

TANZANIA INSTITUTE OF EDUCATION



ENGLISH LANGUAGE TEACHER'S GUIDE
STANDARD III-VII

TANZANIA INSTITUTE OF EDUCATION

ENGLISH LANGUAGE TEACHER'S GUIDE

STANDARD III-VII

© Tanzania Institute of Education, 2020

First Edition, 2020

ISBN. 978 - 9976 - 61- 440 - 4

Designed and prepared by:

Tanzania Institute of Education

P.O. Box 35094

Dar es Salaam

TANZANIA

Plot No. 686, Ali Hassan Mwinyi Road

Tel: 255 22 2773005

Fax: 255222774420

Email: director.general@tie.go.tz

Website: www.tie.go.tz

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.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	VII
FOREWORD	viii
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 Background Information	1
1.2 Objectives of the guide	1 1.3
Structure of the guide	2 1.4
Importance of the guide	2
1.5 Target users of the guide	2 1.6
uses of the guide	2 1.7
Developing 3Rs skills	3
CHAPTER TWO	4
2.0 USING CURRICULUM MATERIALS	4
2.1 understanding competence based curriculum	4
2.2 Recognising curriculum Materials	4
2.2.1 Syllabus	4
2.2.2 Teacher's guide	5
2.2.3 Texts books	5
2.2.4 Supplementary books	6
2.2.5 How to use references	7
CHAPTER THREE	8
3.0 TEACHING AND LEARNING IN AN INCLUSIVE CLASS	8
3.1 Understanding the concept of Inclusive Education	8
3.2 Qualification for Inclusive Education	8
3.2.1 Autism	8
3.2.2 Hearing Impairment	9
3.2.3 visual Impairment	9
3.2.4 Physical Disabilities	9
3.2.5 Specific learning disabilities	9
3.2.6 Speech, Language and Communication Difficulties	10
3.2.7 Other problems in learning	10
3.3 gifted and Talented learners	12
3.3.1 Who are the gifted pupils?	12
3.3.2 characteristics of children who are gifted and talented	12
3.3.3 Importance of early identification	13

3.4	Advantages and disadvantages of regular and inclusive schools	13
3.4.1	Advantages of regular and inclusive schools	13
3.4.2	Disadvantages of regular schools	13
3.4.3	Advantages of special schools	13
3.4.4	Disadvantages of special schools	14
3.5	language skills in Inclusive Education classroom	14
3.6	Effective teaching in Inclusive classes	14
3.6.1	Interactive teaching	14
3.6.2	Alternative teaching	14
3.6.3	Parallel teaching	14
3.6.4	Station teaching	15
3.7	Handling pupils with special needs	15
CHAPTER FOUR		17
4.0	TEACHING AND LEARNING ENGLISH	17
4.1	understanding theories of competence Based learning	17
4.2	Selecting and varieties using Teaching and learning Strategies	17
4.2.1	Teaching listening	17
4.2.2	Developing speaking competence	18
4.2.3	Teaching reading	18
4.2.4	Ideas for teaching grammar	19
4.3	use of Teaching and learning Aids/Resources	19
4.4	coping with challenges in Teaching and hearing English language	20
CHAPTER FIVE		21
5.0	PREPARATION FOR TEACHING	21
5.1	Preparing a Scheme of Work	21
5.2	Preparing a lesson Plan	26
5.3	Sample lesson Plan.....	31
CHAPTER SIX		34
6.0	Assessment Of Learning In English Language	34
6.1	Understand The Concept Of Assessment	34
6.2	Understanding Assessment Approaches	34
6.2.1	Content Based Assessment	34
6.2.2	Competence Based Assessment	34
6.3	Assessment Tools	36
6.3.1	Rubric	36

6.3.2 Performance chart	37
6.3.3 Portfolio	38
6.3.4 Rating scale	39
6.3.5 Historical records / Reports of various events (anecdote)	40
6.3.6 Exercises and Assignments/Tests	40
6.3.7 checklist	40
6.3.8 Organization of Assessment methods	41
 CHAPTER SEVEN	 43
7.0 SAMPLE LESSONS	43
7.1 Objectives of the chapter	43
7.2 Standard III Sample lessons	44
7.2.1 listening lesson	44
7.2.2 Speaking lesson	45
7.2.3 Reading lesson	46
7.2.4 Writing lesson	48
7.3 Standard Iv Sample lessons	50
7.3.1 listening lesson	50
7.3.2 listening and Speaking lesson	53
7.3.3 Reading lesson	55
7.3.4 Writing lesson	57
7.4 Standard v Sample lessons	57
7.4.1 listening lesson	57
7.4.2 Speaking lesson	58
7.4.3 Reading lesson	59
7.4.4 Writing lesson	60
7.5 Standard VII Sample lessons	62
7.5.1 Writing lesson	62
7.5.2 listening and Speaking lesson	63
7.5.3 Reading lesson	64
Appendix	66

ACKNOWLEDGEMENTS

Tanzania Institute of Education (TIE) wishes to acknowledge with thanks the contribution of different stakeholders in the design and development of this guide. Those groups are: university lecturers, Researchers, Educational NGOs, classroom teachers, curriculum developers, Tutors, Education quality assurers and Retired specialists.

A handwritten signature in blue ink, appearing to read 'Elia Y. K. Kibga', with a long horizontal flourish extending to the right.

Dr. Elia Y. k. kibga

Acting Director General

Tanzania Institute of Education

FOREWORD

Tanzania Institute of Education (TIE) has prepared this English language guide. This guide aims at enabling English language teachers to implement effectively the 2016 syllabus. The implementation of the reviewed curriculum focuses on teaching and learning which enable a pupil to develop competences. The competences that a pupil is expected to develop will enable him/her to face challenges in his/her environment.

Teacher, as you use this guide, you are advised to interpret correctly all the contents in the syllabus for effective implementation of learning activities in and outside classrooms. The contents include introduction, use of curriculum materials, teaching and learning in an inclusive class, teaching and learning English language, preparation for teaching, assessment of learning activities and teaching and learning and sample lessons in English language.

You are strongly urged to use the guide as a precious treasure for effective teaching of English language.

Should you have suggestions or recommendations which are geared towards improving the guide, do not hesitate to send them to the Director general of Tanzania Institute of Education.

I wish you a successful implementation of the syllabus

The provision of quality education is assigned to all of us.



Dr. Elia Y.k. kibga

Acting Director General Tanzania Institute of Education

CHAPTER ONE

INTRODUCTION

This chapter introduces you to the guide. The Introduction contains background, aims/objectives of teaching English in primary schools, objectives of the guide, structure of the guide, target groups and the importance and use of the guide. When you read and complete this chapter, it will enable you to:

- a) Explain the background of the revised English language syllabus
- b) Explain the objectives and aims of teaching English language as a subject
- c) Explain the aims of the English language guide and its importance
- d) Explain the structure of the guide and its target groups

1.1 background information

The Education and Training Policy of 2014 introduced changes in the structure of education; one year for pre-primary education and six years for primary education. The policy also emphasizes literacy and numeracy as the principle goals of primary education. Therefore, the primary education curriculum allocates more time to literacy and numeracy.

In response to the education policy, the English language syllabus has been revised to ensure that competences are set and aligned to assessment. The syllabus emphasizes basic literacy skills, integration of higher order thinking, language skills and development of forms and functions of language. The review also aimed to meet the vision and goals of literacy in English as a second language.

Teaching English language in basic education, primary school level, has several objectives.

These objectives are as shown below:

- a) Develop pupil's basic skills in listening, speaking, reading and writing (Braille for the blind) English language in different contexts.
- b) Enable pupils to acquire and use vocabulary appropriately.
- c) Enable pupils to read and write correct sentences in English language.
- d) Provide pupils with a comprehensive base for higher education and further personal advancement through English language practice.
- e) Develop awareness of the importance of English language as an international means of communication.
- f) Promote an awareness of the importance of the English language as a means of learning other cultures.

1.2 Objectives of the Guide

This guide has been prepared to enable the teacher to interpret and implement the revised English language Syllabus for Primary Schools (2020 edition).

Specifically, the guide will enable the teacher to:

- a) explain the structure and organization of the revised primary education syllabus.
- b) plan and prepare schemes of work and lesson plans.
- c) teach using appropriate teaching and learning strategies.
- d) identify and support pupils with special needs.

1.3 Structure of the Guide

This guide is organized into seven chapters and preliminary pages. The preliminary pages include the title, acknowledgements, table of contents and foreword. chapter one presents the Introduction. chapter two discusses curriculum materials and their uses. chapter three discusses teaching and learning in an inclusive class. chapter four examines strategies for teaching and learning English Language. Chapter five provides formats for schemes of work and lesson plans. chapter six discusses assessment of learning and chapter seven provides sample lessons for teaching English.

1.4 Importance of the Guide

This guide will be beneficial to all the target groups listed in section 1.5. The importance of the guide is indicated in items a - g below:

- a) guiding parents and non-specialist teachers to help children learn English language.
- b) classroom preparation and teaching of English language.
- c) Advising teachers in preparing, delivering and assessing the teaching of English language.
- d) giving feedback to educational leaders for the purposes of accountability
- e) Training English language teachers and college tutors.
- f) Reviewing teacher education and primary education English language curricula.
- g) Enabling other stakeholders to gain insights into Tanzanian English language curriculum.

1.5 Users of the Guide

This guide targets the following users: a)

- Teachers at all levels
- b) Standard III – VII English language teachers
- c) School quality assurers who will use the guide to advise teachers.
- d) Tutors in teachers' colleges and higher education institutions in training of teachers.
- e) curriculum developers who will use the guide to review and improve English language curriculum.

- f) Instructional Material Developers for designing and developing materials.
- g) Other stakeholders interested in English language.

1.6 Uses of the Guide

Each chapter in this guide provides you with detailed information on how to implement different aspects of the syllabus. The syllabus contains the following: a) The planned subject competences

- a. The expected competences to be developed by pupils
- b. Main and specific activities.
- c. Preparation of teaching aids and their uses
- d. Appropriate teaching and learning methods and techniques
- e. Methods and tools of assessment and evaluation of pupils learning

1.7 Developing 3Rs skills

The 3Rs skills have been taught in standard I and II. However, you are supposed to continue developing literacy and numeracy skills in Standard III through VII. Developing 3Rs skills in pupils is a shared effort in all subjects; English language in particular, needs even more provision of specific literacy-related activities.

Therefore, when you prepare any learning activity for pupils, you must consider these skills.

In developing literacy skills, particularly reading, writing and counting numbers. continue to give a pupil enough oral exercises. In reading, support your pupil in practising pronunciation of words and numbers. Help your pupils to read for comprehension and fluency. Make careful observation as they read sentences and short stories. In writing, help the pupils to reinforce their writing skills. Support the pupils to write properly using punctuation marks. You should also help the pupils, to develop numeracy skills by counting orally, reading numbers and writing in various learning activities. You are also advised to test the pupil in all literacy skill areas regularly.

CHAPTER TWO USING CURRICULUM MATERIALS

Dear teacher, in this chapter you will improve your knowledge of the curriculum and how to use its materials successfully in the course of teaching English. You will also understand the concept of a competence based curriculum and use various materials that will help you in the implementation of the new curriculum of Basic Education, Standard III-vI. curriculum materials which are described in this chapter are: syllabus, teacher's guide, texts books and supplementary books.

2.1 Understanding Competence based Curriculum

curriculum is a diverse concept which can be explained in various ways. It can be perceived as all experience gained by a pupil through teachings from the teacher which occur inside and outside the class. This means that curriculum must be considered as a process that aims at learning rather than a list of objectives and competences.

It is important therefore, to realize that the meaning of curriculum depends on the perception of an individual. However, for the purpose of this guide, curriculum is defined as a totality of activities which happen inside and outside the school environment. Also you ought to realize that there is a curriculum which emphasizes teaching for content development: this is composed of content of various topics. Another curriculum approach is that which emphasizes on teaching for competence development. The curriculum for standard III to VII of 2020 emphasises on competence development.

Among the qualities of a competence based curriculum include:

- a) It is based on activities in accordance to the competence required.
- b) It focuses on professional actions or real life situations.
- c) Allows flexibility in terms of time in order to achieve the intended competence.
- d) Assessing using set criteria.
- e) Awards depend on competence demonstrated by a candidate.
- f) Insists on a pupil to be the center of learning.

Please refer to the curriculum for further clarification. Thus, it is your responsibility to enable the pupil to learn and develop intended competences in a given lesson according to the curriculum materials.

2.2 Recognizing Curriculum Materials

Dear teacher, you should be aware that there are various materials which are needed for implementing this basic curriculum for Standard III-VII. Those materials are syllabus, teacher's guide, textbooks, supplementary materials and other references. These materials are discussed below:

2.2.1 Syllabus

A syllabus may be defined as a list of the things a pupil must learn in order to develop competence. Syllabuses are used to ensure consistency between schools so that all teachers know what must be taught and what is not required. Pupils may also make use of syllabuses to know what areas of learning they need to cover. Examinations will only test knowledge based on the requirements of the approved syllabus.

The 2020 English language syllabus for Standard III–VII is the official syllabus approved by the Ministry of Education, Science and Technology. It contains a list of main and specific competences that pupils are expected to develop on completion of standard VII. It also provides the criteria for assessing your pupils. You will need the 2020 English language syllabus in the preparation for your schemes of work and lesson plans.

2.2.2 Teacher's guide

A teacher's guide provides pedagogical strategies for developing the competences prescribed in the syllabus. It is a tool that will help you to interpret the subject's syllabus so as to enable pupils to develop the intended competences.

This teacher's guide will enable you to do the following:

- a) use the syllabus in lesson preparation and teaching of English language.
- b) Prepare teaching and learning materials.
- c) lead pupils to develop competence and perform activities in teaching and learning.
- d) Involve pupils, assess yourself and the pupils during and after the lesson.

The relationship between syllabus and a teacher's guide

For effective teaching, you must use the subject syllabus and the teacher's guide concurrently. A syllabus bears the image of a pupil while a teacher's guide bears the image of the teacher. The activities to be performed by a pupil have been sub-divided in specific activities for effective classroom learning. The syllabus has not incorporated teaching methods. Those methods are described in this teacher's guide. Please, refer to the first chapter of this guide to get the structure of the teacher's guide.

2.2.3 Textbook

Textbooks are among the curriculum support materials. In the context of competence based curriculum, a textbook is important because it provides the contents that enhance development of the intended competences. Moreover, a textbook enables a pupil to learn on his/her own in order to gain the relevant competences.

Features of a textbook

The main feature of a textbook is that its content focuses on developing competences specified in the curriculum and syllabus. Other features include:

- a) It is written in conversational language to attract the attention of the pupils.
- b) It uses pictures and illustrations to enhance better understanding of the concepts.
- c) It is written for a specific class with consideration of age and ability of the pupils.
- d) The topics are sequenced in the same manner as the arrangement of competences in the syllabus.

How to use a textbook

Dear teacher, once you get a textbook, check if it is for your subject, the relevant class as per curriculum directives. You should also examine the competences and its alignment to the syllabus. You have to verify if the book has been written by the relevant authority (Tanzania Institute of Education). chapters in the textbook are organized as indicated in the syllabus. So you are advised to identify the intended competences to be developed in each chapter. A textbook gives the teacher an opportunity to create content to be used in competence development. The content is in the style of case studies, short stories, conversation or dialogue and numerous illustrations. Similarly, you are advised to use thought provoking questions at the end of each story, dialogue and case study that will help you prepare teaching and learning activities. You can use brainstorming questions contained in the book to conduct group discussions. These questions should be in the form of Who?, When? What? How? Where? and Why?

use the questions or tasks at the end of each section of the textbook to assess the level of competence developed by each specific activity.

The pupil is required to use this book as directed by the teacher to read or perform tasks before the lesson in order to get prior knowledge that will be used in developing the intended competence.

Similarly, a pupil may read the content when he/she is alone or in pairs and look at the pictures, tables and illustrations and answer questions or perform activities as directed by the teacher in order to develop the required competence. The pupils will do the questions at the end of each chapter, reflect and assess the level of competences they have gained.

A textbook should not be used as an alternative to a syllabus. However, you are advised to evaluate the textbook to check the relevance and validity of the content and whether it is suitable for development of intended competences by a pupil.

2.2.4 Supplementary books (Readers and additional books)

A supplementary book is a tool that you can use or direct the pupils to use, for the purpose of increasing their understanding of the activities. This book is also important in building a reading culture in the pupil and it is a source of getting more information on various topics beyond the textbook and the teacher. Dear teacher, this supplementary book is important because:

- a) It increases the teacher's and pupil's knowledge.
- b) It is an important aid for the teacher in getting extra knowledge for the lesson.
- c) It helps the teacher to relate his/her subject with daily life.
- d) It inculcates a reading culture.
- e) It increases the pupil's ability to seek knowledge.

Characteristics of supplementary books

- a) They may not contain all the activities specified in the syllabus as a textbook would.
- b) They may go deeper than the syllabus specifies.
- c) They may treat some topics deeper than others.
- d) They must be approved by the government.

How to use a supplementary book

A supplementary book not only facilitates development of competences contained in the syllabus, but also includes content and exercises that make pupils' learn in depth and wider scope so as to develop higher level of competence. It also reinforces the competence developed in class by providing opportunities for pupils' to learn more than what is taught in class. For example, a pupil can get a case study that helps in developing specific competences better than the textbook. Dear teacher, you are advised to recommend reference books to pupils that conform to the subject syllabus. The supplementary books should be written in simple language which is easily accessible.

Dear teacher, you can also use the book to find the descriptions of the content that will help you in preparing teaching and learning activities and assess your pupils. These books help pupils who can learn more to perform learning activities that will enable them develop competence to the best of their abilities.

2.2.5 How to use references

Dear teacher, you will be required to indicate reference books for the competence required to be developed by the learner. You should remember that reference does not only cover books, but includes other items such as magazines, newspapers, leaflets, radio broadcasts, videotapes, charts and various journals and the websites.

Reflection

Dear teacher, after finishing reading this chapter, evaluate yourself by asking the following questions to see if you have gained the desired knowledge from the chapter:

- a) What is the relationship between curriculum and the English syllabus?
- b) What are the curriculum support materials? What is their significance?
- c) What is the importance of a Teacher's guide to you?

CHAPTER THREE

TEACHING AND LEARNING IN INCLUSIVE CLASS

This chapter introduces you to how to teach and learn in on inclusive classes. The chapter discusses the concept of inclusive education briefly. It also provides you with suggestions and techniques on how to teach effectively in an inclusive class. It will enable you to: explain the meaning of the inclusive class; analyse a specific case of a pupil who qualifies to be put into the Inclusive class; teach an inclusive class using collaborative techniques; and know the general tips for handling a class of pupils with special needs in their learning.

3.1 Understanding the concept of Inclusive Education

Dear teacher, the concept of inclusive education has been evolving over time. Originally, inclusive education meant the act of admitting pupils with special needs in classrooms with pupils with no disabilities. currently, scholars use inclusive education referring to comprehensive education which involves children with special needs (disabled), and the children living in difficult circumstances.

Dear teacher, you need to be aware that a disabled child has the right to get education and learn in the same manner as other pupils. Therefore, excluding pupils with special needs from learning is stigmatizing or denying them a basic right to education especially when there are possible ways that might enable them to learn. Inclusive education is important due to the following reasons:

- a) It is a basic right of all people, that is, all human beings are entitled to a basic education.
- b) It brings equality of opportunities of accessing quality education which promotes pupils talents. Everyone has his/her talents, so the able and disabled share experiences and help one another to develop talents.

- c) It helps to build a community of people who are united; who respect and love each other regardless of their differences.

3.2 Qualification for Inclusive Education

The decision about who qualifies and who does not qualify for inclusive education is a case-to-case analysis which involves parents and teachers. There are both mild and extreme cases of disabilities. Pupils with extreme disabilities need instruction designed specifically for the type of disability. Those with a mild disability are accommodated and their instruction is modified. They are also given tools to compensate their type of disability.

3.2.1 Autism

Autism is a developmental disability affecting verbal, nonverbal communication and social interaction. generally it becomes evident before the age of three and adversely affects child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements. Resistance to environmental change or change in daily routines, and unusual responses to sensory experiences are also characteristics of autism.

A child may/may not have a diagnosis of autism by an appropriately qualified professional but show that he/she has the disability. The child may demonstrate:

- difficulties with social relationships and communication may affect functioning as a member of a group
- difficulties in understanding that she/he is part of a group
- signs of poor hand/eye co-ordination
- unusual responses to sensory stimuli e.g. bright lights, loud noises
- signs of stress and anxiety particularly at times of transition
- difficulties understanding whole class instructions and general information
- demonstrate poor concept of time and sequencing of events
- Comprehension spoken language which is literal only and speech may be delayed or unusual
- preference of their own agenda and reluctantancy in following directions or accepting a change in routine
- difficulties with fine and gross motor skills
- difficulties in reciprocating social interaction with peers

3.2.2 Hearing Impairment

A child with hearing impairment may:

- have mild hearingloss which may be temporary or permanent in nature
- have hearingaids
- demonstrate possible difficulty with listening, attention, concentration, speech, language and class participation
- demonstrate Auditory Processing Disorder/Auditory Neuropathy
- have additional language/learning difficulties associated with hearingloss

3.2.3 Visual Impairment

A child with visual impairment may:

- find concentration difficult.
- peer or screw up eyes.
- use a short working distance
- present a limited or no awareness of visual cues/ landmarks in environment without prior awareness being raised.
- be unable to follow visual cues such as routes around a building, keep left of corridors.

3.2.4 Physical Disabilities

A child with physical difficulties may demonstrate:

- some problems with fine motor skills, pencil/pen control, scissor skills dressing and undressing/ self-care skills.
- some difficulties with written recording
- some problems with gross motor skills often seen in PE/ outside environment. •lack of coordination e.g. difficulty carrying a tray at meal times
- unsteadiness in crowded areas and or uneven surfaces.
- have continence issues.
- possible low levels of self-esteem.

3.2.5 Specific Learning Disabilities

A child with learning difficulties may show a number of indicators, such as:

- low level difficulties in the acquisition and use of language / literacy/ numeracy / motor /memory/ organisational skills.
- evidence of unexpected / inconsistent / unusual pattern of strengths and specific weaknesses in skills development.
- Problems with accessing specific curriculum areas affected whilst they may demonstrate high cognitive abilities in other areas.

