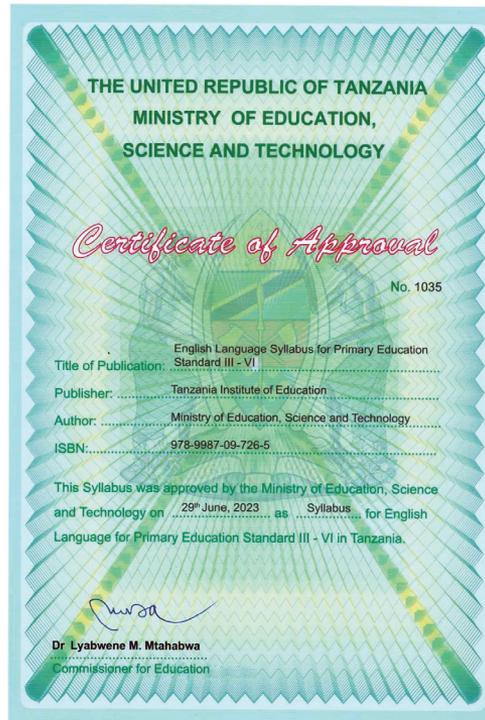


**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**ENGLISH LANGUAGE SYLLABUS FOR PRIMARY EDUCATION
STANDARD III—VI**

2023

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Abbreviations and Acronyms

ICT Information and Communication Technology

TIE Tanzania Institute of Education

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1.0 Introduction

The English language subject is compulsory for all pupils in Standard III-VI. The significance of teaching and learning English language is to promote the mastery of the four language skills (listening, reading, speaking and writing) in Primary Education. Therefore, in learning English pupils will build their confidence academically and enable them to communicate with other people locally and globally.

The English Language Standard III–VI Syllabus for Primary Education, therefore, is designed to guide teaching and learning English for standards III–VI in Mainland Tanzanian. It has been prepared in alignment with the 2023 Basic Education Curriculum. This syllabus provides information that will enable teachers to plan their teaching process effectively. In addition, the syllabus will enable the teacher to plan teaching and learning activities to develop the pupil's 21st century skills of curiosity, creativity, collaboration, communication and problem solving.

2.0 Main Objectives of Education in Tanzania

The main objectives of providing 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) Apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her 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 in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Primary Education

The objectives of Primary Education Standard III–VI are to:

- (a) Develop reading, writing, and arithmetic skills, communicate fluently, using Tanzanian Sign Language (TSL) and tactile communication;
- (b) Master, appreciate and use Kiswahili and English Language and at least one other foreign language;
- (c) Appreciate and maintain Tanzanian culture, and national unity and recognising other people’s cultures;
- (d) Develop knowledge, the ability to inquire, think critically, design and solve problems;
- (e) Promote moral values, integrity, and respect for differences of /in faith;
- (f) Identify and develop talents, gifts, work skills, sports and arts;
- (g) Develop the habit of appreciating/valuing and loving work;
- (h) Recognise and use science and technology in learning and daily life;
- (i) Develop knowledge, skills and inclination to take care of the environment, respect gender equality and other cross-cutting issues; and
- (j) Develop the ability to socialise in an inclusive environment.

4.0 General Competences for Primary Education

The general competences for Primary Education, Standard III–VI are to:

- (a) Develop reading, writing, and arithmetic skills and communicate fluently using Tanzanian Sign Language (TSL) and tactile communication;
- (b) Use and appreciate Kiswahili and English Language. Also, a pupil should be encouraged to develop competence in at least one other foreign language depending on the school situation;
- (c) Appreciate and maintain Tanzanian culture and national unity and acknowledge other people’s cultures;
- (d) Develop knowledge, inquisitive mind, critical thinking, creativity and problem-solving skills;
- (e) Promote ethics, integrity, and respect for differences in faith;
- (f) Identify and develop talents, gifts, work skills, sports and arts;
- (g) Develop the habit of valuing and loving work;

- (h) Recognise and use science and technology in learning and daily life;
- (i) Develop knowledge, skills and attitude towards taking care of the environment and respect gender equality, as well as other cross-cutting issues; and
- (j) Develop the ability to interact in an inclusive environment.

5.0 Main and Specific Competences

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

Table 1: *Main and Specific Competences for Standard III–VI*

Main competences	Specific competences
1.0 Demonstrate mastery of basic English Language skills	1.1 Develop listening and speaking skills 1.2 Develop phonemic awareness and pronunciation of English letters 1.3 Develop vocabulary by relating words with objects in the environment 1.4 Use appropriate grammar and vocabulary both orally and in writing
2.0 Comprehend oral and written information	2.1 Comprehend information presented orally 2.2 Construct meaning from simple texts 2.3 Respond appropriately in a familiar communicative context 2.4 Read appropriately a variety of simple texts
3.0 Communicate effectively in different contexts	3.1 Demonstrate knowledge of the basic features of spoken language 3.2 Produce short and basic oral messages with a logical structure and intelligible pronunciation 3.3 Produce short written messages using appropriate grammar and vocabulary 3.4 Demonstrate basic skills in creative writing

6.0 Roles of Teacher, Pupil and Parent in the Teaching and Learning

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

6.1 The teacher

The teacher is expected to:

