

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ENGLISH LANGUAGE SYLLABUS
FOR ORDINARY SECONDARY EDUCATION
FORM I – IV
2023**

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Abbreviations and Acronyms

ICT	Information and Communications Technology
SAAC	State Assign Action Complete
SWBST	Somebody Wanted But So Then
TIE	Tanzania Institute of Education
TIPS	Think-Ink-Pair-Share

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Director General

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1.0 Introduction

The English language is a compulsory core subject for the student at the Ordinary Secondary Education (Form I – IV). The purpose of learning English language is to enable the student to use language to communicate with others in different communicative settings taking into consideration that English is among the official languages and a medium of instruction in secondary schools and higher learning institutions in Tanzania. Furthermore, the learning of English language will enable student to be self-employed as editor, proofreader, interpreter and translator. Thus, it is expected that learning English language will enable the student to build confidence academically and be able to communicate with other people globally.

This syllabus is designed to guide the teaching and learning of English language at Ordinary Secondary Education, Form I – IV, in the United Republic of Tanzania. The syllabus interprets the competences indicated in the 2023 Ordinary Secondary Education Curriculum. It provides information that will enable teachers to effectively plan teaching and learning process. The syllabus is based on Communicative Language Teaching (CLT) that emphasises the student’s involvement in real communication. It equips the student with the four language skills (listening, reading, speaking and writing) and prepares him or her to use the language to suit communicative needs in different settings. Most importantly, the syllabus intends to strengthen competences in the key 21st Century Skills and hence develop skilled persons with a positive attitude who can contribute to the development of the nation. It is expected that the student will develop ability to apply the language skills and use proper grammar and vocabulary to serve communicative purposes in different settings.

2.0 Main Objectives of Education in Tanzania

The main objectives of education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her own development and the sustainable development of the nation and the world at large;
- (d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice per the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Ordinary Secondary Education

The objectives of Ordinary Secondary Education (General Education) are to:

- (a) Strengthen, broaden and develop a deeper understanding of the knowledge, skills and attitudes developed at the Primary Education level;
- (b) Safeguard customs and traditions, national unity, national values, democracy, respect for human and civil rights, duties and responsibilities associated with such rights;
- (c) Develop self-confidence and the ability to learn in various fields, including science and technology as well as theoretical and technical knowledge;
- (d) Improve communication using Tanzanian Sign Language (TSL), tactile communication, Kiswahili and English. The student should be encouraged to develop competence in at least one other foreign language, depending on the school situation;
- (e) Strengthen accountability for cross-cutting social issues, including health, security, gender equality and sustainable environmental conservation;
- (f) Develop competence and various skills which will enable the student to employ himself or herself, to be employed and to manage his or her life by exploiting his or her environment well; and
- (g) Develop readiness to continue to advanced secondary and tertiary education.

4.0 General Competences for Ordinary Secondary Education

The general competences for ordinary secondary education are to:

- (a) Use the knowledge and skills acquired in primary education to strengthen and broaden their understanding of general subjects;

- (b) Appreciate citizenship and national values;
- (c) Demonstrate self-confidence in learning various fields, including Science and Technology, theoretical and practical knowledge;
- (d) Use language skills, including Tanzania Sign Language (TSL), Kiswahili, English and at least one other foreign language to communicate;
- (e) Use the knowledge of cross-cutting issues to manage their surrounding environment; and
- (f) Use the knowledge and skills to employ oneself, be employed and manage life and the environment.

5.0 Main and Specific Competences of the Subject

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Form I – IV*

Main competences	Specific competences
1.0 Manage information search from different sources for lifelong learning	1.1 Use ICT tools to search for information from different sources 1.2 Organise information obtained from different sources
2.0 Demonstrate mastery of English language skills	2. 1 Develop listening skills 2. 2 Produce short and coherent oral messages with intelligible pronunciation and fluency 2. 3 Develop vocabulary from conversations and written texts 2. 4 Use appropriate grammar and vocabulary in oral and in written language tasks

Main competences	Specific competences
3.0 Comprehend oral and written information	3.1 Read texts for comprehension 3.2 Comprehend oral messages with increasing difficulty 3.3 Respond appropriately in a variety of oral and written communication contexts 3.4 Construct meaning from a variety of texts
4.0 Communicate effectively in different contexts	4.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts 4.2 Create a variety of texts for different communicative purposes using the appropriate tone and register 4.3 Conduct a socio-cultural analysis of functional texts
5.0 Provide basic English language services to the community	5.1 Apply principles of editing and proofreading in a variety of texts 5.2 Apply principles of interpretation to provide simple authentic interpretations 5.3 Apply principles of translation to produce simple authentic translation 5.4 Manage short translation and editing projects using Computer-Assisted Tools
6.0 Appreciate and create literary works	6.1 Appreciate the aesthetics and value of literature 6.2 Evaluate the context in which literary texts are written, read and understood 6.3 Analyse genres of literature and appreciate their conventions 6.4 Create simple literary works

6.0 Roles of Teachers, Students and Parents in Teaching and Learning Process

A good relationship between a teacher, pupil and parent/guardian is fundamental to ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning of the English language.

6.1 The teacher

The teacher is expected to:

- (a) Help the student to learn and acquire the intended competences in English language;
- (b) Use teaching and learning approaches that will allow students with different needs and abilities to:
 - (i) Develop the competences needed in the 21st century; and
 - (ii) Actively participate in the teaching and learning process;
- (c) Use student centred instructional strategies that make the student a centre of learning which allow them to think, reflect and search for information from various sources;
- (d) Create a friendly teaching and learning environment;
- (e) Prepare and improvise teaching and learning resources;
- (f) Conduct formative assessment regularly by using tools and methods which assess theory and practice;
- (g) Treat all the students equally irrespective of their differences;
- (h) Protect the student while at school;
- (i) Keep track of the student's daily progress;
- (j) Identify individual student's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the student's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The student

The student is expected to:

- (a) Develop the intended competences by participating actively in various learning activities inside and outside the classroom;
- (b) Actively engage in the teaching and learning process; and
- (c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The parent/guardian

The parent/guardian is expected to:

- (a) Monitor the child's academic progress in school;

- (b) Where possible, provide the child with the needed academic support;
- (c) Provide the child with a safe and friendly home environment which is conducive for their learning;
- (d) Keep track of the child's progress in behaviour;
- (e) Provide the child with any necessary materials required in the learning process; and
- (f) Instil in the child a sense of education commitment and positive value towards education and work.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing student's competences. This syllabus suggests teaching and learning methods for each activity which includes but not limited to discussions, presentations and project works. However, a teacher is advised to plan and use other appropriate methods based on the environment or context. All the teaching and learning methods should be integrated with the everyday lives of students.

8.0 Teaching and Learning Resources

In the teaching and learning of the English language subject, different resources will be required. Hence, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher is expected to constantly seek for information from various sources to facilitate effective teaching and learning. The list of approved textbooks and reference books shall be provided by the TIE.

9.0 Assessment

Assessment is important in teaching and learning of English Language subject. It is divided into formative and summative assessments. Formative assessment informs both the teacher and students on the progress of teaching and learning, and in making decisions on improving the teaching and learning process. Teachers are, therefore, expected to apply a wide range of formative assessment methods which include but not limited to discussions, presentations, oral questions and projects.

Summative assessment, on the other hand, will focus on determining student's achievement of learning. Teachers are expected to use a variety of summative assessments including mid-term tests, terminal, mock examinations and projects. The scores obtained from these assessments will be used as Continuous Assessment (CA). Therefore, the continuous assessments shall contribute 30% and the National Form IV Examination shall be 70% of the student's final achievement, as presented in Table 2.

Table 2: *Contribution of Continuous Assessment and National Examination in the final score*

Assessment Measures	Weight (%)
Standard VI National Assessment	5.0
Form II National Assessment	6.0
Form III Annual Examination	5.0
Project	7.0
Form IV Mock Examination	7.0
Form IV National Examination	70.0
Total	100

10.0 Number of Periods

The English Language Syllabus for Ordinary Secondary Education provides estimates of the time that will be spent in teaching and learning by considering the complexity of the specific competences and the learning activities. Five periods of 40 minutes each have been allocated for this subject per week.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in matrix form with seven columns which include the main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, suggested teaching and learning resources and the number of periods, as presented in Tables 3–6.