3.2.6 Speech, Language and Communication Difficulties

A child with speech language and communication difficulties may:

- have underdeveloped social skills;
- struggle to listen;
- have a limited vocabulary;
- talk in shorter sentences or fragments;
- struggle to understand language;
- have some problems with accessing the curriculum e.g. following instructions, answering questions, processing verbal information and following everyday conversations.
- have low level difficulties in the acquisition/use of language
- have difficulties in expressing themselves;
- stammer;
- demonstrate language difficulties which have an impact on social inclusion
- struggle with some aspects of phonics work
- demonstrate delayed or muddled speech/sound production

3.2.7 Other Problems in Learning

(a) Selective Mutism

children acquire early language skills but are unable to apply them because of emotional or social difficulties. One form of this is known as selective mutism. Children with this difficulty tend to communicate well in certain situations and environments but choose not to communicate in others. This occurs most commonly when a child leaves the family home for the first time and enters school and refuses to communicate with the teacher and/ or their peers. The most effective strategies to deal with this issue have focused on the parents or peers working with the child on school tasks in the classroom during the school day and the gradual withdrawal of their input over a long period of time. Additionally, the use of pictorial communication systems can also be effective.

(b) Stammering

Children who stammer might struggle to pronounce specific words and may struggle to articulate their sentences. Focused and regular intervention with a speech and language therapist can have a positive impact over a sustained period of time.

Teachers can support stammering pupils by:

- not targeting a question at them without warning;
- giving them time to process their thinking;
- not asking them to read aloud in class;

- giving them time to orally rehearse an answer;
- praising them for their attempts at communication;
- not finishing their sentences for them;
- giving them opportunities to respond to questions in other ways, for example, by writing an answer on a whiteboard.
- not asking them to speak in front of a class without warning;

(c) Downs Syndrome

Down syndrome is a learning disability. It is a most common form of intellectual disability that is present at birth which involves an abnormality at the 21st pair of chromosomes. It is associated with arrangement of distinctive physical characteristics which vary considerably in number and extent from one individual to another, making each person with the syndrome unique.

characteristics of Down syndrome children are born with the condition. It can either be mild or very severe. Many children with Down syndrome can cope very well in mainstream schools but some may experience difficulties when using speech and language. Their speech may appear slurred, especially if they are tired, and some may experience difficulties with their vision and/or their cognitive development.

A child with the syndrome has short structure, broad face with small ears and nose, upward slanting eyes; small mouth with short roof protruding tongue causing articulation problem, hypotonic(floppy muscles); heart defects common, susceptibility to ear and respiratory infections.

(d) Neurological problems

Some children are born with central nervous system disorders such as cerebral palsy. This affects the muscles and can result in involuntary muscle contractions which may affect their speech. It is likely that such children can be referred to a speech therapist before starting school depending on the parents' education and awareness.

(e) Attention Deficit Disorder

Diagnoses of attention deficit disorder and attention deficit hyperactivity disorder appear to be increasing around the globe. This does not necessarily mean there are more cases. Diagnosis is now very common for pupils who displaysigns of attention deficit disorder/ attention deficit hyperactivity disorder such as those who have limited concentration spans. However, often in some cases concentration diminishes because of poor quality teaching which fails to actively engage children.

Attention deficit disorder/ Attention deficit hyperactivity disorder is a neurological disorder. It is a persistent pattern of inattention and/or hyperactivity-impulsivity that interferes with the functioning or development. It

affects children's ability to concentrate and stay on task. Children with Attention deficit disorder might move in and out of states of concentration and appear to be very lethargic. Children with Attention deficit hyperactivity disorder experience the same symptoms with concentration but they tend to be restless and need to move around a lot. They find it difficult to sit in one place.

A child with attention deficit disorder may develop:

(a) Inattention

Not attending to details, difficulty sustaining attention to tasks or activities, does not seem to listen, not following through on instructions (e.g. starts a task but soon gets sidetracked), difficulty organising tasks and activities, dislikes tasks that require sustained mental effort, frequently loses things, easily distracted, often forgetful.

(b) Hyperactivity and impulsivity

Fidgeting, restlessness, runs about or climbs on furniture, often excessively loud or noisy, impatient etc.

The main pedagogical approach that you need to adopt for learners with attention deficit disorder or attention deficit hyperactivity disorder is to provide your learners with plenty of opportunities for active learning. classroom tasks should be kept short so that children do not lose interest. Aim to reduce the amount of teacher talk that you do and make sure that children stay focused by providing them with learning experiences which are interesting.

How to help them

During whole class sessions teachers can help to maintain attention by physically engaging pupils in the lesson. Whole class sessions should be broken up into shorter portions in order to maintain pupils' interest. Teachers should aim to use a variety of visual strategies in their teaching including pictures, digital clips and mind maps. Pupils with Attention deficit disorder/ Attention deficit hyperactivity disorder may be able to maintain attention more effectively if they have something to manipulate in their hands such as a soft ball. Building short 'brain breaks' (short periods of physical activity) into sessions can help to maintain good levels of engagement.

3.3 Gifted and Talented Learners

Pupils who are gifted and talented excel in the classroom compared to other learners. Historically, prior to the global inclusion agenda, children who were gifted and talented were not accorded priority in teaching and learning. Some were regarded as troublesome while others were thought to be showing of etc. It is also difficult for teachers to enable them

to realise their needs and full potentials. Their intervention needs skilled members of staff and teaching and learning techniques.

In Tanzania, the first special schools for the gifted and talented were opened in early 1990's. currently, the Strategy for Inclusive Education emphasizes that learners who are gifted and talented should be educated in inclusive schools.

3.3.1 Who are the gifted pupils?

- (a) gifted pupils are those with distinctive learning performance above average potentials in one or more of the following domains of human ability: intellectual, creative, social and physical.
- (b) Talented pupils are those whose skills are distinctly above average in one or more areas of human performance.

3.3.2 Characteristics of children who are gifted and talented

There are a range of abilities, skills and traits. The pupils may not be outstanding in academics but may have exceptional talents and abilities in music, dance, art, or leadership. gifted and talented pupils are found in every gender, culture, economic, language etc., regardless of race, colour etc.

children who are gifted and talented have the following learning and intellectual characteristics:

- Rapidly acquire, retain, and use large amounts of information
- Relate one idea to another
- Make sound judgement
- Give appropriate multiple and opposition points of view
- Perceive the operation of larger systems of knowledge not often recognized by the typical person
- Acquire and manipulate abstract symbolsystems
- Create novel solutions to problems by refraining to questions

In terms of creativity they have the following divergent productions:

- Fluency: produce many ideas
- Flexibility: offer a wide variety of ideas, unusual ideas, and alternative solutions
- Novelty and originality: use words of unique ways, use low probability words and responses, and have novel ideas
- Elaborations: Provide details

3.3.3 Importance of early identification

Often children's needs are identified far too late. This results in children experiencing barriers to their learning because intervention is not provided early enough. The earlier that needs are identified,

the earlier those children can be given specific support to address their needs. Evidence to support the identification of a pupil's needs may be drawn from:

- Teachers' assessment and experience of the pupil.
- Pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external colleagues such as those who work in special schools.

3.4 Advantages and disadvantages of regular and inclusive schools

3.4.1 Advantages of regular and inclusive schools

Placing learners with disabilities into regular schools can help them to feel included because they are being educated alongside their peers within their community. Additionally, exposing all learners to diversity can be empowering. It can foster values of respect and empathy and can help to prepare learners for life in an inclusive society. learners with autism have role models – other learners who can model language and communication and learners with challenging behaviour are exposed to role models who demonstrate good behaviour.

3.4.2 Disadvantages of regular schools

For some learners, regular schools have a negative impact. Their disability might stand out and they might experience bullying and teasing. Educating learners with severe and profound needs in mainstream schools can have a detrimental impact on the education of other learners. For those with specific forms of autism regular schools are hostile environments for them due to their difficulties with social interaction, communication and their reactions to sensory overload.

Some learners can be supported effectively in resource-bases in regular schools. This is known in some countries as Resourced Provision. Staff with specialist knowledge support these learners in a base by providing them with specialist pedagogy. The children are sometimes included into regular lessons where this is deemed to be appropriate.

3.4.3 Advantages of special schools

Special schools can provide learners with the most severe and complex needs with access to high quality education. Teachers who work in special schools are specially trained and have the knowledge of special education pedagogy and access to specialised resources to support the needs of the most vulnerable learners. The curriculum is usually adapted and very personalised to the needs of each learner. They feel included because they learn alongside other learners who are like them. This helps them to feel that they are not the only person with a disability.

3.4.4 Disadvantages of special schools

The problem with educating learners in special schools is that they are often educated away from their peers and community. There are insufficient special schools to have one in each community, unlike regular schools, which are often situated in each community. This can lead to the marginalisation of those learners who attend special schools. Additionally, the treatment of learners as 'special' and the designation of teachers as 'special' is problematic because the term divides those children from their peers, thus creating an 'othering' effect.

Historically, special schools have focused on care and therapy at the expense of education, although this is now changing in many countries.

Learners with specific needs are not introduced to role models. For example, cleaners with autism learn alongside those with autism and this can mean that they do not observe role models of language and communication.

3.5 Language skills in Inclusive Education Classroom

The main skills in language learning include listening and reading (receptive skills) and speaking and writing (productive skills). Language teachers need to be fully aware of the pupils they teach and their participation in the learning process. There are pupils with disabilities who cannot use or develop their skills because of their sensory or physical impairments like hearing, vision and speaking. Such pupils may require hearing aids or a Braille texts and a Braille typewriter.

3.6 Effective teaching in Inclusive Classes

In teaching in inclusive classes, you need to be creative so that you can come up with activities in which the pupils will participate and make an active classroom. The techniques for teaching an inclusive class include: interactive teaching, parallel teaching, alternative teaching and station teaching.

3.6.1 Interactive teaching

Interactive teaching involves pupils in teaching and learning process. Interactive teaching promotes an atmosphere of attention and participation.

3.6.2 Alternative teaching

This is the process of teaching whereby one teacher manages most of the class while the other teacher gives support to the rest of the group.

3.6.3 Parallel teaching

Parallel teaching is a collaborative teaching model which involves two teachers. The class is split into two equal groups and the co-teacher teaches the same information simultaneously. This approach functions well when teachers require a high level of focus and participation from pupils.

3.6.4 Station teaching

Station teaching is the process of teaching style lessons at a time. Pupils move from one station to the next within a specific time frame to

engage in all activities. Two or more teachers lead or observe small groups of pupils as these groups rotate through several learning stations. This technique helps pupils stay on task as they complete shorter activities and transition clearly from task to task.

3.7 Handling pupils with special needs

Here are some general tips for handling pupils in an inclusive class: a)

get to know the pupil and their needs.

- b) Encourage and use activities which develop empathy and understanding in your classroom at all times.
- c) Clearly set rules on how to assist pupils with specific needs.
- d) give opportunities for pupils to present and practice language in different ways and in different senses.
- e) Encourage pupils to help one another and share skills.
- f) use polite language.
- g) use visual aids to reinforce rules and routines. Have a set of pictures showing different parts of your lesson – listening, speaking, writing and reading.
- h) Think about your pupils' needs and have a sitting plan, for example, hearing disability pupils will need to sit near the teacher.
- i) Pupils with sight disabilities need much use of realia (real objects for them to touch, smell and sometimes to taste.)

Case study:

Mr. Basitena has been teaching English language lesson in standard three at Mabadiliko Primary School since January until the school closed in June. The teacher had been reporting that in his class there are three naughty pupils. The first one always does a few assignments and most of the time refuses to do the assignments. If he does, he does them wrongly. The second pupil pronounces and reads words wrongly. Mr. Basitena adds that, the third pupil, behaves wildly. When he picks on him to answer a question, he stares at the teacher with a lot of tension and embarrassment. He concluded that the three pupils do not respect him because they do not obey the instructions he gives in class. He punished them several times. Mr. Basitena reported them to the school administration. He had suggested the group be disbanded before the following term.

When the school re-opened in another term in July, Mr. Basitena was transferred to another school. Miss. upendo was assigned to be the class teacher and taught English language in that class. This teacher noticed that the three pupils were willing to learn and enjoyed learning, but there was something wrong about them. She asked fellow teachers to monitor them closely. She also involved the head of school. She abandoned the use of punishment as a motivation for learning.

After a long study, it was observed that there were many pupils with diverse learning cases. The school administration decided to conduct a diagnostic test in all classes. The school administration involved experts specialized in learning cases. The experts' report identified several pupils with learning problems. The problems included pupils' visual impairment, hearing (auditory impairment), slow thinkers, and pupils with speaking problems. The report also had highlighted the existence of talented and gifted pupils, shy and timid pupils: (pupils who are easily frightened because of poor emotional control; fear, tension and embarrassment). When timid pupils become self-conscious they lose confidence. When the lack of confidence is overwhelming, it interferes their learning.

The report suggested an establishment of a rescuing programme. The programme recommended solutions in five areas. Each teacher was asked to report to the head of school any identified problem area in their classes. Teachers were to look for:

- a) Pupils with visual impairment and make them sit on the front desks in classrooms.
- b) Pupils with minor auditory problems, and pair them or team them up with pupils who read for them aloud. If a teacher observes pupils with vision problems, he/she should write text in more visible print on the chalk board for their favour.
- c) Pupils with problems in communication (those who think for a while before responding, those who have difficulty in pronouncing some of the words and in constructing sentences), will be teamed up with pupils who can help them.
- d) Shy/fearful and timid pupils: These would be encouraged to make a try in performing a task in class and cooperate with their fellows. All the pupils in the school would be told that pupils are different, therefore they should accept differences among themselves. There should be constant changes of sitting positions in classes to provide opportunity for pupils to learn about each other. All teachers were to ensure they gave tasks to all pupils and give each pupil a turn to perform a task in class so as to learn to be confident.
- e) Talented and gifted pupils: Teacher should identify and recognize their talents. Although we talk of equality in education, the fact remains that some pupils are more gifted than others. Some teachers label them nuisances and other teachers are intimidated by gifted pupils and keep them busy while they help less capable pupils. A good teacher is supposed to:
 - i) Accept them.
 - ii) Make pupils understand they each perform differently.
 - iii) Allow them to explore and pursue their gifts and channel positively.
 - iv) Help the gifted to be resilient in difficult learning tasks.
 - v) Do not be intimidated, do not give them bad names.

- vi) Provide them a room to learn intuitively.
These would increase the pupils' natural gifts.

Reflection

Think about the issues which impressed you in this chapter and ask what other things for which you need more information in order to equip yourself well in English language lessons.

CHAPTER FOUR

TEACHING AND LEARNING ENGLISH

This chapter discusses competence based language teaching and the appropriate strategies for its implementation in the learning process. This chapter, will enable you to:

- a) Explain the main features of competence based language teaching and learning.
- b) Describe appropriate teaching strategies for the main areas of competence in the syllabus and their application.
- c) Describe appropriate teaching aids.
- d) Explain how to support pupils with special needs.
- e) Explain challenges encountered in the teaching and learning process and how to address them.

4.1 Understanding theories of Competence based Learning

Teacher, competence based learning is reinforced by several theories of learning described as follows:

Teacher, according to the cognitive theory, a pupil develops new competence based on the initial competence when the initial competence is compliant with the new one.

As you teach you are advised to identify the level of competence of a pupil so that it can be used to help him/her develop the intended competence.

Dear teacher, learning is also described as a process that is based on time, context and human cultures. A pupil develops competence by interpreting the world of his/her culture. Also development of competence is effective when a pupil is interacting with colleagues in the learning process. You should recognize the ability and speed of learning for each pupil and determine the levels of competence to be developed.

The following are the main features of competence based language teaching:

- a) It describes the specific knowledge and skills that can be applied to simple and complex situations.
- b) competence-based language teaching focuses on skills necessary to carry out specified tasks.
- c) language is used in real situations.
- d) competence based language teaching takes place in a material-rich environment, accompanied by pictures, real objects, audio and visual materials, charts and other materials. You need to prepare a number of learning and teaching activities.

- e) The teacher should provide materials, activities and practice opportunities to his/her pupils.
- f) A pupil must participate actively in the learning process.

4.2 Selecting and Using Teaching and learning Strategies

4.2.1 Teaching Listening

The following will help you to develop listening competence in your pupils:

a. Before listening: Plan for listening tasks

- i. Set a purpose or decide what to listen to.
- ii. Decide what linguistic or background knowledge is needed.
- iii. Determine whether to enter the text from the top down (attend the overall meaning) or from the bottom up (focus on the words and phrases).

b. During listening: Monitor comprehension

- i. listen carefully to comprehend information.
- ii. Select what specifically you want to teach.
- iii. listen/view again to check comprehension.

c. After listening: Evaluate comprehension and strategies used

- i. Evaluate comprehension in a particular task.
- ii. Evaluate overall progress in listening and particular types of listening tasks.
- iii. Decide if the strategies used were appropriate for the purpose and for the task.
- iv. Modify strategies if necessary.

4.2.2 Developing speaking competence

The following are tips for developing speaking competence:

- a) The content selected should be practical and can be used in real-life situations. Teach by using situation and context, grammar rules will be learnt in the contexts.
- b) Provide appropriate feedback and corrections, but don't interrupt the flow of communication.
- c) get to know each pupil's personality and encourage the quieter ones to practise more.
- d) Guide pupils to use strategies like asking for clarification, paraphrasing and initiating.
- e) use activities that involve individuals, groups or pair work.
- f) keep the activity fun and simple.
- g) Make sure the instructions are also very clear.
- h) Allow more time for pupils to practise speaking.

4.2.3 Teaching reading

Reading involves the following stages: *a.*

Before reading

- i. Decide in advance the purpose of reading.
- ii. Decide if background linguistic knowledge is required.

b. During reading

You need to facilitate prediction about a text to read if there are pictures.

- ii Ask questions during reading to keep pupils active.
- iii. Re-read to check comprehension.

c. After reading

- i. Evaluate comprehension in a particular task or area.
- ii. Evaluate overall progress in reading and particular types of reading tasks.
- iii. Decide if the strategies used were appropriate for the purpose and for the task.
- iv. Modify strategies if necessary.

4.2.4 Ideas for teaching grammar

Below are tips for developing grammatical competence:

- a) Teach grammar in context. e.g. use timelines to teach tenses.
- b) use many examples in different situations instead of being descriptive.
- c) use games, role plays, debates and miming activities to make learning active and engaging.
- d) For young pupils, use teaching aids such as pictures, flash cards and realia.
- e) Slow down your speed of talking when presenting to beginners.
- f) Repetition is important: English as Second language pupils may require the input to be repeated several times before they can provide an output.
- h) Fun activities like games, songs, actions, puzzles and riddles make learning interesting and language acquisition comes faster.
- i) Activities which offer more pupils' practice should always be included.
- j) Demonstrations should always precede imitation and practice.
- k) give pupils continuous positive feedback.

4.3 Use of Teaching and Learning Aids/Resources

Dear teacher, teaching materials are tools which will enable you to facilitate the development of competence in a pupil.

The use of teaching and learning materials enables a pupil to see the relationship between concepts/theories and real practice in the environment. Teaching and learning will be successful if the use of Information and communication Technology is considered. Some of the teaching and learning materials for English include charts, real objects, pictures, search engines, newspapers, journals as well as real objects found in the environment such as plants and animals.

Dear teacher, teaching and learning materials should have the following characteristics.

They should be:

- a) relevant to the age and ability of the pupil.
- b) safe for pupils.
- c) attractive to the pupils.
- d) promote innovation by the pupils.
- e) strong and durable.
- f) relevant for the intended concept.
- g) large enough to be seen.

There are important things to consider when choosing teaching and learning materials.

The followings are among them. They should be: a)

Easily accessible in your environment.

- b) Affordable.
- c) Possible to improvise.
- d) Relevant to the intended activities.
- e) considering pupils with special needs.
- f) Enough for the number of pupils.
- g) Suitable to the classroom environment.

4.4 Coping with Challenges in Teaching and Learning English

Teacher, you need to know that there are various challenges in teaching and learning which you will encounter when fulfilling your responsibilities.

Therefore, you are advised to use different strategies to deal with those challenges. Some of those challenges include availability of classes with mixed abilities i.e. gifted pupils, normal abilities and lower abilities. In addition there are pupils with problems that may affect the pace of teaching and learning, for example, pupils with poor eye sight, hearing problems and others. Therefore, you should teach effectively pupils with different abilities so as to help each one attain the intended competence. Also, you should use the methods that promote their psychological wellbeing and thereby enhance their interest in learning. Other challenges may include overcrowded classrooms and lack of teaching and learning materials

The following case studies are provided as an examples to show you how to cope with challenges of teaching hybrid classes:

Read the case study and answer questions that follow

Bahati is a fresh graduate from a teachers' college. She has been posted to a remote school in one of the rural districts. She is assigned to teach English in Standard Four which has 80 pupils. Half of the pupils sit on chairs and the rest sit on the floor.

There are 10 copies of English language textbooks which are shared by 80 pupils. When she entered the class all pupils looked anxious. This also made her feel anxious because

she did not understand why the pupils were so unsettled. After greeting the pupils, she asked the class monitor to clean the chalk board. She picked a piece of chalk and wrote the date and subject on the board. She introduced the English lesson by a short song. Pupils paid little attention to the song. All this time pupils were waiting for something to happen.

Finally the teacher said they are going to share the text books. When she picked the books pupils ran towards the teachers table and were competing to have books from the teacher's hands. Only few pupils had the books. The teacher got surprised as she found pupils were anxious to have books. This situation showed that there is a need for a school to purchase more books. On the following day she asked Standard VI pupils with a good handwriting to copy a passage on a ruled paper. She used the copies to teach.

Questions

Answer the following questions on the passage: a)

What is the story about?

- b) What other challenges have you learnt from Bahati's class?
- c) If you were in Bahati's class, how would you overcome the challenges?
- d) Suggest strategies for coping with shortage of books in your school.

CHAPTER FIVE

PREPARATION FOR TEACHING

This chapter guides you to perform important activities of preparing lessons for developing English language competences. As a key facilitator of the teaching and learning process, you ought to have knowledge of your pupils mental and body needs. You are required to care and assist each individual pupil to develop the specified competences to the best performance standards each one at his/her own pace. It is important to apply the best teaching and learning methods and techniques for successful learning. Application of motivating techniques and mental skills development techniques are essential in competence based teaching and learning process.

This chapter will enable you to:

- a) Develop schemes of work, lesson plans and notes in line with the 2016 revised English language syllabus.
- b) Prepare and use teaching and learning materials.

5.1 Preparing a Scheme of work

A scheme of work is a medium term plan for teaching which is derived from the syllabus. It is planned by the teacher after analyzing the syllabus. usually a scheme of work is prepared to last a school term. Though it is a tool of the teacher, a copy of the scheme of work is normally handed to the school administration.

When preparing a scheme of work, you should be guided by the school calendar and the syllabus. Analyse the syllabus to identify the main competence with its specific competences and the number of periods for each specific competence. This number of periods for each specific competence is a guide for you to distribute time for each main activity. The division of time for each specific activity depends on the length and depth of the activity specified.