- (a) Help the pupil to learn and acquire the intended competences in English Language;
- (b) Use teaching and learning approaches that will allow the pupil with different needs and abilities to;
 - (i) develop the competences needed in the 21st century;
 - (ii) actively participate in the teaching and learning process;
- (c) Use pupils centred instructional strategies that make the pupils 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 pupils equally irrespective of their differences;
- (h) Protect the pupil while at school;
- (i) Keep track of the pupil's daily progress;
- (j) Identify individual pupil's needs and provide the right intervention;
- (k) Involve parents/guardians and the society at large in the pupil's learning process; and
- (l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The pupil

The pupil is expected to:

- (a) Develop the intended competences by participating 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

The parent/guardian is expected to do the following:

- (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 that is conducive for learning;
- (d) Keep track of the child progress in behaviour;
- (e) Provide the child with any materials required in the learning process; and
- (f) Instil in the child a sense of commitment and positive value towards education.

7.0 Teaching and Learning Methods

The teaching and learning methods are instrumental in developing pupil's intended competences. This syllabus suggests teaching and learning methods for each activity. They are aimed at enabling pupils to interact with content, which includes listening to and/or watching live or recorded materials, engaging with a written or visual text, and engaging with multimedia. All these aim to help pupils develop listening, speaking, reading, and writing skills as well as develop vocabulary and grammar. However, a teacher is advised to use other appropriate methods based on the environment or context.

8.0 Teaching and Learning Resources

The process of teaching and learning requires different resources. In that regard, both a teacher and pupil should work together to collect or improvise alternative resources available in the school and home environment when needed. The teacher and pupil are expected to constantly seek for information from various sources to effectively facilitate teaching and learning process. The list of approved textbooks and references books shall be provided by the TIE.

9.0 Assessment

Assessment is an important process in the learning and teaching process to facilitate the development of intended competences. The assessment of the English language will involve continuous and summative assessment. The continuous assessment will take into account the criteria in each learning activity and will enable the teacher to determine the pupil's learning ability and needs. It will also help the teacher to assess pupils knowledge, skills and attitudes and the ability to use the four language skills in various contexts. Furthermore, the assessment information will enable the teacher to improve teaching and learning to facilitate the pupil's achievement of the intended outcomes. The assessment tools that will be used during teaching and learning are, checklists, classroom exercises, home works, questionnaires, face-to-face questions, practical works (individual and group works), project works and portfolios and other similar tools.

The final assessment will include weekly, monthly, terminal and annual examinations which will be used to assess pupil's learning progress and provide feedback to facilitate teaching and learning process. In addition, there will be a standard six national assessment that will contribute 7.5% marks to the Form Four National Examination.

10.0 Number of Periods

The English Language Syllabus for Primary Education Standard III–VI provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Therefore, seven periods of 40 minutes each have been allocated for this subject per week for Standard III and IV and six periods of 40 minutes each have been allocated for this subject per week for Standard V and VI respectively.

11.0 Teaching and Learning Contents

The contents of this subject are presented in matrix form with seven columns which include main competences, specific competences, learning activities, suggested teaching and learning methods, assessment criteria, resources and the number of periods as presented in Tables 2–5.

Standard III

Table 2: Detailed Contents for Standard III

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of basic English language skills	1.1 Develop listening and speaking skills	(a) Write dictated words	Dictation: Guide the pupils through writing words (use only words that the pupil has already learned to spell)	Dictated words are written correctly	Texts and audio/ audiovisual materials for listening and speaking	30
		(b) Listen and respond to questions based on simple stories from familiar contexts (<i>home, school</i>)	Prediction: Show the pupils a cover of a book to predict what the story is about Storytelling: Tell the pupils a story using facial expressions, voices and gestures to support understanding	Questions on simple stories in a familiar environment are responded to correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Develop phonemic awareness and pronunciation of English letters	(a) Read aloud simple short stories	<p>Discussion: Give the pupils a list of words and guide them through pronouncing familiar words</p> <p>Songs: Guide the pupils through singing songs with targeted words</p>	Simple and short texts are read aloud fluently	Manila paper, cards, texts and audio/ audiovisual materials with phonemes	64
		(b) Read short, simple texts for comprehension	<p>Demonstration: Demonstrate by reading a text and asking comprehension questions</p> <p>Scanning: Guide the pupils through picking and combining specific words from a text to generate the general idea</p>	Short texts are read for comprehension		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.3 Use appropriate grammar and vocabulary both orally and in writing	(a) Use personal pronouns	<p>Matching: Use pictures to guide the pupils through pronouncing the words <i>him, her, it, them, you, etc</i></p> <p>Songs: Guide the pupils through singing songs with pronouns and ask them some questions about the pronouns</p>	Personal pronouns are used correctly	Texts and audio/ audiovisual materials with grammar and vocabulary	38
		(b) Express possession using the verbs have and has	<p>Describing: Guide the pupils through expressing possessions using <i>have</i> and <i>has</i></p> <p>Draw and Describe: Ask the pupils to draw pictures and describe them using <i>have</i> and <i>has</i></p>	Possessions are well expressed using the verbs have and has		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Express routines and ongoing activities in school and home contexts (target: <i>simple present tense, present continuous tense</i>)	<p>Demonstration: Demonstrate the use and structure of simple present tense, and present continuous tense</p> <p>Chart: Use a chart with columns for the simple present and present continuous process to show the pupils how <i>-s, -es</i> and <i>ies</i> are added to the verb</p> <p>Pictures: Show the pupils a series of pictures with sentences underneath narrating what is happening in the images</p>	Routines and ongoing activities in school and home contexts are expressed correctly		
		(d) Use conjunctions in oral and written contexts (target: <i>and, but</i>)	<p>Songs: Play recorded songs about conjunctions and ask the pupils to identify the conjunctions</p> <p>Explanation: Compose pairs of simple sentences for pupils to see how <i>and</i> and <i>but</i> are used</p>	Conjunctions are used in oral and written contexts		

