



THE REVOLUTIONARY GOVERNMENT OF ZANZIBAR

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

ENGLISH SYLLABUS

FOR PRIMARY SCHOOLS

STANDARD I- VI

2009

© Ministry of Education and Vocational Training Zanzibar, 2009.

All rights reserved. No part of this publication may be reproduced, reported, stored in any retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior permission of the copyright owner.

**PREPARED BY:
THE DEPARTMENT OF CURRICULUM AND EXAMINATIONS
P.O. BOX 3070
ZANZIBAR.**

TABLE OF CONTENTS

Page

INTRODUCTION	v
Reasons for the Development of the New Primary Education Curriculum.....	v
Importance of English Subject in the Curriculum	vi
Goals of Education in Zanzibar	vi
General Objectives of Primary Education	vii
General Competences in English	viii
General Objectives of English	viii
Selection of Topics	ix
Structure of the Syllabus.....	x
STANDARD ONE	1
COMPETENCES.....	1
OBJECTIVES	1
STANDARD TWO	25
COMPETENCES.....	25
OBJECTIVES	25
STANDARD THREE	45
COMPETENCES.....	45
OBJECTIVES	45
STANDARD FOUR	77
COMPETENCES.....	77
OBJECTIVES	77

STANDARD FIVE	103
COMPETENCES.....	103
OBJECTIVES.....	103
STANDARD SIX	129
COMPETENCES.....	129
OBJECTIVES.....	129

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..
6. 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.	√	-	-	-	-	-
2.	Introducing.	√	√	-	-	-	-
3.	Instructing.	√	√	√	√	√	√
4.	Identifying.	√	√	√	√	√	√
5.	Describing.	√	√	√	√	√	√
6.	Making Polite Requests and Responses.	√	√	√	√	√	√
7.	Expressing Likes and Dislikes.	-	-	√	√	√	√
8.	Making Simple Enquiries.	-	√	√	√	√	√
9.	Comparing and Differentiating.	-	-	√	√	√	√
10.	Telling Time.	-	√	√	√	√	√
11.	Reporting.	-	-	-	√	√	√
12.	Planning.	-	-	-	√	√	√
13.	Making Apologies.	-	-	√	√	√	√
14.	Expressing Happiness/Sorrow /Thanks.	-	√	√	√	-	-
15.	Translating.	√	√	√	√	√	√

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: $224 \div 5 \text{ days} \times 8 = 358$ 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: $224 \div 5 \text{ days} \times 6 = 265$ 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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS/ SUB- TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
		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.

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
1. INTRODUCING a) Introducing family members.	The pupils should be able to introduce family members appropriately.	Who is she/he? She/he is my/ his/her..... (mother/ father brother/uncle). What is your..... (mother's/ father's/ sister's/ uncle's grand mother's/ grand 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 (teacher/ dressmaker/ farmer).	Uncle, aunt, grand father, grand mother, dressmaker, doctor, engineer, sales woman, farmer, sister,, brother, teacher headteacher, headmistress, headmaster.	1. By using different pictures the teacher to guide the pupil to introduce family members appropriately. 2. 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. 4. By using the matching teaching the teacher to guide the pupils to match pictures of family members with related words appropriately.	1. Pictures. 2. Flash cards. 3. Drawings. 4. Photographs. 5. Video Cassette. 6. Textbook in Braille notation. 7. Tactile pictures/ drawings. 8. Tactile flash cards.	Can the pupil introduce his/her family members appropriately?	20

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
7. TELLING TIME a) Dates and Months.	The pupil should be able to tell dates and months correctly.	What day is it today? Today is (Monday/ Tuesday). What is the date? It is.... (the 1 st / 2 nd / 3 rd / 4 th). What month is it? It is..... (Jan. Feb.). What date is it today? It is the (20 th /1 st /2 nd / 3 rd / 4 th) of (Jan, Feb) 2009.	Date, 1 st , 2 nd , 3 rd , 4 th Month, year, day, today, date, month, day, February, Monday, year, what, Today's date, Two days, one month, on Tuesday, next month, next week, tomorrow the day after tomorrow.	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 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 and months correctly.	1. Textbook. 2. Calendars. 3. Chart with various events. 4. Flash cards with dates/ months. 5. Braille machine. 6. Pictures. 7. Drawing. 8. Tactile pictures/ drawings.	Can the pupil tell dates and months correctly?	20

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

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

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

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

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

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.