When preparing a scheme of work, you should consider the following questions: a)

- What is the overall aim of the course?
- b) What competence will the pupils gain?
- c) What is the level of the pupils?
- d) How much time do I have to teach this specific competence with its main activities?
- e) What aids and resources will be required to implement the scheme?

The Importance of the scheme of work A

scheme of work is important because:

- a) It guides you to implement the syllabus in a specified time.
- b) It enables another teacher to take over the class in case of emergency.
- c) It enables you to monitor the teaching and learning process.
- d) It facilitates effective teaching and learning.
- e) It provides a record of what content of the syllabus has been covered.

Parts of scheme of work

The scheme of work is organized into two parts: The first part comprises preliminary information with the following subheadings; name of school, name of teacher, class, term, year and the subject. The second part is presented in a matrix of the following columns: general and specific competences, teaching activities, months, weeks, and number of periods (lessons), references, teaching and learning materials, assessment tools and remarks. (See template below):

Structure of Scheme of Work

In this section a template of scheme of work is presented to enable you to see its structure. The structure of a scheme of work will appear as follows:

Name of school: _____ Name of
 teacher: _____
 Subject: _____
 Class: _____ Term _____ Year _____

Main competence	Specific competence	Teaching Activities	Month	Week	Number of periods (lessons)	References	Teaching aids/resources	Assessment tools	Remarks

Clarifications of items in the scheme of work

A scheme of work has 10 key items which are: Main competence, specific competence, month, week, and number of lessons (as scheduled in the school time table), references, teaching aids/resources, assessment tools and remarks. **a) Main competences**

Main competences represent the long-term language skills, knowledge and attitude which pupils develop over time. Main competences are enabled by several specific competences that are gained in the course of performing tasks that together create a large set of applicable skills.

b) Specific competence

These are enabling competences that are developed by a pupil in performing small different tasks within a specific time. Several of them together form the main competence. **c) Teaching activities**

These are broken down tasks (activities) in the form of sub-activities which a teacher performs to enable teaching and learning of the main activity. The activities should enable a pupil to perform the intended learning tasks and finally develop competence as indicated in the syllabus. They also enable the pupil to achieve specific competences based on the pupil's age and ability. The sub activities have neither been shown in the syllabus nor in this teacher's guide. A teacher is expected to create them drawing from the main task (activity) that the teacher intends to teach.

For example, in the scheme of work model, the task reads, 'listen in order to identify all familiar words and basic phrases concerning self, family and immediate surroundings'.

In breaking down this listening task, a teacher starts with the word 'self' and brainstorms specific activities that spring from the word.

You will get:

- i. Physical characteristics, e.g. size, height, age, etc.
- ii. Personal information like, where one lives, names, parents, school information, friends etc. interests, likes and dislikes, ability and inability to perform some activities, etc.
- iii. Relatives like, brother, sister, cousin, etc.
- iv. Parts of the body.

Note:

Parts of the body' as a result of breaking down the main activity into a specific lesson, has been used in sample lessons to teach the four skill areas in Standard III. There is a listening lesson, reading lesson, speaking lesson and writing lesson. It is the intention of the syllabus that a lesson in any language skill area should be possible to teach in any other language skill area.

Likewise, a teacher may take the word 'family', in brainstorming specific activities that spring from this word i.e.

family, you will get: i. kinship relations (male/females) ii. Names and tribes

iii. Number of members of family, occupations iv. Family cultures and traditions,

v. Places of residence, properties owned, etc.

In brainstorming specific activities that spring from this word 'immediate surrounding', you will get:

- i. In the general area: Schools, hospitals, worshiping houses, police station, railway station, markets, streets.
- ii. At home: garden (plants and insects), farm, yard, rooms in the house, domestic animals. Activities like playing, games, grazing, selling. Problems like theft, quarrels (fight) etc. iii. Forests: wild animals, activities like farming, hunting, swimming, problems like floods, forest fire, etc.

d) Month

In this column you have to indicate the specific month in which you will teach the main activity to develop the specific competence concerned. You ought to align this column with the school calendar.

e) Week

This column shows visualized specific week(s) of the month during which you plan to do the teaching and learning activities. You should bear in mind that a lesson lasts 40 minutes. Standard III and IV have been scheduled to have 7 lessons in a week. Standard V and VI have been scheduled to have 6 lessons in a

week. Any estimation of activities should be done in cognizance of this information. **f)**

Number of periods

In this column, you are required to estimate a number of periods you will need to accomplish the specified activity. The number of periods allocated should correspond to the weight of the main activity specified together with the prevailing teaching and learning environment.

g) References materials

In this column, you are supposed to show the suggested references which will be used in teaching and learning the identified activities in the scheme of work. Examples of references include: posters, radio programmes, video clips, tapes, websites and editorials. Observe the following format of writing reference books: Author (year of publication) reference title, publisher, and city: page number of the book.

h) Teaching aids/ resources

In this column, all relevant teaching aids and resources which may be used in the teaching and learning activities are shown, for example, word chart, picture, models, audio-visual gadgets and writing boards.

i) Assessment method and tools

In this column, the tools which will be used to identify the pupils' strengths and weaknesses of learning will be selected and identified. The tools will help the teacher to assess pupil's progress for reporting and record keeping. Some specific activities may require specific tools for assessment. A teacher is supposed to know that examples of assessment tools include: observation schedules, checklists, portfolios, examination questions and tests.

j) Remarks

In this column, success which has been achieved or hindrances in enabling pupils to gain competence are noted and explained in terms of causes and specific results. Remarks are usually made for future references in improving the process of teaching and learning should you be required to present the same lesson or face similar situations/circumstances.

Subject: English 1 language
Class: Std III c Term: I **Year** 2016

Week	Number of lessons	References	Teaching aids/ resources	Assessment tools	Remarks
nd week	6	Syllabus, Teacher's guide; Pupil's text book (including title of albook, edition if not st ; place of publication and publisher, page numbers of a chapter	Word cards of family names and things from the surrounding	Oral /written sentences Rubric: assess the pupils' performance on the given tasks	The main activity has been successfully performed.
rd week	6	Syllabus, teacher's guide, pupil's text book (including title of albook, edition if not st ; place of publication and publisher, page numbers of a chapter	Written texts word cards	Rubric: assess the pupils performance on the given tasks	Some pupils could not read some of the text.

Scheme of Work Model

Name of school:.....

Name of teacher:

Name of school: c opper Primary School

Name of teacher: k enge l amulu

Main competence	Specific competence	Teaching Activities	Month
c omprehend Oral and Written Information	l isten and comprehend oral information	To prepare a checklist for listening in order to identify familiar words and basic phrases concerning self, family and immediate surroundings	January
c omprehend Oral and Written Information	Read and comprehend written information.	Prepare simple reading texts	January

5.2 Preparing a Lesson Plan

It is important to note that after preparation of the scheme of work, the following task is to prepare a lesson plan.

A lesson plan is a well thought out short term teaching plan developed by a subject teacher to facilitate teaching and learning within a period. usually, a teaching period in primary schools is 40 minutes. A lesson plan outlines the teacher's objective and stages of teaching step-by-step. It provides a detailed description of the sequence of teaching and class activities that will lead to the realization of the specified objectives. Lesson plans are derived from the competences and specific competences in the scheme of work broken down into smaller components.

Things to consider when preparing a lesson plan

When a preparing a lesson plan, you have to consider the following things: a)

How to introduce your lesson.

- b) How to motivate pupils.
- c) How to use teaching and learning resources.
- d) Teaching and learning activities.
- e) How to assess each stage of learning.

Importance of the Lesson Plan

The lesson plan is important in the following ways:

- a) It enables you to adhere to specified teaching stages to make learning an interesting process.
- b) It gives you a chance to prepare the teaching and learning materials.
- c) It enables a teacher to budget time appropriately.
- d) It enables the teacher to cover the syllabus in time.
- e) Another teacher can comfortably teach your lessons in your absence.

Structure of a lesson plan

In this section a template of lesson plan is presented to enable you see its structure. The structure of a lesson plan will appear as follows:

Name of school:.....

Name of teacher:.....

class:.....

Date:.....

Time:.....

lesson Ordinal Number:.....

Total number of pupils					
Registered			Attended		
girls	Boys	Total	girls	Boys	Total

Main competence:..... Specific

Competence:.....

Main Activity:.....

Specific activity:.....

Teaching aids/resources:.....

References:.....

Stages of lesson development	Time	Teaching activities	Learning activities	Learning Indicators
Introduction (Eliciting pupil's demonstration of background knowledge)				
Developing competence				

Reinforcing competence (Practice)				
conclusion (Application and transfer) (competence application and transfer)				

Reflection.....

Evaluation.....

Remarks.....

Clarification of items of a Lesson Plan

The sample of the lesson plan has been adopted to suit the requirements of the competence based teaching and learning. The lesson plan is organized into three parts. The first part comprises preliminary information with the following subheadings:

Name of school, name of a teacher, class, date, time and period, number of registered pupils and those who actually attended the lesson.

The second part comprises stages of lesson development which include the introduction, new knowledge, reinforcing competence (practice) and conclusion (Application and transfer).

The third part includes the ending of the lesson with reflection, evaluation and remarks.

The main components of lesson plan are discussed below:

a) Main Competence

Main competence is a statement of what is intended to be covered in the lesson at a general level. Main competence is expected to be gained through many lessons.

b) Specific Competence

Specific competence refers to specific knowledge, skills and attitudes which will be covered in the lesson.

c) Main Activity

This is an activity which a teacher aims to accomplish with the pupils after undertaking several periods of learning. The activities are outlined in the syllabus and are sub-divided into specific activities.

In this column, you are required to write the objective of teaching and learning and the main activity which a pupil is expected to perform. You are also required to write the intended attitude which a pupil will have developed after accomplishing the activity. The words used to explain the item are supposed to be general statements like a pupil should be able to know, understand and use, etc.

Estimation of lessons per specific competence has been provided in the syllabus. You are advised to study carefully the activities and make an estimation of the possible number of lessons in each given activity to be performed by a pupil. Your estimation of the number of lessons (periods) should be based on the scope of a particular activity.

d) *Specific Activity*

This is a specified activity which a teacher aims at teaching the pupils in a single period of interaction. When preparing a lesson plan, you are required to fill the sections of main and specific activities with objectives derived from activities you aim to teach your pupils.

Specific activities should have features which can be summarized in the acronym SMART. It stands for features that qualify each specific activity; thus: specific, measurable, attainable, realistic and time bound. These features are further elaborated as follows:

- a) **Specific:** This implies that a specific activity should be a single specified outcome to be performed.
- b) **Measurable:** This means that each specific activity should clearly indicate a criteria of measurement.
- c) **Attainable:** It should be achievable, it should be an activity which you are capable of teaching the pupils.
- d) **Realistic:** Specific activities should be practically possible and real instead of actions that are only stated and possible in dreams.
- e) **Time bound:** This implies that it should have an aspect of time to be accomplished. In most cases primary school periods last 40 minutes.

NOTE: Observe that a single specific activity is scheduled to be accomplished within one period. However, it may extend beyond a single lesson depending on its scope.

Example of subdivisions of activities from main, sub activity and specific activities can be seen in chapter seven in listening lesson samples in Standard III and v. They appear as shown below in i) and ii):

i) *Standard III listening sample lesson*

Main Activity: listen in order to recognize common words and basic phrases concerning self, family and immediate surroundings.

Specific Activity: listen and perform instructions on identifying parts of the body.

ii) **Standard V listening sample lesson**

Main activity: listen to recorded conversation in order to learn sentence construction and use it in different contexts.

Sub-activity: listen to recorded conversation which focuses on greeting in order to learn greetings.

Specific activity: To listen, understand and respond to greetings.

e) Introduction

In the introduction, the teacher uses a variety of methods to find out the background knowledge that pupils have about what is going to be taught (Eliciting pupil's demonstration of background knowledge). Background knowledge of the pupils enables the teacher to correct misperceptions held by pupils and build a bridge between prior knowledge and new knowledge.

Methods such as question and answer, think pair share, and brainstorming, pre-listening, pre-reading and pre-writing activities are used in probing prior knowledge depending on what aspect of language is being taught.

f) Developing competence (presentation of new knowledge)

In imparting new knowledge, the teacher uses demonstrations, situations and contexts with the help of real objects, pictures and flash cards.

Pupils listen, observe, imitate or repeat what the teacher has done individually or in a demonstration group. Reading, listening and writing activities may also apply here.

g) Reinforcing competence (practice)

At this stage, pupils practise what has been taught in the previous stage using a variety of activities including oral drills, dialogues, communication games in chorus, in pairs, in groups, and individually.

h) Conclusion (Application and transfer)

At this stage, activities that establish links between new knowledge and the pupils' real life experiences are introduced. The teacher gives pupils tasks that promote thinking, application, understanding and transfer of knowledge in new contexts and situations and concludes the lesson.

i) Learning indicators

These are a list of descriptions of pupils learning activities which enable the teacher to practically gauge (assess) pupil's competence. Descriptions of these indicators depend upon learning activities which appear across the lesson stages column. Therefore, the learning indicators match with a specific learning activity.

j) Reflection

The teacher is supposed to ask himself or herself questions about teaching and learning of the lesson including the methods and techniques used to present the lesson. The teacher is supposed to identify the challenges he/she faced during the process and their possible causes and solutions.

k) Evaluation

Evaluation is the process of forming judgment on how the teaching and learning was conducted in order to enable pupils gain the intended competence. This is done after assessing and reflecting on the lesson. If pupils achieved the expected level of performance, then the teaching and learning was a success. If this was not the case, then the process was a failure.

Note:

the following table clarifies lesson reflection and evaluation. The table provides questions in reflection and evaluation columns which go in line with the items in the criteria column. The criteria column has the following items: pupil’s activities, teaching and learning strategies, teaching and learning aids, teacher’s performance and pupil performance.

Criteria	Reflection	Evaluation
Pupil’s activities	i) What have I realized from the results of the performing the activities? ii) How do I know the pupils have learnt the way I expected them to? iii) Why did the activities succeed or fail to enable pupils gain the intended competence?	i) At what level was the intended activity performed satisfactorily? ii) Has the pupil gained expected the competence? iii) Were the given activities able to assist gaining the intended competence?
Teaching and learning strategies	Why the strategies I used did succeed or fail?	Were the teaching strategies successful?
Teaching and learning aids	Why were the teaching and learning aids I used effective?	Were the learning and teaching aids effective?
Criteria	Reflection	Evaluation

Teacher's performance	i) How do I know my guidance and clarifications were understood or not? ii) Why did I change the style I had set?	i) Were my instructions clarifications understood by the pupils? ii) At what stage of the lesson was I compelled to change style?
Pupils performance	i) Was the intended level of performance achieved or not achieved in accordance to the guidance? ii) Have the pupils been able to or not able to relate what he/she has learnt to everyday life?	i) What level of performance was achieved according to the given guidance? ii) Was the pupil able to relate what he/she learnt with everyday life?

I) Remarks

This provides action to take to address the issues identified in the pupil and teacher evaluations. The actions should be geared towards setting better plans in implementing such a lesson another time in future.

5.3 Sample Lesson Plan

Name of School: copper Primary

School Subject: English language

Name of Teacher: kenge lamulu

Class: Standard Iv c

Date: 16/01/2015

Lesson Ordinal Number: 3rd **Time:** 9:20 – 10:00.

Total Number of Pupils					
Registered			Attended		
<i>Girls</i>	<i>Boys</i>	<i>Total</i>	<i>Girls</i>	<i>Boys</i>	<i>Total</i>
23	22	45	21	18	39

General Competence: comprehend oral and written information.

Specific Competence: Read and comprehend written information.

Main Activity: Read simple texts to interpret the contents.

Specific Activity: Read hotel menu orally.

Sub activities in this lesson include:

- Interpreting pictures of types of food in a menu.
- Reading types of food in proper pronunciation and fluency.
- Matching the pictures with provided labels which describe types of food.
- Rearranging the jumbled pictures or words in a proper way.
- Reading types of food in a proper pronunciation.
- Recalling the pieces of food.

Teaching Materials: hotel menus, different pictures of types of food, and flash cards labeling types of food, stickers of food, and chart of types of food.

References: None required Lesson development stages

Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Introduction (Eliciting pupil's demonstration of background knowledge)	10 minutes	To guide pupils to play a game by mentioning different type of food they eat at home.(e.g Nyama nyama, nyama song)	To play the game by mentioning various types of food	game: Mentioning different types of food eaten at home to be played
Stages	Time	Teaching Activities	Learning Activities	Learning Indicators
Development of competences	10 minutes	<p>To show menus from a catering company /a hotel</p> <p>To present pictures showing types of food.</p> <p>To read the menu of types of food for breakfast, lunch, dinner and supper.</p>	<p>To listen and read aloud individually.</p> <p>To view the pictures</p> <p>To read the types of food</p>	<p>Presentation of menu from catering companies are listened to.</p> <p>Presentation of pictures of types of food to be viewed.</p> <p>Reading of menu on types of food for breakfast, lunch and dinner to be done.</p>

Reinforcing competence (Practice)	15 minutes	<p>To put pupils in small groups.</p> <p>To distribute short texts i.e. menu.</p> <p>To guide pupils to label the numbered pictures according to the types of food shown in the menu.</p>	<p>To form small groups.</p> <p>To receive short text i.e. menu.</p> <p>To label the numbered pictures according to the types of food.</p>	<p>Forming of small groups to be done.</p> <p>Receiving of texts to be done.</p> <p>The labelling of numbered pictures according to types of food to be done.</p>
conclusion (Application and transfer) (competence application and transfer).	05 minutes	To lead pupils to mention types of food they have learned .	To mention types of food they have learned.	The mentioning of types of food learned to be done.

Reflection

Given below is an example of a teacher's reflection at the end of a lesson.

Pupils understood the lesson well; they participated in the game of mentioning food types (it was like competing). Pupils enjoyed mentioning unfamiliar names like Spanish egg, roast beef chuck etc. It was difficult to explain foreign types of food. Few pupils had difficulty in labeling pictures of the given food. The lesson was very enjoyable to pupils and discussion about homes and food cultures turned noisy and longer. The lesson needed more time, however, pupils had wanted to go for break.

Remarks

I will teach again labelling types of food in the writing lesson.

Next time I will teach starting with familiar food types, so that all pupils can manage pronunciation. I will use audio-visual teaching support for pupils to have clear and real images. I will buy cheap food in a hotel and use as a realia. Next time I will schedule more time to teach such a lesson and plan a strict class management strategy to avoid the class to go noisy.

CHAPTER SIX

ASSESSMENT OF LEARNING IN ENGLISH LANGUAGE

This chapter discusses assessment of learning. Assessment of learning is a process of collecting data and making judgment about pupils' learning. The purpose of this chapter is to provide teachers with ideas on how to assess their English language pupils. By the end of this chapter you will be able to: a) define assessment.

- b) explain the purposes of assessment.
- c) describe assessment methods/tools.
- d) evaluate how assessment is presented in the 2016 English Syllabus.
- e) analyse assessment activities in the course books.

6.1 Understanding the concept of assessment

Assessment is part and parcel of the teaching and learning process. It involves collection and use of information for the purpose of making decisions concerning the pupils' performance. The information includes the methods used in teaching and learning. The assessment results help in making important decisions in teaching and learning. It motivates and puts more emphasis on teaching and learning. Assessment works best when its purpose is clear, and it is carefully designed to fit that purpose. There are three main purposes of classroom assessment. Assessment can be formative or summative and also in the form of reflection.

6.2 Understanding assessment approaches

There are two approaches in assessing learning which you need to take into account in the process of teaching and learning so as to enable a pupil develop the intended competence. These are namely content based assessment and competence based assessment.

6.2.1 Content based assessment

This approach involves assessment of the level of content a pupil has mastered after classroom learning. It requires a pupil to understand instructions which will enable the teacher to identify the pupil's level of knowledge.

This assessment uses questions that are bound to what a pupil is supposed to implement. You should identify the results of learning which will be assessed within a specified time.

6.2.2 Competence based assessment

competence based assessment is based on activities performed by the pupil. So this assessment is stronger, considering the process, than content based assessment. This type of assessment uses some of the principles used in continuous assessment. Due to the fact

that competence based assessment aligns to a greater extent with the process of teaching, the two things usually go together continuously.

You need to realize that competence based assessment involves all learning domains to include cognitive, psychomotor (performance) and affective. Thus you should prepare assessment questions reflecting to all learning domains.

However, experience shows that a large number of questions prepared by teachers are of the lowest level of cognitive domain and do not assess the affective and psychomotor domains.

competence based assessment is the kind of assessment that is done at a given period in order to determine the level of a pupil's performance. The pupil is assessed for what he/she is able to do. This approach involves assessing the level of competence of the pupil after learning.

In relation to assessment, the following items lettered a – d are very important. The list of items which is presented here includes gathering information, interpreting information, recording information and communicating it to the stakeholders.

a) Gathering Information

- (i) Questioning: asking focussed questions in class to elicit understanding
- (ii) Observation: systematic observations of pupils as they process ideas
- (iii) Homework: assignments to elicit understanding
- (iv) learning conversations or interviews: investigative discussions with pupils about their understanding.
- (v) Demonstrations: presentations opportunities for pupils to show their learning in oral and media performance, exhibitions.
- (vi) Quizzes, tests, examinations: opportunities for pupils to show their learning through written responses.
- (vii) Rich assessment tasks: complex tasks that encourage pupils to show connections that they are making among concepts which they are learning.
- (viii) computer-based assessments: systematic and adaptive software applications connected to curriculum outcomes.
- (ix) Simulations, docudramas simulated or role-playing: tasks that encourage pupils to show connections that they are making among concepts which they are learning.
- (x) learning logs descriptions: pupils maintain record of the process they go through in their learning.
- (xi) Projects and investigations: opportunities for pupils to show connections in their learning through investigations and production of reports or artefacts.
- (xii) Seminars/workshops: where pupils meet, discuss and exchange ideas.

b) Interpreting Information

- (i) Developmental continua: profiles describing pupils' learning to determine extent of learning, follow up steps, and to report progress and achievement.
- (ii) checklists: descriptions of criteria to consider in understanding pupils' learning
- (iii) Rubrics: descriptions of criteria with gradations of performance described and defined.
- (iv) Reflective journals: reflections and conjecture that pupils maintain about how their learning is going on and what they need to do next.
- (v) Self-assessment process: in which pupils reflect on their own performance and use defined criteria for determining the status of their learning
- (vi) Peer assessment: process in which pupils reflect on the performance of their peers and use defined criteria for determining the status of their peers' learning

c) Record keeping

Anecdotal records: focused descriptive records of observations of pupil learning over time.