Main competences	Specific competences	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 a variety of simple texts appropriately	(a) Read two-syllable and grade-appropriate words	<p>Explain and demonstrate: Demonstrate and explain the structure of syllables</p> <p>Syllable Match-Ups: Give the pupils cards with single syllables to match up and make new two-syllable words</p>	Two syllables and grade-appropriate words are read correctly	Various reading texts	56
		(b) Read multi-syllable and grade-appropriate words	<p>Clapping Games: Guide the pupils through identifying syllables in spoken words by clapping for each syllable</p> <p>Jumping syllables: Lead the pupils to separate words into syllables and create new words</p> <p>Songs: Use fun songs such as <i>The Wheels on the Bus</i>, <i>Old McDonald</i>, <i>The Itsy Bitsy Spider</i>, <i>Bingo</i>, and <i>Row Row Row Your Boat</i> to learn to pronounce words into syllables</p>	Multi-syllable and grade-appropriate words are read correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
			Using pictures: Guide the pupils through identifying and saying multi syllabic words from magazines or online sources			
		(c) Read aloud a variety of grade-level texts	Modelling: Read a text aloud then ask the pupils to read the texts after you have read Question and Answer: Ask questions before, during and after reading a text	A variety of grade-level texts are read aloud		

Main competences	Specific competences	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 Demonstrate knowledge of the basic features of spoken language	(a) Identify words with short and long vowels (e.g., <i>ship/sheep, full/fool, to/too</i>)	Read and write: Guide the pupils through pronouncing and writing words with long vowels Sort the words: Guide pupils through sorting the words based on how long vowel sounds are spelled	Words with short and long vowels are identified	Wallcharts, texts and audio/ audiovisual materials with features of spoken language	56
		(b) Pronounce words with long vowel sounds with speed and fluency	Discussion: Ask the pupils to discuss and circle the correct spelling of words with long vowel sounds	Words with long vowels are pronounced with speed and fluency		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Read short phrases and simple sentences with short and long vowels	Instructional routines: Guide the pupils through using “touch and say” to read phrases containing long vowels	Short phrases and simple sentences with short and long vowels are read correctly		

Standard IV

Table 3: *Detailed Contents for Standard IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of basic English language skills	1.1 Develop vocabulary by relating words with objects in the environment	(a) Associate words with objects found in different contexts (e.g., <i>home, hospital, market, bus station</i>)	Direct/explicit instruction: Guide the pupils through learning words in their immediate surroundings Repetition and multiple exposures: Expose the pupils to new words	Words are associated with objects found in different contexts	Realia, word lists, charts and audio/ audiovisual materials with environmental vocabulary	22
		(b) Match objects with their respective characteristics	Vocabulary 7-up game: Guide the pupils through matching vocabulary with objects in a simple game	Words are matched with their respective characteristics		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Construct short sentences using vocabulary referring to objects found in different settings	Word walls: Ask the pupils to construct sentences with words on the word wall	Short sentences are constructed by using vocabulary referring to objects found in different settings		
	1.2 Use appropriate grammar and vocabulary both orally and in writing	(a) Talk about quantity using appropriate words (e.g., <i>some, many, any, much</i>)	Explanation: Guide the pupils through talking about quantities of things using <i>some, many, any, much</i> Role play: Guide the pupils through playing the roles of sellers and buyers in shopping using the expressions ' <i>How much is it</i> ' and ' <i>How many do we want/need</i> '	Quantities are expressed using appropriate words	Charts, texts and audio/ audiovisual materials with grammar and vocabulary	40

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Express location using appropriate prepositions of place and time (target: <i>in, at, on, under, inside, outside, over, near</i>)	<p>Games: Use games like ‘Simon Says’ to guide the pupils through responding to commands with prepositions</p> <p>Preposition race: Ask the pupils to follow instructions that include prepositions of place and time</p>	Location is expressed using appropriate prepositions of place and time		
		(c) Express past events (target: <i>simple past tense, past continuous tense</i>)	<p>Game: Ask the pupils to change irregular verbs in present tense into past tense</p>	Past events are expressed correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Use conjunctions in oral and written contexts (target: <i>so</i> , <i>because</i>)	Link-Up Game: Guide the pupils in pairs through writing a sentence at the same time using <i>so</i> and <i>because</i> “SLAP-IT” Game: Guide the pupils through getting the correct word and gaining a point for their group in the game	Conjunctions are well used in oral and written contexts		
2.0 Comprehend oral and written information	2.1 Respond appropriately in a familiar communicative context	Participate in simple dialogues about school, market and home contexts	Dialogue: Use a dialogue with the appropriate vocabulary for market and home Roleplay: Guide the pupils through role-playing a teacher-pupil conversation on a particular topic	Simple dialogues are produced on school, market and home contexts	Wallcharts, texts and audio/ audiovisual materials with communicative contexts	42

