

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



**ENGLISH SYLLABUS FOR ADVANCED
SECONDARY EDUCATION
FORM V - VI**

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1.0. INTRODUCTION

1.1. Background Information

In developing the reviewed English subject syllabus of 2009 the issue of paradigm shift was one of the factors on which the review was based. The 1997 syllabus focused on putting the teacher at the centre of teaching and learning and on coverage of prescribed content. The 2009 syllabus instead pays particular attention to competence building and putting the students at the centre of teaching/ learning. Active teaching / learning techniques which enable the students to create meaning of what they are learning instead of techniques which leave students as passive receivers of ideas have been advocated in the 2009 English Language Syllabus.

1.1.2 Rationale for Review of the English subject syllabus

Reviewing of the English subject curriculum was conducted to address inherent weaknesses or shortcomings of the 1997 curriculum such as lack of clearly stated general and specific competences expected to be demonstrated by the students at the end of the course. Objectives in the syllabus did not reflect the need to prepare students who can become self-reliant. The previous syllabus emphasized more on language descriptions hence students could make descriptions however they could not use the English language effectively. Communication skills, reading and writing skills which were mentioned by respondents in the A- level research report as critical competences to be included in the A-level curriculum have also been given more weight included in the reviewed syllabus. The previous syllabus did not provide skills in entrepreneurship or vocations, creativity and problem solving. Emerging careers and contemporary issues were also not incorporated. The syllabus did not also reflect the need of preparing the learner to develop independent learning skills. Moreover it did not reflect the needs to prepare a learner to be self confident, analytical, critical and logical. These issues have been considered in the reviewed syllabus by having a topic on interpretation and translation, in both Form V and VI.

In selecting topics for the 2009 syllabus focus has been on language use rather than language description which has been de-emphasized. Topics which were described by A- level curriculum research review respondents as outdated such as semantics, syntax and phonology have been given less treatment in the reviewed syllabus which focuses on their usage rather than their description. Contemporary cross cutting issues including environment, HIV/ AIDS, life skills, human rights, gender issues, drug abuse, child labour and guidance and counselling have been integrated in the topics by recommending that texts on these issues be included in the texts to be studied in listening, speaking, reading and writing. Emerging careers such as editing, translation and creative writing have been incorporated so as to help students to develop and create job opportunities.

2.0 AIMS AND OBJECTIVES OF EDUCATION IN TANZANIA

The general aims and objectives of education in Tanzania are to:

- a) guide and promote development and improvement of the personalities of the citizens of Tanzania, their human resources and effective utilization of those resources in bringing about human development.
- b) promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
- c) promote the acquisition and appreciate use of literacy, scientific, vocational, technological, and professional and other forms of knowledge, skills and attitude for the development and improvement of the conditions of man and society.
- d) develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self advancement and national improvement.
- e) enable and expand the scope of acquisition, improvement, and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy.
- f) enable every citizen to understand and uphold the fundamentals of the National Constitution as well as enshrined human and civic rights, obligations and responsibilities.
- g) promote love for work, self and wage employment and improved performance in the production and service sectors.
- h) inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provisions of the National constitution and other international basic charters.
- i) enable a rational use, management and conservation of the environment.

3.0 AIMS AND OBJECTIVES OF SECONDARY EDUCATION IN TANZANIA

In Tanzania, secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met the requisite entry qualification requirements.

The aims and objectives of secondary education are to:

- a) consolidate and broaden students' scope of basic ideas, knowledge, skills, and attitude acquired and developed at the primary education level.
- b) enhance the students' development and appreciation of national unity, identity and ethnic, personal integrity, respect for human rights, cultural and moral values, customs, traditions, and civic responsibilities and obligations.
- c) promote the development of competency in linguistic ability and

effective use of communication skills in Kiswahili and in at least one foreign language.

- d) provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected field of study.
- e) prepare the students for tertiary education vocational, technical, and professional training.
- f) inculcate in the students a sense and ability for self-study, self-confidence, and self- advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- g) prepare the students to join the world of work.

4.0 GENERAL COMPETENCES FOR FORM V AND VI

By the end of Form Six the student demonstrates ability to:

- a) listen to and understand English texts as presented from different sources.
- b) express oneself clearly and logically both orally and in writing.
- c) use language for different audiences and purposes relevant to oneself and different subject areas.
- d) read and analyze critically a variety of texts.
- e) write a variety of English texts.
- f) translate a variety of texts from Kiswahili to English and vice versa
- g) demonstrate basic knowledge of English language
- h) demonstrate basic knowledge of literature
- i) apply English language knowledge to operate technological devices
- j) apply English language to generate income and advance oneself.

5.0 GENERAL OBJECTIVES FOR FORM V AND VI

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

- a) listen to and understand different types of information from different sources.
- b) communicate orally and confidently in different life situations.
- c) read and analyze a variety of texts.
- d) demonstrate independent reading and learning.
- e) write clearly and logically a variety of texts.
- f) translate a variety of text from English to Kiswahili and vice versa
- g) demonstrate basic knowledge of English language.
- h) demonstrate awareness of basic knowledge of literature
- i) apply English language correctly in different situations
- j) develop the habit of reading, appreciating, and creating literary works.
- k) write creatively for income generation.

6.0 ORGANISATION OF THE SUBJECT SYLLABUS

The syllabus consists of two main parts. The first part or the preliminary part contains a short introduction, objectives of education in Tanzania, objectives of Secondary education, general competences, general objectives and some information about organisation of the syllabus while the second part contains the content of the syllabus in terms of competences and objectives for Form V followed by the matrix of Form Five content and the competences and objectives for Form VI and matrix for the Form VI content.

6.1 Class Competences for Form V and VI

These are statements which specify the abilities that students are expected to be able to demonstrate at the end of Form V and VI. From these statements, objectives for Form V and VI respectively have been drawn.

6.2 Class Objectives for Form V and VI

These are statements of behaviour to be exhibited by each student at the end of the given form. These are stated immediately after the specific competences for a given form.

6.3 Content Matrix.

This is a table which shows topics/ sub topics, objectives for each sub topic, teaching/ learning strategies, resources, assessment and number of periods.

6.3.1 Topic/ Sub topic

In this syllabus topics / sub topics have been organised on the basis of language skills. The topics and sub topics are found in the first column of the matrix. A few topics however, are based on language description with the purpose of providing students some basic knowledge of English language. Many of the topics have more than one sub topic.

6.3.2 Specific Objectives

These are statements of behaviour to be exhibited by each student at the end of the given sub topic. When planning the teaching the teacher has to make sure that the planning and the teaching is done in such a way that at the end of the lesson the stated objective is attained.

6.3.3 Teaching and Learning Strategies

Under this column the teacher has been provided with some strategies to use when teaching. Although the teacher is advised to use the recommended strategies, he/ she is also advised to think of other or more appropriate strategies for his/ her class whenever possible so as to make learning more effective. In looking for more appropriate / suitable strategies the teacher should always have in mind his / her student in the centre of learning.

6.3.4 Teaching and Learning Resources

These are mentioned in the teaching and learning resources column. The

list is not exhaustive and the teacher is to think of better or more suitable alternatives whenever possible with an aim of making teaching and learning as effective as possible.

6.3.5 Assessment

Under the assessment column the teacher is shown what needs to be assessed in each sub topic. An assessment that covers all the learning objectives is recommended. Until recently, school based assessment as well as national based assessment has given little if any attention to listening and speaking. This habit of neglecting the skills of listening and speaking in assessment needs to be discontinued. In the continuous assessment done at school level it is therefore recommended that students are assessed in the four language skills. For this purpose a variety of assessment techniques including paper and pencil assessment, interviews, observation during class presentations, debates, and discussion, projects and questionnaires could be used for continuous assessment.

The skills of listening and speaking also need to be included in the national based assessment/ examinations so that there is a practical examination in addition to the written English examination. In the practical examination, listening and speaking should be given adequate attention so as to ensure that none of the skills is undervalued.

6.3.6 Number of periods.

There are a total number of 194 teaching days in a year or an average of 40 weeks. The English subject has been allocated a total number of 400 periods a year.

7.0 INSTRUCTIONAL TIME

This syllabus is to be used in two academic years; each having approximately 194 instructional days including three weeks reserved for mid year and annual examinations. The number of periods for teaching this syllabus is 10 periods a week. The teacher is advised to utilise fully the time suggested for class instruction. Lost instructional time should always be compensated.