Pupils' profiles: information about the quality of pupils' work in relation to curriculum outcomes or a pupil's individual learning plan.

video or audio tapes: photographs, visual or auditory images that provide artefacts of pupils' learning.

Portfolios: systematic collection of their work that demonstrates accomplishments, growth, and reflection about their learning.

d) Communicating

Demonstrations and presentations: formal pupils' presentations to show their learning to parents, judging panels, or others.

Parent-pupil-teacher conferences: opportunities for teachers, parents, and pupils to examine and discuss the pupil's learning and plan next steps.

Records of achievement: detailed records of pupils' accomplishment in relation to the curriculum outcomes

Report cards: periodic and symbolic representations and brief summaries of pupils' learning for parents (a teacher's written assessment of a pupil's work, progress, and conduct, sent home to a parent or guardian).

learning and assessment newsletters: routine summaries for parents, highlighting

curriculum outcomes, pupils’ activities, and examples of their learning.

6.3 Assessment Tools

In order to assess a pupil’s performance and his/her ability to assess himself/herself, you are advised to use various assessment tools as explained in this section. What tools can be used to assess a pupil’s ability to do something?

As it is described above, assessment should be relevant to what is being assessed. The following are some of the assessment tools for data recording:

6.3.1 Rubric

This is a set of performance criteria which informs a pupil on the assessment of his/her performance. You can create criteria and then present to pupils for improvement to align with the intended activity to be assessed. Many rubrics show performance standards for each criteria.

Standards of performance must be known to the pupil so that he/she is aware of what is expected from him/her and at what level. This enables a pupil to assess himself/herself when doing a task and can talk about the level of performance he/she attained by him/her.

look at the example below:

Table 2: Assessment Rubric

Criteria	Performance Standards (Benchmarking)			
	Beginning	Average	Good	Very good
Words for food and animals are identified correctly.	Struggles to identify words for food and animals.	Identifies words for food and animals with much teacher’s support.	Identifies words for food and animals correctly.	Identifies words for food and animals correctly and attempts to use them in sentences.
Words for shopping, school and home are identified correctly.	Struggles to identify words for shopping, school and home.	Identifies words for shopping, school and home with much teachers support.	Identifies words for shopping, school and home correctly.	Identifies words for shopping, school and home correctly and attempts to create a passage using the.

6.3.2 Performance Chart

This is a chart designed by a teacher incorporating sentences which reveal the conditions of performance. This chart is designed from performance that a teacher intends to assess among the pupils. Formulate sentences showing indicators of performance and standards for each indicator. Then ask each pupil to put a tick to indicate the level of performance achieved by him/her for each indicator. The following example will help you in preparing the competence assessment tools:

Table 3: Performance chart

Performance Indicator	Level of performance			
	1	2	3	4
Identify words for food and animals				
Identify words for shopping				
Identify words about school and home				

Descriptions of items in assessment rubric table and the performance chart

The following items appeared in the table of assessment, rubric and the performance chart. These items include performance indicator, beginning, average, good, very good and performance criteria.

- Performance Indicator: is evidence, fact which is indicated (help to infer) by giving specific information on level /status of performance of a task assigned to a pupil. Indicators can be qualitative or quantitative.
- Beginning: This is the lowest level of performing the main activity specified. At this level a pupil manifests signs of being able to do the activity. He/she also dares to do but with major errors.
- Average: This is the level where a pupil is able to do the activity, but cannot explain the principles of doing it and in most cases he/she needs the teacher to guide him/her in order to do it properly.
- good: This is the level of performance at which the pupil can do and explain principles of doing the specified activity.
- very good: At this level the pupil is highly competent. He/she is able to do the activity through guiding principles and he/she can improve or create new principles of doing the activity. The pupil can question the intentions of doing it and become reflexive.

f) Performance criteria: is a principle or standard which is used to judge performance of tasks assigned to a pupil.

6.3.3 Portfolio

It is a systematic collection of a pupil’s work and related materials that depict the pupil’s activities, accomplishments, and achievements in one or more school subjects. The portfolio contains samples of the pupil’s work and shows growth over time. The following items can be included in the portfolio: a) English subject notes

- b) Different information from newspapers
- c) Real life English language written episodes/ stories
- d) Book pages that have been reproduced
- e) Written speeches, drawn pictures and maps
- f) English language written assignments
- g) Assessment of performed works
- h) Quizzes, tests, pupil’s day to day work (individual and group works) etc.

You are advised to guide pupils to arrange things in a portfolio following the specific competences so as to simplify the task when studying.

Criteria for assessing portfolio

The following table is an example on how to assess a pupil’s portfolio:

Table 4: Example of assessment of a portfolio

No.	Criteria	Marks
1	The relationship between the collected materials with the specific competences	
2	The collected materials are arranged according to the specific competences	
3	Pupil’s recommendations on the materials collected	
4	Pupil’s reflection on the collected materials in the portfolio	

6.3.4 Rating Scale

This chart has the same use as a diagnostic checklist. A rating scale records standards focusing on the quantitative or qualitative performance of the pupil. This method allows representation of the concepts, skills, attitudes and learning processes that have been developed by a pupil in performing his/her activities. A rating scale uses comparative numbers to provide value qualities or weakness of a character that is assessed. Often this tool is used to assess psychological attitude and behavior. A sample of a Rating Scale

	behaviour/criteria	benchmarks			
		1	2	3	4
1	I greet people of different age groups				
2	I assist elders by carrying their luggages				
3	I kindly welcome visitors				
4	I give priority to people with special needs to get various services				
5	I communicate with colleagues using polite and respectful language				

benchmarks:

- 1 = Beginning
 2 = Average
 3 = good
 4 = very good

After preparing this assessment tool, you will have to distribute it to each pupil. Then, you are required to give instruction on how each pupil can assess himself/herself and fill the marks he/she deserves for each criteria. However, for this tool to be used effectively, you are advised to interview each individual pupil to confirm the marks rewarded. Moreover, this tool is suitable for peer assessment in which students can assess each other.

Elaborating the criteria of assessment

- Beginning: This is the lowest level of performance in the specified main activity. At this level, a pupil manifests signs of being able to do the activity. He/she also dares to do but with major errors.
- Average: This is the level where a pupil is able to do the activity, but cannot explain the principles of doing it and in most cases he/she needs an expert teacher to guide him/her in order to do it properly.
- good: This is the level of performance at which the pupil can do and explain the principles of doing the specified activity.
- very good: At this level the pupil is highly competent. He/she is able to do the activity through guiding principle and he/she can improve or create new ways of performing the main activity.

6.3.5 Historical records / Reports of various events (anecdote)

This is a written explanation or clarification of a pupil's progress that is kept daily by a teacher. The

teacher may decide to make use of these reports to evaluate the pupil’s ability to use materials, work in groups, conduct experiments, completing project work and report writing. It is the summary of a research conducted by pupils. These records are usually kept in a book or a special file.

6.3.6 Exercises and Assignments/Tests

This aspect includes assessment strategies which are used in planned settings and enable pupils perform practically things they know. Since earlier times, tests have been important as an assessment strategy. Exercises and tests are very important in assessing the ability of a pupil in a subject, and depend on the quality of the tests. Also they can be used to assess the process, skills and attitudes. This type deals with tests such as: i) Testing through oral means/conversation ii) Performance test iii) unlimited/free expression iv) Short answers

- v) Matching items questions
- vi) Multiple choice questions
- vii) True and False questions

6.3.7 Checklist

This is a tool used to build pupil’s specific competence. It is used to assure the availability of things, ability to identify things that show the intended competence. If you use the checklist to identify the quality of the criteria, you will have to use it by numbers 1 – 4, which is clarified in the key below table 6. Look at the following example:

Table 6: Silent reading

No.	Criteria	1	2	3	4
1	Points to individual words				
2	Runs a finger under each word				
3	Runs a finger down the page				
4	Whispers words				
5	Says words aloud				
6	Moves head while reading				
7	Holds book too close				
8	Reads slowly				

9	Reads quickly				
---	---------------	--	--	--	--

Key: 1 = Beginner 2 = Average
 3 = good 4 = very good

6.3.8 Organization of Assessment methods

a) Individual Assessment

This method focuses on individual activities (or pupil). It assesses a pupil who works individually.

The decision here must be made as to whether the pupil's progress is compared to their previous level. For example, in speaking and listening activities, pupils will base on: a) Presentation and listening to information.

- b) Response to the questions from others' views.
- c) Making effective contributions by using creative approaches to exploring questions, problem solving and developing ideas.
- d) Relate various contexts learned into real life.

b) group Assessment

This is an assessment practised on pupils working in a group and being awarded same marks. It focuses on the group progress made by pupils' cooperation in doing various activities provided by the teacher.

For example:

Table 1: Group assignment on short story writing

Description	Overall weight	Group weight
Introduction	10	4
Flow of ideas	20	6
length of story	5	3
language used	10	8
Relevance of examples and applicability in real life experience (validity) Reliability of a story	15	5

c) contracts

A contract refers to an agreement between a student, or a group of students, and a teacher regarding what activity will be undertaken, who will do it, how it will be done, when it

will be completed and how it will be evaluated according to the criteria established. This type can be organized on an individual or a group basis and may involve written assignments, presentations, or performance of skills. Students may partially fulfill the requirements of their contracts by self-assessment of their work.

d) Self and Peer Assessment

Self-assessment refers to the pupil's own assessment of knowledge, skills, and attitudes. It occurs when a pupil evaluates his/her own work.

Peer assessment refers to pupils individually assessing one another's progress by using set criteria. Marking and grading is based on a predetermined process. Peer assessment can be conducted collaboratively in groups or individually. Pupils can be involved in a variety of self and peer-assessment activities.

For example, in a listening task like '*Identify rhyming words in a story read aloud*'. (An activity taken from Standard III syllabus). In self-assessment a pupil listens and writes the rhyming words, then reads or plays again the recorded material to confirm what he/ she has written.

If it is in a group assessment, one reads the text several times while others listen to the rhyming words. At the end pupils swap their work, discuss and agree on correct answers. Then they can grade their work.

Self and peer assessment differ depending on details of the specific task. It can be done in writing, speaking or reading task in any language lesson.

CHAPTER SEVEN

SAMPLE LESSONS

This chapter introduces you to English language teaching and provides sample lessons. The sample lessons provide you with examples of how to develop the communicative competence of your pupil. Sample lessons for all the four skills and other aspects of language for all grades from grade III – vI are presented.

7.1 Objectives of the chapter

The chapter will enable you to prepare and teach lessons in all the competence areas of the Primary Education English language Syllabus. Specifically you will be able to prepare and teach:

- a) listening lessons in grades III –IV.
- b) speaking lessons in grades III –IV
- c) reading lessons in grades III –VII
- d) writing lessons in grades III –VII
- e) vocabulary development and use in grades III –VII

The sample lessons are based on activities randomly picked from the Standard Three to seven English language Syllabus. The lessons for each grade are grouped together according to the four language skills. They are presented in the order from Standard III – VII These sample lessons were prepared in such a way that one particular activity is prepared for teaching at a particular level in all four skill areas i.e. listening, reading, speaking and writing. A teacher is supposed to be skillful enough to be able to teach any activity which appear in the syllabus in any language skill area i.e. the same activity can be manipulated from reading into listening, speaking and writing.

Read examples of sample lessons in Standard III as shown below:

Listening

Specific competence: Listen and comprehend information presented orally.

· **Main activity:** Pronounce common words and basic phrases concerning self, family and immediate surroundings.

· **Specific activity:** Pronounce words that describe his/her parts of the body.

Reading

Main competence: comprehend oral and written information.

· **Main activity:** Read simple basic words/ phrases which focus on “oneself”.

· **Specific activity:** Read words that describe his/her parts of the body.

Writing

Main competence: comprehend oral and written information

· **Main Activity:** Write common words and basic phrases concerning self, family and immediate surroundings.

· **Specific Activity:** Write words that describe his/her parts of the body.

7.2 Standard III Sample Lessons

7.2.1 Listening Lesson (Standard III)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: listen in order to recognize common words and basic phrases concerning self, family and immediate surroundings.

Specific activity: listen and perform instructions on identifying parts of the body.

Teaching and learning aids: word/ phrase cards, and flash cards.

Vocabulary: I, we, am, are

Language: Touch your----- (ears, head, shoulders, knees, hands and nose, etc.).

Teaching and learning strategies: Demonstration, listen and carry out oral instructions.

Development of the Specific Competence/Lesson

Lesson development stages *Introduction* (Eliciting pupil's demonstration of background knowledge)

Teach and ask pupils to sing the parts of the body song. *Pupils to sing the song after you*

Presentation of new knowledge

Touching his/her ear, head, shoulders, knee, hand, nose, etc. Teacher says the following: *This is my ear, head, shoulders, knee, hand, nose etc.* (one part of the body at a time) Pupils listen. While holding/touching *ear, head, shoulders, knee, hand, nose, etc.*, teacher tells pupils: *Touch your ear, head, shoulders, knee, hand, nose, etc* (one part at a time). Pupils perform the actions. Assess learner's responses and correct their mistakes.

Reinforcing competence (Practice)

Teacher to repeat the above procedure with an individual pupil. Other pupils to observe and listen.

Teacher to ask pupils in pairs to repeat the above procedure. One pupil gives instructions and the other one carries out the instructions.

Teacher asks pupils to exchange roles and practise touching the parts of the body named above.

Conclusion (application and transfer)

Ask pupils in pairs to continue practising as follows:

Touch your----- (part of their body). Pupils to touch the named parts of their bodies.

Touch your friend's ----- (parts of their friend's body.) Pupils to touch parts of their friend's body.

Assess the learning process

You may use the performance chart or observation schedule to assess pupil's ability to identify correctly parts of the body. **Feedback**

use the assessment results to identify the pupils with problems in identifying parts of the body and take intervention measures.

Discuss with pupils the various ways which can improve their learning.

7.2.2 Speaking Lesson (Standard III)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: Pronounce common words and basic phrases concerning self, family and immediate surroundings.

Specific activity: Pronounce words that describe his/her parts of the body.

Teaching and learning aids: Flash cards with names of parts of the body.

Vocabulary: ear, head, shoulders, knee, hand, nose, etc

Language: Touch your----- (ears, heads, shoulders, knees, hands, nose, etc.).

This is my..... These are my (eyes, ears, shoulders, etc)

Teaching and learning strategies: Demonstration. listen and say

Development of the specific competence/lesson

Lesson development stages

Introduction

Teach and ask pupils to sing the parts of the body song... *Pupils to sing the song after you.*

Presentation of new knowledge

Touching ear, head, shoulders, knee, hand, nose, etc. Teacher says the following:

This is my

These are my ears/ shoulders/ knees/hands/ etc. Pupils listen.

Teacher to say: *This is my*

These are my ears/, shoulders/ knees/hands/ etc. class to repeat after the teacher several times for each mentioned part of the body.

Reinforcing competence (Practice)

While touching his/her ears/ heads/ shoulders/ knees / hands / nose/ etc, teacher tells pupils: *Touch your ears/shoulders/ knees /hands, etc* and say : *This is my These are my ear, shoulders/ knees /hands / etc in chorus, in groups and individually.*

Pupils to read sentences from the table below:

This is These are	my your	head. mouth. leg. chest. eyes. nose. face. ears. knees.
----------------------	------------	---

Conclusion (application and transfer)

Teacher to ask pupils in pairs to practise naming their own parts of the body.

First pupil says: *Touch your* (part of the body).

Second pupil to touch part of his/her body and say: *This is my These are my* (part of the body).

Teacher to ask pupils in pairs to practise naming their friend’s part of the body. First pupil touching part of her /his body asks the second pupil: *What is this?* (part of the body).

Second pupil pointing to the part of his/her friend's body says: *That is your Those are your (parts of the body).*

Pupils to repeat for as many parts of the body as possible.

Pupils to sing the body parts song.

Assess the learning process

You may use the performance chart, observation schedule or questions and answers to assess the pupil's ability to identify correctly parts of the body in the speaking lesson.

Feedback

use the assessment results to identify the pupils with problems in identifying parts of the body in speaking and take intervention measures.

Discuss with the pupils the various ways which can improve their learning.

7.2.3 Reading Lesson (Standard III)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: Pronounce common words and basic phrases concerning self, family and immediate surroundings.

Specific activity: To read words that describe parts of the body.

Teaching and learning aids

- a) Pictures of person with arrows pointing at different parts of the body
- b) Flash cards with names of parts of the body.

Vocabulary: ear, head, shoulders, knee, hand, nose, etc. language:

What is this?

This is a/an----- What are these? (ear, head, shoulders, knees, hand, nose, etc.

Touch your----- These are my . (ear, head, shoulders, knee, eyes, hand, nose, etc.).

This is my These are my . . ears/ head, / shoulders/ knee /hand/ nose, etc

Teaching and learning strategies: Demonstration. Read words from flash cards.

Development of the Specific Competence/Lesson

Lesson development stages

Introduction ((Eliciting pupil's demonstration of background knowledge)

Teach and ask pupils to sing the parts of the body song. Pupils to sing the song after you.

Presentation of new knowledge

Pick flash cards of parts of the body and put them on the flannel board/flash card holder. Pointing to the cards, read each flash card aloud several times. Pupils listen.

Reinforcing competence (Practice)

Read the cards, one at a time several times and let pupils read after you in chorus- *ear/ head/ shoulders/ knee/hand/ nose/ etc.*

Teacher to place a picture of a person on the board.
Use the flash cards to label the parts of the body.
Point to the flash cards on the human body and read them aloud and let pupils read after you.

Conclusion (application and transfer)

Teacher to place the flash cards on the wrong parts of the body. Pick one pupil at a time to correct the wrong cards.

Place the cards face down and ask pupils, one at a time, to come to the front and pick a flash card and read it aloud.

Place flash cards on the board away from the picture.
Pointing to the words randomly, teacher to ask pupils to read the words as a whole class, in rows and individually.
Pupils to copy the words in their notebooks.

Assess the learning process

You may use the observation schedule, checklist or questions and answers to assess pupil's ability to identify correctly parts of the body in the reading lesson.

Feedback

use the assessment results to identify the pupils with problems in identifying parts of the body in reading and take intervention measures.
Discuss with the pupils the various ways which can improve their learning.

7.2.4 Writing lesson (Standard III)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: Write common words and basic phrases concerning self, family and immediate surroundings.

Specific activity: To write words that describe parts of the body.

Teaching and learning aids: Flash cards with names of parts of the body. Picture of human body.

Vocabulary: ear, head, shoulders, knee, hand, nose, etc

Language: This is my These are my ears/ head / shoulders/ knees /hands/ nose, etc

Teaching and Learning Strategies: Demonstration, speak and write.

Development of the specific competence/lesson

Lesson development stages

Introduction (Eliciting pupil’s demonstration of background knowledge)

Write the following words on the chalkboard: *ear/, head/ shoulders/ knee/hand/ nose*
Ask pupils as a whole class and in rows to read the words aloud and write them in their exercise books.

Presentation of new knowledge

Present the picture of the human body with parts of the body labelled.
Pointing to the different parts of the body, ask pupils to read the parts after you.

Reinforcing Competence (Practice)

Read sentences from the substitution table below and ask pupils to write the sentences.

This is These are	my your	head. mouth. legs. chest. eyes. teeth. face. arm. foot.
----------------------	------------	---

Conclusion (Application and transfer)

Ask pupils to copy any ten sentences from the table.
Ask pupils to copy the picture of the human body in their exercise books and label the parts.

Assess the learning process

You may use the performance chart, written test to assess pupil’s ability to identify correctly parts of the body in writing lesson. **Feedback**
use the assessment results to identify the pupils with problems in identifying parts of the body in writing and take intervention measures.
Discuss with the pupils the various ways which can improve their learning.

7.3 Standard IV Sample Lessons

7.3.1 Listening Lesson (Standard IV)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: listen and respond to classroom announcements to identify main idea.

Specific activities: To listen to announcements made by the teacher and answer questions on them orally and in writing.

Teaching aids: Prepared announcements.

Teaching and learning strategies: listening, ask and answer questions.

Development of the specific competence/lesson Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge) greet the pupils: *Good morning / afternoon* Tell pupils:
Stand up if I call your name.

Teacher to mention about six names one at a time (include boys and girls.) Pupils who hear their names to stand up.

Teacher to tell pupils to sit down.

Presentation

Teacher to say: *Listen carefully to the announcements. You will answer questions on them.*

Teacher to read the following announcements aloud three times:

*The following pupils will see the headteacher after the lesson. They broke the window.
If I call you name stand up. The pupils are:*

Juma Shaban (stands up)

Peter Enoch (stands up)

Amina Salum (stands up)

*The following pupils will see the Teacher on duty after the lesson. They made noise.
The pupils are:*

Asha Ramadhan (stands up)

Adela Amos (stands up)

Pappy James (stands up)

*The following pupils will see the head Prefect after the lesson. They came to class late.
The pupils are: Mark John (stands up) david dodo (stands up)*

Reinforcing competence (Practice)

Ask pupils to answer the following questions orally: (pupils in pairs to take two minutes to discuss the question and provide the answer.)

001. Which pupils are girls?

002. Which pupils are boys?

003. Name the pupils who will see the Headteacher.

004. Name the pupils who will see the Head Prefect.

005. Name the pupils who will see the Teacher on duty.

Ask pupils to say whether they agree with their friends' answers or not. If not, make them provide the correct answers. correct pupils' mistakes.

Conclusion (Application and transfer)

Repeat asking the questions and let pupils write the answers in their exercise books.

Assess the learning process

You may use oral questions and answers, the performance chart, observation schedule, checklist or questions and answers to assess pupil's ability to listen to announcements correctly in listening lesson. **Feedback**

use the assessment results to identify the pupils with problems in listening to announcements and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.3.2 Listening and Speaking Lesson (Standard IV)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: listen and respond to classroom announcements to identify main idea orally.

Specific activities: To listen to announcements made by the teacher and answer questions on them orally and in writing.

Teaching aids: Prepared announcements.

Teaching and learning strategies: listening, ask and answer questions.

Development of the specific competence/lesson

Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

greet the pupils: *Good morning / afternoon.*

Tell pupils: *Stand up if I call your name.*

- Teacher to call about six names one at a time (include boys and girls.) Pupils who hear their names to stand up.
- Teacher to tell pupils to sit down.

Presentation of new knowledge

Teacher to say: *Listen carefully to the announcements. You will answer questions on them orally.*

Teacher to read the following announcement aloud three times:

The following pupils will see the headteacher after the lesson. They broke the window.

The pupils are:

Mark Peter

Luke Paul

Asha Bakari

The following pupils will see the Teacher on duty after the lesson. They made noise.