Form I

Table 3: Detailed Contents for Form I

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Manage information search from different sources for lifelong learning	1.1 Use ICT tools to search for information from different sources	(a) Familiarise with various types of search engines (<i>e.g., Google, Google Scholar, Bing</i>)	Brainstorming: Guide the students through brainstorming different types of search engines and the information they can search through them Practical: Guide the students in groups through completing web search tasks to find information on a given topic	Various types of search engines are familiarised effectively	Relevant texts and journals	18
		(b) Utilise ICT tools to search for general information (<i>e.g., books, journals</i>)	Practical: Guide the students through completing web search tasks to find books, journals, articles, and images and storing them for use	ICT tools are utilised effectively in searching for general information		
2.0 Demonstrate mastery of English language skills	2.1. Develop listening skills	(a) Answer questions based on information from presentations/tasks	Presentation: Make a presentation on a selected topic to the students and ask them questions Guide the students in groups through presenting topics and responding to questions from others' presentations	Questions based on information from presentations/tasks are answered correctly	Texts about a wide range of events, recorded materials on various situations,	15

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
					pictures, songs, tongue twisters, and language games	
		(b) Practise pronunciation of words from oral and audio/audio-visual sources	Tongue twisters: Play recorded tongue twisters for students to listen and note down new words they learned to pronounce Reciting: Guide the students through reciting the tongue twisters by pronouncing words correctly Songs: Play recorded authentic songs with the appropriate pronunciations for students to listen. Then, guide the students through singing the songs by pronouncing words correctly	Pronunciation of words from oral and audio/audio-visual sources is practised appropriately		
		(c) Write words heard from oral and audio/audio-visual sources	Dictation: Guide the students through writing the words heard from audio/audio-visual recordings Pair work: Guide the students in pairs through writing sentences using the words heard	Words heard from oral and audio/audio-visual sources are written		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Reproduce messages from oral presentations	Imitation: Guide the students through reproducing messages from the information presented orally Whispering game/Message passing: Guide the students through listening to oral information and passing it on to others	Messages from oral presentations are reproduced accurately		
	2.2 Produce short and coherent oral messages with intelligible pronunciation and fluency	(a) Distinguish words with minimal sound distinctions that have different meanings (<i>cut/cat; paper/pepper; date/debt</i>)	Word cards: Use an appropriate number of cards to write minimal pairs and ask the students to distinguish their sounds and meanings Tongue twisters: Guide the students through pronouncing tongue twisters with minimal pairs Minimal pairs games: Guide the students through pronouncing words with nearly similar sounds by using games (e.g., <i>Is it a pair?, odd one out, minimal pair up, minimal pair slap, minimal pairs pelmanism, and pronunciation journey</i>)	Words with minimal sound distinctions that have different meanings are distinguished correctly	Dictionaries, speakers, written texts, recorded materials on various situations, cards, tongue twisters	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Practise pronunciation with proper word stress assignment	Mimic: Use ICT to play word pronunciation with appropriate stress placement and ask the students to mimic Dictionary use: Use a dictionary to show the students how to indicate stress on syllables of words, and guide them through pronouncing the words Games: Use games like Clap or Clicking fingers on the stressed syllables and mumbling stress pattern	Pronunciation with proper word stress assignment is practised appropriately		
		(c) Practise pronunciation of words with short and long vowels (e.g., <i>sit/seat, hit/heat, pot/port</i>)	Mimic: Use ICT to play pronunciation of words with short and long vowels and ask the students to mimic Games: Use games like ‘Same or Different’ and ‘Pronunciation Maze’ to guide the students through pronouncing words with short and long vowels	Pronunciation of words with short and long vowels is practised appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Practise pronunciation of unfamiliar sounds (<i>e.g., through the use of tongue twisters, songs, poems</i>)	Information search: Guide the students through searching for unfamiliar words from different sources and presenting their work to the class Tongue twisters: Guide the students through pronouncing tongue twisters with unfamiliar sounds Songs: Guide the students through singing a song with unfamiliar sounds Poems: Guide the students through reading aloud and reciting poems with unfamiliar sounds Mimic: Use ICT to play the pronunciation of unfamiliar sounds and ask the students to mimic	Pronunciation of unfamiliar sounds is practised appropriately through the use of various techniques		
		(e) Practise pronunciation of words with similar sounds that have different spellings (<i>e.g., one/won, ewe/you</i>)	Drill: Guide the students through choral and individual repetition to pronounce correctly words with similar sounds Games: Guide the students through pronouncing words with similar sounds but different spellings by using games (<i>e.g., Is it a pair?, odd one out, pelmanism and homophone go fish</i>)	Pronunciation of words with similar sounds but different spellings is practised appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.3 Develop vocabulary from conversations and written texts	(a) Write new vocabulary from conversations and written texts on particular topics (e.g., <i>politics, sports, tourism, agriculture</i>)	Discussion: Guide the students through discussing a particular topic and writing the vocabulary heard and their meanings Dialogue: Guide the students through participating in a dialogue and writing new vocabulary from it Extensive reading: Guide the students through reading texts to acquire vocabulary for specific fields and writing new vocabulary	New vocabulary from conversations and written texts on particular topics are written correctly	Audio and audio-visual materials, texts of different types, dictionaries	19
		(b) Construct sentences using vocabulary acquired from conversations and written texts	Dialogue: Guide the students through acting out a dialogue and constructing sentences using the new vocabulary learned Debate: Guide the students through participating in a debate and constructing sentences using the new vocabulary learned Spotting words: Guide the students through identifying new vocabulary from written texts and constructing sentences using the words Close reading: Guide the students through reading texts and constructing sentences using the new words learned	Sentences are constructed correctly using vocabulary acquired from conversations and written texts		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Play vocabulary building games using digital and non-digital resources (e.g., <i>word board games, charades, picture games, flash cards</i>)	Games: Guide the students through playing vocabulary building games Questions and answers: Ask the students some questions about the new vocabulary they have learned Collaborative practice: Guide the students in pairs/groups through constructing sentences using the new vocabulary they have learned	Vocabulary building games are played accurately using digital and non-digital resources		
	2.4 Use appropriate grammar and vocabulary in oral and in written language tasks	(a) Express ideas or opinions in contextualised oral and written language tasks using proper grammar and vocabulary (<i>e.g hospital, market, library, bus stop, sport and games</i>)	Conversations: Guide the students through expressing their opinions orally and in writing by participating in conversations (e.g., <i>discussion, debate, dialogue, bargaining</i>) on controversial issues Scenario: Present some controversial cases and ask the students to discuss and express their opinions orally and in writing. Roleplay: Guide the students through roleplaying radio/TV programmes by giving opinions on given topics	Ideas or opinions are expressed correctly in contextualised oral and written language tasks using proper grammar and vocabulary	Audio and audio-visual materials (audio clips, recorded stories), texts of different types, dictionaries	16

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Construct sentences using appropriate grammar and vocabulary relating to a specific context (structure: <i>tenses – simple past, simple present, articles, present progressive, pronouns, coordinators, prepositions, adjectives, adverbs</i>)	Description: Guide the students through describing objects, events, and places using appropriate grammar and vocabulary Pair work: Guide the students in pairs through writing sentences in different tenses and discussing why the sentences are written in those tenses Group work: Guide the students in groups through constructing sentences orally and in writing which describe qualities using pronouns, coordinators, prepositions, adjectives and adverbs	Sentences are constructed correctly using appropriate grammar and vocabulary relating to a specific context		
		(c) Debate on topics using proper grammar and vocabulary	Debates: Guide the students through conducting debates on cross-cutting topics using proper grammar and vocabulary	Topics are debated appropriately using proper grammar and vocabulary		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Comprehend oral and written information	3.1 Read texts for comprehension	(a) Sequence the order of events in stories	Reading stories: Guide the students through reading stories with sequence words. (e.g., <i>next, then, after, earlier, first, second, and later</i>) Then, ask them to identify the words and use them to write a paragraph Filling the missing parts: Give the students stories with skipped parts and ask them to fill in the missing parts using sequence words Strip story: Guide the students through sequencing the order of events in stories using strip story. Then, let them read their stories aloud in the classroom Story completion: Provide the students with a beginning part of a story and guide them through completing it using sequence words Jumbled texts: Use jumbled texts to guide the students through ordering the sequence of events in the stories	The order of events in a story is sequenced logically	A variety of texts, selected class readers, newspaper articles, journals, encyclopaedia	18

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Make a summary of stories	Discussion: Guide the students through discussing the main issues in a story 5Ws and 1H, First Then Finally, SWBST, and SAAC Method: Guide the students through summarising various stories using the aforementioned methods	Stories are summarised correctly		
		(c) Retell stories	Retelling stories: Guide the students in pairs through retelling stories by taking turns Narration: Guide the students through narrating to others about story books and appropriate movies they have watched	Stories are retold accordingly		
	3.2 Comprehend oral messages with increasing difficulty	(a) Paraphrase various oral messages from different contexts	Paraphrasing: Read passages orally, play recorded texts and guide the students through paraphrasing the messages Project: Ask the students to listen to various oral messages (presentations, on radio, TV) and paraphrase the messages for presentation in the classroom	Various oral messages are paraphrased appropriately from different contexts	Oral and written texts, audio and audio-visual materials (audio clips, recorded stories),	16

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Respond to oral messages from different contexts	Roleplay: Guide the students through roleplay to respond to oral instructions, information and orders Telephone conversation: Guide the students through responding to interrogations via telephone conversations	Oral messages from different contexts are responded to correctly		
		(c) Respond to questions about oral messages	Panel interviews: Guide the students through responding to questions in panel interviews	Questions about oral messages are responded to correctly		
	3.3 Respond appropriately in a variety of oral and written communication contexts	(a) Express ideas and opinions in different interpersonal communication settings (<i>e.g., I think..., I guess..., In my opinion..., I would say ...</i>)	Information search: Guide the students through seeking information on expressing ideas and opinions in interpersonal communication Scenario: Use a controversial scenario to guide the students through expressing their opinions orally and in writing	Ideas and opinions are expressed correctly in different interpersonal communication settings	Dictionaries, a variety of texts	19