8.0 ASSESSMENT OF THE SUBJECT

The table below shows the type of assessment, assessment measure and weight in percentage (%) to be covered at the end of the course. Teachers are strongly advised to apply wide selection of assessment measures in order to develop students' ability for mastering the subject matter during the instructional process. Continuous assessment carries 50% and final examination conducted by the National Examination Council of Tanzania (NECTA) will carry 50%.

Type of Assessment	Assessment measures	Frequency						Weight %	Total %
		Form V		Form VI		Term 2			
		Term 1	Term 2	Term 1	Term 2				
Continuous assessment	1. Oral test	5	5	5	-	-	10		
	2. Tests	2	2	2	-	-	10		
	3. Individual assignment	1	1	1	-	-	5		
	4. Project Work	-	-	-	1	1	5		
	5. Project Work	-	1	-	-	-	5		
	6. Terminal Exam	1	1	1	1	1	15	50	
Final Exam	National Exam	-	-	-	-	1	50		
	Total Marks							100	



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FORM V

Class Competences

By the end of Form V course the student demonstrates ability to:

1. listen for specific and general information.
2. communicate clearly and logically both orally and in writing in academic settings.
3. participate effectively and logically in academic discussions, debates and in other social settings/situations.
4. read advanced English texts for general and specific information.
5. extract ideas, information and knowledge presented in English from different subject areas.
6. describe basic concepts in English grammar and literature in English.
7. read and analyze critically literary texts written in English
8. write clearly and accurately essays, compositions, notes and summary.
9. use technological devices such as computer and e-mail to access and process English language materials and resources.

Class Objectives

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

- a) listen with understanding to a variety of oral texts.
- b) express himself/ herself clearly in well structured oral and written texts.
- c) use English language for academic purposes.
- d) read for comprehension a variety of specialized articles and other written texts.
- e) read independently for general knowledge from different types of texts.
- f) give descriptions of basic terminologies of English grammar and literature.
- g) write well structured compositions, essays, notes and summaries.
- h) analyse and evaluate literary texts.
- i) use technological devices to access and process English language materials and resources.

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.0 INTRODUCTION TO LANGUAGE 1.1 Language characteristics	By the end of the sub topic the student should be able to: a) define language. b) describe characteristics of language	The teacher to guide students to brainstorm in small groups the meaning of language and discuss as a class i) The teacher to guide students in groups to read selected texts on language characteristics and to make reference to different sources like Encyclopaedia and Dictionary. ii) The teacher to guide the students to discuss and describe language characteristics as a class.	Text on language Encyclopaedia Dictionary Internet	Is the student able to: 1. define language? 2. describe characteristics of language?	4
1.2 Competence and Performance	By the end of the sub topic the student should be able to: a) define competence and performance.	i) The teacher to guide students through library research to read relevant texts on meaning of competence and performance ii) The teacher to lead a discussion on the meaning of competence and performance	Texts on competence and performance	Is the student able to: 1. define competence and performance? 2. distinguish between competence and performance? 3. analyse the implications of competence and performance?	4

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.3 Functions and roles of Language	b) distinguish between competence and performance.	i) The teacher to give students guidelines on how to distinguish between competence and performance using taped texts ii) Students to use the guidelines to carry out a listening activity on distinguishing competence from performance using taped texts	Taped texts on competence and performance		
	c) analyse the implications of competence and performance	The teacher to lead a group discussion and presentation on analysing the implications of competence and performance			
1.3 Functions and roles of Language	By the end of the sub topic the student should be able to: a) describe the functions of language in society. b) describe the roles of language in society.	i) The teacher to guide students to brainstorm on the functions and roles of language in a society. ii) The teacher to assign students library/ internet search or reading of texts provided to find out about functions and roles of language. iii) The teacher to guide students to present information obtained from library search on functions and roles of language.	Texts on functions and roles of English and Internet	Is the student able to: 1. describe the functions and roles of language in society? 2. compare and contrast roles of English language and Kiswahili?	6

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>c) compare and contrast roles of English language and Kiswahili.</p>	<p>i) The teacher to assign students a panel discussion on functions and roles of English language and Kiswahili. ii) Students to make presentations of discussions from the small groups making reference to sources from the internet and relevant texts. iii) The teacher to monitor discussion and provide conclusions.</p>	<p>Relevant texts, Internet</p>		
<p>1.4 Basic Language Concepts</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) define the following language concepts: Accent, dialect, sociolect, national language, standard language, lingua-franca, diglossia, bilingualisms, multilingualism, first language, Second language, foreign language.</p>	<p>i) The teacher to assign students in groups internet or library search on meaning/ definition of concepts. ii) Students to compile notes on given concepts in their groups from readings from selected texts. iii) Teacher to guide students to present findings to the rest of the class. iv) Teacher to guide students to make corrections where required as students present their findings.</p>	<p>Internet, Selected texts</p>	<p>Is the student able to define the following language concepts Accent, dialect, sociolect, national language, standard language, lingua-franca, diglossia, bilingualisms, multilingualism, first language, Second language, foreign language?</p>	<p>8</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) use given concepts to explain linguistic situation in Tanzania.</p> <p>c) discuss causes of language variation in society.</p>	<p>i) The teacher to lead a class discussion on the application of given concepts in Tanzania.</p> <p>ii) Students to contribute in the class discussion giving their views and making reference to selected texts.</p> <p>iii) Teacher to make relevant conclusions.</p> <p>i) The teacher to guide students to identify accents and dialects in different geographical areas using a familiar geographical map.</p> <p>ii) The teacher to guide students to find out language variations presented in oral texts from different social groups.</p> <p>iii) The teacher to guide students to identify vocabulary and grammatical differences of language used in different eras.</p>	<p>Internet, Selected texts</p> <p>Geographical map, Texts of different era (modern and old English), Texts of language of different social groups</p>	<p>Is the student able to use given concepts to explain linguistic situation in Tanzania?</p> <p>Is the student able to discuss causes of language variation in society?</p>	
1.5 English as an International language	<p>By the end of the sub topic the student should be able to:</p> <p>a) explain the role and status of English in the world.</p>	<p>i) The teacher to assign students homework assignment on the role of English in the world and the factors which make English an International language</p>	<p>Internet, relevant texts</p>	<p>Is the student able to:</p> <p>1. explain the role and status of English in the world?</p>	6

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
1.6 Status and Role of English Language in Tanzania	<p>b) outline factors which enable English language to be considered as an international language.</p> <p>By the end of the sub topic the student should be able to:</p> <p>a) describe the changing role and status of English in Tanzania.</p> <p>b) discuss contexts in which English is used in Tanzania.</p>	<p>ii) The teacher to use peer teaching strategy whereby some students present findings from the internet and relevant texts to the rest of the class for class discussions</p> <p>iii) The teacher to provide clarification and corrections and further input where necessary</p> <p>i) The teacher to assign students a research activity on status and role of English Language in Tanzania.</p> <p>ii) Students to write a research essay on the status and role of the language in Tanzania making reference to relevant texts and newspapers.</p> <p>iii) Student with best essay to read aloud to the class his/ her essay.</p> <p>iv) The rest of the students to improve their essays as necessary.</p> <p>v) Teacher to display the best essay from the class after a briefing from the teacher on what makes it a good essay</p>	Relevant texts, Newspaper articles on the use of English	<p>2. outline factors which enable English language to be considered as an international language?</p> <p>Is the student able to:</p> <p>1. describe the changing role and status of English in Tanzania?</p>	4

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>2.0 WORD FORMATION</p> <p>2.1 Morpheme, root and stem</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) define the concepts of morphemes, roots and stem.</p> <p>b) identify morphemes, roots and stems in English words.</p>	<p>i) The teacher to guide the students to brainstorm in groups on the contexts in which English is used in Tanzania.</p> <p>ii) The teacher to wind up the discussion and delineate the contexts in which English is used referring to policy documents</p> <p>iii) Students to present what they have discussed in their groups</p> <p>iv) Students to improve their work.</p>	<p>Policy documents, newspapers</p>	<p>Is the student able to describe the contexts in which English is used in Tanzania?</p>	
<p>2.2 Processes of forming words</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) describe different processes of forming words (affixation,</p>	<p>i) The teacher to use relevant examples to show how words have been/ can be formed through the different processes of forming words.</p>	<p>Written texts to be used in analysing morpheme, roots and stem</p>	<p>Is the student able to</p> <ol style="list-style-type: none"> 1. define the concepts of morphemes, roots and stem? 2. identify morphemes, roots and stems in English words? 	4
			<p>Dictionaries and relevant texts</p>	<p>Is the student able to describe different processes of forming words (affixation,</p>	12