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
1. INSTRUCTING a) Personal hygiene.	The pupil should be able to give and respond to instructions related to personal hygiene correctly.	Wash your hand before eating. Brush your teeth after eating. Don't eat too many sweets. Cut your finger nails and comb your hair. Always wear clean clothes. Go to hospital when you feel sick. Wear sandals when you go to the toilet. Wash fruits before you eat them.	Wash, before eating, brush, teeth, after, too much, sweets, cut finger nails comb, hair, always wear, clean clothes, when, feel sick, sandals, fruits, before them, hospital.	1. By using the demonstration technique the teacher to guide the pupils to give and respond to instructions related to personal hygiene correctly. 2. By using the role play technique the teacher to lead the pupils to give and respond to instructions related to personal hygiene correctly. 3. By using the imitation technique the teacher to guide the pupils to read the dialogue on personal hygiene correctly. 4. By using the written exercises technique the teacher to lead the pupils to look at the pictures in their text books and write relevant instructions for the picture correctly.	1. Different materials with respect to the instructions. 2. Pictures. 3. Drawings. 4. Photographs 5. Tactile pictures/ drawings.	Can the pupil give and respond to instructions related to personal hygiene correctly?	12

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
		swimming/ writing letters).					
6. MAKING SIMPLE ENQUIRIES a) Making simple enquiries in relation to shapes.	The pupil should be able to make simple enquiries in relation to shapes accordingly.	What shape is it? It is..... (round/ cubic/ square etc). Is it..... (round/ square)? Yes, it is. Not it isn't. What is the shape of the (road/ path/ pitch/ wall/ door)? It is (rough/ straight/ bumpy). The road has..... (curves/ bumps/ potholes). The wall is (full of holes/ full of cracks).	Shape, round, cubic, square, Shape of, path, pitch, wall, rough, straight, bumpy, has bumps, has potholes, has curves, cricks.	1. By using the short lecture technique the teacher to lead the pupils to make simple enquiries in relation to shapes accordingly. 2. By using the jigsaw technique the teacher to guide the pupils to make simple enquires in relation to shapes accordingly. 3. By using the written exercise technique the teacher to guide the pupils to make simple enquiries related to shapes using the given pictures in pupils text book accordingly.	1. Real objects. 2. Simulated shop corner. 3. Textbook. 4. Simulated home corner. 5. Textbook in Braille notation.	Can the pupil: make simple enquiries in relation to shapes accordingly?	12
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-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
enquiries in relation to quantity.	should be able to make simple enquiries in relation to quantities accordingly	<p>..... (ten twenty/ fifty) shilling?</p> <p>Yes, I can.</p> <p>Will you buy..... (many/ a few/ some) mangoes?</p> <p>Well, I will buy some.</p> <p>Shall we carry (one/ two ten bags of rice?</p> <p>We shall carry ten only.</p> <p>How many (chairs/ tables/ textbooks/ pupils/ notice boards) are in this classroom.</p> <p>There are (ten/ three)..... (tables/ pupils) in the classroom.</p> <p>How much (sand/ sugar/</p>	<p>shillings, get, mangoes, carry, bags, rice, take, hundred, make, a lot, money, twenty, thousand, how, million.</p>	<p>technique the teacher to lead the pupils to make simple enquiries in relation to quantities accordingly.</p> <p>2. By using the question and answers technique the teacher to guide the pupils to make simple enquiries in relation to quantities accordingly.</p> <p>3. By using the imitation technique the teacher to lead the pupils to read the dialogue on quantities accordingly.</p> <p>4. By using the written exercises technique the teacher to guide the pupils to complete the given sentences accordingly.</p>	<p>cards.</p> <p>2. Tactile picture/ cards.</p> <p>3. Sentences with simple enquiries in relation to quantities.</p> <p>4. Sentences with simple enquiries in relation to quantities in Braille notation.</p>	make simple enquiries in relation to quantities accordingly?	

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
				<p>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.</p> <p>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.</p>			
<p>8. TELLING TIME</p> <p>a) Complete hours.</p>	The pupil should be able to tell time in complete hours correctly.	<p>What time is it?</p> <p>What's the time?</p> <p>It is (seven, ten, one) o'clock.</p> <p>Set your clock/ watch at.....</p> <p>(one, two, three) o'clock.</p> <p>Her watch has stopped at (one seven) o'clock.</p>	<p>Time, o'clock</p> <p>clock, watch, for slow, fast, hour, seven, gains, sharp, wake up, classes start, close the school, every morning by my watch.</p>	<p>1. By using the demonstration technique the teacher to guide the pupils to tell time in complete hours correctly.</p> <p>2. By using the pair and group work technique the teacher to guide the pupils to tell time in complete hours correctly.</p> <p>3. By using pair work technique</p>	<p>1. Real clocks.</p> <p>2. Drawings of clock faces.</p> <p>3. Textbook.</p> <p>4. Drawings.</p> <p>5. Tactile drawings.</p> <p>6. Textbook in Braille notation.</p>	Can the pupil tell time in complete hours correctly?	11

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
environment.	differentiate natural things in the surrounding environment in terms of their availability, existence and uses accordingly. (white/ brown/ longer). Marina is (walking/ sleeping) while Mussa is (running / awake/ sad). Juma is eating an (orange/ egg/ apple) but Anisa is eating (bread/ (chips/ rice/ ugali/ ground nuts). In Vumba they grow (rice/ maize/ pepper) but in Tanga they grow (oranges/ onions/ pumpkins/ apples).	blue, but, white and blue, all brown, running, walking, sad, joyful, pumpkins, pepper, grow rice.	things in the surrounding environment in terms of their availability, existence and use accordingly. 2. By using the observation technique the teacher to guide the pupils to differentiate things in the surrounding environment in terms of their availability, existence and use accordingly. 3. By using the written exercises technique the teacher to guide the pupils to differentiate things in their surrounding environment by filling the gaps accordingly.	3. Tactile pictures/ drawings. 4. Textbook. 6. Textbook in Braille notation. 7. Video cassettes.	surrounding environment in terms of their availability, existence and use accordingly?	
8. TELLING TIME In ½ and ¼ past hours.	The pupil should be able to tell time in ½	What is the time? It is (half/ quarter) past nine.	Half past hours, when, in the morning, in the	1. By using the drawing technique the teacher to guide the pupils to draw and tell	1. Real clocks. 2. Paper clock. 3. Textbook.	Can the pupil tell time in quarter/ half past hours	11