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Use appropriate non-verbal cues in interpersonal communication	Discussion: Guide the students through discussing the meaning of different non-verbal cues and presenting the work to the class Act it out: Guide the students in groups through acting and interpreting non-verbal cues	Appropriate non-verbal cues are used correctly in interpersonal communication		
		(c) Use proper grammar and vocabulary in different interpersonal communication contexts (<i>e.g., greetings, bidding farewell, apologising</i>)	Roleplay: Guide the students through roleplaying greeting guests, bidding farewell and apologising using proper grammar and vocabulary	Grammar and vocabulary are used correctly in different interpersonal communication contexts		
		(d) Use appropriate language and expressions in communicating with people of different age groups and statuses (<i>e.g., peers, elders, family members, leaders</i>)	Brainstorming: Guide the students in groups through brainstorming ideas on the differences in conversations between different groups of people Dialogue: Guide the students through participating in dialogue among different age groups and statuses	Appropriate language and expressions are used with different age groups and statuses		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
4.0 Communicate effectively in different contexts	4.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts	(a) Express daily routines (structure: <i>present simple</i>)	Real-life expression: Guide the students through expressing orally what they do usually Inquiry: Guide the students through inquiring what famous people in their community do usually and presenting their work before the class Interview: Guide the students in pairs through interviewing each other about their fact routines	Daily routines are expressed correctly	Dictionaries, relevant texts, pictures, maps of various places (e.g., <i>school, village</i>)	18
		(b) Express ongoing activities (structure: <i>present progressive</i>)	Description: Guide the students through describing events as they occur (e.g., <i>wedding ceremonies, birthday parties, burial ceremonies, processes, and public events</i>) using the present progressive tense	Ongoing activities are expressed correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Express family relationship and occupations (structure: <i>present simple+progressive</i>)	Brainstorming: Guide the students in pairs through brainstorming ideas about family relationship and different kinds of occupations Songs and games: Guide the students through singing songs and playing games about family relationships and occupations Matching: Guide the students through matching pictures with occupations and occupations with their descriptions The use of pictures: Display pictures of people with different occupations and ask the students to express their occupations using the present simple+progressive tenses Real-life expression: Ask the students to express the occupations of their parents/guardians and other relatives using the present simple+progressive tenses	Family relationship and occupations are expressed correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Express ownership/possession (structure: <i>have/has in present simple</i> and <i>had in past simple, apostrophe, possessive pronouns</i>)	Information search: Guide the students through reading texts on expressing possession using <i>have, has, had</i>, apostrophe, and possessive pronouns Real-life expression: Guide the students through expressing possessions using the real objects they possess Conversation: Guide the students in groups through engaging in conversations about what their relatives and neighbours possess	Ownership/possession is expressed correctly		
		(e) Give directions	Information search: Guide the students through searching for information on how to ask for and give directions and present the work to the class Map reading: Guide the students in pairs through directing each other how to reach various stations/points (from one point to another) as indicated in the map Group work: Guide the students in groups through asking and giving directions on how to reach various places (e.g., <i>offices, classrooms, and toilets</i>) within the school compound	Directions are given appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	4.2 Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Recognise the main stages of writing texts (<i>e.g., pre-writing, drafting, revising, editing</i>)	Discussion: Guide the students through discussing stages of writing texts and presenting their work to the class Demonstration: Demonstrate how to begin writing by asking the students to give ideas and help you plan the text	The stages of writing texts are recognised appropriately	Relevant texts, dictionaries, samples of friendly letters and invitations	18
		(b) Write a variety of friendly letters and invitations (vocabulary: <i>Dear Father/ Uncle, Dear Mother/Aunt, Mr/Mrs ..., Dr./ Prof./Madam/Ms ...</i>)	Observation: Display/distribute samples of friendly letters and invitations for the students to study and discover their parts Collaboration: Guide the students through collaborating in writing friendly letters and invitations	A variety of friendly letters and invitations are written correctly with appropriate vocabulary		
		(c) Create dialogues on various topics (<i>e.g., the value of education, environment, culture, gender equality</i>)	Brainstorming: Guide the students in groups through brainstorming ideas on the meaning and structure of dialogues Observation: Guide the students through studying a prepared dialogue and writing down the key features they observe Pair work: Guide the students in pairs through creating dialogues on various topics	Dialogues on various topics are created appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Act it out: Guide the students in pairs through acting out the dialogues they have prepared			
		(d) Create and express orally daily and weekly timetables for routines	Real-life expression: Guide the students through expressing orally and in writing what they do weekly Inquiry: Guide the students through inquiring what famous people do weekly and reporting to the classroom Interview: Guide the students through interviewing each other in pairs about their fact routines and timetables Planning and preparing: Guide the students individually through planning and preparing their weekly timetables and presenting them to the class	Daily and weekly time-tables for routines are created and expressed correctly		

Form II

Table 4: Detailed Contents for Form II

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of English language skills	1.1 Develop listening skills	(a) Participate in various conversations in different communicative settings (<i>e.g., peer discussions, storytelling</i>)	Discussion: Guide the students through discussing various cross-cutting issues, noting down important ideas and presenting the work to the class Storytelling: Ask the students in pairs to tell stories by taking turns, write down important ideas and present them to the class Dialogue: Guide the students through acting out a dialogue on various interesting events (<i>football matches, tourism trips, visits to grandparents, and school leaders' election</i>) and ask them questions from the dialogue Interview: Guide some students (interviewers) through interviewing others (interviewee) on various issues/topics Round table circle: Guide the students through participating in discussion on the selected topics using the round table circle and presenting their work to the class	Participations in conversations in various communicative settings is done effectively	Texts of a wide range of events, pictures and recorded materials on various situations, songs, language games	15
		(b) Summarise information from oral presentations and audio/audio-visual sources	Presentation: Make a presentation on any interesting topic and ask the students to listen to it attentively Discussion: Guide the students through discussing and summarising the information from the presentation, and presenting their work to the class	Information from oral presentations and audio/audio-visual sources is summarised logically		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Recordings: Guide the students through summarising recorded information (e.g., <i>recorded song, dialogue, speech</i> and <i>interview</i>) played in class using digital devices (e.g., <i>smartphone, tablet, computer, radio</i>). Then, ask each them to present their work through gallery walk Project activity: Ask the students to listen to and watch the news on the radio and TV respectively at home and school. Then, ask them to summarise the news broadcast and present the work to the class			
		(c) Paraphrase information presented orally	Narrating stories: Narrate an interesting story to the students, and guide them through paraphrasing information from the story and presenting their work to the class Project activity: Guide the students through paraphrasing the news broadcast they have listened to on radio and watched on TV at home or school and presenting their work to the class	Information presented orally is paraphrased correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Produce short and coherent oral messages with intelligible pronunciation and fluency	(a) Construct sentences with proper intonation	Brainstorming: Guide the students through brainstorming various communication contexts/ settings (e.g., <i>market, sports and games, hospital, restaurant/hotel</i>) and identifying vocabulary used in such contexts/settings Sentence construction: Guide the students through constructing sentences orally using the identified vocabulary Scenario/case study: Guide the students through using some vocabulary and grammatical items from a scenario/case study to construct different sentences orally	Sentences with proper intonation are constructed appropriately	Dictionaries, speakers, written texts, recorded materials on various situations	16
		(b) Use cohesive devices to deliver oral presentations of events (e.g., <i>first of all, moreover, but, however, yet, in contrast, although, otherwise, still, on the contrary, on the other hand</i>)	Discussion: Guide the students in pairs through preparing and making presentations using cohesive devices	Cohesive devices are used to deliver oral presentations logically		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.3 Develop vocabulary from conversations and written texts	(a) Recognise words with opposite meanings from conversations and written texts	Roleplay: Use a roleplay to guide the students in pairs or in groups through acting out different roles. (e.g., <i>doctor and patient</i>, <i>teacher and student</i>, <i>chairperson and villagers</i>) TIPS: Provide the students with some words from the roleplay and guide them through TIPS to find their opposite meanings and use them to construct sentences Hot seat: Guide the students through using the hot seat to ask and respond to questions based on the topics provided to them Brainstorming: Ask the students to brainstorm the opposite meanings of some words used in the hot seat and use them to construct sentences Discussion: Provide the students with texts to read, discuss their contents and make presentations Memory card game: Guide the students through recognising words with opposite meanings from the texts read by playing the memory card game, finding their meanings and using them to construct sentences	Words with opposite meanings from conversations and written texts are recognised	Audio and audio-visual materials (audio/video clips, recorded stories), texts of different types, dictionaries, encyclopaedia, thesaurus	13