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>compounding, blending, acronym, borrowing, clipping, conversion).</p>	<p>ii) Assign students in groups to do library research on how different words are formed and give their observations. iii) Students to present their work. iv) The teacher to guide students in the discussion of their observations. v) The teacher to clarify and provide more work input where necessary and ask students to improve their work.</p>		<p>compounding, blending, acronym, borrowing, blending, clipping, conversion)?</p>	
	<p>b) construct words using the different processes of forming words.</p>	<p>The teacher to guide students to construct words using the different processes of forming words given in groups and then individually</p>	<p>Dictionaries Relevant Texts</p>	<p>Is the student able to construct words using the different processes of forming words?</p>	
	<p>c) use knowledge of word formation processes to interpret the meaning of unfamiliar words.</p>	<p>i) Teacher to distribute texts in which certain unfamiliar words have been underlined ii) Students to discuss the meaning of the underlined words in the texts using knowledge of word forming processes.</p>	<p>Relevant texts</p>	<p>Is the student able to use knowledge of word formation processes to interpret the meaning of unfamiliar words?</p>	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.0 LISTENING 3.1 Listening for dictation	By the end of the sub topic the student should be able to: a) write down key words on a text read.	i) Teacher to read aloud texts for dictation or to play recorded texts ii) Teacher to guide students to listen and write key words	Oral/ recorded texts	Is the student able to write down key words from a text read?	8
	b) recreate a text from key words.	Teacher to guide students to recreate a text from key words in groups.		Is the student able to recreate a text from key words?	
	c) proof read and edit a text.	i) Teacher to guide students to proof read and edit their work. ii) Teacher to lead the groups to read their work in turns to the class.		Is the student able to proof read and edit a text?	
3.2 Listen to public announcements	By the end of the sub topic the student should be able to: a) interpret correctly public announcements.	i) Teacher to guide student to listen to school announcements or to play recorded texts with public announcements ii) Teacher to guide students to understand and extract main ideas from the announcements through questions and answers.	Oral/ recorded texts	Is the student able to interpret correctly public announcements?	12

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>iii) Teacher to check if students can interpret correctly public announcements</p> <p>b) summarise information from public announcements..</p>	<p>iii) Teacher to check if students can interpret correctly public announcements</p> <p>i) Teacher to lead students to obtain main points from each part of the public announcement to form a summary</p> <p>ii) Teacher to check if students can write a summary from a public announcement.</p>	Oral/ recorded texts	Is the student able to summarise information from public announcements?	
3.3 Listening to speeches and lectures	<p>By the end of the sub topic the student should be able to:</p> <p>a) tell what the speeches and lectures are about at a general and specific level.</p> <p>b) recognise idiomatic expressions, collocations and register differences from speeches and lectures.</p>	<p>The teacher to expose students to a variety of speeches and lectures and guide them to say what they are about.</p> <p>i) The teacher to present students with a variety of texts with register differences.</p> <p>ii) The teacher to guide the students to identify specific stylistic features for certain registers.</p> <p>iii) Teacher to assign students tasks to recognise idiomatic and register differences from speeches.</p>	Oral/ recorded texts of speeches and lectures Oral/ recorded texts and written texts	Is the student able to tell what the speeches and lectures are about? Is the student able to recognise idiomatic expressions, collocations and register differences from oral speeches and lectures presentation?	30

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>c) use correctly orally and in writing idiomatic expressions, collocations and register differences.</p>	<p>i) The teacher to identify various idiomatic expressions, collocations and register differences. ii) The teacher to assign in groups students an activity to do on the use of idiomatic expressions, collocations and register differences. iii) Students to present their work. iv) Teacher to guide students to discuss what they have presented and improve them. There after ask students to improve their work.</p>	<p>Oral/ recorded texts and written texts</p>	<p>Is the student able to use correctly orally and in writing idiomatic expressions, collocations and register differences?</p>	
	<p>d) distinguish between facts and opinions.</p>	<p>i) The teacher to expose students to a variety of oral texts with facts and opinions. ii) The teacher to guide them through question and answers to distinguish between facts and opinions.</p>	<p>Relevant texts</p>	<p>Is the student able to distinguish between facts and opinions?</p>	
<p>4.0 SPEAKING 4.1 Pronunciation stress and intonation.</p>	<p>By the end of the sub topic the student should be able to: a) use correct pronunciation, stress and intonation.</p>	<p>i) Teacher to use questions and answers to brainstorm what students use to pronounce unfamiliar words correctly.</p>	<p>Dictionary relevant texts on pronunciation stress and intonation.</p>	<p>Is the student able to use correct pronunciation, stress and intonation?</p>	<p>10</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		<ul style="list-style-type: none"> ii) Teacher to provide students with phonetic symbols and sample words and guide students to read them correctly. iii) Teacher to provide students with short texts in a tran- scripted form and guide them to read the text correctly. iv) Teacher to guide students to define stress in a word and identify where stress is in given words. v) Using words whose meaning changes depending on where the stress is, the teacher to guide students to correctly locate stress of given words in a context. vi) Using relevant examples the teacher to demonstrate using different intonation according to intended meaning (e.g using requests, statements, surprises). vii) Teacher to provide students with activities for reading aloud given words with phonetic transcriptions in a dictionary. 			

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		<ul style="list-style-type: none"> vii) Teacher to guide students to identify stressed syllables in a dictionary. ix) Students to do individual/ group activities on locating stressed syllables in a given text. x) Students to practice selecting appropriate intonation for intended meaning. 			
4.2 Speaking on a given issue/ experience	<p>By the end of the sub topic the student should be able to:</p> <ul style="list-style-type: none"> a) talk about given situations. b) exchange information on experiences /cross cutting issues. c) clarify different concepts used in the given situations. 	<ul style="list-style-type: none"> i) Teacher to select different topics/ situations to be addressed to. ii) Students to brainstorm the content of the selected issue/situation. iii) Teacher to guide students to present the content of their selected issues / situations. i) Teacher to guide in groups students to exchange information on different experiences including cross cutting issues. ii) Students to take turns to narrate their experiences to the class. 	Relevant texts, audio materials and audio visual materials	<p>Is the student able to talk about different situations/topics?</p> <p>Is the student able to</p> <ul style="list-style-type: none"> 1. exchange information on experiences/ cross cutting issues? 2. narrate their experiences? 	50

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>d) express views on an issue.</p>	<p>i) Teacher to guide students in groups to select a cross cutting issue on any one of the following: (environment, gender, drug abuse, HIV, road safety and human rights) to talk about.</p> <p>ii) The teacher to guide students in groups to discuss, organise and present their views on the issue.</p>	<p>Relevant texts on selected cross cutting issues.</p>	<p>Is the student able to clarify different concepts?</p>	
<p>4.3 Participating in a debate</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) plan points for a debate motion.</p> <p>b) organise points of a debate.</p>	<p>i) The teachers to guide students to brainstorm a topic or motion for a debate.</p> <p>ii) The teacher to guide students using a concept map to jot down points to include in a debate.</p> <p>iii) Teacher to guide each group to plan and organise its points</p> <p>iv) The teacher to guide students to select chairperson, secretary and timekeeper and divide the class in two groups one for, and the other against the motion.</p>	<p>Texts on the debate topic</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. plan points for a debate motion? 2. organise points of a debate? 	<p>40</p>
	<p>c) present well elaborated and illustrated points for and against a motion.</p> <p>d) Lead a debate session.</p>	<p>Teacher to guide students to present points for and against the motion. Remind of the rules and procedures for interacting in a debate.</p>	<p>Texts on the debate topic</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. present well elaborated and illustrated points for and against a motion? 	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	e) summarise the main points of the debate.	Teacher to demonstrate how to summarise the main points of a debate.	Texts on the debate topic	2. lead a debate session? Is the student able to summarise the main points of a debate?	
4.4 Presenting speeches	By the end of the sub topic the student should be able to: a) select appropriate vocabulary in expressing oneself. b) present a speech on an issue.	i) The teacher to guide students in panels/ groups to suggest topics/issues on which to present speeches from the following; (environment, gender, drug abuse, HIV, road safety and human rights). ii) Teacher to guide students to discuss in small groups things to take into consideration when preparing and delivering a speech. iii) Teacher to conduct plenary session and elaborate using relevant samples things to take into consideration (e.g audience, setting, topic, occasion, vocabulary).	Relevant texts on selected topics	Is the student able to: 1. select appropriate vocabulary in expressing one self? 2. present a speech on an issue? 3. answer questions raised after delivering a speech?	12