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Read appropriately a variety of simple texts	(a) Read aloud grade-level simple texts with appropriate intonation	<p>Demonstration: Read aloud, model, and verbalize the words in the text</p> <p>Reader's Theatre: Assign the pupils in groups to take turns in reading their scripts with appropriate intonation</p>	Grade-level simple texts are read aloud with appropriate intonation	Simple texts with a variety of issues	30
		(b) Read grade-level simple texts of different natures fluently	<p>Modelling: Reading simple texts and ask the pupils to read in groups</p>	Grade-level simple texts of different natures are read fluently		

Main competences	Specific competences	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 Demonstrate knowledge of the basic features of spoken language	(a) Pronounce words with similar sounds (e.g., <i>see/sea, by/bye/buy, right/write</i>)	Listen and Repeat: Pronounce a word and ask your pupils to pronounce it after you Tongue twisters: Guide the pupils through reciting tongue twisters with the correct pronunciation	Words with the same sound are pronounced correctly	Wallcharts, texts and audio/ audiovisual materials with features of spoken language	35
		(b) Convey simple ideas using words with similar sounds	Modelling: Construct complete and correct sentences with two words with the same sound Discussion: Guide the pupils through discussing a particular topic	Simple ideas are conveyed using words with the same sound		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Use words with opposite meanings in spoken contexts	<p>Brainstorming: Lead the pupils in groups to compose sentences using the antonyms of given words</p> <p>Matching: Guide the pupils through matching words with their antonyms</p> <p>Complete the list: Assign the pupils to complete the column of antonyms for each word provided in another column</p> <p>Memory games: Mix words and their antonyms and ask the pupils to match them</p>	Words with opposite meanings are used in spoken contexts		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.2 Produce short written messages using appropriate grammar and vocabulary	(a) Identify the form and content of wishes and messages	Task-based learning: Guide the pupils through identifying the form and content of written messages from a sample of cards	The form and content of wishes and messages are identified	Realia, word lists, charts, calendars, cards and audio/ audiovisual materials with appropriate vocabulary	30
		(b) Write wishes and messages to parents, teachers and friends	Guided writing: Guide the pupils through writing their wishes in groups Games: Guide the pupils through using the ‘Association game’ to write messages to parents, teachers and friends	Wishes and messages are written to parents, teachers and friends correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Prepare a schedule of daily routines	<p>Match up: Guide the pupils through matching different times of the day with their daily routine</p> <p>Composing: Guide the pupils through composing their schedules for daily routines</p>	Schedules of daily routines are prepared correctly		
	3.3 Demonstrate basic skills in creative writing	(a) Write simple sentences using visual/ audiovisual stimuli (e.g., <i>pictures, charts, diagrams</i>)	<p>Pictures: Use pictures to guide the pupils through describing and writing sentences</p> <p>Mix and fix sentences: Guide the pupils through constructing sentences by re-arranging mixed parts of sentences</p> <p>What's missing? Guide the pupils through identifying the skipped parts or sentences</p>	Simple sentences are written using visual/ audiovisual stimuli	Picture, charts, diagrams and simple texts with a variety of issues	35

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Write simple guided paragraphs using appropriate and punctuation marks (target: <i>and, but, comma, full stop, question marks</i>)	<p>Brainstorming: Ask the pupils to brainstorm on a chosen topic</p> <p>Hook-On Sentences: Guide the pupils to write simple guided paragraphs by hooking one sentence to another</p>	Simple guided paragraphs are written using appropriate conjunctions and punctuation marks		

Standard V

Table 4: Detailed Contents for Standard V

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of basic English language skills	1.1 Develop vocabulary by relating words with objects in the environment	(a) Find synonyms and antonyms of targeted words in different texts	<p>Matching: Mix the sticky notes with pairs of synonyms and antonyms for pupils to match</p> <p>Word Pairs Game: Give the pupils pairs of words and let them say whether they are synonyms or antonyms</p> <p>Rewriting History: Guide the pupils through picking a paragraph on social issues and rewriting sentences using synonyms</p>	Synonyms and antonyms of the targeted words are found in different texts	Realia, word lists, charts and audio/ audiovisual materials with environmental vocabulary	22
		(b) Solve word puzzles from various media	<p>Modelling: Select a simple word puzzle and demonstrate to the pupils how to do the puzzle</p> <p>Collaborative: Select a simple word puzzle and solve it with the pupils</p>	Word puzzles from various media are solved		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Construct short passages using vocabulary referring to objects found in different settings	Sing or rhyme it: Guide the pupils through creating a short song or poem that includes chosen words Use song/poem to write: Guide the pupils through writing a short passage based on a song or poem	Short passages are constructed using vocabulary referring to objects found in different settings		
	1.2 Use appropriate grammar and vocabulary both orally and in writing	(a) Compare things based on size, quality and quantity (e.g., <i>big-bigger-biggest, much-more-most</i>)	Defining concept: Define an adjective and ask the pupils to give examples Brainstorming: Ask the pupils about different things they see in terms of size, quality and quantity Word chart: Provide the pupils with an adjective chart Game: Fill in the blanks: Guide the pupils through guessing missing comparative adjectives in sentences Observation: Guide the pupils through describing objects they see in terms of sizes, quality and quantity	Things are compared based on size, quality and quantity	Charts, texts and audio/ audiovisual materials with grammar and vocabulary	24