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Use words from conversations and written texts to produce new vocabulary by attaching suffixes and prefixes (<i>e.g., kind-unkind; slow-slowly</i>)	Talk show: Guide the students through participating in talk shows on different topics/themes and using some vocabulary from the talk shows to produce new vocabulary by attaching suffixes and prefixes and then constructing sentences using the new vocabulary learned Prefix and suffix bingo: Use the prefix and suffix bingo to guide the students through forming new vocabulary. Then, ask them to construct sentences using the new vocabulary	New vocabulary is correctly formed from conversations and written texts by attaching suffixes and prefixes		
	1.4 Use appropriate grammar and vocabulary in oral and in written language tasks	(a) Produce contextualised oral and written descriptions based on personal experience	Description: Guide the students through describing different events, places, and living and non-living things based on their experience orally and in writing using descriptive words	Oral and written descriptions based on personal experience are produced logically	Audio and audio-visual materials (audio/video clips, recorded stories), texts of different types, dictionaries, head set, media player/recorder	23

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Compose passages on specific contexts (structure: <i>tenses –past progressive, present perfect, past perfect, present progressive, adjectives, adverbs, coordinators, prepositions, determiners, conjunctions</i>)	Jumbled sentences/paragraphs: Ask the students to rewrite jumbled sentences/paragraphs to form a meaningful passage about a specific context Brainstorming: Guide the students in pairs through brainstorming different contexts for composing passages and presenting their work to the class Discussion: Guide the students in groups through discussing important considerations when composing passages. Then, let each group present its work to the class Composing: Guide the students through composing passages on the chosen contexts using appropriate grammar and vocabulary	Passages on specific contexts are composed well		
		(c) Present messages in formal discussions on various issues using correct grammar and vocabulary	Discussion: Provide the students with topics to discuss using correct grammar and vocabulary in initiating, intervening in and closing the discussions Round table circle: Guide the students through participating in discussion on the selected topic using the round table circle and presenting their work to the class	Messages in formal discussions on various issues using correct grammar and vocabulary are presented rationally		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Comprehend oral and written information	2.1 Read texts for comprehension	(a) Express the main ideas from a text	Discussion: Guide the students through identifying and discussing the main ideas of the texts read, and expressing the identified ideas orally and in writing	The main ideas of texts are expressed properly	A variety of texts, selected poems, newspaper articles, journals, encyclopaedia, books	11
		(b) Infer meanings of unfamiliar words and idiomatic expressions from a given text	Pair work: Guide the students in pairs through inferring the meanings of unfamiliar words and idiomatic expressions from a given text and presenting their work to the class	The meanings of unfamiliar words and idiomatic expressions from a given text are inferred accurately		
		(c) Relate the core messages from a text to real life experiences	Group work: Provide the students with texts to read in groups, identify the core messages of the texts, relate them with their life experiences and present the work to the class	The core messages from a text are related reasonably to real-life experiences		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Comprehend oral messages with increasing difficulty	(a) Synthesise ideas from a variety of oral sources	Songs: Sing or play a song to the students while they listen to it attentively Presentation: Present a topic or read aloud a passage/story to the students while they listen to it attentively Pair work: Guide the students in pairs through synthesising ideas from the song and presentation or passage/story they have listened to. Then, let each pair present its work to the class Discussion: Guide the students through discussing and synthesising ideas from various oral sources (e.g., <i>radio, audio and video clips, television</i>). Then, let each group present the work to the class	Ideas from a variety of oral sources are synthesised correctly	Oral texts, audio and audio-visual materials (audio and video clips)	16
		(b) Summarise information from a variety of oral sources	Presentation: Present a topic or read aloud a passage to the students and guide them through identifying the main ideas from the presentation or passage, summarising the presentation or passage and presenting their work to the class Songs: Sing or play a song to the students and guide them through identifying the main ideas and summarising information from the song. Let each group present the work to the class	Information from a variety of oral sources is summarised clearly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Audio/audio-visual: Guide the students through summarising information from other oral sources (e.g., <i>radio, audio and video clips, television</i>) and presenting the work to the class			
		(c) Participate in contextualised oral conversations	Debate: Guide the students through participating in debates on various topics Dialogue: Guide the students through reading aloud and acting out a dialogue about a specific context Roleplay: Guide the students in pairs or in groups through acting out different roles. (e.g., <i>doctor and patient, teacher and student, chairperson and villagers</i>). Jigsaw: Provide the students with topics, including cross-cutting issues, and guide them through the jigsaw to discuss such topics Round table circle: Guide the students through participating in discussion on various topics using the round table circle and presenting their work to the class Pub quiz: Let two groups sit together and take turns to pose questions to each other on the selected topic. Each group agree or disagree on the answers provided	Participations in contextualised oral conversations are done effectively		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.3 Respond appropriately in a variety of oral and written communication contexts	(a) Express ideas and opinions in different group communicative settings <i>(differing, counter-arguing, supporting ideas)</i>	Talk show: Guide the students through TV or radio talk show to express their ideas, opinions and facts on a controversial or opinion topic Discussion: Guide the students through discussing a controversial or opinion topic by expressing their ideas, opinions and facts in writing and publishing their works on social media or in the school magazine	Opinions and facts in mass communication are expressed clearly	Dictionaries, a variety of texts, audio and audiovisual materials	13
		(b) Use appropriate non-verbal cues in group communication	Discussion: Provide the students with topics to discuss and guide them through using appropriate non-verbal cues where applicable Presentation: Guide each group through presenting its work and using appropriate non-verbal cues in their presentations Roleplay: Use a roleplay to guide the students in pairs or in groups through acting out different roles. (e.g., <i>doctor and patient, teacher and student, chairperson and villagers</i>) using non-verbal cues appropriately where applicable Debate: Guide the students through participating in debates on various topics using non-verbal cues where applicable	Non-verbal cues in group communication are used appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Use appropriate language to respond to messages in online group communicative contexts (e.g., <i>WhatsApp</i> , <i>Telegram</i>)	Group chat/communication: Guide the students in groups through choosing topics for communication. (e.g., <i>Class meeting</i>) Then, provide them with paper and guide them through exchanging their ideas on the paper using appropriate language—As it is done on <i>WhatsApp</i> , <i>Telegram</i>). Note: If applicable, guide them through using smartphones or tablets	The appropriate language is used in online group communicative contexts		
3.0 Communicate effectively in different contexts	3.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts	(a) Describe various locations (structure: <i>prepositions</i> , <i>adjectives</i> , <i>adverbs</i>)	Description: Guide the students through describing various locations orally (e.g., <i>towns</i> , <i>streets</i> , <i>markets</i> , and <i>hospitals</i>) using appropriate grammar and vocabulary	Various locations are described well	Recorded materials (audio/video clips, recorded stories), on various situations	20
		(b) Express quality and quantity of objects and living organisms (structure: <i>adjectives</i> , <i>quantifiers</i> , <i>adverbs</i>)	Description: Guide the students through describing various objects and living organisms orally	Qualities and quantities of objects and living organisms are expressed correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Negotiate prices using appropriate expressions (e.g., <i>convincing a customer to buy a product, convincing a seller to lower the price</i>) (Structure: <i>May I..., I would like..., could you ..., I offer you...</i>)	Dialogue: Guide the students through reading aloud and acting out a dialogue based on the context of the market where a seller convinces a customer to buy a product, and a customer convinces a seller to lower the price Roleplay: Assign the students in pairs the role of seller and customer and guide them through acting out such roles using appropriate grammar and vocabulary Discussion: Guide the students through discussing what has been roleplayed and presenting their work to the class	Negotiations over the price using appropriate expressions are done		
		(d) Request for services in different contexts	Dialogue: Guide the students through reading aloud and acting out a dialogue based on requesting for services Roleplay: Guide the students in pairs through roleplaying to request services and provide such services in different contexts Discussion: Guide the students through discussing what has been roleplayed and presenting their work through a gallery walk	Requests for services in different contexts are done correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(e) Participate in various conversations in different contexts (<i>e.g., discussions, dialogues</i>) by initiating, intervening, changing a topic, turn-taking and closing	Discussion: Guide the students through discussing various topics using appropriate language when initiating, intervening in, changing a topic, taking turns and closing their discussions Jigsaw: Guide the students through jigsaw to discuss various topics, including cross-cutting issues Dialogue: Guide the students through reading aloud and acting out dialogues in different contexts Interview: Let some students (<i>the interviewers</i>) interview others (<i>the interviewees</i>) on various issues/topics (<i>e.g., Job interview and panel interview</i>) Talk show: Guide the students in groups through preparing and participating in short talk shows on the chosen topics/themes Hot seat: Let some students interview others on the chosen topics/themes through the hot seat	Participations in various conversations in different contexts by initiating, intervening, changing a topic, turn-taking, closing are done		
	3.2 Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Write claim and request letters in different contexts (<i>e.g., learning facilities, sports gear, result report – Structure: I would like to bring your kind attention... I am writing to request...</i>)	Discussion: Guide the students through discussing things to consider in writing official letters, including claim and request letters and presenting the work to the class Letter writing: Guide the students through writing claim and request letters on various situations using appropriate language	Claim and request letters in different contexts are written correctly	Relevant texts, dictionaries, samples of claim and request letters	21