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) answer questions raised after delivering a speech.	i) Teacher to lead students to ask questions based on a speech delivered. ii) Demonstrate how to answer the questions making reference to the speech.	Relevant texts on selected topics.		
5.0 READING 5.1 Reading for general and specific information	By the end of the sub topic the student should be able to: a) skim for general information. b) scan for specific information.	i) The teacher to guide students to reflect on techniques to use in order to obtain general information from a text e.g looking at topic heading, illustrations, opening and closing paragraphs. ii) Using a variety of relevant texts teacher to guide students to use the techniques mentioned to obtain general information from selected texts. i) Teacher to guide students to discuss techniques to use in order to obtain specific information from a text (e.g use of alphabetical order in dictionaries, use of title and subtitles in books, indices in books, table of content in books opening and closing paragraphs etc). ii) Using relevant resources and activities teacher to guide students to obtain specific information from given texts.	Newspapers, articles on a variety of topics/issues (environment, gender, drug abuse, HIV, road safety and human rights) Dictionaries, books with indices and tables of contents, newspapers.	Is the student able to: 1. skim for general information? 2. scan for specific information?	40

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
5.2 Reading Intensively	<p>By the end of the sub topic the student should be able to:</p> <ol style="list-style-type: none"> demonstrate good reading speed. infer meaning of difficult words from context. obtain detailed information, ideas, and opinions from selected texts. 	<p>iii) Students in groups to identify specific information from selected texts.</p> <ol style="list-style-type: none"> The teacher to give timed reading activities. The teacher to demonstrate how meaning of difficult words can be inferred from context, e.g. by using the context, word formation processes, word order, antonyms and synonyms. Students to practice how to infer meaning of difficult words from a text using the above methods. Teacher to provide students with various texts on reading intensively to obtain detailed information. Student to identify and report periodically what they have read. 	A variety of texts	<p>Is the student able to:</p> <ol style="list-style-type: none"> demonstrate good reading speed? infer meaning of difficult words from context? obtain detailed information, ideas, and opinions from selected texts? identify main conclusion from argumentative texts? distinguish between stated opinion and facts? extend general and specialised vocabulary through reading? 	40

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	d) identify main conclusion from argumentative texts.	Teacher to guide students in small groups to study texts with certain arguments and identify main conclusions from the texts.	Argumentative essays		
	e) distinguish between stated opinion and facts.	i) Teacher and students to brainstorm the difference between opinion and facts. ii) Teacher to assign students group work written activities between facts and opinions.	Texts with opinions and facts		
	f) extend general and specialised vocabulary through reading.	Teacher to guide students to construct their own texts using general and specialised vocabulary obtained in texts read.	Relevant texts		
5.3 Using words with connotative and denotative meaning	By the end of the sub topic the student should be able to: a) define connotative and denotative meaning b) recognize words with connotative and denotative meaning.	i) Teacher to expose students to a variety of texts. ii) Teacher to guide students to define the terms connotative and denotative with reference to words from the texts. iii) Teacher to assign students tasks to recognise words with connotative and denotative meaning from the text.	A variety of texts with connotative and denotative words, Dictionary	Is the student able to: 1. define connotative and denotative meaning? 2. recognize words with connotative and denotative meaning?	10

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) use words with connotative and denotative meaning correctly	iv) Students to practice text construction using words with a connotative and denotative meaning.		3. use words with connotative and denotative meaning correctly?	
5.4 Using information resources to research a topic for presentation	By the end of the sub topic the student should be able to: a) identify appropriate questions for research.w	i) Teacher and students to brainstorm and to select topics for research. ii) Teacher to guide students to identify appropriate questions for research in relation to the selected topic. iii) Student to identify appropriate questions for research.	Library, Internet and experts	Is the student able to: 1. identify appropriate questions for research? 2. collect information using a variety of resources? 3. organise information for presentation? 4. cite source of information using APA style.? 5. cite sources and avoid plagiarism?	20
	b) collect information using a variety of resources.	i) Teacher and students to brainstorm on the possible sources from which to get information. ii) Teacher to assign students homework assignments in groups to collect information from a variety of sources (textbooks, newspapers, internet, experts).	Textbooks, newspapers internet and experts		

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>c) organise information for presentation.</p> <p>d) cite source of information using APA style.</p>	<p>i) Teacher to guide students on the procedures of organising information collected</p> <p>ii) Students in their groups to organise their information in class</p> <p>i) Teacher to provide students with references in handouts or from books that have used APA style.</p> <p>ii) Teacher to demonstrate citing sources using APA style.</p> <p>iii) Teacher to guide students to practice citing sources using APA style.</p>	<p>Books and handouts of references written in APA style</p>		
	<p>e) cite sources using quoted and paraphrased texts.</p>	<p>i) Teacher to demonstrate to students how to cite sources correctly stating name and year of publication, in direct quotes and by paraphrasing.</p> <p>ii) Students to practice how to cite sources correctly in the text.</p>	<p>Relevant texts</p>		
<p>6.0 WRITING 6.1 Writing essays of different types</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) define narrative, expository argumentative and descriptive essays.</p>	<p>The teacher to guide students to define the terms narrative, descriptive and argumentative essays after studying the different types of essays provided.</p>	<p>Samples of narratives, argumentative expository and descriptive essays</p>	<p>Is the student able to:</p> <p>1. define narrative, argumentative and descriptive essays?</p>	<p>30</p>

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) develop a narrative essay.</p> <p>c) develop an argumentative essay.</p>	<p>i) The teacher to guide the students to identify title, setting characters and themes of the narrative.</p> <p>ii) The students to develop the plot of their narrative under the teacher's guidance.</p>		<p>2. develop a narrative essay?</p> <p>3. develop an argumentative essay?</p> <p>4. write an expository essay?</p> <p>5. construct a descriptive essay?</p> <p>6. differentiate spoken from written language?</p>	
	<p>d) develop an expository essay.</p>	<p>i) The teacher to guide the students to identify a title for argument.</p> <p>ii) The teacher to guide the students to present the arguments for an essay.</p> <p>iii) Students to organise their argument into an argumentative essay.</p> <p>i) Teacher to brainstorm with the students the topics to write an expository essay.</p> <p>ii) Teacher to guide students to write the essay in groups.</p> <p>iii) Teacher to lead groups to read their essays.</p> <p>iv) Teacher to assign individual students to prepare and write their own expository essays.</p> <p>v) Teacher to guide students to read out the best identified essays.</p>			

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	e) construct a descriptive essay.	i) Teacher to guide students to investigate ways to describe events, place and objects. ii) Teacher to guide students to develop a descriptive essay using pre modifiers and post modifiers of noun phrases correctly.			
	f) differentiate spoken from written language.	i) Teacher to provide students with a variety of texts (spoken and written). ii) Teacher and students to brainstorm on the features of spoken and written language iii) Teacher to assign students activities from variety of texts to identify the features of spoken and written texts.	Variety of texts (spoken and written)		
6.2 Note taking	By the end of the sub topic the student should be able to: a) take down notes from texts	i) The teacher to provide the students various texts. ii) The teacher to guide students to take down notes from the texts.			