The pupils are:

Maimuna Abdi

Salama Michael

Pauli Maganga

The following pupils will see the head Prefect after the lesson. They came to class late.

The pupils are: Ambrose Lele hamza Safari

Reinforcing Competence (Practice)

Ask pupils to answer the following questions on the announcements orally: (For each question pupils in pairs to take two minutes to discuss the question and provide the answer).

1. Which pupils are girls?
2. Which pupils are boys?
3. Name the pupils who will see the Headteacher.
4. Name the pupils who will see the Head Prefect.
5. Name the pupils who will see the Teacher on Duty.

Ask pupils to say whether they agree with their friends' answers or not. If not, make them provide the correct answers. correct pupils' mistakes.

Conclusion (Application and transfer)

Repeat asking the questions orally and let the pupils answer individually.

Write the questions on the chalk board.

In pairs, guide pupils to practise asking and answering questions on the announcements.

Assess the learning process

You may use oral questions and answers, the performance chart, observation schedule, checklist to assess the pupil's ability to listen to announcements correctly.

Feedback

use the assessment results to identify the pupils with problems in listening to announcements and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.3.3 Reading Lesson (Standard IV)

Main competence: comprehend oral and written information.

Specific competence: Read and comprehend written information.

Main activity: Read and answer questions on a text about classroom announcements.

Specific activities: To read announcements made by the teacher and answer questions on announcements in exercise book.

Teaching aids: Text on classroom announcements.

Teaching and learning strategies: Reading and answering questions.

Develop specific competence/ lesson Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

1. greet the pupils: good morning / afternoon.
2. Tell pupils: Stand up if I call your name.
3. Teacher to call about six names one at a time (include boys and girls.) Pupils who hear their names to stand up.
4. Teacher to tell pupils to sit down.

Presentation of new knowledge

Teacher to read the announcement provided on next page.

The following pupils will see the Headteacher after the lesson. They broke the window.

The pupils are:

Juma Shaban

Peter Enoch

Amina Salum

The following pupils will see the Teacher on Duty after the lesson. They made noise. The pupils are:

Asha Ramadhan

Adela Amos

Juma James

The following pupils will see the Head Prefect after the lesson. They came late to class.

The pupils are:

Mark John

David Dodo

Questions

Pick on a pair of pupils randomly, one to read the question and the other to answer it.

1. Which pupils are girls?
2. Which pupils are boys?

3. Name the pupils who will see the Headteacher
4. Name the pupils who will see the Head Prefect.
5. Name the pupils who will see the Teacher on Duty.
6. What did David Dodo do?
7. What did Asha Ramadhan do?
8. What did Juma Shaban do?
9. Why will Adela Amos see the Teacher on Duty?
10. Why will Mark John see the Head Prefect?

Reinforcing competence (Practice)

Ask several pupils to read the announcements, each pupil to read a different announcement.

Ask pupils to answer questions on the announcement they read (use the question format shown above). correct pupils' mistakes.

Conclusion (Application and transfer)

Ask the pupils to write short announcement they have heard over the radio and television.

Ask pupils to exchange their written announcements and read them aloud.

Assess the learning process

You may use written/oral questions and answers, the performance chart, observation schedule to assess pupil's ability to read announcements correctly in the reading lesson.

Feedback

use the assessment results to identify the pupils with problems in reading the announcements, answering questions and take intervention measures. Discuss with the pupils various ways which can improve their learning.

7.3.4 Writing Lesson (Standard IV)

Main competence: comprehend oral and written information.

Specific competence: Read and comprehend written information.

Main activity: Write classroom announcements.

Specific activities: Write announcements.

Teaching aids: Text on classroom announcements.

Teaching and learning strategies: Reading and writing questions.

Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

greet the pupils: *Good morning / afternoon.*

Read the announcement and ask pupils oral questions on the announcement.

Presentation of new knowledge

Teacher to write the announcement provided below on the chalk board:

The following pupils will see the Headteacher after the lesson. They broke the window.

The pupils are:

Juma Shaban

Peter Enoch

Amina Salum

The following pupils will see the Teacher on Duty after the lesson. They made noise. The pupils are:

Asha Ramadhan

Adela Amos Juma

James

The following pupils will see the Head Prefect after the lesson. They came to class late.

The pupils are:

Mark John

David Dodo

Pupils to read aloud the announcement in chorus, in groups and individually.

Pupils to do the exercise below:

Reinforcing competence (Practice)

Ask pupils to do the exercise below:

Copy the announcement in the exercise book and fill in the missing words.

The following pupils will -----the Headteacher after the lesson. They ----the window. The pupils are:

Juma Shaban

Peter Enoch

Amina Salum

The ----- pupils will see the Teacher on Duty after the lesson. They -----noise. The pupils are:

Asha Ramadhan

Adela Amos Juma

James

The following pupils will see the Head Prefect after the lesson. They ----- to class.

The pupils are: Mark John

David Dodo

Conclusion (application and transfer)

Ask pupils to exchange their notebooks and guide them to correct their work.

Assess the learning process

You may use a written exercise, the performance chart, observation schedule, checklist to assess pupil's ability to write announcements correctly. **Feedback**

use the assessment results to identify the pupils with problems in writing the announcements and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.4 Standard V Sample Lessons

7.4.1 Listening Lesson (Standard V)

Main competence: comprehend oral and written information.

Specific competence: listen and comprehend information presented orally.

Main activity: listen to recorded conversation in order to learn sentence construction and use it in different contexts.

Sub-activity: listen to recorded conversation which focuses on greeting in order to learn greetings.

Specific activity: To listen, understand and responding to greetings.

Teaching and learning aids: Radio, compact disc, television, flash/memory stick and written text on a paper.

Vocabulary: Good morning, fine, afternoon, I am, evening, thank you, sir, sister, brother etc.

Language: Good morning/ Good afternoon/ How is everyone at home?/they are fine / thank you.

Teaching strategies: Reading aloud, demonstration, imitation, songs, etc.

Development of the specific competence/lesson Stages of lesson development

Introduction (Eliciting pupil's demonstration of background knowledge)

Introduce a greeting song. Sing the greeting song for pupils to listen.

Presentation of new knowledge

1. Set the listening gadgets (radio cassette, television, etc.).

2. Play the recorded materials several times for pupils to listen

Or

3. Read the prepared text several times for pupils to listen. Ask each pupil to read the prepared text. If you are using recorded materials, play the recorded material again.

4. Ask pupils the following oral questions:
 - a. *What did you hear? Say the words you have heard.*
 - b. *Can one of you repeat a question you heard in the recorded materials?*
 - c. *What was the reply to the question? (Mention the specific question)*
5. Play again the recorded material for pupils to learn the pattern in the conversation.

Reinforcing competence (Practice)

1. Ask pupils, individually, to say what they have heard.
2. go around the class and ask individuals the same question.
3. Ask a pupil to say what the reply from his/her colleague was. (What has been mentioned).
4. Make corrections in sentences and phrases which the pupils answered wrongly/incorrectly.

Conclusion (Application and transfer)

1. Ask pupils in pairs to practise greetings, one greets and the other responds in a conversation while the whole class listens.
2. Randomly pick as many pairs as time allows. One should greet while the other responds and the whole class listens.
3. While the class listens attentively, mention alternative responses in the greetings presented.
4. Play the recorded material again for the last time before closing the lesson.

Assess the learning process

You may use oral exercise, the performance chart, observation schedule or checklist to assess pupil's ability to listen, understand and respond to greetings correctly in the listening lesson.

Feedback

use the assessment results to identify the pupils with problems in listening, understanding and responding to greetings and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.4.2 Speaking Lesson (Standard V)

Main competence: communicate simple ideas speaking.

Main activity: Develop and use vocabulary through speaking.

Specific activity: Develop and use vocabularies related to greetings.

Teaching and learning aids: Word chart, word cards, pictures of people greeting, cartoons, chalkboard, etc.

Vocabulary: Good morning, Good afternoon, fine, afternoon, I am, evening, thank you, sir, sister, brother, mother, madam, etc.

Language: Good morning/ Good afternoon/ How is everyone at home? / They are fine / thank you. How is

your mother?
well.

I am not fine/ I am not

Teaching strategies: Role play, discussion, singing a song, demonstration.

Develop specific competence/ lesson Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

Sing a greeting song and pupils repeat the song in chorus.

Repeat the song several times.

Presentation of new knowledge

1. Show different pictures - without words - of people greeting and ask pupils to role play what they see.
2. Pick different pictures and different pairs to role play the greetings in the picture.
3. Instruct pupils to add more information in the greetings e.g. let pupils talk about the sick at home, the parents, the weekends and holidays.
4. Help to greet properly according to age, time of the day and formal settings.

Reinforcing competence (Practice)

1. Ask individual pupils to play the role of a teacher in a class, greet and talk about the lesson of the day while the class listens and responds.
2. use different settings, for example, a doctor and a patient, a passerby who does not know the direction to the police station asking for the direction, a customer and a shopkeeper, etc.

Conclusion (application and transfer)

1. Divide the class in two groups
2. Make each group sing a greeting song once while the other group listens and responds.

Assess the learning process

You may use oral exercise, the performance chart, observation schedule or checklist to assess pupil's ability to use vocabulary related to greetings correctly in the speaking lesson.

Feedback

use the assessment results to identify the pupils with problems in using vocabulary related to greetings and take intervention measures.

Discuss with the pupils various ways which can improve their learning. Encourage pupils to make more greetings practices at home with other members of the family.

7.4.3 Reading lesson (Standard V)

Main competence: Read and comprehend written information.

Specific competence: Read and comprehend written information.

Main activity: Read sentences that tell about present, past and future events in order to practise language use.

Specific activity: To read sentences that tell about present events in greetings.

Teaching and learning aids: Written text on paper, pictures of people greeting each other, word cards, white board maker, chalkboard, word chart, etc.

Vocabulary: Good morning, Good afternoon, fine, afternoon, I am, evening, thank you, sir, sister, brother, mother, madam, etc

Language: Good morning/ Good afternoon/ How is everyone at home? / They are fine / thank you. How is your mother? I am not fine/ I am not well.

Development of specific competence/lesson Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

Read to the pupils different texts of greetings:

1. In the morning, in the afternoon and in the evening.
2. greetings between elders and peers.
3. greetings between the young and adults.

Presentation of new knowledge

1. Read a short text in a dialogue. Three people met and greeted each other. They made an extension of greetings. They conversed about general life in the village.
2. Read the text carefully and slowly for pupils to follow.
3. Pronounce each word correctly and clearly to model reading.
4. Repeat and read at a higher speed to demonstrate fluency and natural conversation.

Reinforcing competence (practice)

1. Ask a pupils to read the dialogue.
2. Ask the pupils to play the roles of the people in the dialogue.
3. give comments which improve pupils reading.
4. Ask more pupils to read the dialogue.
5. Allow pupils to give comments based on their observation to improve it.
6. Finally involve the whole class in reading the dialogue.
7. Guide the class to read fluently.

Conclusion (Application and transfer)

1. Ask pupils who can read well to present a demonstration of reading the dialogue in the lesson.
2. Pick randomly those who cannot read very well to demonstrate reading the dialogue as instructed.
3. Distribute copies of the text for pairs to make practise at home.

Assess the learning process

You may use oral exercise, the performance chart, and observation schedule to assess pupil's ability to read sentences that tell about present events in greetings correctly in the reading lesson. **Feedback**

use the assessment results to identify the pupils with problems in reading sentences that tell about present events in greetings and take intervention measures.

Discuss with the pupils the various ways which can improve their learning. Encourage pupils to use different contexts at school and home to make more real life practice on exchanging greetings and telling events.

7.4.4 Writing Lesson (Standard V)

Main competence: communicate orally and in writing.

Specific competence: communicate simple ideas through writing.

Main activity: Write sentences that express present, past and future events in order to make practice of language use.

Specific activity: To write a text about greetings and express present events.

Teaching and learning aids: Pictures, word charts, word cards, white board maker, chalkboard, etc.

Vocabulary: Good morning, Good afternoon, fine, afternoon, I am, evening, thank, you, sir, sister, brother, mother, madam, etc.

Language: Good morning/ Good afternoon! How is everyone at home? They are fine! Thank you! How is your mother? I am not fine! I am not well.

Teaching and learning strategies: Demonstration, role play, case study, etc.

Development of specific competence/lesson Lesson development stages

Introduction (Eliciting pupil's demonstration of background knowledge)

Write an incompleting dialogue on the board; The

old man: *Good morning boys and girls!*

Boys and girls:

Ask pupils to take their exercise books, copy and write the reply from the boys and girls.

Ask a few pupils to read what they have written.

Make comments on their replies. Explain why some are correct and others are not.

Presentation of new knowledge

1. give a brief explanation of situations of greeting each other where we can make some extended conversation.
2. Explore pupils experience on such situations.
3. Read a prepared text on greetings, then give it to pupils to copy.

Reinforcing competence (Practice)

1. give exercise 1, to complete a short guided dialogue of three people.
2. Assign pupils to sit in groups and discuss what they would like to write as replies in the dialogue.
3. let the pupils write.
4. go round the class to see what the pupils have written and give assistance if needed.

5. Pick two or three groups work and assign a group member to read aloud.
6. Allow pupils to make general comments before you give your comments.

Conclusion (Application and transfer)

1. give exercise 2. Individual pupils should write a short guided dialogue in their exercise books.
2. go round the class to see what pupils have written and give assistance if needed.

Assess the learning process

You may use rubrics, writing exercise, checklist to assess pupil's ability to write a text about greetings and express present events correctly in the writing lesson.

Feedback

use the assessment results to identify the pupils with problems in writing a text about greetings and express present events correctly in the writing lesson and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.5 Standard VI Sample Lessons

7.5.1 Writing Lesson (Standard VI)

Main competence: communicate orally and through writing.

Specific competence: communicate simple ideas writing.

Vocabulary: Wild, animals, zebra, lives, eats, her/his color, walks, likes

Language: Wild animals are...., zebra lives in, It eats, her/his colour is...., It has black and white stripsIt walks like...., It kicks and can

Teaching and learning aids: chalk board, pictures of animals (zebra, giraffe, snake and a lion), white board.

Teaching strategy: Questions and answers, describing an experience individually, Demonstration

Development of the specific competences/ lesson Lesson development stages

Activity: Write simple and short stories to express personal/ one's feelings.

Specific activity: To write a simple short story expressing enjoyment of seeing animals.

Stages of lesson development

Introduction (Eliciting pupil's demonstration of background knowledge)

1. Teacher: Show cards of pictures of animals.

2. Pupils write the names of the animals.
3. Ask oral questions about stories of enjoying seeing animals.
4. Ask individual pupils to explain their personal experiences (likes, enjoying and fun) of seeing animals.
5. Teacher write sentences about explain pupils explaining their experiences of seeing animals.
6. Tell pupils to copy sentences which are written on board.
7. Teacher: Write a summary of the pupils' experiences.
8. Tell pupils to copy in their exercise books.

Presentation of new knowledge

1. Teacher: Show a picture of a zebra.
2. Ask pupils to write the name of the animal.
3. Ask pupils to give interesting experience with a zebra.
4. Teacher: Writes pupils' experiences with zebra and summarize it.
5. Teacher: Introduce and write a story about an experience of seeing a zebra in a zoo, a park or a movie (enjoyment /interesting).
6. Pupils to copy the story.

Reinforcing competence (practice)

Give a guided composition about enjoying seeing a zebra
(filling blanks)to produce a meaningful story.

Conclusion (application and transfer)

1. Assess whether pupils wrote their compositions correctly.
2. Assign pupils to read aloud their corrected compositions.
3. Assign pupils to write possible alternatives to filling in the blanks to make a good and interesting story.

Assess the learning process

You may use rubrics, writing exercise, checklist to assess pupil's ability to write simple short story expressing enjoyment of seeing animals.

Feedback

use the assessment results to identify the pupils with problems in writing simple and short story expressing enjoyment of seeing animals and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

7.5.2 Listening and Speaking Lesson (Standard VI)

Main competence: listen to and comprehend oral and written information.

Specific Competence: listen to and comprehend information presented orally.

Vocabulary: Wild, animal, lives in, eats, her/his, colour, walks, like, it...

Language: Zebra eats...., It can...., It has stripes..., It can kick a lion and kill....

Teaching and learning aids: chalk board, card of pictures, wild animals, white board.

Teaching strategy: Oral presentation, questions and answers and demonstration.

Development of the specific competences

Activity: listen to recorded material about a common subject matter then respond to questions orally.

Specific activity: To listen to recorded materials about zebra and respond to questions.

Stages of lesson development

Introduction (Eliciting pupil's demonstration of background knowledge)

1. Ask oral questions about wild animals.
2. Ask individual pupils to tell briefly what they like about wild animals.
3. Summarize pupil's experiences with wild animals.

Presentation of new knowledge

1. give instructions to pupils to listen in order to answer questions.
2. Present a story or a play a cassette tape, memory stick or a cD about zebra several times for pupils to listen.
3. If you use presentation, speak slowly and clearly.

Reinforcing competence (practice)

1. Ask pupils to sit in groups and discuss what the story is all about.
2. Ask one representative from a group to repeat the story they heard.
3. Ask specific questions about zebra for pupils to respond orally.
4. clarify the pupils' responses.

Conclusion (Application and transfer)

1. Present the story about zebra again for pupils to listen for the last time.
2. Divide the class in two groups, play questions and answer game.
3. Ask questions: group A answers the first question and group B answers the second question.
4. If group A fails to give the right answer within time, then give the opportunity to group B, if group B gets it right they have an extra score.
5. At the end, declare the winner of the game.

Assess the learning process

You may use rubrics, writing exercise, checklist to assess pupil's ability to listen to recorded materials about zebra and respond to questions correctly in the listening lesson

Feedback

use the assessment results to identify the pupils with problems of listening to recorded materials about zebra and respond to questions correctly in the listening lesson and take intervention measures.

Discuss with the pupils various ways of improving their learning.

7.5.3 Reading Lesson (Standard VII)

Main competence: listen to and comprehend oral and written information.

Specific competence: Read and comprehend written information.

Vocabulary: Wild, animals, zebra, eat, colour, walks, like, can.

Language: Wild animals are..., a zebra is a..., It lives in..., It eats..., It has stripes...Her colour is, It can...

Teaching and Learning Aids: chalk board, pictures of a zebra and other wild animals, white board.

Teaching strategy: Reading aloud demonstration and questions and answers.

Development of the specific competences

Activity: Read various texts on familiar topics.

Specific activity: To read aloud and fluently and comprehend a text about zebra.

Development of the specific competence/lesson

Stages of lesson development

Introduction (Eliciting pupil's demonstration of background knowledge)

1. Show cards of pictures of wild animals.
2. Ask pupils to read various questions about wild animals.
3. Ask individual pupils to match right answers to questions about wild animals.
4. Read a short text about animals in general.
5. Randomly, pick two or three pupils to read the text.

Presentation new of knowledge

1. Show different pictures of zebra in a zoo/ farm or a park.
2. Introduce a story about zebra.
3. Asks pupils to predict the next event in the story.
4. Read the story for fluency in a demonstration.
5. Ask in-text questions to help pupils construct the meaning of the text as you read.

Practice /Reinforcement

1. Ask two or three of pupils to read aloud for fluency.
2. Pick on few pupils to read aloud.
3. corrects pupil's pronunciation and direct them to read at a proper speed.
4. Ask oral questions about the story for pupils to enhance their comprehension.

Conclusion (Application and transfer)

1. Divide the class in groups according to the number of paragraphs.
2. Assign each group a number, group number 1 will read paragraph 1, group number 2 will read paragraph 2 etc.

Assess the learning process

You may use rubrics, writing exercise, checklist and performance chart to assess pupil's ability to read aloud and fluently and comprehend the text about zebra in this reading lesson.

Feedback

use the assessment results to identify the pupils with problems in reading aloud and fluently and comprehend a text about zebra in this reading lesson and take intervention measures.

Discuss with the pupils various ways which can improve their learning.

APPENDIX

INTERPRETATION OF TASKS FOR TEACHING ENGLISH LANGUAGE STANDARD III TO VII

The table below shows how main and specific activities are treated in a class room teaching

STANDARD III

No	Main Competence	Specific Competence	Main Activity	Specific Activity
1.0	Comprehend oral and written information	1.1 Listen and Comprehend oral information	a) I listen in order to recognize all familiar words and basic phrases concerning self, family and immediate surrounding	<ul style="list-style-type: none"> · Pupils to settle down for the lesson · Pupils to listen to highlight of what is about to be played in clip or to be presented orally and the vocabulary they may come across in the clip/ presentation e.g. a clip/ presentation may be; a) My name is.... b) I am in grade c) I have two sisters ... d) We take a walk everyday with our dog.... e) My grandmother is a nurse and ... f) She likes telling children stories.... etc. · Pupils to listen to the clip for the first time · Ask pupils simple questions like, what is the name of the boy/ girl speaking? · Ask pupils simple questions to note as preparation to listen to the clip for a second time · Pupils to listen to the clip for the second time · Ask pupils questions you had given to them to note · Play the clip for the third time to confirm the answers · Discuss on what pupils have heard, check whether their answers vary as evidence of more comprehension. · Note the words they have learned

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) listen in order to comprehend the main points in short, clear and simple messages and announcements.	<ul style="list-style-type: none"> · get a resource person e.g. A class monitor, a school prefect etc. · give the resource person information to pass to pupils · Pupils to listen to explanations of reasons to have a new face in the class and the importance of the information to be given · Invite the person to present the announcement e.g. A parents' meeting.... · A pupil to repeat what the announcement says (once to three times) · Ask pupils oral questions to help them see the main points e.g. On what day is the parent meeting? · conclude by explaining the importance of listening well to the words it helps in memory retention and learning.
			c) listen to simple instructions in different situations in order to respond.	<ul style="list-style-type: none"> · use a clip which has instructions for pupils to listen to. · Arrange materials needed for the lesson i.e. duster, broom, pictures etc.

				<ul style="list-style-type: none"> · Play the clip for pupils to respond e.g.: a) clean the blackboard b) Put on your sweater, shoes, belt etc. c) Sweep the floor d) Stand up e) Sit down f) Jump g) Sing etc. <p>Note: You can use longer sentences basing on knowledge of the pupils.</p> <ul style="list-style-type: none"> · Play the clip for the second time for pupils to respond (some instructions can be responded by individuals and some by the whole class) · conclude by saying that listening well helps to carry out the instructions which are given
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
		1.2 Listen to comprehend the phonemic symbols	a) listen to alphabet to form words, which begin with the selected letter.	<ul style="list-style-type: none"> · Play a clip or recorded song about the letters of alphabet e.g. a) ‘a’ for apple, axe, animals b) ‘b’ for bag, ball, bell · Make pupils sit in groups. · Play the clip, first in parts then play the whole clip. · Ask the groups to imitate the sounds played in the clip. · Ask the whole class imitate the sounds in the clip. · Pupils to imitate the sounds for enjoyment.
			b) listen to and pronounce different words.	<ul style="list-style-type: none"> · use a song/ poem · call pupil’s attention in class, · Sing the song or recite any poem with different words to capture pupils interest.