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Compose E-mails on various issues using appropriate language	Gallery walk: Guide the students through a gallery walk to discuss and present components of email and important things to consider when composing emails Composing: Guide the students through composing emails on various issues	Emails on various issues are composed using appropriate language		
		(c) Create short stories on various topics (structure: <i>once upon a time ... , I wonder ... , what if ... , back in time ...</i>)	Demonstration: Choose a topic and demonstrate how to create short stories step-by-step Story completion: Create a short story for some sentences or paragraphs and guide the students through completing writing the story and reading aloud their work to the class	Short stories on various topics are created		
			Collaborative and independent practice: Guide the students in groups and individually through creating short stories on the topics of their interest and reading aloud their stories to the class. Then, check the correctness of the created stories based on various factors (e.g., <i>language used, series of events, coherence</i>)			

Form III

Table 5: *Detailed Contents for Form III*

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Manage information search from different sources for lifelong learning	1.1 Organise information obtained from different sources	(a) Identify different ways/strategies for organising information from various sources	Information search: Guide the students through searching for different ways/strategies for organising information from various sources and presenting their work to the class	Strategies for organising information from various sources are identified	Journals, written texts, newspapers, encyclopedias, magazines	8
		(b) Sort and categorise information obtained from various sources into related themes	I do, we do, you do (Gradual release of responsibility): Guide the students through using the “I do, we do, you do” method to sort and categorise information obtained from various sources	Information obtained from various sources is sorted and categorized appropriately into related themes		
		(c) Compile information searched from various sources	Project: Assign the students a project work to search for information from different sources I do, we do, you do: Guide the students through using the “I do, we do, you do” method to compile the information searched on various sources	Information searched from various sources is compiled properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
2.0 Demonstrate mastery of English language skills	2.1 Use appropriate grammar and vocabulary in oral and in written language tasks	(a) Hold conversations about various contexts using appropriate grammar and vocabulary (structure: <i>tenses, adverbs, adjectives, active and passive voice, conjunctions, coordinators, prepositions</i>)	Scenario: Give the students a scenario to share ideas in groups using conversation techniques, appropriate grammar and vocabulary Debates: Guide the students through developing topics for conversations and participating in debates on the topics Interviews: Guide the students through preparing and participating in community interviews about community needs, concerns and expectations Telephoning: Guide the students through making telephone conversations on various topics using appropriate grammar and vocabulary	Conversations about various contexts using appropriate grammar and vocabulary are held	Written texts of different types, dictionaries, encyclopaedias, oral texts, audio and audio - visual materials (audio/video clips, recorded stories)	20
		(b) Compose stories using proper grammar and vocabulary (structure: <i>tenses, adverbs, adjectives, active and passive voice, conjunctions, coordinators, prepositions</i>)	Brainstorming: Guide the students through brainstorming ideas on the main parts of stories and reading stories with appreciation Story mapping: Guide the students through planning the structure of stories using a story map graphic organiser. Composition: Guide the students through using their story plans to compose stories using proper grammar and vocabulary and sharing the stories for discussion	Stories using proper grammar and vocabulary are composed		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Describe events (e.g., <i>general elections, state funerals, world cup</i>) using correct grammar and vocabulary	Brainstorming: Guide the students through brainstorming ideas on the main issues to include when describing provided events and presenting them to the class Talk show: Guide the students through preparing scripts for talk shows to describe events and participating in the talk shows Description: Guide the students through describing events orally and in writing using correct grammar and vocabulary	Events are described by using correct grammar and vocabulary		
3.0 Comprehend oral and written information	3.1 Read texts for comprehension	(a) Distinguish facts from opinions within a given text	Questions and answers: Present statements in class and ask the students to decide whether the statements are facts or opinions and give reasons for their responses Reading: Guide the students through extracting parts which represent facts and opinions in written texts Pair work: Guide the students in pairs through writing short passages by including facts and opinions	Facts and opinions within a given text are distinguished correctly	Books, dictionaries, encyclopaedia, newspaper articles, journals	9

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Express connotative meanings of words in relation to a text	Discussion: Guide the students through discussing and providing examples of connotative meanings of words in relation to the texts read, interpreting such meanings and presenting the work to the class	Connotative meanings of words in relation to a text are expressed appropriately		
		(c) Paraphrase a given text	Brainstorming: Guide the students through brainstorming ideas on the differences between paraphrasing and summarising and presenting such differences to the class Snowball discussions: Guide the students through the snowball discussions to discuss the techniques for paraphrasing Paraphrasing: Guide the students through paraphrasing texts from different sources orally and in writing using appropriate techniques	A given text is paraphrased correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.2 Comprehend oral messages with increasing difficulty	(a) Discuss information from various oral sources	Discussions: Read passages aloud and play recorded information. Then, guide the students through discussing the information heard and presenting the work to the class Interview: Guide the students in pairs or groups through participating in interviews on topical issues Project work: Ask the students to listen to and watch various oral sources (<i>radio, TV</i>), discuss the information heard, and present their work to the class	Information from various oral sources is discussed appropriately	Oral texts, audio and audio-visual materials (audio/video clips, recorded stories)	7
		(b) Respond to various oral messages	Roleplay: Guide the students through roleplay to respond to oral instructions (e.g., <i>instruction manual</i> and <i>computer application</i>), announcements and advertisements Interviews: Guide the students through preparing and participating in field specific interviews (e.g., <i>journalism, sports, and politics</i>)	Various oral messages are responded to accordingly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Make comments on oral messages	Investigation: Guide the students in pairs or groups through investigating techniques to comment on messages and presenting them to the class Songs/reading aloud: Sing a song or read aloud a text for students to listen. Then, guide them in groups through commenting on its messages and presenting their comments to the class Presentation: Play a recorded presentation/speech for students to listen to and guide them in groups through commenting on its messages and presenting it to the class	Oral messages are commented on precisely		
	3.3 Respond appropriately in a variety of oral and written communication contexts	(a) Express ideas, opinions and facts in mass communication contexts	Talk show: Guide the students through TV or radio talk show to express their ideas, opinions and facts on a controversial or opinion topic Discussion: Guide the students through discussing a controversial or opinion topic by expressing their ideas, opinions and facts in writing and publishing their works on social media or in the school magazine	Opinions and facts in mass communication are expressed clearly	Dictionaries, a variety of texts, audio and audio-visual materials (audio/video clips, recorded stories)	13

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Use and interpret appropriate non-verbal cues in mass communication	Watching TV programmes/shows: Guide the students through watching TV programmes/shows, identifying and interpreting non-verbal cues used in the programmes/shows, and presenting their work to the class Group work: Guide the students in groups through using non-verbal cues in writing information and presenting their work to the class	Non-verbal cues in mass communication are interpreted and used appropriately		
		(c) Use appropriate language to respond to contextualised public messages (e.g., <i>responding to criticism, accomplishment</i>)	Brainstorming: Guide the students through brainstorming ideas on the criticisms, accomplishment they/others have experienced and how they responded to them, and presenting the work to the class Group work: Guide the students in groups by taking turns through expressing their personal experiences, criticising and responding to criticisms appropriately	Contextualized public messages are responded to by using appropriate language		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Use appropriate language in public communication settings, (e.g., <i>interviews, presentations</i>)	Interview: Guide the students through preparing and participating in interviews (e.g., <i>panel interview, job interview, group interview, community interview</i>) Presentations: Guide the students through preparing and making presentations on various topics Debate: Guide the students through preparing debates and participating in such debates	Language in public communication/ settings is used appropriately		
		(e) Express appreciation of other people's ideas in public communication	Gallery walk: Guide the students in groups through gallery walk to discuss and present words/expressions used in appreciating other people's ideas Dialogue: Guide the students through preparing and acting out a dialogue whose participants appreciate each other's ideas	Appreciations of other people's ideas in public communication are expressed suitably		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(f) Evaluate information received through mass communication	TIPS: Guide the students through TIPS to identify issues to consider in evaluating information from mass communication (e.g., <i>radio, television, newspapers, magazines, and social media</i>) Modelling: Show the students how to evaluate information from mass communication (<i>Use newspapers or magazines or information from radio/TV</i>). Shared practice: Collaborate with the students to evaluate information from newspapers, magazines, or radio/TV Collaborative and independent practice: Guide the students in groups and individually through evaluating information from newspapers and magazines or radio/TV	Information received through mass communication is evaluated appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.4 Construct meaning from a variety of texts	(a) Compare ideas from various texts	Brainstorming: Guide the students through brainstorming how to compare ideas from various texts and presenting their work to the class Close reading: Provide the students with various texts to read and guide them through comparing ideas from the texts read	Ideas from various texts are compared correctly	Books, dictionaries, encyclopaedia, newspaper articles, journals	13
		(b) Read and generate meanings from a variety of texts	Pair work: Guide the students in pairs through identifying different types of meaning and presenting their works to the class Discussion: Guide the students through reading a variety of texts, discussing different meanings contained in the texts and presenting their works to the class	Meanings from a variety of texts are generated		
		(c) Infer meanings of unfamiliar words from a variety of texts	Modelling: Show the students how to infer meanings of unfamiliar words from a variety of texts (<i>Use different clues, including contextual meaning</i>) Collaborative and independent practice: Guide the students in groups and individually through inferring meanings of unfamiliar words using insights from the texts read	Meanings of unfamiliar words from a variety of texts are inferred correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Paraphrase textual information from multiple sources	I do, we do, you do: Modelling: Show the students how to paraphrase textual information from multiple sources using different techniques Shared practice: Collaborate with the students to paraphrase textual information from multiple sources using different techniques Collaborative and independent practice: Guide the students in groups and individually through paraphrasing textual information from multiple sources using different techniques	Textual information from multiple sources is paraphrased properly		
4.0 Communicate effectively in different contexts	4.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts	(a) Express opinions through debates, dialogues and impromptu speeches using formulaic language (e.g., <i>In my opinion..., personally..., I think..., I would say..., In my view..., from my perspective..., My point is..., It seems to me that..., I believe...</i>)	Debate: Guide the students through using formulaic language to give their opinions in debates Dialogue: Guide the students through reading aloud and acting out a dialogue with an opinion topic Delivering impromptu speeches: Guide the students through delivering impromptu speeches on opinion topics using formulaic language	Opinions are expressed through debates, dialogues, and impromptu speeches using formulaic language	Speakers, recorded materials (audio/video clips, recorded stories) on various situations	16