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Express location using appropriate prepositions of direction (target: <i>towards, between, beside, from, into, onto, through, across</i>)	Descriptive passage: Guide the pupils through circling the prepositions in the passage “Do As I Say” Game: Guide the pupils through using commands with prepositions to move into different positions The List Challenger: Guide the pupils through creating sentences using the given prepositions	Location is expressed using appropriate prepositions of direction		
		(c) Express possession using adjectives and pronouns (target: <i>my, mine, yours, his, her, hers, their, theirs</i>)	Songs: Guide the pupils through singing relevant songs with adjectives and pronouns Games: Use Stop me drills and Hot-chair games to guide the pupils through expressing adjectives and pronouns	Possessions are expressed using adjectives and pronouns		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Express completed and unfinished actions (structure: <i>present perfect, past perfect tense</i>)	Dialogue: Prepare a dialogue using present perfect and past perfect tenses and let the pupils practice it I know What You Will Say Game: Lead the pupils in groups, to complete questions using the present perfect or past simple	Completed and unfinished actions are expressed correctly		
		(e) Use conjunctions in oral and written contexts (target: <i>too... to, either ...or, neither...nor</i>)	Songs: Play a song on conjunction (e.g., “Conjunction Junction” by School House Rock) and guide the pupils through using the song to discuss conjunctions Describing: Write <i>too... to, either... or</i> and <i>neither... nor</i> on the board and guide the pupils through describing the usage of each of these pairs Discussion: Guide the pupils through discussing the targeted conjunction and create pairs of simple sentences	Conjunctions are used in oral and written contexts		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(f) Use active and passive voices to communicate in different contexts	<p>Active Approach: Guide the pupils through saying the actions after you show the action</p> <p>Brainstorming: Guide the pupils through brainstorming about things that the government does for the people</p> <p>Construction: Guide the pupils through using passive voice to report about things done in their communities</p> <p>Transformation: Guide the pupils through reporting the same events in active voice and later changing them to passive voice</p>	Active and passive voices are used appropriately to communicate in different contexts		

Main competences	Specific competences	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 Comprehend information presented orally	(a) Follow oral instructions to accomplish a task (<i>e.g., operating equipment and making objects</i>)	<p>Demonstration: Show the pupils a pre-built structure made from blocks and explain how it was built</p> <p>Building Blocks: Give a list of clearly written instructions on recreating structures using blocks of their own</p> <p>Scavenger Hunt Game: Provide the pupils with a set of clues to follow progressively until the treasure is found</p>	Oral instructions are followed to accomplish tasks	Realia, audio/ audiovisual materials, special pencils, stickers, texts with various information	30
		(b) Listen to grade-appropriate myths, fairy tales and fables presented through audio/ audiovisual channels and respond accordingly	<p>Brainstorming: Guide the pupils through brainstorming about myths, fairy tales and fables they know</p> <p>Storytelling: Guide the pupils through narrating myths/fairy tales/fables of their choice to the class</p> <p>Dramatising: Screen a short fairy tale and tell the pupils in groups to discuss and dramatise it</p>	Grade-appropriate myths, fairy tales, and fables are listened to and understood well		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Identify major and minor ideas in a story	Play a Game: Guide the pupils through thinking about facts and the team that comes up with the most facts wins	Major and minor ideas are identified from a story		
		(d) Summarise issues found in the texts heard	Summarisation: Guide the pupils through identifying and connecting the central idea	Issues found in the text heard are summarised		
		(e) Retell oral texts	Modelling: Guide the pupils through guided instructions about how to retell a short text Using pictures/props to retell: Ask the pupils to use printed pictures from the text, puppets, or other related props to retell Sequence retelling: Guide the pupils through retelling a story	Oral texts are retold correctly		
	2.2 Construct meaning from simple texts	(a) Read grade-appropriate texts to identify their basic components and contents	Sentence completion: Read phrases to the pupils, stop and give a signal for a pupil to complete a sentence Discussion: Guide the pupils in manageable groups to read a text and identify its content. Ask them questions after reading	Grade-appropriate texts are read properly and their basic components and contents are identified correctly	Picture, charts, diagrams and simple texts with a variety of issues	22

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Deduce the general meaning of a text	Prediction: Allow the pupils to read a paragraph from a selected text, discuss and predict what will happen in the next paragraph	General meaning is deduced from a text		
		(c) Summarise issues found in the texts read	Direct explanation: Explain how to summarise issues found in the text Modelling: Demonstrate how to summarise by “thinking aloud” while reading the text Using Wh-Questions: Guide the pupils through creating a summary by answering Who, What, When, Where, and Why questions	Issues are summarized from the texts read		
	2.3 Respond appropriately in a familiar communicative context	(a) Identify main points in conversations	Open-ended questions: Ask the pupils to give details as they express ideas by asking them, ‘ <i>Why do you think that happened?</i> ’	Main points are identified in conversations	Wall charts, texts and audio/ audiovisual materials with communicative contexts	24