				<ul style="list-style-type: none"> · Pupils to pronounce individual words after you (without singing or reciting) e.g. once I caught.....the ratby the tail..... · Pupils to sing the song slowly after the teacher to master it. · Pupils to sing the song or recite the poem in a normal speed and rhythm · Pupils sing the song or recite the poem for enjoyment conclude by asking pupils to identify the new words they have learned in the song or poem.
			c) Identify rhyming words in stories and poems. Read aloud	<ul style="list-style-type: none"> · use a poem or a story. Write the poem on the blackboard / manila paper or use the printed one. · Explain the meaning of rhyming words. · Read the poem for pupils to listen to.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

				<ul style="list-style-type: none">· Pupils to read in groups· Pupils to read the poem in chorus· Pupils to identify words which rhyme e.g: The owl on the <u>tree</u> Is watching <u>me</u> For he likes fat mice For dinning you <u>see</u> Hear that <u>sound</u> The eyes are <u>round</u> They see <u>anything</u> They don't miss a <u>thing</u> <u>Or</u>· use a poem, sentences using rhyming words e.g. Rain <u>rain</u> go away <u>ain</u> little <u>cain</u> wants to play come <u>again</u> another <u>day</u>· Pupils to read the poem while paying attention to the rhyming words· Pupils to identify rhyming words (ask questions like, which words have rhyming sounds?)· Individual pupils to say the sentences / the lines of the poem· correct pupil's mistakes in an encouraging manner.· conclude by singing the rhyming words only for memory retention.
			d) generate rhyming words based on a given rhyming pattern.	<ul style="list-style-type: none">· use a song or a poem.· Pupils to read the poem.· Pupils to identify the rhyming words· Pupils to name words they know which rhyme with words in the poem e.g. Jack with a jug, Saw Pill on a hill <u>Jack</u> rhymes with <u>Jug</u> and <u>Pili</u> rhymes with a <u>hill</u>

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to read the poem once, twice and trice. · Pupils to generate words which rhyme with given words. · correct pupils' mistakes.
			e) Substitute the beginning phoneme (sounds) to make new words in stories and poems read aloud.	<ul style="list-style-type: none"> · Use a story with specific sounds. · Identify phonemes to be replaced by new ones so as to make new words. For example; pair..... fair Pray.....play Take.....make · Read aloud phonemes in selected words.
		1.3 Listen, pronounce and read phonemic symbols	a) listen to recorded materials and pronounce the words you hear.	<ul style="list-style-type: none"> · use recorded material/ oral presentation about routine activities e.g: a) I wake up in the morning b) I brush my teeth c) I wash my face · Pupils to listen to recorded materials or oral presentation. The record can be played and paused for questions and answers. · Pupils to reply to oral questions like, what does s/he do to her/ his face? · Pupils to pronounce highlighted activities after the teacher e.g.: a) wash the face b) wake up c) take a bath d) make some tea etc. · Pupils in pairs, groups or the whole class to practice sentences heard in the recording. · Individual pupils to practice sentences heard in the recording. · correct pupils who have difficulties.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) use simple words heard from recorded materials to pronounce them properly.	<ul style="list-style-type: none"> · use recorded material or oral presentation with gradual introduction of new words · Pupils to listen to the recorded materials or oral presentation · Pupils to construct simple sentences using the new words heard and learnt
				<ul style="list-style-type: none"> · use a text / notice or an advertisement etc. · Put the text on a wall / a flip chart stand. · Read the text as pupils pay attention · Pupils to read after the teacher imitating him/her. · Pupils to read the text without teacher's help. <p>Example: My <u>name</u> is Peter. I have a <u>pet dog</u> Its name is poppy. Poppy has <u>two puppies</u> My mother <u>likes</u> him. I like <u>him</u> too.</p>
				<ul style="list-style-type: none"> · Ask pupils to mention the common names in the text and phrases. e.g. dog, puppies, name, him I like him too. · Individual pupils to read the text for practice and with good pronunciation. · Pupils to read the text for enjoyment after mastering all the words.

			<p>d) Respond to short and simple messages on cards/ flash cards, posters and catalogues.</p>	<ul style="list-style-type: none"> · use catalogues / posters / cards etc. with simple messages. <p>e.g.</p> <ol style="list-style-type: none"> a) close all your books b) Open the windows c) Button your shirt/blouse. <ul style="list-style-type: none"> · Explain to pupils that they are required to read the catalogue/ flashcard/poster as flashed to them, then carry out the activity shown.
--	--	--	---	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Give an example by flashing a card, read it then do as it says.e.g. “sit down” read it, then sit down. · Flash the cards to pupils to read and then carry out the activity as it is read · A pupil to flash the cards to other as they read the cards practicing the activity. · Repeat the activity with different pupils. · Individual pupils to practice reading the cards and responding to the message given.
			e) Read in order to explain ideas of the content of simple informational materials and descriptions including moral values e.g. road safety texts.	<ul style="list-style-type: none"> · use a simple poem/ a song which give some information e.g. Road Safety, Moral values. · Explain to pupils that they are required to read, understand and explain the information on the poem.

		1.4 Develop vocabulary through reading	<p>a) Read words with correct pronunciations.</p> <ul style="list-style-type: none"> · Pupils to bring pictures cuttings, clips on activities they like (most boys may bring pictures about ball games etc. girls may bring picture relevant to dolls etc. · collect the pictures and paste them on a chart. · under each picture write a word/ sentence about what's happening e.g: A picture of a boy riding a bicycle: write a sentence, this boy rides a bicycle. · Pupils to read the sentences on the pictures they have brought · Emphasize on the correct pronouncing of words and fluent reading of sentences.
--	--	---	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>b) Read various texts aloud to develop vocabulary in different fields (family, surroundings, etc).</p>	<ul style="list-style-type: none"> · use a text or a poster about people at different environments. · Write the texts or the sentences from the poster on the blackboard. · Read while pupils pay attention, highlighting points on how to read the text.e.g. A text about people at the Police Station. Yesterday I went to the police station "The officer in charge was not there. A Police Officer asked me questions. He asked for my father's name, my mother's and my grandmother's. He was harsh I <u>wanted</u> the police officer to listen to me. He never listened. · Pupils to read the text after the teacher first, then without the teacher's assistance. · Individual pupils to read the text one by one

				<ul style="list-style-type: none"> Emphasize on the proper use of words e.g. please, I wanted the police officer to listen. etc.
			c)Read texts to develop enough vocabulary to communicate in everyday simple transactions	<ul style="list-style-type: none"> Improvise a shop/market or farm in the class room. Write a dialogue between two people at the farm/shop/market etc. and explain to the pupils that they are going to read it. Pupils to read a dialogue with the teacher's support Divide pupils into groups. Assign each member of the group a character to play. Pupils in groups to read one after the other as shown on the dialogue exchanging the roles. Highlight the important points to note. Two or three pupils to read the dialogue while others pay attention.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
2.0	COMMUNICATE ORALLY AND IN WRITING	2.1 Communicate simple ideas through speaking	a) use cards or picture with common topics to converse and interact in a simple way.	<ul style="list-style-type: none"> use paper cut outs/posters/pictures showing pictures with different events. Display the posters/pictures to the pupils. Ask simple questions like: what can you see in picture? For example, a poster/picture of a pupil knocking on a classroom door and a teacher is teaching in the classroom. give pupils an example of conversation between the pupil and the teacher e.g. Pupil: Please teacher may I come in? Teacher: Yes you may. Assign pupils to role play characters shown in the posters.

				<ul style="list-style-type: none"> · Pupils to constructing their own sentences. · conclude by highlighting that each conversation changes according to the area, for example. school, road, market etc.
			b) Ask and respond to simple questions on areas of immediate needs or on selected topics	<ul style="list-style-type: none"> · use wh-questions like where..., who..., which..... · Pupils to ask and answer questions e.g. (a) Where is Alice? She is behind the door. · use immediate context e.g. in class or school compound etc. · Write the questions on the wall. · Pupils to read the questions and answer orally. · Individual pupil to practice asking questions while others answer. · conclude by highlighting important points e.g. the use of the correct tone while asking questions.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			c) Follow short and simple directions given orally	<ul style="list-style-type: none"> · use simple commands and orders for pupils to practice the following. go outside and bring a leaf. · give different pupils different roles e.g. a teacher, a pupil, a cook, a cleaner etc. · Pupils to use simple commands/ orders to others in their contextual role. · Pupils to practice giving directions and following those directions while you emphasize on the use of the correct tone when giving commands · use the text to instruct the pupils to go to various areas within the school compound to demonstrate comprehension.

			<p>d) use dialogue to express every day needs (including financial and entrepreneurial matters)</p>	<ul style="list-style-type: none"> · use a dialogue e.g. about selling and buying at the improvised classroom shop. · Divide pupils into groups and give each group items to make their own shop. · give different pupils roles e.g. Shopkeeper, assistant 1st customer, 2nd customer etc. · Allow pupils to practice role playing using their own words. · Teacher to correct them and guide them on how to carry out buying and selling.
			<p>e) Ask how people are and respond to conversations</p>	<ul style="list-style-type: none"> · use questions on how people are (questions which inquire health status/conditions of other people) · Support pupils to respond to questions about greetings. · Ask pupils to respond on questions like (1) How are you? (2) How is your family/ your mother? etc · Pupils to practice greetings and responding to greetings.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			<p>f) use conversation to make an introduction and bidding farewell expressions</p>	<ul style="list-style-type: none"> · use pictures/posters of pupils at home School, at the road, in the bus etc. · Pupils to listen to the explanations about correct words used for introduction and for bidding fare well. · Pupils to state what's happening in the pictures/posters distributed/displayed to them. · give pupils an example of a dialogue between two people who meet and greet / introduce one another. <p>e.g. a pupil who has ordered a school bus</p> <p>Pupil: good morning driver Driver: good morning Juma, how are you? (as introduction) Pupil: I am fine, thank you.</p> <ul style="list-style-type: none"> · When the pupil gets to school they bid farewell to the driver as (a) goodbye driver. <p>(b) goodbye Juma.</p> <ul style="list-style-type: none"> · The pupils to practice in groups pretending they are the people in the pictures/posters i.e. give each a role according to posters/pictures. · correct pupils' errors and assist those with difficulties in constructing sentences. · conclude by emphasizing on the most common words used in greeting, introduction and bidding farewell expressions.
			<p>g) Making and responding to requests</p>	<ul style="list-style-type: none"> · Divide pupils into groups and give each pupil a role to play. Explain to each pupil the role he/ she is going to play, e.g.: doctor, nurse, patient, driver. · Show to pupil's examples of requests and their responses. e.g.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<p>a) Patient: Excuse me doctor, May I come in</p> <p>b) Doctor: Yes, you may (response)</p> <ul style="list-style-type: none"> · Pupils to role play different characters using their own words/words about requesting and responding to requests. · correct the pupils with problems in requesting and responding to requests. · conclude by reemphasizing the common words used in requesting and responding to requests.
			h) Discuss numbers, quantities, cost and time	<ul style="list-style-type: none"> · use number cards with number written in figures and in words. e.g. 1 One · You should have a basket/ container full of counters. · Pupils to count number 1 – 50 · Individual pupils to practice counting one by one in front of the class the others pay attention. · group pupils and allow them to discuss numbers. · organize the counters into groups. You can use drawings of items like keys, apples etc. then use questions like: “How many items are in group ‘B’.

			<ul style="list-style-type: none"> · Pupils to answer the questions in groups using a sentence like: a) There are seventeen keys in the basket. b) There are ten sweets.... c) Explain to pupils that one is supposed to count carefully and construct a grammatically correct sentence. · use pictures of clock faces/ posters of events happening in the morning, evening and at night. use also a calendar and a chart showing days of the week.
--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Ask pupils simple questions about what they do in the morning, evening and at night. · Display the pictures e.g. of sunrise, sunset and the moon & stars at night. · Pupils to discuss the events which take place in the morning, evening and at night. e.g. In the morning people wake up, clean the environment, go to work etc. · Pupils to practice telling what happens at a particular time in school, at home etc. · Highlight the main vocabularies in telling time e.g. sunrise, sunset, midnight etc.
			i) Indicating time by using phrases like next week, three o'clock, last Friday, in November.	<ul style="list-style-type: none"> · use pictures or real clocks, calendar, and charts showing days of the week and posters showing events · Ask pupils questions about what they do at specific times · Display pictures of sun set, moon · Ask pupils questions which make them discuss e.g. At night people go to sleep, in the morning people go to work etc.

				<ul style="list-style-type: none"> · Pupils to practice telling events which happen at different times in school and at home · Highlight the main vocabulary in the lesson e.g. Sunset, at night, in the morning etc.
			j) converse about self and other people's residence, people they know, and things they have..	<ul style="list-style-type: none"> · use pictures of homes, neighbors, etc. · State the words used to describe locations and ask questions about locations e.g. Across, along, near etc.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to use location words to speak about themselves and others e.g. a) My uncle lives across the river b) Where is the market? c) It is near the mosque. · Pupils to ask and answer questions using pictures given to them. · correct the mistakes pupils make in sentence construction. · Pupils to practice asking questions and answering to know more about people. · conclude by highlighting the correct words used to answer questions about self & others

		2.2 Develop and use appropriate vocabulary through listening and when speaking	a) Develop and use sufficient oral words for expression of communicative needs, for example survival needs, routine transactions. Note: Include gender	<ul style="list-style-type: none"> · Use flash cards with new vocabulary. The flash card can be accompanied by a picture or a real thing e.g. a) Money (1000-shilling note) b) clothes (sweater, a pair of socks) c) Princess etc. d) Sweater (show a drawing or a real sweater) e) 1,000 Shillings. f) a pair of socks. · Ask pupils questions like: How many sweaters do you have? or How many pairs of socks do you wear each day. · give pupils an example of how the word can be used in different sentences. e.g. a) I have a blue sweater b) Rukia is wearing a big sweater c) keep the <u>sweater</u> in your bag. · Pupils to practice reading the vocabulary and construct sentences for each word. learned. or any. · correct pupils with problems in forming/constructing sentence. · conclude by emphasize on the correct pronunciations of words
--	--	---	---	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) use word cards, charts to identify words with similar and opposite meaning	<ul style="list-style-type: none"> · use charts/word cards with words with similar meaning e.g. Stairs – Steps (same) and another one with words with different meaning e.g. Agree – Disagree. · Explain to pupils that some words have same meaning but have different spelling. e.g. Stairs also means steps. · Display the chart with the words with same meaning but different spelling. · Pupils to read word after word. e.g. Pail, bucket, Stomach, etc.

				<ul style="list-style-type: none"> · Ask pupils question about words which have the same meaning. · Pupils to construct sentences using the two words (NB) First give them an example. e.g. <p>a) The water is in the <u>pail</u> b) The water is in the <u>bucket</u>.</p> <ul style="list-style-type: none"> · Pupils to construct their own sentences or any. · correct the pupils with difficulties in sentence formations · conclude by reemphasizing that words with the same meaning may have different spelling.
		2.3 Communicate simple ideas through writing	a) use different written forms to complete personal details	<ul style="list-style-type: none"> · Use forms for pupils to fill in some details. e.g. How old are you? Date of birth, your grade/class · Explain that one should read the questions well then answer the details needed correctly. · Highlight the important points e.g. a question like “where do you live? <u>Answer</u> goba Juu – not just goba.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Explain that pupils should answer in short sentences or answer in short form. e.g. How old are you I am Ten years old or 10 years. · Distribute the forms to pupils. · Pupils to read and answer/fill in the forms as required. · cross check if the pupils are filling the forms as required. · collect the forms and check pupil’s work.

				<ul style="list-style-type: none"> · Mark and correct the pupil's work. · give back the forms to pupils to correct their mistakes as shown on the blackboard. · check their corrections · conclude by highlighting the importance of being careful in writing correct answers/good handwriting.
			b) Write short and simple postcard on different occasions.	<ul style="list-style-type: none"> · use a sample post card to class and display it to pupils. · Explain to pupils on what is a post card and explain how to make and write a post card. · Involve three pupils and guide them to make a post card in front of the class as others pay attention. · Distribute materials e.g. card board, glue and pictures to pupils and guide them on how to make the post cards and write a small message. · Pupils to make the post card and go around the class correcting and assisting them. · collect the post cards after the pupils finish to make and write the cards. · Display the post cards which appear to be the best. · conclude by highlighting the main points in writing and making a good post card.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			<p>c) Write numbers in words, own name, nationality, address, age, date of birth or arrival in the country.</p>	<ul style="list-style-type: none"> · use real objects e.g. counters, pencils, books organized in groups. · Ask pupils simple questions to write the answers. e.g. How many pencils are long? _____ · Emphasize on writing answers in whole sentences e.g. Seven pencils are long. · Pupils time to write the answers to the questions provided. · check pupils work and correct mistakes and errors made. · conclude by highlighting the important points e.g. one should count carefully and write the correct spelling of word.
		<p>2.4 Use appropriate vocabulary when writing</p>	<p>a) Write simple words while handling familiar situation and communication needs.</p>	<ul style="list-style-type: none"> · use a passage, text or dialogue with blank spaces about current issues e.g. a class meeting, A game at the school ground etc. Pupils to use the new words/vocabulary they have been learning to fill the blank spaces. · Emphasize that the story line should make some sense. · Pupil to write the correct words in the right blanks. · As an option give pupils a passage with words written in a box and instruct them to use the words in the box to fill in the blank spaces. · Write the passage below the words. Goalkeeper, Referee, Coach, ball, goalpost · Pupils to write the passage and fill the blank · check their work ad correct them.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to copy corrections made. · Pupils to read the passage filling the blank spaces. · check pupils work and correct their mistakes
			b) Write simple text: letter, report, orders	<ul style="list-style-type: none"> · Remind pupils of the post cards they made in the previous lesson by asking them questions about them. · Explain the difference between a post card and what they are about to learn. · Explain to pupils what a letter, report, order etc. is. e.g. a) What is a letter b) How to write a letter. etc. · give pupils a sample of a friendly letter e.g. in a poster or written piece of paper (printed) and the words to be used in writing this type of letter. · Each pupil to write a letter to his/her friend using a given topic. about holiday, town, school, favorite game to play/to watch · check pupils work and correct them. · Restating the important points in writing a friendly letter. <p>Note: Where there is IcT they may use emails, and write emails to their teachers.</p>

STANDARD IV

No	Main Competence	Specific Competence	Main Activity	Specific Activity
1.0	COMPREHEND ORAL AND WRITTEN INFORMATION	1.1 Listen and comprehend information presented orally	a) listen to words and phrases which give orders in order to perform	<ul style="list-style-type: none"> · Present orally or use recorded material with phrases which give orders e.g.: a) close your eyes b) Touch your ears c) come here. etc.

				<ul style="list-style-type: none"> · Explain to pupils the activities to be performed · Pupils to listen to order and perform the order · Play the recorded material first for pupils to listen without performing any action. · Play the recorded material for the second time with pupils practicing performing the orders · Point out the orders which pupils did not perform correctly. · Demonstrate how to perform the order in the right way. e.g. pinch your ear. · Play the recorded material for the third time for pupils to practice performing the orders correctly. · Reemphasize that it is important to listen carefully and understand the words. · use a resource person e.g. head teacher, a prefect or any one · Pupils to pay attention to the head teacher making announcement. e.g. the head teacher may announce about the closing date 31st May and opening date 1st July
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) listen oral or recorded announcements and identify main points	<ul style="list-style-type: none"> · Ask pupils oral questions about what the announcement was about e.g: When are we closing the school? · Pupils to listen to the announcement again in case they have not understood it well · Pick different individual to give the announcement <p>a) School closes on May 31st b) School opens on 1st July</p> <ul style="list-style-type: none"> · Reemphasize points to remember e.g, closing of the school: closing dates and opening dates.

			<p>c) listen to narration about general topics and list main ideas.</p>	<ul style="list-style-type: none"> · use a narrative (a story) with signpost questions on the chalk board. · Pupils to pay attention and note the points in the narrative with the help of signpost questions. · Narrate a story to pupils, e.g, the dog and the bone. keep on repeating some phases e.g. · The dog grabbed the bone · The dog saw another bone a) under the bridge in the water... b) Ask pupils oral questions after the first narration · e.g: a) Did the dog get the bone? How many bones did the dog eat? b) Narrate the story for the second time without repeating phrases. · Pupils to answer some questions · Ask pupils to state the main point they remember from the story. · correct any error the pupils made. ·
--	--	--	---	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity												
		1.2 Read and Comprehend written information	a) Read simple various texts to interpret the contents (time tables, menus, directions and instructions in public places and simple manuals)	<div><input type="checkbox"/> Use a text e.g. timetables, menus, directions and instructions in public places</div> <div><input type="checkbox"/> Explain to pupils how to read information from a given text e.g.</div> <div><input type="checkbox"/> How to read a hotel menu i.e. menu has items, prices. quantity</div> <div><input type="checkbox"/> Write a sample menu on the board and displays it.</div> <div>e.g. a shopkeeper's menu<table><tr><th>Item</th><th>Quantity</th><th>Price</th></tr><tr><td>Sugar</td><td>1kg</td><td>Sh.3000</td></tr><tr><td>A tin of coffee</td><td>50gm</td><td>Sh. 4000</td></tr><tr><td></td><td></td><td></td></tr></table></div> <div><input type="checkbox"/> Demonstrate how to ask questions in order to read the menu e.g.</div> <div>a) How much is the coffee?</div> <div>b) How many grams are in the tin of coffee?</div> <div><input type="checkbox"/> Arrange pupils in groups.</div> <div><input type="checkbox"/> Ask one pupil from each group to ask questions and the other group to read from the menu.</div> <div><input type="checkbox"/> Reemphasize that in order to understand a menu, one has to look at the item list and corresponding prices.</div>	Item	Quantity	Price	Sugar	1kg	Sh.3000	A tin of coffee	50gm	Sh. 4000			
Item	Quantity		Price													
Sugar	1kg	Sh.3000														
A tin of coffee	50gm	Sh. 4000														
		b) View warning signs and match them with their corresponding simple and short descriptions.	<div><input type="checkbox"/> Use a chart with road signs without their descriptions/a poster or pictures and word cards with the descriptions</div> <div><input type="checkbox"/> Explain to pupils that warning road signs have meanings to user.</div> <div><input type="checkbox"/> Display examples of road signs from the chart/ poster</div> <div><input type="checkbox"/> Display word cards one by one for pupils to read after you e.g. card showing danger</div>													

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils in groups to read the card and point at the signs they correspond to. · call individual pupils to come in front of the class and match signs with the descriptions. · correct those pupils who match warning signs and the descriptions incorrectly
			c) Read simple short personal letter to identify necessary parts of a letter.	<ul style="list-style-type: none"> · use sample letters. · Explain the importance and highlight different parts of the letter e.g. Address, date salutation, body ...e.tc · Distribute the sample letters to all in the class. · Pupils to study the sample letter looking at the parts of the letter · Pupils in groups to discuss differences and similarities of the letters. · Pupils in each group to write their observations. · A member of each group to read their observation · Give a specific conclusion depending on the discussion of the letter.
			d) Read simple and short personal letter and make relevant replies.	<ul style="list-style-type: none"> · use a sample letter · Explain the importance and highlight different parts of the letter e.g. Address, date salutation, body ...e.tc · Distribute the sample letter to all in the class

				<ul style="list-style-type: none">· Pupils to study the sample letter looking at the parts of the letter· Pupils in groups to discuss possible reply of the letter· Pupils in each group to write a reply letter
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · A member of each group to read their letter correct mistakes in letters which have been written in each group and read the properly written letter · Individual pupil to write the relevant reply
			e) Read simple texts from different context for comprehension	<ul style="list-style-type: none"> · use a different short texts (stories). Explain to pupils the important points in reading stories e.g. Ask you self-questions like who is the person in the story. · Distribute the different stories to pupils. Pupils to read the stories silently and to summarize the stories. · groups to share stories they have read and the summaries they made. · Emphasize the fact that summaries are made once one has comprehended a text/ a story.