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Present facts logically using appropriate formulaic language (e.g., <i>due to the fact that...</i> , <i>it is true that...</i> , <i>the bottom line is...</i> , <i>the reality is...</i> , <i>in fact...actually...</i> , <i>according to...</i>)	Presentation: Guide the students through preparing and making presentations with factual information using formulaic language Debate: Guide the students through participating in debates and using formulaic language to present facts	Facts are logically presented using appropriate formulaic language		
		(c) Describe conditions about various situations and circumstances (structure: <i>conditional sentences</i>)	Investigation: Guide the students through investigating the structure of conditional sentences and presenting the work to the class Chain conditionals (Conditional train): Guide the students through constructing conditional sentences orally using chain conditionals Pelmanism (Concentration) game: Guide the students through playing the pelmanism game to construct conditional sentences orally	Conditions about various situations and circumstances are described appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Mill drill questionnaire (Mingling activities) Guide the students through constructing conditional sentences orally using the mill drill questionnaire Group discussion: Assign the students roles to play (e.g., <i>politicians, teachers, traffic police</i>) and provide them with the same questions to discuss based on the particular roles Songs: Guide the students through singing songs with conditionals and identifying the conditionals in the songs			
		(d) Ask and respond to questions in interview sessions (e.g., <i>job interview, panel interview, TV/radio interview</i>)	Modelling: Use recorded interview sessions on different topics to model students on how to ask and respond to interview questions Interview/roleplay: Guide the students through engaging in interviews by roleplaying the role of interviewees and interviewers	Interview questions are asked and responded to correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(e) Describe activities and events of a social or cultural nature (e.g., <i>celebrations, parades, accidents, elections, funerals, sport and games</i>) using different tenses	Description: Guide the students in groups to take turns and describe orally social and cultural activities, or events they have participated in or witnessed. Then, guide them through describing orally such activities and events in the classroom.	Social- cultural activities and events are described properly		
	4.2 Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Write a letter to the editor, an order letter and a complaint letter (structure: <i>Dear editor.., I would like to order.... We are glad to place our first order..., I am writing to complain about..., I am writing to bring your attention..., a complaint against...</i>)	Observation and discussion: Guide the students through studying letters to the editor, order letters and complaint letters and discussing important considerations when writing such letters Collaborative and independent practice: Guide the students in groups and individually through writing letters to the editor, order letters and complaint letters using appropriate grammar and vocabulary	Letter to the editor, order and complaint letters are written correctly	Relevant texts, dictionaries, samples of letter to the editor, order and complaint letters	9

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Write reports on various events (<i>e.g., sports, graduation, study tours</i>)	Observation/team building game: Guide the students through studying reports on various events, discussing their different aspects, including parts of the reports and the language used and presenting their work to the class Project activity: Guide the students through observing live events or participating in such events, writing reports on them, and presenting the work to the class	Reports on various events are written appropriately		
		(c) Write biographies (structure: <i>past and present tense, third person</i>)	Biographies: Guide the students through reading and summarising biographies of famous people in writing Biography graphic organisers: Guide the students through the use of biography graphic organisers to write biographies of famous people	Biographies are written correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
5.0 Provide basic English language services to the community	5.1 Apply principles of editing and proofreading in a variety of texts	(a) Recognise the basic principles of editing and proofreading texts (e.g., <i>sentence construction, language clarity, grammar, semantic rules, logical flow</i>)	Snowball discussions: Guide the students through discussing the basic principles of editing and proofreading using snowball discussions	The basic principles of editing and proofreading are recognised	Relevant texts, school rules and regulations, fliers, user manuals, various essays/ compositions, dictionaries	8
		(b) Describe the main steps of editing and proofreading	Assignment: Assign the students a task to find the main steps in editing and proofreading, and present their work to the class	The main steps in editing and proofreading are described accurately		
		(c) Describe the basic principles and methods of editing and proofreading	Description: Guide the students through describing the basic principles and methods of editing and proofreading, and presenting their work to the class	The basic principles and methods of editing and proofreading are described properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Use the principles of editing and proofreading to edit and proofread simple and short texts in a school context (e.g., <i>laboratory rules, announcements</i>)	Modelling: Engage the students by showing them how to edit and proofread texts Shared practice: Work with the students to edit and proofread a text Collaborative and independent practice: Provide the students in pairs and individually with simple and short texts in the school context and guide them through editing and proofreading the texts	The principles of editing and proofreading simple texts in the school context are used appropriately		
	5.2 Apply principles of interpretation to provide simple authentic interpretations	(a) Explain the concept of interpretation	Know Want Learned (KWL) chart: Guide the students through using KWL chart to get their prior knowledge, expectations and what they have learnt about the concept of interpretation Group work: Guide the students through explaining the concept of interpretation and presenting their work to the class	The concept of interpretation is explained accurately	Dictionaries, oral texts, audio and audio-visual materials (audio/video clips, recorded stories)	9
		(b) Elaborate the principles of interpretation	Information search: Guide the students through searching for information about the principles of interpretation and presenting their work to the class	The principles of interpretation are elaborated precisely		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Interpret a short simple text in a school context (e.g., <i>greetings, self introductions</i>) (English to Kiswahili and vice versa)	Simultaneous and consecutive interpretation: Guide the students in pairs through interpreting messages in the school context using simultaneous and consecutive interpretation	Short messages in the school context are interpreted appropriately		
	5.3 Apply principles of translation to produce simple authentic translation	(a) Explain the concept of translation	Brainstorming: Guide the students in groups through brainstorming the concept of translation and presenting their work to the class	The concept of translation is explained correctly	Dictionaries, a variety of texts	9
		(b) Elaborate the principles of translation	Discussion: Guide the students through discussing the principles of translation and presenting their work to the class	The principles of translation are elaborated correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Translate a simple short text in a school context (e.g., <i>laboratory rules, timetables, joining instructions</i>) (English to Kiswahili and vice versa)	I do, we do, you do: Modelling: Engage the students by showing them how to translate texts through communicative translation. (Use a text in the school context) Shared practice: Work with the students to use communicative translation to translate a text in the school context. Collaborative and independent practice: Guide the students in groups and individually through translating texts in the school context using communicative translation	Texts in the school context are translated correctly		
6.0 Appreciate and create literary works	6.1 Appreciate the aesthetics and value of literature	(a) Assess the language used in selected poems and plays	Brainstorming: Guide the students in groups through brainstorming the language used in poems and plays, and presenting their work to the class Shared practice: Select a poem and a play, and collaborate with the students to assess the language used	The language used in selected poems and plays is assessed appropriately.	Literary texts, audio/ audio-visual materials, artistic drawings, dictionaries	15

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Collaborative and independent practice: Provide the students in pairs/groups and individually with poems and plays to read and guide them through assessing the language used			
		(b) Compare own values and perspectives with those implied in selected poems and plays	TIPS: Guide the students through identifying own values and perspectives using TIPS Pair work: Guide the students in pairs through comparing own values and perspectives with those implied in the selected poems and plays, and presenting their work to the class	Own values and perspectives are compared appropriately with those implied in selected poems and plays		
	6.2 Evaluate the context in which literary texts are written, read and understood	(a) Assess the socio-political and cultural contexts in which the selected poems and plays were written	Information search: Guide the students through searching for information on the techniques to identify the setting of a poem and presenting their work to the class Group work: Guide the students through assessing the socio-political and cultural contexts of the selected poems and plays	The socio-political and cultural contexts in which the selected poems and plays were written are assessed appropriately	A variety of literary texts, dictionaries	9