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) summarise information from different sources.	i) The teacher to provide the students various texts. ii) The teachers to guide students to summarize information from the texts.		Is the student able to: 1. take down notes from texts? 2. summarise information from different sources? 3. present thoughts and experience in personal letter?	8
6.3 Writing other official, business and personal documents	By the end of the sub topic the student should be able to: a) present thoughts and experiences in personal letters.	i) Teacher to lead discussions on different points on personal letters and various ways of writing them from extracts provided. ii) Students in pairs to write to each other personal letters. iii) Each pair to read silently a letter addressed to him or her. iv) Teacher to supervise the activity of reading of letters.	Memo extracts and news papers.	Is the student able to: 1. present thoughts and experience in personal letter? 2. provide personal information in official letters? 3. write short official note (memo) to convey information? 4. write letters to the newspaper editor?	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) provide personal information in official letters.</p>	<p>i) Teacher and students to brainstorm important points of official letters ii) Students with guiding questions to visit nearby offices to get information on letter writing iii) The teacher to lead a discussion on how to write different parts of official letters (date, salutation, closing). iv) Students to practise writing official letters in groups.</p>	<p>Samples of official letters</p>		
	<p>c) write short official note (memo) to convey information.</p> <p>d) write letters to the newspaper editor.</p>	<p>i) The teacher to provide sample of memo to the students in groups. ii) The teacher to lead a discussion on the main points to be considered in the writing of a memo. iii) Students to write their memos in groups. iv) Students to exchange their memos and read them aloud in class.</p>			

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>7.0 APPRECIATING LITERARY WORKS</p> <p>7.1 Basic concepts of Literature</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) describe the main literature concepts (Literature, oral literature, genre, fiction, plot, imagery, similes, metaphors, personification, flashback, characters, theme and setting).</p>	<p>ii) Teacher to lead students to discuss important features included in letters to the editor.</p> <p>iii) Teacher and students to brainstorm on possible topics to write letters about to the newspaper editor.</p> <p>iv) Teacher to assign students a task to write letters to the news paper editor in groups / individually.</p>	<p>Relevant texts</p>	<p>Is the student able to:</p> <p>1. describe the main literature concepts (Literature, oral literature, genre, fiction, plot, imagery, similes, metaphors, personification, flashback, characters, theme and setting)?</p> <p>2. discuss forms of oral and written literature?</p>	<p>8</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) discuss types of oral and written literature.</p> <p>c) mention forms of literature.</p> <p>d) mention functions of literature.</p>	<p>i) Teacher and students to brainstorm on the types of oral and written literature.</p> <p>ii) Students in groups to come up with examples on different oral and written literature from his/ her society and present them in class.</p> <p>i) Teacher to provide students with samples of the different forms of literature.</p> <p>ii) Teacher and students to brainstorm on the forms of literature.</p> <p>iii) Teacher to guide students to identify the different characteristics of the types of literature from the samples.</p> <p>i) Teacher and students to brainstorm on the functions of literature through different forms of literature (e.g. songs, riddles, drama, short stories, folklore etc).</p>	<p>Recorded and written forms of literature</p> <p>Samples of prose, poems and plays.</p> <p>Oral or recorded songs, riddles, drama, short stories, folklore</p>	<p>3. mention types of literature?</p> <p>4. mention functions of literature?</p>	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
7.2 Prose (novel, short story auto biography essay)		ii) Teacher to guide students to give examples / situations in which the functions of literature apply.			
	By the end of the sub topic the student should be able to:	Teacher to assign students to find out the different type of prose.		Is the student able to: 1. identify different types of prose? 2. explain differences between the different types of prose?	30
	a) identify different types of prose. b) explain the differences between them.	Teacher to lead a discussion on the different types and differences between them			
	c) analyse setting, plot, characters, and literary techniques used in selected texts.	i) Teacher to assign students tasks to read selected novels/ short stories. ii) Teacher to assign students tasks in groups/ individually to analyse setting, plot, characters, and literary techniques used in selected texts. iii) Teacher to conduct a discussion on assigned presentations.	Selected novels and short stories	Is the student able to: 1. analyse setting, plot, characters, and literary techniques used in selected novels and short stories? 2. discuss themes of selected novels and short stories? 3. give critical reviews of selected novels or short stories?	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>d) discuss themes of selected novels or short stories.</p>	<p>i) Teacher and students to brainstorm on various themes in a selected text. ii) Teacher to assign students homework assignments to look for detailed information on the themes and supporting evidence from the selected text. iii) Teacher to lead a discussion presentation on themes found in selected texts.</p>		<p>4. evaluate the relevance of messages of selected novels and short stories to contemporary society? 5. write a short story?</p>	
	<p>e) give critical reviews of selected novels or short stories.</p>	<p>i) Teacher to demonstrate an example of a review of a selected text. ii) Teacher to lead a discussion on the important aspects to consider in a review. iii) Teacher to assign students tasks in groups/ individually to review a selected text. iv) Teacher to use peer tutoring in reviewing selected texts.</p>			
	<p>f) evaluate the relevance of messages of selected novels and short stories to contemporary society.</p>	<p>The teacher to lead a discussion using question and answers on relevance of messages from selected texts to contemporary society.</p>			

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	g) write a short story.	i) The teacher to guide students to individually write a short story. ii) Choose the best stories to be read to the whole class.			
7.3 Plays	By the end of the sub topic the student should be able to: a) identify types of plays b) explain the differences between them. c) analyse elements of characters, plot, setting and techniques of selected plays. d) discuss themes from selected plays.	i) Teacher and students to brainstorm types of plays. ii) Teacher to guide students to explain the differences between them. iii) Teacher to assign students tasks to read selected plays. iv) Teacher to lead a discussion through questions and answers on analysing elements of characters, plot, setting and techniques in selected plays.	Selected plays	Is the student able to: 1. identify types of plays? 2. explain the differences between them? 3. analyse elements of characters, plot, setting and techniques of selected plays? 4. discuss themes from selected plays? 5. analyse authors style in selected plays? 6. discuss the relevance of plays in contemporary society?	30
		i) Teacher and students to brainstorm on various themes in a selected plays. ii) Teacher to assign students homework assignments to look for detailed information on the themes and supporting evidence from the selected plays.			

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>iii) Teacher to lead a discussion presentation on themes found in selected play.</p>	<p>i) Teacher and students investigate on the different authors style in plays (straightforward style, dramatic style, flashback etc).</p> <p>ii) Teacher to assign students tasks to find out how a certain style has been used in a particular play.</p>		<p>7. discuss the relevance of plays in contemporary society?</p> <p>8. discuss characteristics which distinguish plays from novels?</p> <p>9. write a short play?</p>	
	<p>e) analyse authors style in selected plays.</p> <p>f) discuss the relevance of plays in contemporary society.</p>	<p>The teacher to lead a discussion using question and answers on relevance of messages from selected plays to contemporary society.</p>			
	<p>g) discuss characteristics which distinguish plays from novels</p> <p>h) write a short play</p>	<p>i) Teacher to provide students with samples of plays and novels.</p> <p>ii) Teacher and students to brainstorm on the characteristics of plays and novels making reference to the samples.</p> <p>iii) Teacher to guide students to individually write a simple poem.</p>	<p>Samples of plays and novels</p>		

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
7.4 Poetry	<p>By the end of the sub topic the student should be able to:</p> <p>a) identify types of poems</p> <p>b) explain the characteristics of each one.</p> <p>c) paraphrase selected poems.</p>	<p>iv) Teacher to choose the best plays for dramatization.</p> <p>i) Teacher and students to brainstorm types of poems.</p> <p>ii) Teacher to assign students to find out the characteristics of each poem in groups.</p> <p>iii) Teacher to lead a discussion on the characteristics of each one.</p> <p>iv) Teacher to assign students tasks to read selected poems.</p> <p>v) Teacher to guide the students to write the main ideas of the poem in prose form.</p>	Selected poems	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. identify types of poems? 2. explain the characteristics of each one? 3. paraphrase selected poems? 4. describe the inferred main ideas or themes using evidence from selected poems? 5. discuss poetic devices used in selected poems? 6. recite poems? 7. dramatise selected poems? 8. write a poem? 	20
	<p>d) describe the inferred main ideas or themes using evidence from selected poems</p>	<p>i) Students to display the main ideas and themes on flashcards.</p> <p>ii) Students to compare and contrast the main ideas on themes from the different groups.</p> <p>iii) The teacher to give concluding remarks on the main ideas and themes of the selected poems.</p>			

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	e) discuss poetic devices used in selected poems. f) recite poems.	i) Teacher and students brainstorm on the different poetic devices. ii) Teacher to assign students tasks to find out how poetic devices have been used in a particular poem and the particular effect they make.			
	g) dramatise selected poems. h) write a poem.	i) Teacher to expose students to various selected poems. ii) Students to select poems to recite. iii) Students to recite poems.			
		i) Teacher to expose students to various selected poems. ii) Students to select poems to dramatise. iii) Students to dramatise selected poems. iv) Teacher to guide students to write a simple poem. v) Teacher to lead students to recite the best poems.			

FORM VI

Class competences

By the end of Form VI course the student demonstrates ability to:

1. listen with understanding to English spoken and presented from different sources e.g. TV, radio.
2. express oneself clearly, logically and confidently in writing in academic setting.
3. apply basic literary concepts in analyzing a variety of texts.
4. read and analyze critically literary texts.
5. interpret and translate Kiswahili texts to English.
6. use English to operate technological devices.

Class Objectives

At the end of Form VI the student should be able to:

- a) listen with understanding to a variety of oral texts.
- b) read independently for general knowledge from different types of texts.
- c) read (with ease and analyze literary works critically.
- d) write minutes using correct English grammar and style.
- e) interpret and translate given texts from Kiswahili to English and vice versa
- f) write creative texts and project write ups.