			<p>f) Read information and summarize ideas in writing.</p>	<ul style="list-style-type: none"> · use 2 samples of texts about activities which occurred in the school e.g. sports day parent's day, graduation ceremony etc. Read one whole text. · Make a summary of the written text. · Explain to pupils how to write/ highlight important points from the text. · give pupils the summarized text to read. · give pupils in groups another sample text to read. · Pupils to highlight main points and write a summary of the second sample text in groups. ·
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to present their groups' summaries. · Highlight the corrections of pupil's work for pupils to copy.
			g) Read simple texts to describe events in different topics school, home	<ul style="list-style-type: none"> · use a written text /passage to describe different events e.g. at school, home etc, · Explain to pupils the importance of reading and pronouncing each word well. · Read a paragraph for pupils to listen to. · Pupils to read the paragraph loudly in unison. · Correct the pupils after finishing reading to minimize interruptions. · Demonstrate how to read new words which make pupils face difficulties. · Pick on Individual pupils to read the text correctly · give pupils guiding questions to describe what happened in the text.
		1.3 Develop vocabulary through reading	a) Read and use vocabulary related to time telling through reading	<ul style="list-style-type: none"> · use either a clock or Improvise a clock face. · Write a text/ passage with time telling events e.g. My mother wakes up at 5.am. She prepares breakfast and wakes us at 6 am etc. · Pupils to read the passage and explain the timing of each event e.g. My mother wakes up at 5 am. She prepares breakfast and wakes us up at 6 am etc.

				<ul style="list-style-type: none"> Pupils to read the passage and explain each event has its own time e.g. a) The mother wakes up at 5 am b) Pupils wake up at 6 am Pupils note new words like am/ pm etc.
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> Pupils to adjust the arms of the clock to indicate time for different activities. give pupils in groups a sample timetable to read loudly the activities and time. Tell pupils the importance of telling times.
			b) Read and use frequently used vocabulary related to personal letters, menu, direction in public places such as banks, hotels, hospitals and library.	<ul style="list-style-type: none"> use a chart/ word cards on the learnt vocabularies related to personal information letters menu, public directions etc. Pick one card at a time, read and display it. Pupils to read the word after the teacher Ask pupils questions like; a) What words relate to personal information? b) What words relate to menu? c) What words relate to public places? etc. Individual pupils to pick and read cards then relate the word in the card with something else.

				<ul style="list-style-type: none"> · use pupils' answers to discuss with pupils for more learning
			c)Read short and simple occupational text to acquire occupation related vocabulary	<ul style="list-style-type: none"> · use a written text about people and their work and posters for occupations. Explain to pupils that different people do different kinds of work. · Display sample posters/ pictures showing people with different jobs. · Distribute the text to pupils to read. · Highlight important points i.e. occupations like, a teacher, doctor, police officer etc. · Pupils to read the list of professions.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Ask pupils simple questions about what they would like to be when they grow up · Tell pupils that people go for special training to be professionals. · lead pupils to sing a song of professions.
2.0	COMMUNICATE ORALLY AND THROUGH WRITING	2.1 Communicate simple ideas through speaking	a) use conversation to make invitations to ceremonies, apologies to invitations and to express preferences.	<ul style="list-style-type: none"> · use a dialogue between two people whereby. One invites the other for a ceremony and the other makes an apology for some reasons or prefers to be elsewhere. · Demonstrate to pupils how to form sentences for an invitation · Read a sample dialogue for pupils to get an idea of invitation and apology.

				<ul style="list-style-type: none"> · call on some pupils to practice the sample dialogue as you read it to them. · Pupils to practice dialogue in pairs about an invitation to a certain event of their choice · Pairs to dialogue as others pay attention. · correct the pupil's mistakes. · The best pair to dialogue for the second time.
			b) use conversation to talk about familiar topics, ask and respond to questions about travel, shopping and eating and about good services.	<ul style="list-style-type: none"> · use a topic/ a theme · group pupils into different groups. give each group a certain topic/ theme · give each pupil a role according to the topic e.g. transport: Roles; driver, conductor, customer, customers · friend and young children. ·

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

				<ul style="list-style-type: none"> · Explain to pupils to take the characters. · Pupils to practice words related to the roles · give an example of a role/ character of the young child asking questions to conductor e.g. child: How much is it from Arusha to Moshi? conductor: How much did your mother give you? child: I don't know because I can't count well. customer 1: hey! This kid is quite funny. · Pupils to avoid abusive words/ phrases
				<ul style="list-style-type: none"> · Pupils from each group to present their dialogue. · congratulate pupils who performed well and advise those who had problems on how to play a character.
			c) Participate and contribute points in a debate about general topics in life.	<ul style="list-style-type: none"> · give pupils a motion for debate, e.g. <ul style="list-style-type: none"> a) a boarding school is better than a day school b) private school is better than a government school c) education is better than money · Divided pupils into two sides i.e. opposers and proposers · Give other pupils officials roles etc. · Advise pupils to use all the relevant vocabulary they had learnt · concerning the area/context · Explain to pupils how a debate is carried out.

				<ul style="list-style-type: none"> · Emphasize on giving points and arguing.
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to debate in selected motion of the day. · Debate officials to give their reports. · Make corrections on specific observations and suggest ways to improve individual's communication skills.
		2.2 Develop and use appropriate vocabulary through listening and when speaking	a) Use prefixes and suffixes orally in different situations to form words.	<ul style="list-style-type: none"> · use a chart showing words and either prefix or suffixes. · Explain to pupils that some words have suffixes to change their form e.g. from verb to adverb e.g.: In Quick-quickly (ly) suffixes. · give example of a words in different sentences. · Display the chart and allow pupils to read it. · Pupils to add suffixes in their own words. · Pupils to construct sentences using suffixes shown on the chart. · correct the pupils who make grammatical errors in using suffixes. · Emphasize on constructing grammatically correct sentences.

			b) create simple words to express preferences.	<ul style="list-style-type: none"> · collect different real items e.g. a blue pen and a black pen a) b) a plastic spoon and metallic spoon c) a wooden peg and plastic peg · Explain to pupils that some people like or prefer one thing to the other e.g. a) I like blue pen more than black pen b) I prefer football to volleyball.
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Highlight words used to show preferences i.e. a) I like -----more than ----- - b) I prefer-----to----- · give pupils another example e.g. I like beans than meat. · Individual pupil to construct sentences about preferences · correct pupils who make grammatically common mistakes.

			<p>c) use simple words to express apology, countable and uncountable nouns)</p>	<ul style="list-style-type: none"> · use recorded materials or oral sentences (through a dialogue with a colleague or using puppets) which express apology, countable and uncountable nouns. · Present the materials/oral sentences several times while pupils listen carefully. · Write the words expressing apology, countable and uncountable nouns from the material(s)/oral sentences on the chalkboard. · Write the words expressing apology, countable and uncountable nouns from the material(s)/oral sentences on the chalkboard. · Pupils to practise pronouncing the words and using them in their own sentences. · copy the sentences carrying the words on the chalkboard. · Pupils to construct their own sentences using the words and present them orally · correct pupil's mistakes where necessary.
--	--	--	---	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · use posters/pictures showing different activities · Pupils to write grammatically correct sentences about the pictures/posters e.g. The dog barked at him · Pupils to ask questions for clarifications · Pupils to write their own sentences using the posters/pictures given

				<ul style="list-style-type: none"> · Emphasize on correct use of grammar · Mark pupils works and discuss problems observed and their solutions
			b) Write simple personal notes expressing feelings.	<ul style="list-style-type: none"> · use sample sentences to express personal feelings e.g. · a) I like school. · b) I am hungry. · Pupils to construct sentences orally expressing personal feelings · Make corrections on areas of problems, especially grammar, encouraging them to speak fluently. · Pupils to write down their own ten sentences · correct the pupils' work.
			c) Write simple and short text which expresses different events in different situations (using instructed word formation)	<ul style="list-style-type: none"> · use sentences to express different events in different situations · give pupils examples on how to write grammatically correct sentences e.g. a) You will cry during the funeral b) We shall dance during the party · Pupils to ask questions for clarification · Pupils to construct their own sentences · correct their work and assist those with problems.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
		2.4: Use appropriate vocabulary when writing	a) Read and write words related to quantities.	<ul style="list-style-type: none"> · use sentences with words which express quantities or pictures which express quantities. · give examples by listing down words which express quantities e.g. Many,

				<p>much, nothing, something etc.</p> <ul style="list-style-type: none"> · use the words which express quantities in the list to construct sentences e.g: a) There is some water in the jug b) I have nothing left in the pocket. · give more explanation to clarify your points and answer pupils' questions. · give pupils a written exercise to fill in the blanks using words they have learnt · Mark pupils work and make corrections.
			<p>b) using the verb to be in short and simple texts (negative and positive form) through writing</p>	<ul style="list-style-type: none"> · use sentences with verb 'to be' in positive and negative form. give examples of sentences with verb to be. Show how persons (1st, 2nd and 3rd) are used in such sentences e.g: a) I am a pupil. b) She is a thief. c) You are not a good friend. · use the same sentences to construct the negative sentences in verb to be e.g. a) I am not a pupil b) She is not a thief

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to use the examples given to construct their sentences · correct sentences which the pupils construct. · give pupils a written exercise for more practice, include 'you' and 'they'. · Mark pupils exercise books and discuss areas of difficulties and give clarifications.
			c) Write short and simple sentences which express routines, obligations and apologies.	<ul style="list-style-type: none"> · use words which express routine/ obligation or apologies. Explain how the words are used in the sentences give examples of sentences e.g: · a) I go to school every Tuesday. b) I sometimes read a story book. c) I go to church every Sunday. d) I always hate thieves e) · Pupils to construct sentences as in the examples given · Pupils to write the sentences in their exercise books. · give pupils a written exercise to write. · Mark and make corrections and clarify specific areas of difficult.

STANDARD V

No	Main Competence	Specific Competence	Main Activity	Specific Activity
1.0	COMPREHEND ORAL AND WRITTEN INFORMATION	1.1 Listen and comprehend oral information	a) listen to words presented orally in order to pronounce them.	<ul style="list-style-type: none"> · use name tags and pictures of different items or use real object e.g. Tape measures, helmet and gloves etc. · Show the pictures, real objects and pronounce the names tags · Pupils to pronounce after the teacher · Read all the name tags for pupils to pronounce the name tags correctly in pairs and groups. · call out an individual pupil to pronounce the name tags. · Highlight the important points in listening and pronouncing words.
			b) listen to recorded materials, radios, Tv broadcast, orally presented instructions which require demonstration to interpret important messages.	<ul style="list-style-type: none"> · use recoded material, a radio or a Tv broadcast on instructions which require demonstrations e.g. How to give first aid to a fainted person. · Explain the importance of listening carefully. · Play the recorded material. · Ask pupils oral questions about the instructions given. · Pupils to listen to the recorded material while watching two pupils; one patient and the other first aider

				<p>demonstrating the directions.</p> <ul style="list-style-type: none"> · Highlight the main points with pupils · Pupils to participate in groups to make demonstrations. · Discuss the observations · Which improve pupils learning skills.
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>c) listen to explanation about the process of making and operating things in order to describe the processes (radio, phones, music system, and Tv and kitchen equipment.</p>	<ul style="list-style-type: none"> · use a resource person e.g. a cook to help explain to pupils how to prepare a certain meal. For example, cooking rice, using rice cooker, ingredients and the recipe. · Take pupils out to the kitchen and arrange them in a group where everyone is able to observe the proceedings. · give the resource person time to explain to pupils how to operate and work with the rice cooker. · give pupils the necessary instructions, ingredients and the recipe for preparing rice. · Ask pupils oral questions about <ul style="list-style-type: none"> a) How to operate the rice cooker b) The ingredients c) The recipe for preparing rice.

				<ul style="list-style-type: none"> · Individual pupils to demonstrate and explain how to operate the rice cooker, name the ingredients and state the recipe. · Discuss the observations which improve pupils listening skills.
			d) listen to dialogue on common matters and identify main ideas.	<ul style="list-style-type: none"> · use a printed dialogue about any topic · Tell pupils to listen carefully and to note main points during the dialogue · Pick a pupil who can read well the dialogue · Read with the pupil the dialogue to pupils for the first time · Ask question orally e.g.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<p>a) whom were speaking in the dialogue?</p> <p>b) What have you heard in the dialogue?</p> <p>c) What was the dialogue about?</p> <ul style="list-style-type: none"> · Read the speech for a second time · Ask pupils in groups to note and discuss about the main points · Individual pupils to identify and state the main details/ points · Make comments according to the observation you have made · Pick a pupil who reads fluently to read with him/ her the

				dialogue for the last time for other pupils to listen.
			e) listen to discussion on everyday activities in order to make comments.	<ul style="list-style-type: none"> · use a recorded discussion on everyday activity e.g. about football, environmental issues etc. · Pupils to listen to the recorded materials · Ask pupils questions from the discussion in the recorded material e.g. Which team had many goals? Do you think there were many fouls? · Individual pupils to make their comments which you correct any grammatical errors. · Point out that each pupil should respect other pupil's opinion/comments.
			f) listen to recorded conversation in order to learn sentence constructions and use them in different contexts.	<ul style="list-style-type: none"> · Use a recorded conversation/dialogue with a colleague (or use puppets) with focus on a specific structural

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<p>item/grammar like 'prepositions of place and time', for example:</p> <p>(a) at eleven o'clock</p> <p>(b) in the evening</p> <p>(c) at the town square, etc.</p> <ul style="list-style-type: none"> · Present the conversation/ dialogue to pupils while they listen.

				<ul style="list-style-type: none"> · Ask pupils oral questions to check their ability to comprehend preposition of place and time. · Write some sentences from the presentation (with the specific structure, in this case, prepositions of time and place) on the chalkboard in a dialogue form. · Pupils to practise saying the sentences on the board in pairs (dialogue) · Pupils, in pairs, to construct their own sentences (in a dialogue form) using the structure practised · Mark the pupils' work correcting any serious mistakes. · call upon several pairs, in turns, to present their dialogue to the class. · Involve pupils to discuss the presentations and record the outcomes on the chalkboard. · conclude by stating about the most used prepositions of time and place, using examples made in class.
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			h) listen to a speech on a given topic to identify main details	<ul style="list-style-type: none"> · use a simple speech about any topic. · Tell pupils to listen carefully and to note main points during the speech. · Read the sample speech to pupils for the first time. · Ask question orally e.g. d) To whom was the speech given? e) Who gave the speech? · Read the speech for a second time. · Ask pupils in groups to note and discuss about the main points. · Individual pupils to identify and state the main details/ points.
		1.2 Listen and comprehend oral information	a) Read sentences that tell more about present, past and future events to practice language use.	<ul style="list-style-type: none"> · use sentence charts showing sentences in past, present and the future tenses. · Explain to pupils on how verbs change according to time e.g. today, yesterday, tomorrow walk, walked shall/will walk sleep slept shall/ will sleep. · give examples of sentences and display the charts prepared. · Pupils to read in unison the sentences displayed · call individual pupils to read the sentences. · Pick some pupils to mention the verbs and the whole class to say its past tense form but clarify regular and irregular forms.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			<p>b) Read to get the meaning of announcements, messages, posters, and texts which show preposition of time and place (to home, market and bus stop).</p>	<ul style="list-style-type: none"> · use announcements from newspapers/ magazines, posters etc. which show preposition of time and place e.g. Meet the clouds Tv presenters on Friday at the Mlimani city live show. Pupils to locate prepositions in sentences, and show the meaning and information of each announcement, message or poster. · Display sample announcements for pupils to locate/show the prepositions of time and place and discuss with them the information in the announcement. · Display other poster and ask pupils to read and discuss with them preposition of time, place and the message in the poster. · Pupils in groups to discuss different posters, messages, magazines etc. · call on different pupils from each group to read, name the prepositions of time/place and give their information/message · Discuss any observation which improves learning.
			<p>c) Read a text about familiar content to respond to questions orally.</p>	<ul style="list-style-type: none"> · use a written text about familiar content e.g. a road accident, corruption etc. Explain to pupils the importance of reading word, with correct pronunciation

				· Distribute written texts to pupils.
--	--	--	--	---------------------------------------

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to read silently, for the first time, · Individual pupils to read loudly · Pupils to note words which are hard to pronounce. · Pupils to imitate the teacher pronouncing difficulty words · Ask pupils oral questions about the text they have read. · Help pupils and clarify misconceptions.
			d) Read and summarize description of events, feelings or wishes in personal letters in order to correspond with friends.	<ul style="list-style-type: none"> · use pupil's letters about events e.g. December holiday, feelings or wishes which were written by other pupils from another grade and summarize the same letters · Brief pupils on how to find the main points in a letter and the examples of words which show feelings, wishes, events etc. · write a summary of one letter · Display a sample letter and its summary for pupils to read · Put pupils in their respective groups and provide each group with a letter to practice to summarize the letter orally

			<ul style="list-style-type: none"> · call on different pupils to read the letters and their summary, · Reemphasize that the main points are written in short sentences.
		e) Read factual text, passages, and paragraphs on common school subjects in order to re-tell the messages (including child rights).	<ul style="list-style-type: none"> · collect text/passages etc. from different books about common school subjects e.g. child right, abuse HIV and Aids etc. · Remind pupils on the best reading techniques and fluency.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Take pupils outdoors, under the shade etc. · Divide the pupils into groups and distribute the collected text/passages · Pupils to read loudly one by one in each group · Pupils to re-tell the texts they have read in their groups <p>Emphasize to pupils to use their own words when re-telling the story in the text</p>
			f) Read grade appropriate texts with accuracy and speed (leveled text)	<ul style="list-style-type: none"> · collect texts/story books/passages etc. · give pupils the texts/passages/storybooks etc. · Pupils to read in a proper speed and correct pronunciation · call out pupil after pupil to read loudly while others follow, correct any error they make. · Emphasize on appropriate reading speed (always look at the next word as you are

				uttering) i.e. not too fast nor too slow.
			g) Scan texts to explain relevant ideas including entrepreneurship texts (lexical, syntactical, semantic, dictionary use).	<ul style="list-style-type: none"> · use texts showing lexical, syntactical, semantic and dictionary use and entrepreneurship ideas e.g. Telephone directory, Dictionary, Results for a nation exam etc. · Brief pupils on how to read information from the mentioned material. If it is from the dictionary. · emphasize on all words arranged alphabetically · Words may have more than one meaning · group pupils and provide the relevant material · Pupils to practice reading information from the materials

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Ask pupils oral questions to aid them in reading. Emphasize on carefulness while reading to get the correct information
			h) Read texts for comprehension to identify specific information.	<ul style="list-style-type: none"> · use a text with information on entrepreneurship or any other of your choice. Write signpost questions on the chalkboard leading to the specific information in the text. · Pupils to read the text focusing on the signpost questions

				<ul style="list-style-type: none"> · Ask pupils oral questions on the text using the signpost questions provided. · Pupils to write down the agreed answers in their exercise books.
		1.3 Develop vocabulary through reading	a) Read the selected synonyms and antonyms.	<ul style="list-style-type: none"> · Select a subject area and look for a relevant written text and a poster, for example about people and their work/occupations. · If it is about occupations, explain to pupils that different people do different kinds of work. · Pupils to mention the kinds of work their parents/ friends' parents or relative do using the poster as a guide · Write down the answers that pupils give, correcting any mistakes made. · Pupils to read the test aloud and answer general oral questions on it. · Pupils to read the text silently.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Ask the pupils comprehension questions on the text read. · Pupils to identify and write down the words related to occupation/work used in the text. · Pupils to write sentences using the words identified from the text, individually.

				<ul style="list-style-type: none"> Mark the pupils' work and discuss problem areas.
			b) Read and write varieties of words by using word formation strategies (Simple Prefixes and suffixes, plurals).	<ul style="list-style-type: none"> use sentence chart showing variety of words by using word formations e.g. prefixes, suffixes plurals etc. Brief pupils on the selected item e.g. plurals i.e. how words change into their plural forms e.g.
				a) man-men b) ox-oxen example of sentences singular: This man is tall. plural: These men are tall. <ul style="list-style-type: none"> Display the chart for pupils to read. Emphasize on how words change from their singular to plural form. call an individual pupil to practice writing sentences/ words on the blackboard in the singular and plural forms Pupils to read the sentences written on the blackboard and correct the wrongly written ones Observe the possible common mistake and discuss about them.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			<p>c) Read and write words related to a selected subject area</p>	<ul style="list-style-type: none"> · Select a subject area and look for a relevant written text/poster, for example about people and their work/ occupations. · If it is about occupations, explain to pupils that different people do different kinds of work. · Ask pupils simple questions about the words · Ask individual pupils from groups to write the words on the blackboard without confirming the spellings · Supply pupils with plain papers and ask them to practice writing the words from the text i.e. any word worth learning. · Make observation on their mistakes and discuss them.
--	--	--	---	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · use questions. · find a resource person e.g. someone on the media to ask pupils questions or simulate the person. · Explain to pupils that they are supposed to answer the question briefly. · Ask pupils questions. · Pupils to answer some questions in unison and some individually e.g. What is the name of your school? Which game do you like most? · Pupils to respond to questions. · Suggest a situation for pupils to ask each other questions and respond · Divide the class in two columns one column asks and the other column responds.
				<ul style="list-style-type: none"> · Individual pupil from a column asks a question another pupil from the other column responds. · Help pupils to ask and respond relevantly and to use proper grammar Reemphasize on the correct tone when asking questions.

			b) use dialogue to express personal views and ideas	<ul style="list-style-type: none"> · Select a description for a dialogue. · Explain to pupil's about words to use in giving description and personal views e.g. in my view he is... · give pupils different roles in their respective groups. · Pupils to find their own words to ask for description and give description of a given title e.g. your favorite leader.
--	--	--	---	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Emphasize on pupils to ask and describe their subject correctly. · Pupils to practice the dialogue in groups and select the best group to present in class
			c)Debate on the common matters around the school, home and work places in order to identify main ideas (including sex and reproductive health education).	<ul style="list-style-type: none"> · Present a motion to pupils for a debate. · group pupils into opposers/ proposers and the debate officials. Explain their roles. · Pupils to debate over the given motion. · Debate officials to give the views. correct any errors made by the pupils and name the winning team.