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Examine the socio-political, economic and cultural issues portrayed in selected poems and plays	Collaborative practice: Guide the students through examining the socio-political and economic issues portrayed in the selected poems and plays, and presenting their work to the class	The socio-political, economic and cultural issues portrayed in selected poems and plays are examined appropriately		
		(c) Relate the context of the story in selected poems and plays with real life experiences	Brainstorming: Guide the students in groups through brainstorming ideas on real-life experiences Pair work: Guide the students in pairs through identifying the context of the story in the selected poems and plays, relating such context with their life experiences and presenting their work to the class	The context of the story in selected poems and plays is related properly with real-life experiences		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	6.3 Analyse genres of literature and appreciate their conventions	(a) Describe different genres of written literature and their conventions	Two Truths and a Lie: Guide the students through identifying genres of written literature through two truths and a lie Discussion/Group work: Guide the students in groups through describing different genres of written literature and their conversations. Then, guide each group through presenting its work to the class	Different genres of literature and their conventions are described correctly	A variety of literary texts, dictionaries	17
		(b) Analyse techniques of critiquing poems and plays based on their conventions	Information search: Guide the students through searching for information about the techniques for critiquing poems and plays based on their conventions Pair work: Guide the students in pairs through sharing the information searched about the techniques for critiquing poems and plays, analysing the techniques and presenting them to the class	Techniques for critiquing poems and plays based on their conventions are analysed appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Critique selected poems and plays based on form and content	Brainstorming: Guide the students in pairs through brainstorming the elements of form and content in a literary work and presenting their work to the class Group work: Guide the students in groups critiquing poems and plays based on form and content	Poems and plays are clearly critiqued based on form and content		
	6.4 Create simple literary works	(a) Compose free verse poems on various topics using literary language	Think-aloud-pair problem solving: Guide the students through Think-aloud-pair problem solving to explain steps in composing a poem Collaborative and independent practice: Guide the students in groups and individually through composing free verse poems on various topics using literary language	Topics for composing poems are identified appropriately	Literary texts, audio/ audio-visual materials(audio/ video clips, recorded stories), artistic drawings, dictionaries	13
		(b) Publish the poems on various platforms (e.g., note boards and online platforms)	Publishing: Guide the students through publishing their poems composed on various platforms (e.g., note boards, or on the Internet)	Poems are published properly on various platforms		

Form IV

Table 6: Detailed Contents for Form IV

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of English language skills	1.1 Use appropriate grammar and vocabulary in oral and in written language tasks	(a) Prepare and deliver short speeches about common topics (e.g., <i>entrepreneurship, corruption, child rights and security, gender education, cyber security education, disaster management, health and reproductive education, drug abuse, life skills, financial management education, taxation</i>)	Project work: Ask the students to listen to various short speeches in their environment or from online sources and analyse them based on their characteristics, parts, the language used and techniques used in delivering such speeches. Presentation: Guide the students through presenting their work to the class Observation: Guide the students through observing and discussing the characteristics and language used in a given short speech on common topics Speech delivery: Guide the students through preparing short speeches on common topics and delivering such speeches to the class using appropriate techniques	Short speeches about common topics are prepared and delivered appropriately	Written texts of different types, dictionaries, encyclopaedia, oral texts, audio and audio-visual materials (audio/video clips, recorded stories)	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Compose different types of essays (<i>narrative, descriptive, argumentative and expository</i>) using correct grammar and vocabulary	Observation: Guide the students through observing and discussing the characteristics and language used in different types of essays. Then, let each group present its work to the class Composing/essay writing: Guide the students through composing different types of essays based on their characteristics	Different types of essays are composed using correct grammar and vocabulary		
2.0 Comprehend oral and written information	2.1 Read texts for comprehension	(a) Discuss the author's motives in a given text	Close reading: Guide the students through identifying key ideas from a given text and presenting their work to the class Description: Guide the students through describing the author's motives orally and in writing using the identified key ideas of the texts	The author's motives in the given text are discussed correctly	Dictionaries, encyclopaedia, newspaper articles, journals	8

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Deliver an oral presentation about the content of a text	Discussion: Guide the students through identifying and discussing the details of a given text and presenting their work to the class	An oral presentation about the content of the text is made appropriately		
		(c) Draw inferences (<i>conclusions</i>) from a text	Modelling: Use a text to show the students how to draw inferences (<i>conclusions</i>) Close reading: Guide the students through identifying the main details and facts from a given text and relating them with their experiences. Thereafter, guide them through drawing inferences (<i>conclusions</i>) and presenting their work to the class	Inferences (<i>conclusions</i>) are drawn correctly from the text		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Comprehend oral messages with increasing difficulty	(a) Deduce the main ideas from an oral presentation or language task	Modelling: Play a recorded text/speech to the students and show them how to deduce the main ideas from the text/speech Reading aloud: Ask another teacher to read aloud a text or deliver a speech while you listen to it attentively with your students. Then, show the students how to deduce the main ideas from such text/speech Speech delivery/Presentation: Deliver a speech/make a presentation to the students on common or cross-cutting topics using appropriate techniques and guide them through deducing the main ideas from the speech/presentation and presenting their work to the class	The main ideas from oral presentations and language tasks are deduced appropriately	Oral texts, audio and audio-visual materials (audio/video clips, recorded stories)	8