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>1.0 LISTENING 1.1 Listening to gapped texts</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) fill in a gapped telephone conversation.</p>	<p>i) Teacher to guide students to fill in a one sided telephone conversation by listening to the talks of one of the participants and reconstructing the speeches of the other.</p> <p>ii) Teacher to play a recorded text of a gapped telephone conversation for students to listen to.</p> <p>iii) Teacher to guide students to fill in the second part of the conversation while listening.</p> <p>iv) Teacher to play the recorded text three times, stopping at each gap to allow students a chance to write down possible fillers.</p> <p>v) Teacher to allow pairs to read to each other what they have written and make corrections.</p> <p>vi) Teacher to lead a discussion on the activity.</p>	<p>Oral/ recorded texts</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. fill in a gapped telephone conversation? 2. fill in the gapped text using the words given? 	<p>10</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) fill in a gapped text.	i) Teacher to guide students to listen to a text and say what the text is about. ii) Teacher to pick and write a list of words from the text on the board for the students to look at. iii) Teacher to guide students to listen to the general text and fill in the missing words from the list provided. iv) Teacher to correct the work together with the students.	Oral/ recorded texts		
1.2 Listening to media (taped texts with speeches and news broadcasts)	By the end of the sub topic the student should be able to: a) analyse main issues from recorded material.	i) Teacher to present students with taped texts. ii) Teacher to guide students to extract the main issues from speeches and news broadcasts. iii) Teacher to assign students tasks to listen attentively to the taped texts and to put down main points. iv) Teacher to summarise main points put down by students.	Taped texts with speeches and news broadcasts	Is the student able to: 1. analyse main issues from recorded material? 2. identify speaker's views, attitude and relationship between speakers?	10

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>2.0 SPEAKING</p> <p>2.1 Speaking on a variety of given issues</p>	<p>b) identify speaker's views, attitude and relationship between speakers.</p>	<p>i) Teacher to present students with taped texts on speeches and news broadcasts.</p> <p>ii) Teacher to present students with a list of key terms that suggest views or attitudes.</p> <p>iii) Teacher through questions and answers to guide students in groups to identify speaker's views and attitudes.</p> <p>iv) Teacher to guide students to compare and contrast the views and attitudes identified from the specific groups.</p>	<p>Taped texts on speeches and news broadcasts</p>		
<p>2.0 SPEAKING</p> <p>2.1 Speaking on a variety of given issues</p>	<p>By the end of the sub topic the student should be able to:</p> <p>a) convey ideas on issues raised.</p> <p>b) defend views presented.</p> <p>c) support ideas /views presented.</p>	<p>i) Teacher to assign students in groups to work on six motions. The topics should be supporting a different point of view . For example the students in groups talk on the best job/profession to have.</p> <p>ii) Conduct a 'balloon' debate in which six groups of professionals are hanging from a basket suspended from a balloon which is gradually letting out air.</p> <p>iii) Teacher to guide one group after another to present and defend their profession so that they remain in the balloon which is deflating.</p>	<p>Relevant texts on selected issues</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. convey ideas on issues raised? 2. defend ideas presented? 3. support ideas presented? 	<p>20</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
		<p>The group which manages to give convincing points will be the one to be allowed to remain the balloon.</p> <p>iv) Teacher to encourage all students in the groups to participate fully by posing questions on points raised, defending and supporting ideas raised.</p>			20
2.2 Participating in social interaction	<p>By the end of the sub topic the student should be able to:</p> <p>a) initiate a conversation.</p>	<p>i) Teacher to provide students with a variety of situations of social interaction.</p> <p>ii) Teacher and students to brainstorm on the different ways of initiating a conversation in different situations of social interaction.</p> <p>iii) Teacher to assign students tasks in groups to create and practice initiating conversation in different social interactions.</p> <p>iv) Students to practice initiating conversations using role plays.</p>	Oral / written texts	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. initiate a conversation? 2. present arguments logically and in a style appropriate to the context? 3. account for opinions or view points by giving reasons and explanations? 4. conclude a conversation? 5. summarise a conversation? 	25

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) present arguments logically and in a style appropriate to the context.</p> <p>c) account for opinions or view points by giving reasons and explanations.</p>	<p>i) Teacher and students to select a topic for discussion.</p> <p>ii) Students through reading relevant texts on a topic outline main argumentative points on the topic.</p> <p>iii) Teacher to brainstorm students on the issues at stake in the selected topic</p> <p>iv) Teacher to demonstrate how to present arguments on the topic selected logically and in a style appropriate to the context.</p> <p>v) Teacher to use peer teaching to ask students to present arguments logically and in a style appropriate to the context.</p> <p>i) Teacher to expose students to a variety of texts to read on different issues including cross cutting issues.</p> <p>ii) Teacher to guide students to account for opinions and view points by extracting reasons and explanations from the text read.</p> <p>iii) Teacher to assign students through questions and answers to do group /</p>	<p>Relevant texts</p>		

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	<ul style="list-style-type: none"> d) conclude a conversation. e) summarise a conversation. 	<ul style="list-style-type: none"> individual tasks to account for opinions and view points by extracting reasons and explanations from the text read. i) Teacher and students to brainstorm on the different ways of concluding a conversation in different situations of social interaction. ii) Teacher to present students with a conversation on a certain issue using recorded texts or to organise a class conversation on any issue. iii) Teacher to guide students to note down and summarise the main ideas of the conversation. iv) Teacher to assign students group / individual tasks to summarise the main ideas of a conversation from taped or oral texts. v) Teacher to assign students tasks in groups to practice concluding a conversation in different social interactions. 	Oral/ recorded texts		

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
2.3 Informal and formal discussions e.g. meetings	<p>By the end of the sub topic the student should be able to:</p> <p>a) talk about his or her experiences (living condition, education background, families and events).</p> <p>b) present clear and detailed descriptions of a range of subjects or topics.</p> <p>c) use idiomatic expressions appropriately.</p>	<p>i) Teacher to expose students to a variety of informal discussions.</p> <p>ii) Teacher and students to brainstorm on the features of informal discussions.</p> <p>iii) Teacher to assign students tasks in groups to discuss personal experiences.</p> <p>iv) Teacher to guide students to do presentations of the experiences discussed and correct their work.</p> <p>i) Teacher to demonstrate presenting clear and detailed descriptions by showing steps to follow e.g. topic selection, selection and outlining of important points and giving correct conclusions.</p> <p>ii) Teacher to assign students tasks to practice presenting clear and detailed descriptions on an issue.</p> <p>i) Teacher to provide students with a variety of idiomatic expressions.</p> <p>ii) Teacher to brainstorm students on the uses and meaning of the idiomatic expressions.</p>		<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. talk about his or her experiences? 2. present clear and detailed descriptions of a range of subjects or topics? 3. use idiomatic expressions appropriately? 4. use of connectors and cohesive devices to produce coherent discussion? 5. use appropriate language varieties, registers according to setting and purpose? 6. use formal language to initiate and contribute ideas in a meeting? 	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>d) use of connectors and cohesive devices to produce coherent discussion.</p>	<p>iii) Teacher to demonstrate use of some of the idiomatic expressions. iv) Teacher to guide students to construct sentences using idiomatic expressions.</p> <p>i) Teacher to guide the students to identify connectors and cohesive devices from a text . ii) Teacher and students to discuss the uses of the connectors and cohesive devices in the texts. iii) Students to practice using connectors and cohesive devices to produce coherent discussions.</p>			
	<p>e) use appropriate language varieties, registers according to setting and purpose.</p>	<p>i) Teacher to provide students with texts of different registers. ii) Teacher to guide students to identify features of different registers from the texts given. iii) Teacher to select one type of register and demonstrate language use in that register. iv) Teacher to assign students tasks in groups/individually to select a register and demonstrate proper language use according to setting and purpose.</p>	<p>Relevant texts of different registers</p>		

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>f) use formal language to initiate and contribute ideas in a meeting .</p>	<ul style="list-style-type: none"> i) Teacher to expose students to a variety of formal discussions e.g meetings. ii) Teacher and students to brainstorm on the features of formal discussions. iii) Teacher and students to select agenda for a meeting. iv) Teacher to guide students to conduct discussions in a meeting sequentially adopting the agenda of the meeting. v) Teacher to create for students different interview situations or to provide them with texts of interview sessions. vi) Teacher to brainstorm students on important aspects to consider in an interview. vii) Teacher to demonstrate to students through use of questions and answers how to provide personal information on qualifications required. 			