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Respond to compliments, apologies, wishes and sympathy messages	<p>Explanation: Explain to pupils the meaning of compliments, apologies, wishes and sympathetic messages</p> <p>Brainstorming: Ask the pupils to identify different things that they praise people for (<i>clothing, hair, job performance, talent, design, hard work</i>)</p> <p>Roleplay: Guide the pupils through role playing a setting on the board</p>	Compliments, apologies, wishes and sympathetic messages are responded to appropriately		
	2.4 Read appropriately a variety of simple texts	(a) Read aloud grade-level simple texts with the correct rhythm	<p>Discussion: Lead the pupils in groups to communicate and explore the text before reading</p> <p>K-W-L: Use the steps to guide the pupils through reading texts</p>	Grade-level simple texts are read aloud with the correct rhythm	Simple texts with a variety of issues	24

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Reading grade-level prose and poetry with accuracy and appropriate speed	<p>Ordering: Cut the poem into verses, mix them and ask the pupils to put them in the correct order</p> <p>Watch Poetry Videos: Play a poem video for the pupils to watch and answer questions after it</p> <p>Plant a poetree: Instruct the pupils to go outside gather the information and compose a poem</p>	Grade-level prose and poetry are read with accuracy and appropriate speed		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
3.0 Communicate effectively in a different context	3.1 Demonstrate knowledge of the basic features of spoken language	(a) Practise connected speech by linking words(e.g. <i>they'll</i> , <i>won't</i> , <i>there's</i>)	<p>Tongue Twisters: Pronounce a tongue twister and ask the pupils to do the same</p> <p>Catenation or linking: Guide the pupils through attaching a consonant sound at the end of one word e.g “an apple” = “anapple”, “trip over” = “tripover”, “clean up” = “cleanup”</p> <p>Intrusion: Guide the pupils through inserting a sound between two words often with sounds /i/, /w/ and /r/ e.g, He asked” = “heyasked” “do it” = “dewit”</p> <p>Assimilation: Guide the pupils through segmenting words making them behave like another segment that is adjacent to it. Eg., in-pure>impure</p> <p>Using podcasts: Lead the pupils to listen and practise what they hear from an age-appropriate podcast of a native speaker</p>	Words are linked in connected speech	Wallcharts, texts and audio/ audiovisual materials with features of spoken language	34

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Practise connected speech by deleting some sounds (e.g. <i>next door</i> → <i>nexdoor</i> <i>dad take</i> → <i>datake</i> <i>most common</i> → <i>moscommon</i> <i>used to</i> → <i>useto</i>)	Elision: Guide the pupils through deleting sounds from words orally	Utterances are produced in a connected speech by deleting some sounds		
		(c) Use question tags	How much can you remember game: In groups, the pupils take turns to ask and answer the questions on their cards	Question tags are used correctly		
	3.2 Produce short and basic oral messages with a logical structure and intelligible pronunciation	(a) Make statements about objects and ideas that can be judged as true or false	Brainstorming: Lead the pupils to brainstorm on statements that are true or false Describing objects: Lead the pupils to describe objects by making statements about them	Statements about objects and ideas that can be judged true or false are made	Realia, word lists, charts, calendars, cards and audio/ audiovisual materials with appropriate vocabulary	10

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Present simple speeches about self and family members on familiar topics (e.g. <i>my pet, my brother, birthday party, wedding</i>)	<p>Modelling or demonstration: Guide the pupils through working in pairs to prepare a speech and present it to the class</p> <p>Family Photos: Tell the pupils to bring photos of their families and talk about each of the people in the photos</p>	Simple speeches about self and family members are presented		
	3.3 Produce short written messages using appropriate grammar and vocabulary	(a) Identify the form and content of appreciation, thanks and apology notes	<p>Explanation: Use sentences to distinguish between appreciation, thanks and apology</p> <p>Dramatising: Provide short scripts with appreciation, thanks and apology content</p>	The form and content of appreciation, thanks and apology notes are identified	Realia, word lists, charts, calendars, cards and audio/ audiovisual materials with appropriate vocabulary	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Write appreciation, thanks and apology notes to teachers, friends and parents	<p>Brainstorming: Guide the pupils through identifying and writing appreciation or thanks notes on various things</p> <p>Dialogue: Lead the pupils into pairs to practise dialogues with appreciation, thanks and apology themes</p> <p>Recite a poem: Provide a poem with five magic words (e.g., <i>please, thank you, excuse me</i>) for the pupils to recite</p>	Appreciation, thanks and apology notes are written to teachers, friends and parents		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.4 Demonstrate basic skills in creative writing	(a) Create a journal to record inspiring things (<i>at home, at school, from TV and radio programmes, etc.</i>)	<p>Personalised journal entry: Lead the pupils to write a letter of introduction about themselves</p> <p>Reflective learning: Dictate sentence stems and let the pupils compare their sentences with their partners</p> <p>Character writing: Pupils read/listen to a story then use the story ideas to write their own in the journal</p> <p>Happiness diary: Pupils chat about their happiness (or lack of it) and write about their feelings</p> <p>Vocabulary stories: Pupils construct a story and write it in their journals before reading it to other pupils</p>	A journal is created to record inspiring things	Picture, charts, diagrams and simple texts with a variety of issues	14