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS / SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
5. EXPRESSING LIKES/ DISLIKES Expressing likes/ dislikes regarding occupations and activities.	The pupil should be able to express likes/dislikes regarding occupations and activities accordingly.	I'd like to (work in the farm/ play bao) . I'd like to be a (doctor/ teacher/ pilot/ nurse/ policeman). I don't like to..... (shout / carry fire- wood/ miss school/ be late) today.	Farm, play bao, work, pilot, accountant, manager, driver, policeman, don't like, firewood, miss school, family test, work in.	1. By using the questions and answers technique the teacher to guide the pupils to express like/dislikes regarding occupations and activities accordingly. 2. By using the role play technique the teacher to lead the pupils to express likes/dislikes regarding occupations and activities accordingly. 3. By using the sorting and arranging techniques the teacher to guide the pupils to express likes/dislikes regarding occupations and activities accordingly. 4. By using the written exercises technique the teacher to lead the pupils to fill in gaps of sentences on	1. Textbook. 2. Pictures/dra wings on occupations/ activities. 3. List of sentences with blank spaces. 4. List of sentences with blank spaces in Braille. 5. Tactile pictures and drawings. 6. Textbook in Braille notation.	Can the pupil express likes/ dislikes regarding occupations and activities accordingly?	11

TOPICS / SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
				likes and dislikes.			
6. MAKING SIMPLE ENQUIRIES. Asking/responding 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 appropriately.	Excuse me, where can I buy... (spices/ chicken/ vegetables/ fish/ meat/ crabs)? Can you show me the way to the (museum/ church/ bus stop/ mosque/ super- market/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 know it.	Chicken, vegetables, fish, meat, crabs, museum, church, bus stop, stall, information centre, supermarket, tourist, down there, next door, the other building.	1. By using the role play technique the teacher to guide the pupils to act out asking and responding to questions at the market, shops and along the road appropriately. 2. By using the pair work technique the teacher to guide the pupils to act out asking and responding to questions at the market, shops and along the road appropriately. 3. By using the written exercises technique the teacher to guide the pupils to fill in the missing information in a dialogue appropriately.	1. Pictures of food stuff. 2. Real objects. 3. Costumes. 4. Textbook. 5. Tactile pictures. 6. Textbook in Braille notation. 7. List of sentences with blank spaces. 8. Sentences with blank spaces in Braille. 9. Video cassettes.	Can the pupil ask and respond to questions at the market, shops and a long the road appropriately?	11

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

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

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

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

TOPICS / SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
	¼ to hours, correctly.	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).	minutes, eight, twenty minutes to.	than quarter to hours correctly. 2. By using the pair work technique the teacher to guide the pupils to tell time in more than quarter to hours correctly 3. By 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.	3. Drawing of watch. 4. Tactile pictures/ drawings of watch. 5. Video cassettes.	correctly?	
c) In less than ¼ to hours.	The pupil should be able to tell time in less than ¼ to hours correctly.	What is the time, Juma? It is (four minutes/ ten minutes/ five	At what time, expect, arrive, 200, 12.00, less than.	1. By using the role play technique the teacher to guide the pupils to answer questions and tell time in less than quarter to hours	1. Textbook. 2. Textbook in Braille notation. 3. Real watch.	Can the pupil tell time in less than ¼ to hours correctly?	11

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
	properly.	<p>At 5.00 o'clock I shall (do exercises in (Geography/ Hisabati).</p> <p>At 6.00 I shall (do my homework/ revise my notes).</p> <p>I shall (study/ do Mathematic) in the morning.</p> <p>At 12.00 o'clock I shall (watch TV/ iron my uniform).</p>	iron, uniform, study exercise.	<p>exercises and group discussion technique the teacher to lead the pupils plan on their revision time properly.</p> <p>3. By using the diagnostic teaching technique (fluency and oral reading accuracy) teacher to guide the pupils to read their plans properly.</p>	<p>notation.</p> <p>4. Textbook in Braille notation.</p>		

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

TOPICS/ SUB-TOPICS	SPECIFIC OBJECTIVES	CONTENT/ STRUCTURES	VOCABULARY/ PHRASES	TEACHING/ LEARNING TECHNIQUES	MATERIALS/ AIDS	ASSESSMENT	PERIODS
	Kiswahili correctly.			2. By using the written exercises technique the teacher to guide the pupils to translate long texts from English into Kiswahili correctly.	Kiswahili dictionaries in Braille notation. 4. Textbook in 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.	correctly?	