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2.4 Interviews	By the end of the sub topic the student should be able to a) provide personal information fluently on qualification and experiences required in an interview. b) respond to questions with ease in an interview. c) ask appropriately for clarification where it is needed. d) use appropriate language to show agreement or disagreement.	i) Teacher to guide students how to respond to and ask questions appropriately in an interview. ii) Teacher to provide students with examples of polite terms that can be used to show agreement or disagreement in an interview. iii) Teacher to assign students tasks in groups to create and develop an interview situation. iv) Students to practice using role play taking alternate turns of interviewer and interviewee. v) Teacher to use questions and answers to guide students to evaluate the interview session conducted in class and language used.	Oral and written Interview	Is the student able to: 1. provide personal information fluently on qualification and experiences required in an interview? 2. respond to questions with ease in an interview? 3. ask appropriately for clarification where it is needed? 4. use appropriate language to show agreement or disagreement?	10
2.5 Presenting speeches on different issues including cross cutting issues	By the end of the sub topic the student should be able to: a) present a speech on an issue.	i) Teacher and students to select a topic for a speech. ii) Teacher to demonstrate how to plan, organise points for speech presentations.	Relevant texts, dictionaries	Is the student able to: 1. present a speech on an issue?	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) answer questions raised after delivering a speech.</p>	<p>iii) Teacher to guide students using questions and answers on how to answer questions after delivering a speech. iv) Teacher to guide students on using appropriate vocabulary by making reference to relevant texts and dictionaries. v) Teacher to assign students tasks to do in groups to select a topic, prepare a speech and present it. vi) Students to practise presenting their speeches in class. vii) Teacher to give concluding remarks on the way the speeches were presented and the language used.</p>		<p>2. answer questions raised after delivering a speech?</p>	
<p>3.0 READING 3.1 Reading Intensively</p>	<p>By the end of the sub topic the student should be able to: a) obtain detailed information and ideas, from selected texts.</p>	<p>Teacher to guide students to read a variety of texts so as to extract detailed information and ideas from the selected texts.</p>		<p>Is the student able to: 1. obtain detailed information and ideas from selected texts? 2. outline significant points in selected texts?</p>	28

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>b) outline significant points in selected texts.</p>	<p>i) Teacher to assign student a reading activity followed by identifying significant points in a selected text Students to display significant points identified from text read.</p> <p>ii) Students to compare points of each group and agree which group needs to improve.</p>		<p>3. identify idiomatic expressions and register differences from written texts?</p> <p>4. state main conclusion from argumentative texts?</p> <p>5. distinguish between stated opinion and facts?</p>	
	<p>c) identify idiomatic expressions and register differences from written texts.</p>	<p>i) Teacher to ask students to mention some idiomatic expressions that they know.</p> <p>ii) Teacher to provide students with texts with idiomatic expressions and assign students to identify them and their meanings from the texts.</p> <p>iii) Teacher to provide students with texts of different registers and assign students in groups to identify register differences from the texts.</p>	<p>Relevant texts</p>		
	<p>d) state main conclusion from argumentative texts.</p>	<p>Teacher to guide students in small groups to study texts with certain arguments and identify main conclusions from the texts.</p>			

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>e) distinguish between stated opinion and facts.</p>	<p>i) Teacher and students to brainstorm the difference between opinion and facts. ii) The teacher to expose students to a variety of texts with facts and opinions. iii) Teacher to assign students group work activities to distinguish between facts and opinions.</p>			
<p>3.2 Read independently a variety of texts</p>	<p>By the end of the sub topic the student should be able to</p> <p>a) extract information from non fiction work (biography). b) state information obtained from newspaper and advertisements. c) summarise information from news item, articles and reports.</p>	<p>i) Teacher to provide students with a variety of texts including biography, newspapers, reports and articles on a variety of issues. ii) Teacher to guide students through questions and answers to extract information making reference from biography, newspaper, advertisement and others they have read by noting down points. iii) Teacher to assign students individual/ group assignment on writing summaries from news items, articles and reports.</p>	<p>Biography, newspapers and cuttings of advertisements.</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. extract information from non fiction work? 2. state information obtained from newspaper and advertisements? 3. summarise information from news item, articles and reports? 	<p>14</p>

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
3.3 Reading and operating technical devices e.g. ATM	By the end of the sub topic the student should be able to: a) interpret correctly technical instructions in operating technological devices, e.g. ATM. b) use technological devices after reading instructions.	i) Teacher to make a drawing of an ATM machine and have the instructions used for operating it written on a piece of paper in a step by step manner. ii) Students to be provided with a simulated bank card and take turns in reading and following the instructions on a piece of paper. Where possible students to make a study visit to a bank with an ATM machine and watch as a bank officer instructs them to operate it.	A drawing of an ATM machine and instructions for operating it	Is the student able to: 1. interpret correctly technical instructions in operating technological devices? 2. use technological devices after reading instructions?	6
4.0 WRITING 4.1 Writing Minutes, Curriculum vitae and Reports.	By the end of the sub topic the student should be able to: a) write clear and detailed reports. b) use passive voice correctly in scientific report.	i) Teacher and students to discuss how they would write a report on a given event. ii) Teacher and students to brainstorm important points to include in a report of a given event. iii) Students to be assigned an activity of writing a report in groups. iv) Group reports to be displayed and teacher and students to discuss them in terms of layout, title, brevity of ideas, logical arrangement of ideas,	Extracts of sample reports	Is the student able to: 1. write clear and detailed reports? 2. use passive voice correctly in scientific report? 3. produce minutes from a meeting correctly?	

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	<p>c) produce minutes from a meeting.</p>	<p>use of indirect speech and use of passive voice in scientific reports.</p> <p>iv) Students to improve their reports individually or in groups after the discussion.</p> <p>i) Teacher and students discuss how to write the minutes for a meeting emphasising on tense to be used and various aspects to consider e.g (participants and their roles, agenda, time, date and day of the meetings, AOB) using sample minutes.</p> <p>ii) Teacher to guide students to elect chairperson and secretary of the meeting before the discussion and brief the class on their duties as well as what the class is supposed to do after the meeting.</p> <p>iii) Teacher to plan and conduct meetings to discuss certain issues relevant to students welfare.</p> <p>iv) Teacher to guide students to discuss the agenda to be adopted for the meeting.</p> <p>v) Teacher to guide the students to conduct a meeting and to assign them the task of writing the minutes for the meeting.</p>	<p>Sample minutes</p>	<p>4. complete forms and questionnaires?</p> <p>5. write a Curriculum vitae correctly ?</p>	<p>20</p>

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	<p>d) complete forms and questionnaires .</p> <p>e) write a Curriculum vitae.</p>	<p>i) Students to be provided with forms and questionnaires to fill in individually or in groups.</p> <p>ii) Teacher and students to discuss how the forms and questionnaires should have been completed.</p> <p>i) Teacher to discuss the use of, format and things usually included in a CV using samples of a CV.</p> <p>ii) Teacher to guide students to practice writing their CVs.</p>	<p>Samples of completed and uncompleted questionnaires</p> <p>Samples of CV</p>		
4.2 Writing newspaper articles, posters and advertisements for income generation	<p>By the end of the sub topic the student should be able to:</p> <p>a) write articles for magazines and newspapers.</p>	<p>i) Teacher to provide students with samples of a few interesting articles for magazines and newspapers.</p> <p>ii) Teacher to guide students to discuss some of the prevalent features and ideas of articles for magazines and newspapers using the samples.</p> <p>iii) Students in their groups to brainstorm on the issues to write about in a newspaper or in a magazine of their choice.</p> <p>iv) Teacher to guide students to plan, organize and produce articles for newspapers and or magazines.</p>	<p>Sample articles from newspapers and magazines</p>	<p>Is the student able to:</p> <ol style="list-style-type: none"> 1. write articles for magazines and newspapers? 2. design posters? 3. write down advertisements ? 	20

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	b) design posters. c) write down advertisements .	i) Teacher and students to arrange for a field study to observe nearby posters, bill boards and advertisements. ii) Teacher and students to brainstorm on the features and language use of advertisements and posters. iii) Teacher to distribute samples of posters and advertisements to students in class. iv) Teacher to guide students to discuss the features and language use of advertisements and posters from the samples. v) Students to practice in groups the writing of posters and advertisements and display them on the classroom notice boards.			
4.3 Creative and factual writing	By the end of the sub topic the student should be able to a) define creative writing.	i) Teacher to provide texts written creatively and those with factual writing. ii) Teacher to guide students to compare and contrast texts written creatively and those with factual writing.	Relevant texts	Is the student able to: I. define creative writing	10