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Devise a topic for a poem from the ideas recorded in a journal	Gallery Walk: Lead the pupils in groups to read and come up with one-word titles for each poem	A topic for a poem is developed from ideas recorded in a journal		
		(c) Use basic figures of speech (<i>simile, metaphor, personification</i>) to write a four-line stanza	Explanation: Use similes, metaphors and personification to distinguish these figures of speech in sentences Paper Bag Poetry Activity: Tell the pupils to pull out a piece of paper from the box and read it out aloud and make their own Collaborative Poetry: Provide the pupils with strips of paper and ask them to write their best ideas on the strips to make a stanza	Basic figures of speech are used correctly to write a four-line stanza		

Standard VI

Table 5: Detailed Contents for Standard VI

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
1.0 Demonstrate mastery of basic English language skills	1.1 Develop vocabulary by relating words with objects in the environment	(a) Compose a dialogue using vocabulary referring to objects found in different settings	<p>Brainstorming: Use pictures to guide the pupils to brainstorm different objects in different settings</p> <p>Dialogue: Guide the pupils through reading a dialogue with vocabulary on objects found in different settings</p> <p>Composing: Guide the pupils through composing dialogues on objects in different settings</p> <p>Acting: Guide the pupils through acting out the composed dialogue</p>	Dialogue is composed using vocabulary referring to objects found in different settings	Realia, word lists, charts and audio/ audiovisual materials with environmental vocabulary	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Compose a story using vocabulary referring to objects found in different settings	<p>Finding target a word: Guide the pupils through circling/noting down words referring to objects found in different contexts</p> <p>Guided composition: Guide the pupils through writing a guided composition</p> <p>Composing: Guide the pupils through composing a story with specified vocabulary</p>	A story is composed using vocabulary referring to objects found in different settings		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	1.2 Use appropriate grammar and vocabulary both orally and in writing	(a) Express nationalities using appropriate adjectives (e.g. <i>Tanzanian, Japanese, Norwegian</i>)	<p>Brainstorming: Use pictures of people from different countries to guide the pupils through brainstorming their nationalities</p> <p>Spot the word: Guide the pupils through identifying the adjectives that describe nationalities in a text and read them aloud</p> <p>Dialogue: Guide the pupils through preparing and acting out dialogue on nationalities</p> <p>Role play: Guide the pupils through introducing themselves as members of different nations</p> <p>Self-introduction: Guide the pupils through introducing themselves by including their nationalities</p> <p>Role play: Guide the pupils in pairs to a role introducing each other to other people</p>	Nationalities are expressed using appropriate adjectives	Charts, texts and audio/ audiovisual materials with grammar and vocabulary	24

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Use relative pronouns in appropriate contexts (e.g., <i>who</i> , <i>whose</i> , <i>whom</i>)	<p>Reading: Guide the pupils through reading passages using target relative pronouns</p> <p>Sentence construction: Guide the pupils through constructing sentences for each of the relative pronouns</p> <p>Storytelling: Guide the pupils through telling a story using relative pronouns</p>	Relative pronouns are used in appropriate contexts		
		(c) Express future actions (structure: <i>will</i> , <i>shall</i> , <i>going to</i>)	<p>Brainstorming: Guide the pupils through brainstorming various actions</p> <p>Description: Guide the pupils through describing actions presented through pictures orally and in writing</p> <p>Sentence construction: Guide the pupils to construct oral and written sentences to express future actions/activities</p>	Future actions are expressed correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(d) Use conjunctions in oral and written contexts (target: <i>yet, despite, in spite of, so... that</i>)	<p>Finding target grammar: Ask the pupils to circle the target grammar in a passage or dialogue</p> <p>Sentence re-construction: Guide the pupils through reconstructing different sentences using the circled conjunctions</p> <p>Sentence construction: Guide the pupils to construct oral/written sentences using the target conjunctions</p>	Conjunctions are used in oral and written contexts		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(e) Express concession (target: <i>although, though</i>)	<p>Finding target grammar: Ask the pupils to circle the target grammar in a passage or dialogue</p> <p>Sentence re-construction: Guide the pupils through constructing different sentences using the circled words</p> <p>Grammar Challenge: Guide the pupils through constructing sentences with the target grammar</p>	Concessions are expressed correctly		
2.0 Comprehend oral and written information	2.1 Comprehend information presented orally	(a) Report information heard from a speech	<p>Presentation: Guide the pupils through listening to an oral speech and report the main ideas orally</p> <p>Summary: Guide the pupils through summarising information from a speech</p>	Information heard from a speech is reported correctly	Realia, audio/ audiovisual materials, special pencils, stickers, texts with various information	18