			<p>d) Retell stories that express past events (focus on words like when, while)</p>	<ul style="list-style-type: none"> · use a short story about past events e.g. a visit to the zoo · Highlight words which have high frequency and their importance e.g. when, while etc. · Read the story to pupils emphasizing on use of the past tense e.g. when I worked that day ----- · Divide pupils into groups to retell the stories in the group. · Pick the best narrators to re-tell the story in class · Emphasize on creativity in telling stories and purposeful effort in learning and using new words
			<p>e) use short speech to explain relevant information</p>	<ul style="list-style-type: none"> · use a speech. · give pupils description of a speech a day before for pupils to prepare. · Emphasize on a short speech giving the specific information in it. · Individual pupils to present their speeches.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · correct them and emphasize on the use of short sentences and proper grammar in speaking. Award pupils the best speeches deliverers with a big clap.
		2.2 Develop and use appropriate vocabulary through listening and when speaking.	<p>a) Read words related to familiar context to express personal experiences, weather, and season and every day activities</p>	<ul style="list-style-type: none"> · use short texts/passages about familiar activities and include the vocabularies used in that activity. e.g. The sports day, A raining day etc. activities/vocabulary to include referee, a draw, penalties, kicking, heading etc.

				<ul style="list-style-type: none"> · Speak about the text in a conversation fashion. · Pupils to read the text/passage in unison · Individual pupils to read the text. · Pupils to highlight the vocabulary in the text/passage. · State the meaning of the vocabularies as used in the text and context. · Pupils to use the vocabularies to speak about their experiences. · correct pupils in case they use a word inappropriately · Motivate pupils to practice for perfection.
			b) Read and use words related to common subject matters in conversation	<ul style="list-style-type: none"> · Prepare the text/passage about any subject matter e.g. The story about a school. A Hero of the village etc. · Pupils to read the passage/text · Assist pupils to highlight the vocabularies words used in the text and discuss the meaning

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to use the vocabularies in their own sentences expressing themselves · correct pupils who have difficulties in using the vocabulary · Emphasize on the correct use of vocabularies

		2.3 Communicate simple ideas Writing	<p>a) Write a text in selected subject matter in given contexts</p> <ul style="list-style-type: none"> · use a passage/text with blank space for pupils to fill the missing words. Write the words in a box for pupils to select the right word from. · Write the text on the blackboard. · Pupils to write the correct words in blanks. · Emphasize on grammar and tenses. · Pupils to practice writing · Mark pupils work. · Emphasize on writing meaningful statements.
			<ul style="list-style-type: none"> · use a certain title on impacts of some subject matters e.g. effects of unsafe water. · Pupils to brain storm about the selected topic. · Pupils to bring out their points. · Pupils to write a text/short idea about the effects of unsafe water.
			<ul style="list-style-type: none"> · Mark pupils work. · Emphasize on writing short meaningful sentences. · use their work to create a well-organized work for pupils to copy. · Pupils to write short improved texts about effects of unsafe water.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			<p>c) Write sentences that express present, past and future events in order to practice language use.</p>	<ul style="list-style-type: none"> · use sample sentences. expressing present, past and future events. · use sentences on an already learnt tense. Show examples of how to change the tense into another tense. · Pupils to write grammatically correct sentences without changing the meaning. · Pupils to construct their own sentences in an instructed tense. · Mark pupil's sentences, · Emphasize on the weak areas including handwriting.
			<p>d) Write a personal letter to a friend to convey sad/happy news</p>	<ul style="list-style-type: none"> · use sample letters, some conveying sad and others happy news. Pupils to sit in groups and read the sample letters focusing on the parts and type of news · Pupils to discuss important observations on the letters · Elicit the important parts and the type of news of each friendly letter from the pupils. · Instruct pupils to write, individually, a letter conveying sad or happy news to a friend. · correct the pupils work and display the best.

			<p>e) Write composition with specific information about school, travel, home, festival (include child right and drug abuse).</p>	<ul style="list-style-type: none"> · Select a context amongst school, travel, home, festival etc. · Brainstorm with pupils the information relating to the context. · E.g. a home: is related to information about activities, family members, location, neighbours, type of house(s), eating habits etc.
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to arrange the information about 'home' logically · give each pair a type of the information to write about in a few sentences. · Pairs to post their sentences on the board/wall · Involve pupils in compiling the sentences to form a composition. · Pupils to copy the composition from the board

			<p>f) Write stories with suggested endings: (Include eg moral values drug abuse etc)</p>	<ul style="list-style-type: none"> · Prepare endings of stories e.g. <ol style="list-style-type: none"> a) It rained on us the whole day b) I slept tired but quite happy · Pupils to suggest more endings of stories. · listen to pupils linking stories and connect similar experiences. · Pupils to write their own short stories using endings which have been put on the board. <p>Emphasize on good flow and chronological order of events, correct spelling, legible hand writing and grammar. Inspect their work and correct any mistake they make. · use a text and its written summary to solidify their knowledge on how summaries are made.</p> <ul style="list-style-type: none"> · Pupils to write a summary of a simple text with support of the teacher · give an example of the prepared written text and the summary of its main ideas
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to write the summarized ideas of the text given to them. · Mark pupils work and correct them while emphasizing on writing the main ideas only. conclude by emphasizing on good handwriting and correct language

			<p>g) compose guided texts with proper use of punctuations, full stop, comma, question mark and exclamation mark.</p>	<ul style="list-style-type: none"> · use levelled text and its written summary to pass idea to pupils how summaries are made · Pupils to write a summary of a simple text with support of a teacher · give an example of the prepared written text and the summary of its main ideas · give pupils texts and allow them time to write the summarized ideas · Mark pupils work and correct them · Emphasize on writing the main ideas only. · Emphasizing on good handwriting and language use. Show a pupil's neat work
			<p>h) Write notes conveying simple personal information.</p>	<ul style="list-style-type: none"> · use a variety of forms which require pupils to provide brief personal information. · Pupils to fill the information individually · Mark pupils' work. · Discuss the problematic areas of the forms you have observed.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

			<p>i) Write guided texts with proper use of punctuations; full stop, comma, question mark, and exclamation mark (include women participation in decision making).</p>	<ul style="list-style-type: none"> · use levelled text and its written summary to pass idea to pupils how summaries are made · Pupils to write a summary of a simple text with support of a teacher give an example of the prepared written text and the summary of its main ideas · give pupils texts and allow them time to write the summarized ideas · Mark pupils work and correct them · Emphasize on writing the main ideas only. · Emphasizing on good handwriting and language use. Show a pupil's neat work
				<ul style="list-style-type: none"> · Prepare a text with blanks where pupils are expected to fill the punctuation mark · Explain to pupils using the text how to punctuate it · Highlight important details e.g. arranging event in the order of first, second etc. emphasize on getting a story flowing. · give pupils jumbled sentences. · Pupils to re-arrange and punctuate the sentences to make a story · Mark pupils work stressing on how to see tricky areas using the specific text.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
----	-----------------	---------------------	---------------	-------------------

		2.4: Use appropriate vocabulary when writing	a) Read and write prefixes and suffices to acquire grade appropriate vocabulary.	<ul style="list-style-type: none"> · use a chart showing words and sentences from the selected topic. · Pupils to listen to explanation about the topic and examples of vocabulary and their use in sentences. · Pupils to read the words/ sentences in the chart with the support of the teacher. · Pupils to use their own words, then change the words into preferred forms(prefixes/suffixes) and write sentences about those words. · Mark pupils work and make a discussion of any observation.
			c)Put the words into appropriate classes/categories.	<ul style="list-style-type: none"> · use printed items in different classes / categories of words. · Pupils to categorize the word in the given material. e.g. tables / columns etc. · give a few examples of categorized words in a chart/ table or column. · Provide the printed materials to pupils to categorize the words. · Mark pupils work and correct any mistake made. · Emphasize on mastering all the classes/ categories of words as it helps in communication skills and language competence.

			<p>d) Read and write words of subject matter related to public services (hospital, school, and home/community).</p>	<ul style="list-style-type: none"> · use simple texts/sentences related to e.g. hospitals, school, home and community. The text should have blanks and the answer to be written in (a b c) form. · Provide the written texts to pupils to read.
--	--	--	---	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to give answers orally to fill in the blanks and discuss other alternatives. · Discuss with pupils the use of new words depending on the selected subject. · Pupils to look up the meaning of words used in the text · Pupils to use the words to construct their own sentences/texts. · Mark pupils work and discuss your observations. · Emphasize on the proper use of the new words.

STANDARD VI

No	Main Competence	Specific Competence	Main Activity	Specific Activity
1.0	COMPREHEND ORAL AND WRITTEN INFORMATION	1.1 Listen and Comprehend Information Presented Orally	a) listen to recorded materials about common issues and answer questions orally.	<ul style="list-style-type: none"> · choose an issue to use for a listening lesson. · use a recorded material/a written guide of a presentation to be made orally on the chosen issue. · Pupils to listen to the presentation two times · Ask general questions on the recorded clip. · Write signpost questions on the board. · Pupils to listen for the third time focusing on the signpost questions. · Ask pupils the signpost questions and discuss the correctness of each answer given.
			b) listen to and retell information on school subject matter.	<ul style="list-style-type: none"> · use an item/text about school matters e.g. history of the school. · Read the text about the school to pupils as they listen. · Ask pupils oral questions from the text you read to them. · Ask individual pupils to retell the text as you read it to them. · correct and elaborate areas which pupils found difficult to understand.

			c) listen to recorded conversation and identify main ideas about everyday matters.	<ul style="list-style-type: none"> · use a recorded item about people talking about subjects of their own interests.eg Doctors complaining to the nurses about something and the nurse responding. · Ask pupils oral questions about the main ideas from the recorded items.
--	--	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Emphasize on effective listening and how to internalize information. · Highlighting the main points to help pupils to see how main points are noted.
			d) listen to announcement and give personal views (including environmental conservation, and road safety issues).	<ul style="list-style-type: none"> · use a resource person to talk to pupils about a subject of their choice · environmental care. · Take pupils out e.g. to the environment club. · Talk to pupils about his selected subject. · Ask individual pupils their views on environmental care. · · Emphasize on listening well and always make a conclusion on ideas.
		1.2 Read and comprehend written information	a) Read and comprehend various texts on familiar topics (hunting, animals, village, sports, travelling, disaster).	<ul style="list-style-type: none"> · use a texts/passages on family issues and personal letters. · Pupils to read the in class In unison first · Individually. correct pupils with difficulties in · pronouncing different words.

				<ul style="list-style-type: none"> ·
				<ul style="list-style-type: none"> · Ask pupils oral questions about the read texts. · Emphasize on reading words carefully and following the story line of texts.
			b) Scan texts to explain relevant ideas.	<ul style="list-style-type: none"> · use collected items e.g. magazines, newspapers etc. Pupils to read different texts and guide them to scan the ideas shown displayed. eg in a newspaper where footballers are holding hands in circle may mean they are playing but when one reads the information given may find a different idea.eg maybe they were just happy for them to unity. ·

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Ask pupils oral questions about relevant ideas on what they have read.

			<ul style="list-style-type: none"> · Encourage pupils to speak about what they think. · Emphasize on scanning information well before drawing conclusion
	1.3 Develop vocabulary through reading	<p>a) Read and use selected antonyms and synonyms.</p>	<ul style="list-style-type: none"> · use a chart on selected items e.g. synonyms/ antonyms. · Pupils to use the selected items in sentences. giving examples. · Display the chart and show pupils to read the words/ sentences · Pupils to make their own sentences orally using the learnt vocabulary. · Emphasize the change in meaning in case of antonyms e.g. early late · Explain the use of the two words in different sentences or same sentences changes the meaning. · Emphasizing on the use of vocabulary in sentences construction.
		<p>b) Read and use variety of words by using word formation (compound words).</p>	<ul style="list-style-type: none"> · use a printed material on word formation. · how to form compound words · Explain to pupils how some words are formed · give examples of compound words e.g. football, blackboard, darkroom, babe face, careless, bedroom, sunset etc. found in the reading text · Pupils to read the words shown on the printed item and make more discussion of how words are formed.

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Pupils to practice forming words as taught and using them in oral sentences. · correct pupils who may use /form words wrongly and emphasize on the learnt idea.
			c) Read and use multiple meaning words	<ul style="list-style-type: none"> · use a written text containing words with double meaning. · use word cards with double meaning, e.g., bark, light, leave, kind, fly etc. · Pupils to read the text and identify words with double meaning from it. · Elicit words that have double meaning from pupils outside the text. · Involve pupils to use the words in forming sentences and correct mistakes where necessary.

2.0	COMMUNICATE ORALLY AND THROUGH WRITING	2.1 Communicate simple ideas through speaking	a) use simple conversation to narrate different events in various topics. Ask and answer questions orally in order to exchange views on various topics such as travelling, festivals, games, football matches, school day, family day (including issues like corruption, drug abuse, entrepreneurship and environmental conversations)	use a printed conversation between two four people. <ul style="list-style-type: none"> · give pupils different roles to play. · Pupils to carry out conversation about a certain topic · let pupils have the sample conversation. · Pupils to practice conversation in class · Pupils to ask and answer questions and exchange views about the topic they were talking about. · Emphasize on giving genuine and relevant answers according to the subject of discussion the role they perform.
-----	---	--	--	--

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			b) participate in conversation on common topic (including financial management, hobbies, travel, current events and child labor)	<ul style="list-style-type: none"> · use a topic agreed in class about common matters e.g. child labor, working for money, hobbies etc. etc. · Pupils to carry out a public conversation e.g. about child labor. Explain to pupils and encourage pupils to give their views freely. · Involve all the pupils in the discussion by asking them questions and allowing each one to express his/her point · Emphasize on respecting one another's views · Highlighting the main points from the conversation and conclude

		2.2 Develop and use appropriate vocabulary through listening and when speaking	a) create and use words related to daily interactions, personal events and experiences, object found at school, home, hotels and playground	<ul style="list-style-type: none"> · give pupils different roles related to different areas. and situation e.g. at home, shop. · Set small groups to set their topic of conversation Pupils to prepare for the roles in their groups. · Emphasize on pupils using the vocabulary learned and read from that particular area in group conversation. · Pupils to present their conversation in groups i.e. according to their roles and context. · visit different groups to facilitate good conversation. · Allow pupils to pause time to reduce tension. · Highlight the important points in carrying out conversations e.g. suggest the vocabulary which fit different characters and roles. · congratulate the group that had the best conversation
--	--	---	---	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
		2.3 Communicate simple ideas writing	a) Write to express news and views related to various contexts.	<ul style="list-style-type: none"> · use a printed script or newspaper. Read the news of a selected topic as pupils pay attention. ·

				<ul style="list-style-type: none"> · Explain to pupils how news is written and presented. · give pupils a chosen topic and guide pupils on how to write news concerning the chosen topic and make pupils to give their views. · Pupils to write news about a topic they chose emphasize on expressing views. · Pupils to write their news and views. · Mark pupils work and make correction where necessary.
			b) write an application letter with specific purpose, notes to immediate people in order to convey simple information, texts to inquire for information related to school requirement	<ul style="list-style-type: none"> · use a printed application letter, note, texts to inquire for information etc. · Pupils to write letters, notes etc. In order to convey information. give pupils guide lines on how to write · Pupils to write letters, notes etc. to immediate people · e.g. classmates, sisters etc. · Mark pupils work. · Emphasize on the neglected areas.
			c) Write paragraphs with correct flow of ideas, using appropriate punctuation mark and connectives (but, and, also), sequence markers (moreover, in addition to, critically, above all, lastly etc.)	<ul style="list-style-type: none"> · use a written report for pupils to write paragraphs Explain to pupils to listen and learn using appropriate punctuation, connectives, sequence markers etc. · Elaborate to pupils what you expect the pupils to write about and put emphasize on the flow of ideas

				<ul style="list-style-type: none"> · Pupils to write paragraphs · Mark pupils work and give relevant comments which improve writing skills.
--	--	--	--	---

No	Main Competence	Specific Competence	Main Activity	Specific Activity
				<ul style="list-style-type: none"> · Highlight and discuss about common mistakes and ways to avoid the mistakes. · Reading the best paragraph from two or three pupils to motivate pupils to do the best.
			d) Write simple and short stories to express personal feelings	<ul style="list-style-type: none"> · Think about a topic which will help the pupils to express feelings. · guide pupils to write what is expected from them · Emphasize on use of new vocabulary and help pupils to use phrases which express feelings. · Pupils to write their stories. · Mark pupils work and discuss your observation for pupil's improvement
		2.4 Use appropriate vocabulary when writing	a) Read and writes words with suffixes and prefixes to enrich acquisition of grade appropriate vocabulary	<ul style="list-style-type: none"> · use a written text Read the whole text focusing in selected words · Identify words which are written with suffixes and prefixes for the learning. · Pupils to read the printed document and correct pupils with reading problems. · Individual pupils to write and generate different suffixes/ prefixes with some

				<p>examples of sentences</p> <ul style="list-style-type: none"> · Mark pupils work and discuss your observation.
			b) group words into different classes/categories appropriate for the grade le	<ul style="list-style-type: none"> · use a text with blanks which have different classes of words · Pupils to use the appropriate words to fill the blanks in the text. · Mark pupils work and discuss the observations. · Emphasize on the pupils to read for the flow of the text before filling the words. · congratulate the best pupils

No	Main Competence	Specific Competence	Main Activity	Specific Activity
			c) Read and write words related to school and home context	<ul style="list-style-type: none"> · use a text/ passage about school, home etc. on some printed/ scanned items. Pupils to read the text/ passages highlighting the vocabulary related to home and school. · Pupils to read vocabulary on the blackboard · Pupils to write the vocabularies in their exercise books. · Pupils to write their own sentences using the vocabulary learned.

				Mark pupils work and discuss your observations
--	--	--	--	--

STANDARD VII

No	Main Competence	Specific Competence	Main Activity	Specific Activity
	1.0 Comprehend oral and written information	1.1 Listen and comprehend information presented orally	a) Listening to oral sentences b) Identify single word coordinators and use them in oral sentences correctly in different situations	<ul style="list-style-type: none"> Listening Oral sentences Identifying single word coordinators. Using sentences correctly in different situations Mark pupils work and discuss your observation.
			c) Listen to oral stories to identify multi-word coordinators and use them correctly in oral sentences in various contexts	<ul style="list-style-type: none"> Pupils to read vocabulary on the blackboard
			d) Listen to dialogue, identify expressions used to seek confirmation, answer questions correctly and	.Dialogue with expressions for seeking confirmation, are listened to, questions are answered correctly and the expressions are used correctly in different communicative situations

			use the expressions in different communicative situations	
		1.2 Read and comprehend written information	a) Read written texts with expressions used to seek confirmation with correct pronunciation, identify the expressions used to seek confirmation, answer questions and use the expressions correctly in different communicative situations	Written texts with expressions used to seek confirmation are read with correct pronunciation, and the expressions used to seek confirmation are identified from the texts, questions are answered and the expressions are used correctly in different communicative situations
			b) Read simple and complex stories, identify and use expressions for seeking confirmation and answer questions correctly in different contexts	Reads some simple stories, identifies and uses few expressions for seeking confirmation, answers few questions with difficulty in some contexts
			c) Read different texts, skim for all general ideas and write a guided summary using expressions for seeking confirmation correctly	Reads a few texts, skims the general ideas with difficulties, and writes guided summary using expressions for seeking confirmation with a lot of mistakes
		1.3)poems	e) Read simple and complex selected class library and class readers with required proficiency for comprehending and developing	Reads some simple selected class library and class readers with limited proficiency to comprehend and develop the required independent reading skills

			the required independent reading skills	
			a) Listen and recite poems, identify and use figures of speech correctly in sentences	Listens and recites poems, identifies few figures of speech and uses them incorrectly
			b) Read texts and find the meaning of words by using dictionaries and use the words correctly in different contexts	Texts are read and meaning of the words are found by using dictionaries and the words are correctly used in different contexts
			c) Read texts to identify and use words with similar spellings but different meanings (homographs) in different contexts	Reads texts, identifies words with similar spellings but different meanings (homographs), uses few of them correctly in limited contexts
	2.0 Communicate orally and through writing	2.1 Communicate simple ideas through speaking	a) Role play a chosen dialogue with prepositions of movement, identify the prepositions from the dialogue and use all of them correctly in different communicative contexts	Chosen dialogue with prepositions of movement are role played, prepositions of movement are identified from the dialogue and used correctly in different communicative contexts
			b) Role play the chosen dialogue showing directions by using cardinal points, identify the cardinal points correctly and use them to express directions in different communicative contexts	Chosen dialogue showing directions by using cardinal points is role played, cardinal points are correctly identified and used in different communicative contexts

			c) Role play the chosen dialogue with words that show direction (left, right, centre, straight, forward, backward, turn left, turn right) using correct pronunciation, identify and use them correctly in a variety of communicative contexts	Dialogue with words that show direction is role played using correct pronunciation, words that show direction are identified and used correctly in a variety of communicative contexts
		2.2 Communicate simple ideas through writing	a) Use relevant correlative conjunctions to express results in sentences and in guided composition correctly in various communicative contexts	Relevant correlative conjunctions that express results are used in sentences and in guided composition in various communicative contexts
			b) Identify and use correlative conjunctions to express results from written texts and use them in writing in different situations appropriately	Correlative conjunctions that express results are identified from written texts and used appropriately in a variety of written texts in different situations