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Examine information from oral sources	Pair work: Read aloud a story/ passage to the students and guide them in pairs through examining information from the story/ passage and presenting their work to the class Group work: Play a recorded text/speech to the students and guide them in groups through examining the information obtained in the text/speech and presenting their work to the class Project activity: Ask the students to listen to and watch the news on the radio and TV respectively at home or school. Then, ask them to examine the information from the news broadcast and present their work to the class	Information from oral sources is examined appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Relate the core messages of an oral presentation to real life experiences	Group work: Guide the students in groups through discussing the content of a passage heard, identifying the core messages, relating such messages to their-life experiences and presenting their work to the class Pair work: Play a recorded text/ speech to the students and guide them in pairs through discussing its content, identifying the core messages, relating such messages to their life experiences and presenting their work to the class Project activity: Ask the students to listen to and watch the news on the radio and TV respectively at home and school. Then, ask them to examine the information from the news broadcast, relate it to their real-life experiences and present their work to the class	The core messages of the oral presentation are related correctly to real-life experiences		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.3 Construct meaning from a variety of texts	(a) Explore strategies for deriving meanings of words from given texts (e.g., <i>contextual guessing</i>)	Exploration: Guide the students through exploring strategies for deriving meanings of words from texts and presenting their work to the class	Strategies for deriving meanings of words from given texts are explored appropriately	Books, dictionaries, encyclopaedia, newspaper articles, journals	9
		(b) Synthesise ideas and draw conclusions from multiple and diverse texts	Close reading: Guide the students through synthesising ideas and drawing conclusions from multiple and diverse texts, and presenting their work to the class	Ideas from multiple and diverse texts are synthesised correctly, and conclusions are drawn correctly		
		(c) Write a single text from information and opinions derived from a variety of texts	Close reading: Guide the students through using the main ideas and key messages and summaries from the texts read to write one text	A single text from information and opinions derived from a variety of texts is written correctly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Make inferences about a variety of texts	Group work: Guide the students in groups through finding the details of the texts, using such details and personal knowledge to make inferences and presenting their work to the class	Inferences about a variety of texts are made appropriately		
		(e) Relate the core messages from multiple and diverse texts to real life experiences	Close reading: Guide the students through reading texts, discussing their contents, identifying core messages, relating such messages to their real-life experiences and presenting their work to the class	The core messages from multiple and diverse texts are related appropriately to real-life experiences		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Communicate effectively in different contexts	3.1 Use appropriate grammar and vocabulary for oral communication in a variety of contexts	(a) Express feelings and emotions depicted/ portrayed in various social contexts using appropriate phrases (e.g., <i>I am saddened...</i> , <i>I am upset...</i> , <i>my condolences...</i> , <i>I feel happy...</i> , <i>hurray...</i>)	Pictures: Display pictures/ emojis representing different feelings for students to describe orally what they represent Case study/Scenario: Provide the students with a case study/ scenario and ask them to express their feelings orally using appropriate phrases. Dialogue: Guide the students through acting out a dialogue with appropriate phrases for expressing feelings and emotions.	Feelings and emotions depicted/ portrayed in various social contexts are expressed using appropriate phrases	Dictionaries, encyclopaedias, relevant texts (e.g., books for English grammar)	11
		(b) Deliver different kinds of planned and unplanned speeches (e.g., <i>informative</i> , <i>persuasive speech</i>) on different topics	Discussion: Guide the students through discussing different types of speeches and presenting their work to the class Speech delivery: Guide the students through delivering planned and unplanned speeches	Different kinds of planned and unplanned speeches on different topics are delivered properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Negotiate solutions to various problems using appropriate formulaic language (e.g., <i>Would you mind..., don't you think..., is it possible..., if I were you...</i>)	Roleplay: Guide the students through roleplaying negotiations to various problems using appropriate formulaic language Dialogue: Guide the students through reading aloud and acting out dialogues by negotiating solutions to various problems using appropriate formulaic language	Solutions to various problems are negotiated using appropriate formulaic language		
	3.2 Create a variety of texts for different communicative purposes using the appropriate tone and register	(a) Write application letters for various purposes (e.g., <i>job application, school admission</i>)	Information search: Guide the students through using various sources to search for information on the types and parts of application letters and presenting their work to the class Pair work: Guide the students in pairs through writing application letters for various purposes	Application letters for various purposes are written properly	Dictionaries, encyclopaedia, relevant texts	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Write speeches on a variety of topics, including cross-cutting issues	Brainstorming: Guide the students through brainstorming the structure of speeches Demonstration: Demonstrate how to begin writing a speech by asking the students to give ideas and help you plan the speech Collaborative practice: Guide the students in pairs or groups through writing speeches on a variety of topics, including cross-cutting issues	Speeches on a variety of topics, including cross-cutting issues, are written properly		
		(c) Write Curriculum Vitae (CV) for different purposes	Jigsaw: Guide the students through explaining the meaning, components and the importance of curriculum vitae using jigsaw Independent practice: Guide individual students through writing their CVs and sharing them in pairs for comments and improvement Publishing/storing: Guide the students in groups through storing or publishing their CVs on different platforms	Curriculum Vitae (CV) for different purposes are written properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.3 Conduct a socio-cultural analysis of functional texts	(a) Analyse different functional texts in terms of purpose, content, organisation, format and design	Jigsaw: Guide the students through the jigsaw to analyse different functional texts read (in terms of purpose, content, organisation, format and design)	Different functional texts are analysed correctly in terms of purpose, content, organisation, format and design	Various kinds of functional texts (<i>e.g., recipes, product manuals, transport schedules, forms, brochures, menus</i>)	14
		(b) Read a variety of functional texts (<i>e.g., recipes, product manuals, transport schedules, forms, brochures, and menus</i>)	Pair work: Provide the students in pairs with a variety of functional texts and guide them through reading the texts for comprehension	A variety of functional texts are read effectively		
		(c) Comment on the usefulness of different functional texts	Group work: Guide the students in groups through commenting on the usefulness of the functional texts read and presenting their work to the class	The usefulness of different functional texts is commented on appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Compose functional texts to serve various purposes	Modelling: Engage the students by showing them how to compose various functional texts Composing: Guide the students through composing various functional texts	Functional texts are composed properly to serve various purposes		
4.0 Provide basic English language services to the community	4.1 Apply principles of editing and proofreading in a variety of texts	(a) Edit and proofread texts in a school context (e.g., <i>school rules</i> and <i>regulations</i> , <i>essays/ compositions</i>)	Pair work: Guide the students in pairs through editing and proofreading short texts found in the school context and presenting their work to the class	Texts found in the school context are edited and proofread appropriately	Relevant texts, school rules and regulations, fliers, user manuals, various essays/ compositions, dictionaries	12
		(b) Edit and proofread short texts in contexts outside the school (e.g. <i>posters, flyers, user manuals</i>)	Group work: Guide the students in groups through editing and proofreading short texts found outside the school context and presenting their work to the class	Texts found outside the school context are edited and proofread appropriately		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	4.2 Apply principles of interpretation to provide simple authentic interpretations	(a) Interpret messages in informal contexts (e.g., <i>family conversations</i> and <i>peer conversations</i>) (from English to Kiswahili and vice versa)	Simultaneous and consecutive interpretation: Guide the students in pairs through simultaneous and consecutive interpretation to interpret messages in informal contexts	Messages in informal contexts are interpreted correctly (from English to Kiswahili and vice versa)	Dictionaries, oral texts, audio and audio-visual materials (audio/video clips, recorded stories)	14
		(b) Interpret messages in small formal settings (e.g., <i>classroom</i> and <i>subject group discussions</i>) (from English to Kiswahili and vice versa)	Roleplay: Guide the students in pairs through roleplaying the role of the speaker and interpreter in interpreting messages in small formal settings	Messages in small formal settings are interpreted correctly (from English to Kiswahili and vice versa)		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Interpret messages in large formal settings (e.g., <i>church, mosque</i> and <i>meetings</i>) (from English to Kiswahili and vice versa).	Simultaneous and consecutive interpretation: Guide the students in pairs through interpreting messages in informal contexts using simultaneous and consecutive interpretation	Messages in large formal settings are interpreted correctly (from English to Kiswahili and vice versa)		
	4.3 Apply principles of translation to produce simple authentic translation	(a) Translate texts in contexts outside the school (from English to Kiswahili and vice versa)	Collaborative and independent practice: Guide the students in groups and individually through translating texts found outside the school context using communicative translation	Texts found outside the school context are translated correctly (from English to Kiswahili and vice versa)	Dictionaries, a variety of texts	14

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Translate a variety of short texts (<i>e.g., advertisements and functional texts</i>) (from English to Kiswahili and vice versa)	Collaborative and independent practice: Guide the students in groups and individually through translating a variety of short texts using communicative translation	A variety of short texts are translated correctly (from English to Kiswahili and vice versa)		
		(c) Translate a variety of long texts (from English to Kiswahili and vice versa)	Collaborative and independent practice: Guide the students in pairs and individually through translating a variety of long texts using communicative translation	A variety of long texts are translated correctly (from English to Kiswahili and vice versa)		
	4.4 Manage short translation and editing projects using Computer-Assisted Tools	(a) Describe the use of Computer-Assisted Tools in translating and editing	Group work: Guide the students in groups through describing the use of Computer Assisted Tools in translating and editing	The use of Computer-Assisted Tools in translating and editing is described correctly	Dictionaries, a variety of texts	9

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Use Computer-Assisted Translation Tools to translate and edit short simple texts	Exploration: Guide the students through exploring the Computer-Assisted Tools used for translation and editing Modelling/demonstration: Demonstrate to the students how to use Computer-Assisted Tools in translating and editing texts Shared practice: Work with the students to translate and edit texts using Computer-Assisted Translation Tools Collaborative and independent practice: Guide the students in groups and individually through translating and editing texts using Computer-Assisted Tools	Computer-Assisted Translation Tools are used appropriately to translate and edit short simple texts		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
5.0 Appreciate and create literary works	5.1 Appreciate the aesthetics and value of literature	(a) Assess the language used in a selected novella	Brainstorming: Guide the students through brainstorming techniques for analysing language in texts Close reading: Guide the students through assessing the language used in the novella read and presenting their work to the class	The language used in the selected novella is assessed appropriately	A variety of literary texts, dictionaries	10
		(b) Compare own values and perspectives with those implied in a selected novella	TIPS: Guide the students through identifying their own values and perspectives using TIPS Pair work: Guide the students in pairs through comparing own values and perspectives with those implied in the selected novella	Own values and perspectives are compared appropriately with those implied in the selected novella		
		(c) Dramatise episodes from a selected novella	Dramatisation: Guide the students in groups through dramatising episodes from the selected novella	Episodes from the selected novella are dramatised properly		

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	5.2 Evaluate the context in which literary texts are written, read and understood	(a) Examine the socio-political and cultural issues portrayed in a selected novella	Brainstorming: Guide the students in groups through brainstorming ideas about socio-political and cultural issues and presenting their work to the class Group work: Guide the students in groups through examining the socio-political and cultural issues portrayed in the selected novella and presenting their work to the class	The socio-political and cultural issues portrayed in the selected novella are examined properly	A variety of literary texts, dictionaries	12
		(b) Relate the context of the story in a selected novella to real life experiences	Discussion: Guide the students through discussing the context of a story in the selected novella, relating it to real-life experiences and presenting their work to the class	The context of the story in the selected novella is related appropriately to real-life experiences		
	5.3 Analyse genres of literature and appreciate their conventions	(a) Analyse techniques of critiquing literary texts based on their conventions	Gallery walk: Guide the students through analysing and presenting techniques for critiquing literary texts using gallery walk	Techniques for critiquing literary texts based on their conventions are analysed appropriately	A variety of literary texts, dictionaries	8

Main competence	Specific competence	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	5.4 Create simple literary works	(b) Critique a selected novella based on form and content	Group work: Guide the students in groups through critiquing the novella based on form and content and presenting the work to the class	The selected novella is critiqued appropriately based on form and content		
		(a) Apply literary skills to compose short stories on various topics	Brainstorming: Guide the students through brainstorming ideas on the skills required in composing short stories and presenting the work to the class Collaborative and independent practice: Guide the students in groups and individually through composing short stories on various topics Follow-up: Check the correctness of the stories(e.g., a <i>series of events, coherence and language used</i>)	Literary skills are applied appropriately to compose short stories on various topics		18
		(b) Publish the short stories on various platforms (e.g., <i>note boards</i> and <i>online platforms</i>)	Project work: Guide the students through publishing the short stories they have created on various platforms (e.g., <i>note boards</i> and <i>the Internet</i>)	Short stories are published appropriately on various platforms		

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