaries.	texts from	
	long texts from	texts.		from English into Kiswahili	2. Textbook.	English into	
	English into			correctly.	3. English,	Kiswahili	

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	Kiswahili				Kiswahili	correctly?	
	correctly.			2. By using the written	dictionaries in		
				exercises technique the teacher	Braille		
				to guide the pupils to translate	notation.		
				long texts from English into	4.Textbook in		
				Kiswahili correctly.	Braille		
					notation.		
					5. Magazine		
					articles.		
					6. Articles from		
					pamphlets.		
					7. Articles from		
					magazines and		
					pamphlets in		
					Braille		
					notation.		
					8. Recorded		
					materials.		
					9. News paper		
					cuttings.		