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
4.4 Writing Short stories	<p>b) explain the differences and similarities between creative writing and factual writing.</p> <p>By the end of the sub topic the student should be able to:</p> <p>a) Make a distinction between a novel and a short story.</p> <p>b) develop a plot and setting.</p> <p>c) create minor and main characters.</p> <p>d) select the main messages / themes.</p> <p>e) write a short story.</p>	<p>iii) Teacher to guide students to define the term creative writing and factual writing by the guide of the texts provided.</p> <p>i) Teacher to guide students to select a title, setting, message, plot and characters of the short story in groups.</p> <p>ii) Teacher to guide students to develop the setting, plot, main and minor characters of the short story.</p> <p>iii) Teacher to guide students to select the main themes/messages of the short story.</p> <p>iv) Students to draft and write short stories.</p>	Relevant texts	<p>2. explain the differences and similarities between creative writing and factual writing</p> <p>Is the student able to:</p> <ol style="list-style-type: none"> 1. develop a plot and setting? 2. create the minor and the main characters? 3. select the main messages /themes? 4. write the short story using accurate punctuation and captivating language to sustain interest? 	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
4.5 Writing Plays	By the end of the sub topic the student should be able to a) Distinguish a play from a novel/ short story. b) identify title and setting. c) develop plot d) develop acts and scenes. e) create main and minor characters. f) select the main messages/ themes. g) write the play.	i) Teacher to guide student to identify title, setting, main and minor characters. ii) Teacher to guide students to develop the plot. iii) Students to select the main messages or themes that they want to convey. iv) Teacher to guide students to write the play using relevant literary techniques.	Relevant texts	Is the student able to: 1. identify title and setting of plays? 2. develop plot of plays? 3. develop acts and scenes of plays? 4. create main and minor characters of plays? 5. select the main messages / themes of plays? 6. write the plays?	20
4.6 Writing poems.	By the end of the sub topic the student should be able to: a) identify title and type of poem. b) select the main message/ themes.	i) Teacher to brainstorm on issues to write a poem about. ii) Teacher to guide students to identify a suitable title and type of poem. iii) Students to select the main messages or themes.	Relevant texts	Is the student able to: 1. Identify title and type of poems? 2. select the main message/ themes of poems?	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
<p>5.0 APPRECIATING LITERARY WORK</p> <p>5.1 Novels and short stories</p>	<p>c) organise the poem into stanza and sequence.</p> <p>d) write the poem using appropriate figures of speech, tone and voice.</p> <p>By the end of the sub topic the student should be able to:</p> <p>a) analyse setting, plot, characters, and literary techniques used in selected texts.</p> <p>b) critically discuss themes of a selected text.</p> <p>c) give a critical review of a novel or short story.</p> <p>d) evaluate the relevance of messages to contemporary society.</p>	<p>iv) The teacher to guide students to organise the poem into stanzas and sequence taking into consideration the type of poem selected.</p> <p>v) Students to write the poem using accurate punctuation and using accurate figures of speech, tone and voice .</p> <p>i) Student to read a particular selected novel or short story.</p> <p>ii) Teacher and students to identify elements of characters, plot, setting and techniques of a particular selected novel or short story.</p> <p>iii) Students to discuss critically themes from a particular selected novel or short story in groups under the guidance of the teacher.</p> <p>iv) Student to evaluate the relevance of a particular selected novel or short story in contemporary society in groups.</p> <p>v) Teacher to guide students to compare and contrast pairs of selected novels or short stories in groups.</p>	<p>Selected novels, short stories and dictionary.</p>	<p>3. organise the poem into stanza and sequence?</p> <p>4. write the poem using accurate figures of speech, tone and voice?</p> <p>Is the student able to:</p> <ol style="list-style-type: none"> 1. analyse setting, plot, characters, and literary techniques used in selected texts? 2. critically discuss themes of a selected text? 3. give a critical review of a novel or short story? 4. evaluate the relevance of messages to contemporary society? 	<p>28</p>

TOPICS/ SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	e) compare and contrast pairs of selected novel or short stories.	vi) Teacher to guide students to do presentations of findings from the discussions on comparing and contrasting pairs of selected novels or short stories in groups. vii) Student to do a critical review of a novel or short story in groups under the supervision of the teacher.		5. compare and contrast pairs of selected novel or short stories?	
5.2 Plays	By the end of the sub topic the student should be able to: a) analyse elements of characters, plot, setting and literary techniques used in the selected plays. b) discuss themes from selected plays. c) analyse playwrights' style in selected plays . d) discuss the relevance of plays in contemporary society.	i) Student to read a particular selected play. ii) Teacher and students to identify elements of characters, plot, setting and techniques of a particular selected play. iii) Student to analyse elements of characters, plot, setting and techniques of a particular selected play in groups making reference to the selected play. iv) Students to discuss themes from a particular selected play in groups making reference to the selected play. v) Teacher to guide student to discuss the relevance of plays in contemporary society.	Selected plays and audio visual.	Is the student able to: 1. analyse elements of characters, plot, setting and techniques of selected plays 2. discuss themes from selected plays 3. analyse playwrights style in selected plays 4. discuss the relevance of plays in contemporary society	28

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
5.3 Poetry	<p>e) compare and contrast pairs of selected plays.</p> <p>By the end of the sub topic the student should be able to:</p> <p>a) paraphrase selected poems.</p> <p>b) describe the inferred main ideas or themes using evidence from selected poems.</p> <p>c) discuss poetic devices used in selected poems.</p> <p>d) recite poems.</p> <p>e) dramatise selected poems.</p>	<p>vi) Teacher to guide students through questions and answers to compare and contrast pairs of selected plays.</p> <p>i) Teacher to distribute selected poems to students and assign them to read.</p> <p>ii) Teacher to demonstrate re writing the poem in his/ her own words.</p> <p>iii) Teacher to guide students to paraphrase selected poems in groups.</p> <p>iv) Teacher to guide students through questions and answers to discover the inferred main ideas or themes using evidence from selected poems in groups.</p> <p>v) Teacher to guide students to discuss poetic devices used in selected poems.</p> <p>vi) Students recite poems in pairs.</p> <p>vii) Students dramatise selected poems in pairs.</p>	Selected poems.	<p>5. compare and contrast pairs of selected plays</p> <p>Is the student able to:</p> <ol style="list-style-type: none"> 1. paraphrase selected poems? 2. describe the inferred main ideas or themes using evidence from selected poems? 3. discuss poetic devices used in selected poems? 4. recite poems? 5. dramatise selected poems? 	28

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
6.0 INTERPRETATION AND TRANSLATION 6.1 Interpretation	By the end of the sub topic the student should be able to: a) define interpretation. b) explain the main principles of interpretation. c) interpret short texts from English to Kiswahili and vice versa. d) evaluate interpretation done from English to Kiswahili and vice versa. e) interpret various texts.	i) Teacher to guide students to define the term interpretation. ii) Teacher to guide students to explain main principles of interpretation. iii) Teacher to provide English and Kiswahili texts for interpretation. iv) Teacher to assign students tasks individually/ groups to interpret texts from English to Kiswahili and vice versa. v) Teacher and students evaluate interpretation done from English to Kiswahili and vice versa. vi) Students role-play as interpreters.	Relevant Texts	Is the student able to: 1. define interpretation? 2. explain the main principles of interpretation? 3. interpret short spoken texts from English to Kiswahili and vice versa? 4. evaluate interpretation done from English to Kiswahili and vice versa? 5. interpret various texts?	25
6.2 Translation	By the end of the sub topic the student should be able to: a) define translation b) explain the main principles of translation.	i) Teacher to guide students to define the term translation. ii) Teacher to guide students to explain the main principles of translation . iii) Teacher to provide English and Kiswahili texts for translation.	Relevant Texts	Is the student able to: 1. define translation ? 2. explain the main principles of translation?	20

TOPICS/SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING RESOURCES	ASSESSMENT	ESTIMATED NUMBER OF PERIODS
	c) translate short texts from English to Kiswahili and vice versa. d) evaluate translation done from English to Kiswahili and vice versa.	iv) Students evaluate translation done from English to Kiswahili and vice versa.		3. translate short texts from English to Kiswahili and vice versa? 4. evaluate translation done from English to Kiswahili and vice versa?	