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(b) Participate in dialogues on grade appropriate topical issues	Dialogue: Guide the pupils through reading a topical issue and acting it out	Dialogues are made on grade-appropriate topical issues		
		(c) Engage in oral discussions on topical issues (e.g. <i>environment, gender, corruption</i>)	Brainstorming: Use pictures to guide the pupils through brainstorming vocabulary related to selected topics Debate: Guide the pupils in teams through conducting debates on selected issues Chain discussion: Guide the pupils in a circle through discussing given topics	Topical issues are discussed orally		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.2 Construct meaning from simple texts	(a) Interpret figurative and idiomatic language from a text (<i>e.g. idioms, riddles, proverbs</i>)	<p>Finding target words: Guide the pupils through circling riddles, proverbs or idioms in a dialogue or passage</p> <p>Sentence re-construction: Guide the pupils through creating sentences using the circled words</p> <p>Questions and answers: Ask the pupils to give the meaning of idiomatic expressions and figurative</p>	Figurative and idiomatic language is properly interpreted correctly from a text	Picture, charts, diagrams and simple texts with a variety of issues	20
		(b) Infer meaning from a text	<p>Think aloud: Guide the pupils to verbalise their thoughts from the texts they read</p> <p>Brainstorming: Guide the pupils through brainstorming what they know about the ideas presented in the given texts</p>	Meaning is inferred from a text meaningfully		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Relate the content of a text with real life	<p>Brainstorming: Guide the pupils through brainstorming age-appropriate real-life experiences</p> <p>Reading: Guide the pupils through reading a passage with age-appropriate content</p> <p>Questions and answers: Guide the pupils through relating the content of the text with real life experience</p>	The content of a text is related to real life		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	2.3 Respond appropriately in a familiar communicative context	(a) Give an appropriate and logical conclusion to a conversation	<p>Spot the conclusion: Guide the pupils through identifying and reading a conclusion in the text</p> <p>Dialogue: Guide the pupils through concluding a conversation on a dialogue (e.g., <i>road safety, corruption, gender, e.t.c</i>)</p> <p>Conversation: Guide the pupils through preparing conversations about environmental pollution and making conclusions</p>	The conclusion to conversion is given appropriately and logically	Wallcharts, texts and audio/ audiovisual materials with communicative contexts	20
		(b) Debate on topical issues (e.g. <i>gender, entrepreneurship, corruption, education</i>)	<p>Debate: Guide the pupils in teams through conducting debates on selected issues</p>	Topical issues are debated		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Give appropriate responses to riddles	<p>Brainstorming: Guide the pupils through brainstorming the procedures of playing a riddle game</p> <p>Riddle list: Ask the pupils to write down all sentences they think are riddles</p> <p>Riddle game: Guide the pupils in teams through playing a riddle game</p> <p>Code break: Provide a set of riddles for the pupils to solve within one minute wins a point</p>	Appropriate responses are made to riddles		

Main competences	Specific competences	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 Demonstrate knowledge of the basic features of spoken language	(a) Express feelings using appropriate intonation patterns (e.g., <i>surprise, shock, happiness, sadness</i>)	Spot it: Guide the pupils through identifying the words that express feelings from a text Description: Guide the pupils through describing feelings expressed by emojis Role play: Guide the pupils through role playing and expressing feelings orally	Feelings are expressed using appropriate intonation patterns	Picture, charts, diagrams and simple texts with a variety of issues	30
		(b) Use appropriate backchannels in conversations (e.g. <i>so, well, right, uh-huh, wow, yeah, really</i>)	Dialogue: Guide the pupils through reading a dialogue with appropriate backchannels Conversation: Guide the pupils through making reservations and bookings	Backchannels are used in conversations		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
		(c) Report messages received orally (<i>virtually and face to face</i>)	Whispering/ Telephone exercise: Whisper a phrase or short sentence to the pupil to pass it on Announcement: Guide the pupils through making announcements orally	Messages received orally are reported correctly		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.2 Produce short and basic oral messages with a logical structure and intelligible pronunciation	Engage in discussions on a variety of topical issues and defend arguments	<p>Modelling: Demonstrate how to discuss an issue and defend an argument</p> <p>Brainstorming: Guide the pupils through thinking, writing and sharing various issues they would like to discuss</p> <p>Discussion: Guide the pupils through selecting one issue and discussing it</p> <p>Library search: Guide the pupils through reading the selected topic</p> <p>Round table: Guide the pupils through stating their ideas topic loudly</p> <p>Discussion Leader: Guide the pupils through discussing one pupil's presentation</p>	Discussions and defences are made on a variety of topical issues	Realia, word lists, charts, calendars, cards and audio/ audiovisual materials with appropriate vocabulary	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.3 Produce short written messages using appropriate grammar and vocabulary	(a) Develop skills for taking notes from oral presentations	<p>Modelling: Use audio/audiovisual materials for pupils to see how to take notes</p> <p>Discussion: Guide the pupils through discussing note-taking skills</p>	Skills for taking notes from oral presentations are developed	Realia, word lists, charts, calendars, cards and audio/ audiovisual materials with appropriate vocabulary	28
		(b) Taking notes from various oral presentations (e.g. <i>speech, lecture, discussion and audio/ audiovisual materials</i>)	<p>Note taking: Guide the pupils through taking notes from oral speech presentations or audio/ audiovisual materials</p>	Notes are taken from various oral presentations		

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of periods
	3.4 Demonstrate basic skills in creative writing	Develop a plan for a story (target: <i>setting & plot</i>)	<p>Brainstorming: Guide the pupils through brainstorming different settings</p> <p>Discussion: Guide the pupils through discussing an issue or story they would like to write about</p> <p>Story map: Guide the pupils through mapping out key parts of the story</p>	A plan for a story is developed correctly	Picture, charts, diagrams and simple texts with a variety of issues	30

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